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DOCUMENTS & STATISTICS  
CITY OF  
BOSTON.  
DEPARTMENT.

OF THE

# SCHOOL COMMITTEE

OF THE

## CITY OF BOSTON

FOR THE YEAR 1905



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905



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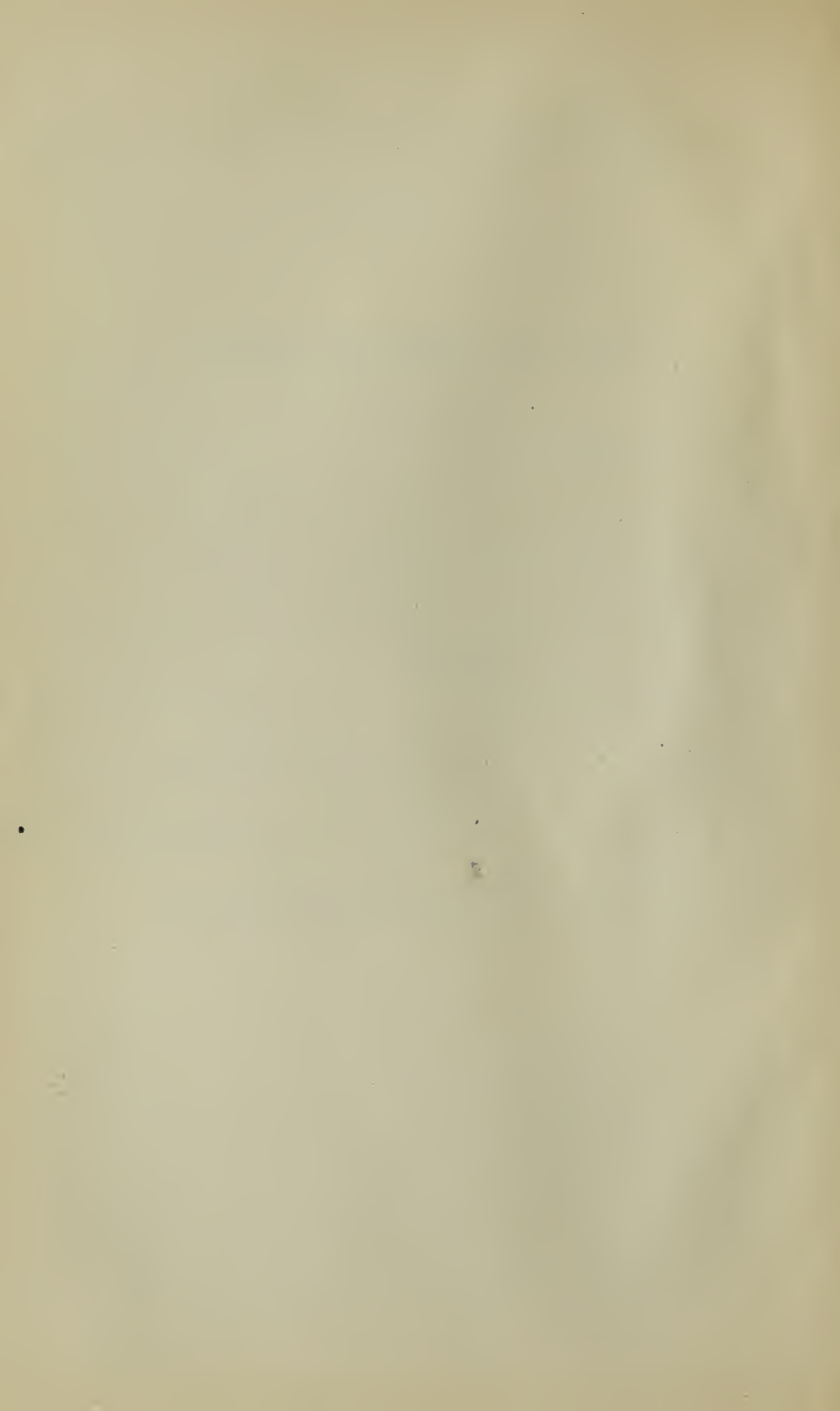
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SCHOOL DOCUMENT NO. 1—1905

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REPORT

OF THE

COMMITTEE ON SUPPLIES



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905



# TWENTY-SEVENTH ANNUAL REPORT.

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## COMMITTEE ON SUPPLIES.

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BOSTON, March, 1905.

*To the School Committee :*

The Committee on Supplies beg leave to present the following as their report for the year ending March 1, 1905 :

In submitting their annual report, as required by the rules, the committee depart from the custom prevailing for many years by incorporating therein, in separate and distinct form, the report of the Auditing Clerk, as required by section 96 of the rules. This report is for the financial year ending January 31, 1905, while the present Committee on Supplies has been in existence but one month of that period. That portion of the report which deals with the year 1904 cannot therefore be assumed as the report of this committee.

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All the expenditures of the School Committee, with the exception of those for salaries of instructors, officers, and janitors, are made under the direction of the Committee on Supplies, either directly or nominally ; and all bills incurred for these expenditures are approved by this committee before payment is made by the City Treasurer.

Under date of March 8, 1904, the School Committee appropriated for the requirements of this department the following amounts for the items specified :

Fuel and Light.....	\$148,000 00
Supplies and Incidentals.....	190,748 00
	<hr/>
	\$338,748 00

The expenditures for the year have been as follows :

"Supplies and Incidentals" :		
Text-books . . . . .	\$35,666 28	
Writing-books . . . . .	2,710 32	
Reference-books . . . . .	1,980 62	
Record-books . . . . .	335 15	
Books for supplementary reading . . . . .	1,283 11	
	<hr/>	\$41,975 48
Stationery, including postage . . . . .	\$23,023 58	
Drawing materials . . . . .	7,757 81	
Blackboard materials . . . . .	582 67	
Manual training supplies . . . . .	19,144 93	
Sewing materials . . . . .	543 17	
Expenses for music:		
Pianos . . . . .	115 00	
Tuning and care of pianos . . . . .	1,320 00	
Covers and repairs . . . . .	62 75	
Kindergarten supplies and services of maids,	10,381 52	
Philosophical, chemical, and mathematical		
apparatus, and supplies . . . . .	7,503 04	
Globes, maps, and charts . . . . .	621 07	
Typewriters and supplies . . . . .	823 52	
Supplies for Vacation Schools . . . . .	1,747 73	
Supplies for Educational Centres . . . . .	1,035 97	
Supplies for Special Classes . . . . .	206 15	
Supplies for School Gardens . . . . .	110 24	
	<hr/>	74,979 15
Diplomas . . . . .	\$2,826 02	
Annual school festival . . . . .	2,366 67	
Military drill: arms, lunch for regiment etc.	1,274 80	
Badges for licensed minors . . . . .	325 50	
	<hr/>	6,792 99
School census . . . . .	\$1,500 00	
Tuition paid town of Brookline . . . . .	2,135 00	
Tuition paid Massachusetts cities and towns		
for Boston wards . . . . .	5,666 31	
	<hr/>	9,301 31
Car and ferry tickets (refunded by State,		
\$3,351.55) . . . . .	\$4,402 88	
Janitors' and other supplies . . . . .	9,650 99	
Removing ashes and snow . . . . .	1,878 00	
Cases . . . . .	6 00	
New flags and repairing of old . . . . .	226 28	
Washing floor supply room . . . . .	2 50	
Work on area of school buildings, yards, etc.	240 90	
	<hr/>	16,407 55
<i>Carried forward</i> . . . . .		\$149,456 48



REPORT OF COMMITTEE ON SUPPLIES.

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<i>Brought forward</i> . . . . .		\$149,456 48	
Reports of proceedings School Committee . . . . .	\$1,250 00		
Carriage hire . . . . .	38 50		
Refreshments, School Committee . . . . .	1,131 25		
Furniture and repairs, School Committee			
Building . . . . .	1,052 16		
Rent of office, Schoolhouse Custodian . . . . .	250 00		
			3,721 91
Printing and stock . . . . .	\$11,311 14		
Cost of work for delivering supplies, including salaries, expenses of teaming, etc. . . . .	7,330 00		
Horse and carriage expenses . . . . .	150 00		
Express and cartage . . . . .	320 53		
Extra labor and clerk hire . . . . .	640 31		
Advertising . . . . .	445 48		
District telegraph and telephone . . . . .	296 46		
Furnishing and washing towels . . . . .	581 22		
Wrapping paper and twine . . . . .	97 24		
Emergency supplies . . . . .	7 57		
Rental adding machine . . . . .	22 50		
			21,202 45
St. Louis Exposition . . . . .	\$2,386 98		
Berne Exposition . . . . .	50 00		
			2,436 98
Engrossing memorials: Ellis Peterson, George W. M. Hall, Lewis H. Dutton . . . . .	\$15 00		
Engrossing resolutions: James A. Page . . . . .	5 00		
Travelling expenses: Superintendent and Supervisors to Atlanta . . . . .	475 76		
			495 76
Incidental expenses, Lectures . . . . .			899 57
Expert examination of backward children, . . . . .			350 00
Total for Supplies and Incidentals . . . . .			\$178,563 15
"Fuel and Light" :			
Fuel . . . . .	\$127,921 63		
Electric power . . . . .	2,952 56		
Gas and electric lighting . . . . .	28,290 46		
Total for Fuel and Light . . . . .			159,164 65
Gross expenditures for schools under the charge of the Committee on Supplies . . . . .			<u>\$337,727 80</u>
Gross expenditures as above . . . . .			\$337,727 80
Less the following credits:			
Sale of books and supplies,			
High Schools . . . . .	\$165 45		
Carried forward . . . . .	\$165 45		<u>\$337,727 80</u>

<i>Brought forward</i> . . . . .	\$165 45	\$837,727 80
Grammar Schools . . . . .	268 65	
Primary Schools . . . . .	168 40	
Evening Schools . . . . .	57 50	
Sale of badges to licensed minors . . . . .	613 75	
Refunded by State on account of travelling expenses of pupils, Horace Mann School,	3,351 58	
		<u>4,625 33</u>
Net expenditures . . . . .		<u>\$333,102 47</u>

The income collected during the year consisted of payments by pupils for lost or injured books, sale of badges to licensed minors, 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 \$9,903.96 in supplies and incidentals, and a decrease of \$55,498.72 in fuel and light — a net decrease, as compared with the cost for the previous year, of \$45,594.76.

The average number of pupils belonging to the different grades of schools was 102,725. The average cost of this department per pupil for books, supplies, and incidentals was \$1.69, and for fuel and light was \$1.55 — a total cost per pupil of \$3.24.

The value of the stock on hand at the close of the year amounted to \$18,065.77, a reduction of \$2,785.10 as compared with the value of the stock on hand January 1, 1904. 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 cost for books, drawing materials, and stationery the past year was \$72,756.87. Deducting \$660, the income received from sales, it leaves \$72,096.87 as the net amount expended for these items, and an increase, as compared with the preceding year, of \$965.18.

Dividing the net amount spent by the average number of pupils attending, it gives a cost per pupil of seventy cents, which is two cents per pupil less than the year previous.

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-two years:

1873-74 . . . .	\$67,937 47	1890-91 . . . .	\$52,988 28
1874-75 . . . .	78,181 67	1891-92 . . . .	} . . . . 50,201 01
1875-76 . . . .	72,372 35	(9 months)	
1876-77 . . . .	75,629 76	1892-93 . . . .	47,723 15
1877-78 . . . .	61,057 13	1893-94 . . . .	42,116 13
1878-79 . . . .	63,473 78	1894-95 . . . .	53,856 82
1879-80 . . . .	76,621 67	1895-96 . . . .	65,014 08
1880-81 . . . .	21,003 26	1896-97 . . . .	77,784 56
1881-82 . . . .	7,569 57	1897-98 . . . .	72,093 34
1882-83 . . . .	15,309 74	1898-99 . . . .	77,476 43
1883-84 . . . .	14,107 76	1899-1900 . . . .	80,707 78
1884-85 . . . .	80,779 82	1900-01 . . . .	85,368 28
1885-86 . . . .	58,760 77	1901-02 . . . .	94,728 91
1886-87 . . . .	42,890 13	1902-03 . . . .	105,987 89
1887-88 . . . .	43,721 29	1903-04 . . . .	71,131 69
1888-89 . . . .	46,087 54	1904-05 . . . .	72,096 87
1889-90 . . . .	50,182 82		

The total net expense incurred by the School Committee for books, drawing materials, and stationery for the past twenty-one years, during which time the city has been obliged by law to loan books and furnish supplies to all pupils, amounted to \$1,371,697.59, an average each year of \$65,318.93. The average yearly number of pupils covering the same period was 76,470, making an average annual cost of eighty-five cents per pupil for these items.

As a partial offset to this charge, the city owns about 700,000 text-books in the schools, which at a low valuation would be worth \$135,000 for further school use.

Owing to the financial conditions existing the past two years, very little supplementary reading has been furnished to the schools, and as time goes on the needs of the schools and the demands of the principals for additional books to be used as collateral reading naturally increase. Up to January 1, 1903, owing to an annual allowance for the purpose, the

schools were supplied fairly well, but books are perishable, and since then an amount sufficient to make good even the wear and tear has not seemed to be available.

The coming year will find the School Committee burdened with greater expense than they will be able to meet, and, unless radical steps are taken in the way of reduction, it will practically be impossible, after paying fixed charges, to supply the schools with even a fair amount of books of this class. While it is possible to deny the schools certain supplies which educators consider important, though not strictly required by law, the wisdom of such a course is questionable. The City of Boston employs many experts in educational matters, and in order to obtain the full value of their services, they should not be hampered by lack of material in their efforts to produce the most satisfactory results.

In making up the budget for the year, no money was appropriated for holding the annual school festival, or to meet the expenses for preparing an exhibit of school work to be sent to the St. Louis Exposition. Both of these projects, however, were voted upon favorably by the School Board, after the estimates for the year had been approved.

The cost for the exhibit at St. Louis amounted to \$2,386.98, the largest item of expense being for photography.

The expenses of the annual festival were as follows:

Rent of Mechanics Hall . . . . .	\$281 00
Music . . . . .	104 00
Bouquets (4,000) . . . . .	1,000 00
Collation . . . . .	704 95
Transportation . . . . .	195 54
Decorations . . . . .	25 00
Sundry small items . . . . .	56 18
<b>Total cost . . . . .</b>	<b><u>\$2,366 67</u></b>

The sum of \$2,135 was paid the Town of Brookline during the year for the tuition of 65 children, whose parents are residents of Boston, and for whom the city does not provide reasonable school accommodations.

Under chapter 496 of the Acts of 1898, the School Committee is obliged to pay at the rate of fifty cents for each week of five days for children between the ages of five and fifteen years, who are wards of the city and have been placed in families in various cities and towns by the Trustees for Children for the City of Boston, for their attendance at public schools. In addition, the law allows transportation, equal in many cases to the cost for tuition.

The amount expended the past year on account of Boston wards was \$5,666.31.

The expenses of the School Committee have been increased over \$25,000, the past five years, on account of the passage of the act referred to.

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The cost for manual training supplies for the wood-working classes, cardboard construction work, and the cookery schools, amounted to \$19,144.93, as compared with \$13,057.01 for the year preceding, an increase of \$6,087.92, or nearly fifty per cent.

The unusually large number of new school buildings acquired during the year, with their manual training rooms to be fitted up with tools, etc., and school kitchens to be equipped with necessary materials, was responsible for the large increase.

Under this head the following items may be mentioned: cost for lumber, \$6,392.94; perishable materials used in school kitchens and fitting up new kitchens, \$5,492.52; making good the wear and tear of tools in the wood-working classes, expense for hardware, and tools for new classes, \$5,589.22; supplies used in teaching cardboard construction, \$1,005.52.



On account of the general lack of funds, very little expense was incurred for pianos, although some of the old instruments in the schools should be replaced.

Three second-hand square pianos were purchased for the Kindergartens at a total expense of \$115. The other expenses, consisting of tuning, repairs, and piano-covers, brought the total under this head up to \$1,497.75.

The schools are supplied with 264 pianos, 31 of which are owned by private persons.

The pianos are kept in tune, as for many years past, by the Perkins Institution for the Blind, which receives \$1,320 per annum for the services performed.

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The amount of coal purchased during the year was 21,386 tons, costing \$123,870.48, an average of \$5.79 per ton. Ten years ago the schools consumed 13,345 tons, showing an average yearly increase of over 800 tons. Ten years ago it required on an average 363 pounds of coal to keep a pupil comfortable; the past year it required 416 pounds, showing an increase of fifteen per cent., owing partly to modern methods of heating and ventilation.

The contract for coal delivered during the year was divided among several dealers, the greater part of the supply coming from the Metropolitan Coal Company.

For several years it has been considered for the city's interest to make the principal contract for coal to cover a period of three months. During the past year about three-quarters of the year's supply was purchased and delivered to the school buildings during the summer months.

It is unfortunate that the coal-bins throughout the city will not contain the full year's supply, in which case much labor and expense might be saved annually. In many of the school buildings, particularly those of later construction, the accommodations will not permit even a half-year's supply at

one time; consequently frequent purchases must be made during the winter, and usually at higher rates.

Under the head of "Fuel" is charged electrical power, which cost during the year \$2,952.56.

The amount of wood used was 370 cords, purchased from the Overseers of the Poor, as for many years past, and cost \$4,051.15, which included sawing, splitting, and housing, an average of \$10.95 per cord.

Gas and electric lighting cost \$28,290.46, as compared with \$26,685.70 the year preceding. New contracts were made by the city during the year with the Edison Electric Illuminating Company of Boston, whereby the cost has been reduced somewhat.

Twenty years ago the cost for lighting our school buildings was an insignificant item; but of late years it has increased so rapidly that it is estimated the cost for the coming year will reach \$33,000. Year by year more attention is paid to the comfort and health of the school children, and sufficient and proper lighting seems to be an important factor. In spite of the increased cost of lighting there is no doubt that the expenditure will be justified, provided proper economy is exercised in its use.

The total expenditure for fuel, including electric power and light for the year, amounted to \$159,164.65.

The high schools were supplied with coal as follows:

	Tons.		Tons.
Latin and English High . . . . .	818	Roxbury High . . . . .	294
West Roxbury High . . . . .	400	Brighton High . . . . .	270
Girls' High . . . . .	396	Charlestown High . . . . .	120
Mechanic Arts High . . . . .	384	Girls' Latin (Copley square),	75
Dorchester High . . . . .	334		<hr/>
East Boston High . . . . .	310	Total . . . . .	<u>3,696</u>
South Boston High . . . . .	295		

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

	Tons.		Tons.
William E. Russell . . . . .	312	Norcross . . . . .	136
Chapman . . . . .	286	Brimmer . . . . .	130
Bigelow . . . . .	250	Harvard . . . . .	129
Bowdoin . . . . .	250	George Putnam . . . . .	128
Sherwin . . . . .	245	Mather . . . . .	125
Phillips Brooks . . . . .	220	Robert G. Shaw . . . . .	125
Hugh O'Brien . . . . .	218	Washington Allston . . . . .	124
Roger Wolcott . . . . .	213	Everett . . . . .	123
Christopher Gibson . . . . .	206	Warren . . . . .	122
Rice . . . . .	204	Jefferson . . . . .	121
Mary Hemenway . . . . .	195	John A. Andrew . . . . .	120
Agassiz . . . . .	193	Bunker Hill . . . . .	118
Hancock . . . . .	184	Phillips . . . . .	118
Hyde . . . . .	176	Adams . . . . .	113
Quincy . . . . .	173	Dillaway . . . . .	112
Frothingham . . . . .	171	Wells . . . . .	107
Martin . . . . .	170	Charles Sumner . . . . .	106
Lewis . . . . .	169	Prince . . . . .	106
Bowditch . . . . .	163	Emerson . . . . .	103
Dudley . . . . .	160	Bennett . . . . .	101
Edward Everett . . . . .	157	Comins . . . . .	100
Dearborn . . . . .	154	Dwight . . . . .	100
Washington . . . . .	154	Blackinton . . . . .	99
Lowell . . . . .	153	Eliot . . . . .	95
Longfellow . . . . .	152	Winthrop . . . . .	92
Gaston . . . . .	150	Prescott . . . . .	87
Henry L. Pierce . . . . .	150	Franklin . . . . .	86
Shurtleff . . . . .	150	Minot . . . . .	60
Thomas N. Hart . . . . .	146	Lincoln . . . . .	45
Gilbert Stuart . . . . .	145		
Lyman . . . . .	144	Total . . . . .	<u>9,084</u>
Lawrence . . . . .	140		

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

	Tons.
High Schools . . . . .	3,696
Grammar Schools . . . . .	9,084
Primary and Special Schools . . . . .	8,606
Total amount furnished . . . . .	<u>21,386</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 . . . . .	\$2,366 67
Horse and carriage expenses, including carriage-hire . . . . .	188 50
Advertising . . . . .	445 48
Expenses delivering supplies, etc. . . . .	7,330 00
Printing, printing stock, and binding . . . . .	11,311 14
Car and ferry tickets for messengers, special classes, Custodian, and Truant Officers . . . . .	1,867 68
Telephone and District Telegraph . . . . .	296 46
Expenses military drill, including lunch at annual parade . . . . .	617 50
Tuning pianos . . . . .	1,320 00
Diplomas . . . . .	2,826 02
Express and carting, including fares . . . . .	320 53
Census, including books for same . . . . .	1,500 00
Extra labor and clerk-hire . . . . .	640 31
Reporting proceedings of School Committee . . . . .	1,250 00
Removing ashes and snow . . . . .	1,878 00
Tuition of Boston pupils, Brookline schools . . . . .	2,135 00
Refreshments for School Committee . . . . .	1,131 25
Vacation Schools supplies . . . . .	1,747 73
Educational Centres supplies . . . . .	1,035 97
Special Classes supplies . . . . .	206 15
School Gardens supplies . . . . .	110 24
Expert examination backward children . . . . .	350 00
Measuring school-houses . . . . .	240 90
St. Louis Exposition . . . . .	2,336 98
Berne Exposition . . . . .	50 00
Tuition, Boston wards in Massachusetts towns . . . . .	5,666 31
Travelling expenses, Superintendent and Supervisors, Atlanta, Ga. . . . .	475 76
Engrossing memorials and resolutions . . . . .	20 00
Washing towels . . . . .	119 98
Badges for licensed minors . . . . .	325 50
Postage . . . . .	1,120 00
Expenses account evening lectures . . . . .	899 57
Rent of office, Schoolhouse Custodian . . . . .	250 00
Furniture and repairs, Mason street and Custodian's office . . . . .	1,052 16
Sundry items . . . . .	135 55
Total . . . . .	<u>\$53,617 34</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 . . . . .	\$17,671 05
Apparatus and chemical supplies . . . . .	7,005 94
Fuel and light . . . . .	22,674 08
Janitors' supplies . . . . .	1,158 46
Miscellaneous items . . . . .	1,429 56
Proportion of expenses not chargeable to any particular grade . . . . .	10,108 91
	<hr/>
	\$60,048 00
Income from sale of books to pupils . . . . .	165 45
	<hr/>
Net cost of High Schools . . . . .	<u>\$59,882 55</u>

Average number of pupils belonging, 7,569.

Average cost per pupil, \$7.91.

## GRAMMAR SCHOOLS.

Books, drawing materials, and stationery . . . . .	\$41,614 30
Apparatus . . . . .	427 16
Fuel and light . . . . .	66,225 31
Janitors' supplies . . . . .	4,274 29
Miscellaneous items . . . . .	1,597 80
Proportion of expenses not chargeable to any particular grade . . . . .	23,104 54
	<hr/>
	\$137,243 40
Income from sale of books to pupils . . . . .	\$268 65
Income from sale of badges to licensed minors . . . . .	613 75
	<hr/>
	832 40
	<hr/>
Net cost of Grammar Schools . . . . .	<u>\$136,361 00</u>

Average number of pupils belonging, 45,916.

Average cost per pupil, \$2.97.

## PRIMARY SCHOOLS.

Books, drawing materials, and stationery . . . . .	\$10,961 83
Apparatus . . . . .	22 64
Fuel and light . . . . .	55,771 18
Janitors' supplies . . . . .	3,992 36
	<hr/>
<i>Carried forward</i> . . . . .	\$70,748 01

<i>Brought forward</i> . . . . .	\$70,748 01
Miscellaneous items . . . . .	1,066 54
Proportion of expenses not chargeable to any particular grade . . . . .	14,537 02
	<hr/>
	\$86,351 57
Income from sale of books to pupils . . . . .	168 40
	<hr/>
Net cost of Primary Schools . . . . .	<u>\$86,183 17</u>
Average number of pupils belonging, 33,247.	
Average cost per pupil, \$2.59.	

EVENING HIGH AND ELEMENTARY SCHOOLS.

Books, drawing materials, and stationery . . . . .	\$1,826 28
Fuel and light . . . . .	10,271 45
Janitors' supplies . . . . .	13 45
Apparatus . . . . .	44 62
Miscellaneous items . . . . .	235 17
Proportion of expenses not chargeable to any particular grade . . . . .	2,508 25
	<hr/>
	\$14,899 22
Income from sale of books to pupils . . . . .	57 50
	<hr/>
Net cost of Evening Schools . . . . .	<u>\$14,841 72</u>
Average number of pupils belonging, 9,875.	
Average cost per pupil, \$1.50.	

EVENING DRAWING SCHOOLS.

Books, drawing materials, and stationery . . . . .	\$1,084 53
Light . . . . .	805 23
Janitors' supplies . . . . .	11 26
Miscellaneous items . . . . .	3 78
Proportion of expenses not chargeable to any particular grade . . . . .	385 59
	<hr/>
	\$2,290 44
	<hr/>
Net cost of Evening Drawing Schools . . . . .	<u>\$2,290 44</u>
Average number of pupils belonging, 678.	
Average cost per pupil, \$3.38.	

HORACE MANN SCHOOL.

Books, drawing materials, and stationery . . . . .	\$51 53
Fuel and light . . . . .	778 58
Janitors' supplies . . . . .	30 93
	<hr/>
<i>Carried forward</i> . . . . .	\$861 04

<i>Brought forward</i> . . . . .	\$861 04
Travelling expenses of pupils . . . . .	2,535 20
Miscellaneous items . . . . .	15 18
Proportion of expenses not chargeable to any particular grade . . . . .	690 57
	<u>\$4,101 99</u>
Income from State, travelling expenses of pupils . . . . .	3,351 58
Net cost of Horace Mann School . . . . .	<u>\$750 41</u>
Average number of pupils belonging, 134.	
Average cost per pupil, \$5.60.	

## KINDERGARTENS.

Books, drawing materials, and stationery . . . . .	\$173 04
Kindergarten materials . . . . .	1,931 77
Janitors' supplies . . . . .	62 83
Fuel and light . . . . .	542 38
Services of maids . . . . .	8,448 00
Miscellaneous items . . . . .	117 57
Proportion of expenses not chargeable to any particular grade . . . . .	2,282 46
Net cost of Kindergartens . . . . .	<u>\$13,558 05</u>
Average number of pupils belonging, 5,204.	
Average cost per pupil, \$2.61.	

## MANUAL TRAINING SCHOOLS.

Lumber . . . . .	\$6,392 94
Hardware, including tools for outfits . . . . .	5,589 22
Books, drawing materials, and stationery . . . . .	54 91
Crockery, groceries, and kitchen materials . . . . .	5,492 52
Miscellaneous . . . . .	1,483 77
Janitors' supplies . . . . .	149 13
Fuel and light . . . . .	975 66
Net cost of Manual Training Schools . . . . .	<u>\$20,138 15</u>

## SCHOOL COMMITTEE AND OFFICERS.

Books, drawing materials, and stationery . . . . .	\$569 61
Fuel and light . . . . .	1,120 73
Apparatus . . . . .	56
Janitors' supplies . . . . .	74 51
Miscellaneous items . . . . .	116 67
Net cost for School Committee and Officers. . . . .	<u>\$1,882 08</u>

## RECAPITULATION.

Net cost for supplies properly chargeable to	
High Schools . . . . .	\$59,882 55
Grammar Schools . . . . .	136,361 00
Primary Schools . . . . .	86,183 17
Evening High and Elementary Schools . . . . .	14,841 72
Evening Drawing Schools . . . . .	2,290 44
Horace Mann School . . . . .	750 41
Kindergartens . . . . .	13,558 05
Manual Training Schools . . . . .	20,138 15
School Committee and Officers . . . . .	1,882 08
	<hr/>
	\$335,887 57
Stock on hand Jan. 1, 1904 . . . . .	\$20,850 87
Stock on hand Jan. 1, 1905 . . . . .	18,065 77
	<hr/>
Stock delivered, purchased previous to Jan. 1, 1904 . . . . .	2,785 10
	<hr/>
Total net cost . . . . .	<u>\$333,102 47</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 cost for supplies purchased for the Educational Centres was \$1,035.97, and Vacation Schools were supplied to the extent of \$1,747.73 — making a total of \$2,783.70. (In addition to the above, materials purchased for the Grammar Schools to the amount of \$139.93 were used by pupils in the Centres.)

The largest item of expense in these schools was for the lumber required to supply the classes in wood-working.

The limited appropriation available obliged the principals to use the utmost economy in ordering supplies, and the fact that the many thousand people who availed themselves of the advantages offered by the city were kept interested



at so slight a cost indicates that, so far as furnishing them with material was concerned, no money was wasted.

The cost for supplying these schools was divided among the other grades of schools, the number of pupils attending not entering into the account in making up the cost per pupil.

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 . . . . .	175,373	books at a cost of . . . . .	\$87,686 50
Grammar Schools . . . . .	387,260	" " " " . . . . .	174,267 00
Primary Schools . . . . .	118,607	" " " " . . . . .	23,721 40
Evening Schools . . . . .	24,095	" " " " . . . . .	8,031 67
Total number . . . . .	<u>705,335</u>	" costing . . . . .	<u>\$293,706 57</u>

This shows a net increase of 26,865 books as against 21,518 last year, being distributed as follows :

	1903-04.	1904-05.
High . . . . .	1,091	5,877
Grammar . . . . .	13,789	16,809
Primary . . . . .	3,238	3,766
Evening . . . . .	3,400	413
	<u>21,518</u>	<u>26,865</u>

The number sent to the Evening High Schools was 10,314. The Evening Elementary Schools called for 13,781 books, making a total of 24,095 books sent to all Evening Schools during the year.

The numbers now in the different schools will allow of the use of about twenty-three books by the pupils in the High Schools, eight in the Grammar, and about three and a half in the Primary Schools, with an average of nearly seven for each pupil; and, if new, would cost about \$2.86 per pupil, as against an estimate of \$2.85 per pupil for the year preceding.

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

High Schools . . . . .	449
Grammar Schools . . . . .	1,754
Primary Schools . . . . .	715
Evening Schools . . . . .	611
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Total number reported lost . . . . .	3,529
In 1903-04 the number was . . . . .	3,379
“ 1902-03 “ “ “ . . . . .	3,480
“ 1901-02 “ “ “ . . . . .	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 twenty years . . . . .	<u>39,712</u>

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

High Schools . . . . .	10,180
Grammar Schools . . . . .	33,676
Primary Schools . . . . .	12,155
<hr/>	
	56,011
In 1903-04 the number was . . . . .	45,765
“ 1902-03 “ “ “ . . . . .	59,682
“ 1901-02 “ “ “ . . . . .	68,050
“ 1900-01 “ “ “ . . . . .	56,523
“ 1899-00 “ “ “ . . . . .	48,241
“ 1898-99 “ “ “ . . . . .	50,328
<hr/>	
<i>Carried forward</i> . . . . .	384,600

<i>Brought forward</i> . . . . .	384,600
In 1897-98 the number was . . . . .	48,757
“ 1896-97 “ “ “ . . . . .	45,354
“ 1895-96 “ “ “ . . . . .	47,022
“ 1894-95 “ “ “ . . . . .	38,039
“ 1893-94 “ “ “ . . . . .	41,764
“ 1892-93 “ “ “ . . . . .	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 twenty years . . . . . 790,933

In addition, 1,024 books were destroyed for fear of contagion, and 6,922 books were returned by the principals as not being wanted.

Since the free text-book law went into effect the schools have been supplied with 1,630,312 text-books. Of this number, 705,335 are still in use in the schools, and the balance, 924,977, has either been lost or returned to Mason street as worn out or displaced.

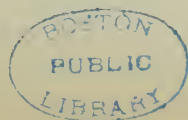
The number of books charged Jan. 1, 1905, used as text-books by the pupils of the High Schools, was as follows:

	Number books.	Number pupils.	Av. number books each pupil.
Normal School.....	3,484	306	11
Public Latin School.....	20,814	563	37
Girls' Latin School.....	13,303	362	37
Brighton High School.....	9,035	327	28
Charlestown High School.....	6,668	234	28
Dorchester High School.....	18,380	1,143	16
East Boston High School.....	7,105	388	18
English High School.....	18,290	884	21
Girls' High School.....	27,866	1,091	26
Mechanic Arts High School.....	10,782	706	15
Roxbury High School.....	20,040	685	29
South Boston High School.....	12,042	512	24
West Roxbury High School.....	7,564	368	21
Total number in High Schools,	175,373	7,569	23



The following text-books were charged to the Grammar Schools, Jan. 1, 1905, having been ordered during the past twenty years for the use of the pupils:

Blaisdell's Child Life in Literature, A Fourth Reader . . . . .	210
Hazen's Fourth Reader . . . . .	4,084
Claude's Twilight Thoughts . . . . .	2,230
Franklin Advanced Third Reader . . . . .	3,169
"    Fourth Reader . . . . .	4,493
"    Intermediate Reader . . . . .	2,035
"    Fifth Reader . . . . .	6,221
"    Sixth Reader . . . . .	3,457
Progressive Course in Reading, Third Book . . . . .	226
"    "    "    "    Fourth Book . . . . .	5,079
"    "    "    "    Fifth Book . . . . .	2,027
Stepping Stones to Literature, Reader No. 3 . . . . .	114
"    "    "    "    "    No. 4 . . . . .	5,158
"    "    "    "    "    No. 5 . . . . .	3,214
"    "    "    "    "    No. 6 . . . . .	2,400
"    "    "    "    "    No. 7 . . . . .	2,184
"    "    "    "    "    No. 8 . . . . .	1,276
Cyr's The Children's Third Reader . . . . .	1,524
"    "    "    Fourth Reader . . . . .	5,262
Monroe's New Fourth Reader . . . . .	3,811
Masterpieces of American Literature . . . . .	4,726
Meservey's Bookkeeping, Single Entry . . . . .	4,715
Blaisdell's Our Bodies and How We Live . . . . .	7,671
"    The Child's Book of Health . . . . .	9,609
Stowell's A Healthy Body . . . . .	8,354
Franklin Written Arithmetic . . . . .	3,737
"    Elementary Arithmetic . . . . .	4,506
New Franklin Arithmetic, Book I. . . . .	17,124
"    "    "    Book II. . . . .	24,754
Redway & Hinman's Natural Elementary Geography . . . . .	5,837
"    "    "    Advanced Geography . . . . .	7,550
Tarbell's Introductory Geography . . . . .	7,840
"    Complete Geography . . . . .	8,430
Tarr & McMurry's Geography, First Book . . . . .	8,126
"    "    "    Second Book . . . . .	3,642
"    "    "    Third Book . . . . .	5,248
Higginson's History of the United States . . . . .	7,709
Montgomery's American History . . . . .	12,063
Sheldon-Barnes' American History . . . . .	1,494
Stone's History of England . . . . .	1,308
<i>Carried forward . . . . .</i>	212,617



<i>Brought forward</i> . . . . .	212,617
Bailey's Inductive Physical Science . . . . .	67
Cooley's Philosophy . . . . .	193
Gifford's Elementary Physics . . . . .	4,855
First Lessons in Natural History . . . . .	505
Metcalf's Language Exercises . . . . .	12,040
"    English Grammar . . . . .	18,649
Metcalf & Bright's Language Lessons, Part I. . . . .	5,197
"    "    "    "    Part II. . . . .	4,594
Swinton's New Language Lessons . . . . .	601
Tweed's Grammar for Common Schools . . . . .	418
American System of Music, Reader No. 1 . . . . .	245
"    "    "    "    No. 2 . . . . .	872
"    "    "    "    No. 3 . . . . .	438
Educational Music Course, First Reader . . . . .	50
"    "    "    Second Reader . . . . .	5,148
"    "    "    Third Reader . . . . .	3,964
"    "    "    Fourth Reader . . . . .	3,610
"    "    "    Fifth Reader . . . . .	3,171
"    "    "    Sixth Reader . . . . .	3,869
Normal Music Course, First Reader . . . . .	416
"    "    "    Second Reader . . . . .	12,380
"    "    "    Third Reader . . . . .	3,675
National Music Course, Fourth Reader . . . . .	870
Natural Music Course, Reader No. 1 . . . . .	1,813
"    "    "    "    No. 2 . . . . .	1,462
"    "    "    "    No. 3 . . . . .	1,546
"    "    "    "    No. 4 . . . . .	945
"    "    "    "    No. 5 . . . . .	1,167
"    "    "    "    Advanced . . . . .	609
Cecilian Series of Study and Song, Books 3 and 4 combined . . . . .	5,405
Mowry's Elements of Civil Government . . . . .	5,159
The Clarendon Dictionary, Brown & Haldeman . . . . .	5,140
Webster's Academic Dictionary . . . . .	2,257
Worcester's Comprehensive Dictionary . . . . .	22,320
"    Pronouncing Spelling-book . . . . .	30,017
Daly's An Advanced Rational Speller . . . . .	4,826
Boyden's A First Book in Algebra . . . . .	3,911
Joynes's French Fairy Tales . . . . .	126
Grandgent's French Lessons and Exercises . . . . .	637
Hunt's Geometry for Grammar Schools . . . . .	450
Collar & Daniell's The First Latin Book . . . . .	513
Collar's New Gradatim for Sight Reading . . . . .	152
Hotchkiss's Le Premier Livre de Français . . . . .	361
Total number in Grammar Schools . . . . .	<u>387,260</u>

Text-books charged January 1, 1905, to primary teachers:

The Arnold Primer . . . . .	2,956
“ Finch Primer . . . . .	3,899
Stepping Stones to Literature, Reader No. 1 . . . . .	6,946
“ “ “ “ “ No. 2 . . . . .	8,237
“ “ “ “ “ No. 3 . . . . .	7,695
Cyr’s The Children’s Primer . . . . .	8,984
“ “ “ First Reader . . . . .	1,230
“ “ “ Second Reader . . . . .	1,402
“ “ “ Third Reader . . . . .	784
The Werner Primer . . . . .	3,840
Progressive Course in Reading, First Book . . . . .	3,297
“ “ “ Second Book . . . . .	5,753
“ “ “ Third Book . . . . .	4,679
Franklin Primer and First Reader . . . . .	5,376
“ Second Reader . . . . .	5,047
“ Advanced Second Reader . . . . .	5,007
“ Third Reader . . . . .	5,013
“ Primary Arithmetic . . . . .	13,275
American System of Music, Reader No. 1 . . . . .	556
National Music Course, New First Reader . . . . .	221
Normal “ “ First Reader . . . . .	10,539
Natural “ “ Primer . . . . .	3,193
McLaughlin & Veazie’s Introductory Music Reader . . . . .	1,635
Educational Music Reader, No. 1 . . . . .	6,246
First Lessons in Natural History and Language . . . . .	2,797
Total number in Primary Schools . . . . .	<u>118,607</u>

Attention is called to the 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.

Respectfully submitted,

WILLIAM J. PORTER,  
*Auditing Clerk.*

## SUPPLEMENT.

Comparative statement of net expenditures of the School Committee for the past twenty-nine years, under the items of "Supplies and Incidentals," which include all the running expenses except salaries paid instructors, officers, and janitors, and for 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
1899-1900 .....	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
1903-04 .....	164,033 86	99,133	1 65
1904-05 .....	178,937 82	102,725	1 69

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

Metropolitan Coal Co.	\$104,233 42	Edward E. Babb & Co.	\$1,551 74
Carter, Rice, & Co.	20,774 67	John W. Slavin	1,500 00
Edison Electric Illuminating Co. of Boston	19,874 81	Boston Elevated Railway Co.	1,445 54
American Book Co.	13,714 21	John M. Woods & Co.	1,409 62
Printing Department, Services in Supply Room	7,671 21	J. Fred. Sayer, Jr., Boston Daily Advertiser	1,408 73
John Morrison Co.	7,330 00	Frost & Adams Co.	1,340 51
John A. Whittemore's Sons	6,975 18	Perkins Institution, United States	1,322 46
Massachusetts Wharf Coal Co.	6,598 23	Dorchester Gas Light Co.	1,320 00
Silver, Burdett, & Co.	5,779 15	Boston Feather Duster Co.	1,275 14
Ginn & Co.	5,648 09	The Hoyt Co.	1,189 20
Brookline Gas Light Co.	5,605 01	A. H. Folsom	1,184 95
Overseers of the Poor, Wood Account	4,053 51	John L. Whiting & Son Co.	1,113 00
Eagle Pencil Co.	4,051 15	Tileston & Livermore, The Carter's Ink Co.	1,111 85
Blackler & Shepard Co.	3,944 78	Edward MacMulkin, William Ware & Co.	1,093 97
L. E. Knott Apparatus Co.	3,846 06	Eastern Drug Co.	1,037 48
J. L. Hammett Co.	3,727 86	Wadsworth, Howland, & Co.	1,012 84
J. L. Hammett Co.	3,374 64	Lee C. Dale	1,000 00
A. J. Wilkinson & Co.	2,780 67	D. Appleton & Co.	974 00
Kenney Bros. & Wolkins	2,690 71	Prang Educational Co.	912 86
Sarah Fuller	2,690 71	Blodgett, Ordway, & Webber	899 25
D. C. Heath & Co.	2,535 20	Houghton, Mifflin, & Co.	804 07
Town of Brookline, Charlestown Gas & Electric Co.	2,214 09	D. Maddalena	771 34
Joseph Dixon Crucible Co.	2,135 00	South Boston Gas Light Co.	763 75
Boston Gas Light Co.	2,067 07	East Boston Gas Co.	730 84
P. Sullivan	2,054 08	Allyn & Bacon	713 78
Palmer, Parker, & Co.	1,982 25	William Read & Sons, Remington Type-writer Co.	704 95
Longmans, Green, & Co.	1,878 00		681 90
American Bank Note Co.	1,833 00		680 96
	1,764 50		661 70
	1,557 78		638 75
			630 87



Chandler & Barber . . . . .	\$628 40	New England Tele-	
A. T. Thompson &		pone and Telegraph	
Co. . . . .	616 54	Co. . . . .	\$285 16
E. J. Powers . . . . .	611 75	Town of Williams-	
A. K. Allstine . . . . .	603 40	burg . . . . .	284 00
Hopkinson & Holden . . . . .	598 55	Massachusetts Char-	
Milton Bradley Co. . . . .	583 25	itable Mechanic	
W. H. Drew . . . . .	568 00	Association . . . . .	281 00
Jamaica Plain Gas		Underhill Bros. . . . .	280 26
Light Co. . . . .	565 50	The B. F. Goodrich	
Henry Holt & Co. . . . .	561 62	Co. . . . .	254 72
Jordan & Christie . . . . .	549 19	J. O. Wetherbee Co. . . . .	254 18
Shepard, Clark, & Co. . . . .	535 44	Town of Eastham . . . . .	252 00
James A. Houston . . . . .	525 04	Oliver Ames, Samuel	
Sexton Can Co. . . . .	523 35	Carr, Oliver W.	
Lalance & Grosjean		Mink, Trustees . . . . .	250 00
M'f'g Co. . . . .	520 94	Baldwin, Robbins, &	
Union Bookbinding		Co. . . . .	241 79
Co. . . . .	503 91	Murphy, Leavens, &	
Arthur W. Hall Scien-		Co. . . . .	228 84
tific Co. . . . .	477 82	Bacon & Co. . . . .	227 53
E. L. Brown . . . . .	460 00	E. W. Doyle . . . . .	227 50
Honora C. Hanson . . . . .	445 15	Erickson Electric	
H. C. Kendall . . . . .	429 60	Equipment Co. . . . .	223 75
Benjamin H. Sanborn		Bausch & Lomb Opti-	
& Co. . . . .	426 42	cal Co. . . . .	222 45
Maurice P. White . . . . .	412 06	Neostyle Co. . . . .	220 03
Esterbrook Steel Pen		Town of Hingham . . . . .	220 00
M'f'g Co. . . . .	401 30	Dame, Stoddard, & Co.	210 17
A. G. Murdock . . . . .	390 00	Carter's Band . . . . .	208 00
George A. La Bree . . . . .	388 90	Globe Rubber Works,	203 53
Fred Theise M'f'g Co. . . . .	378 90	Thomas Hearn & Co. . . . .	201 00
Cobb, Bates, & Yerxa		Marjorie Hale . . . . .	200 00
Co. . . . .	368 43	Amos M. Keirstead . . . . .	197 50
University Publishing		Valvoline Oil Co. . . . .	196 88
Co. . . . .	363 24	Josephine Morris . . . . .	192 19
Jones, McDuffee, &		Ames Plow Co. . . . .	191 06
Stratton Co. . . . .	361 71	Town of Holliston . . . . .	184 00
Arthur C. Jelly . . . . .	350 00	Ralph Harris & Co. . . . .	183 50
DeWolfe, Fiske, & Co. . . . .	334 30	Grace D. Bachelder . . . . .	181 73
The John Robbins		Winthrop S. Davis . . . . .	180 00
M'f'g Co. . . . .	328 00	Alfred W. Herrick . . . . .	179 65
William J. Carlin . . . . .	316 00	Massachusetts Bible	
Town of Dover . . . . .	313 55	Society. . . . .	172 80
City of Boston . . . . .	297 97	Town of Oakham . . . . .	172 00
J. A. Hendrie Bros. &		Standard Oil Co. of	
Co. . . . .	290 00	New York . . . . .	171 05

Julia M. Murphy . . . . .	\$169 00	Thompson, Brown, & Co. . . . .	\$132 80
Town of Spencer . . . . .	166 70	Eastern Salt Co. . . . .	131 75
Grace B. Nichols . . . . .	166 18	New York, New Haven, & Hartford R. R. Co. . . . .	130 00
William M. L. Mc- Adams . . . . .	165 90	Charlotte F. Clark . . . . .	129 11
William Robinson & Co. . . . .	163 36	Angeline M. Weaver, Oliver Ditson Co. . . . .	128 63
Willard Small . . . . .	163 29	Ambrie Field . . . . .	126 65
Mary Cunningham . . . . .	162 53	Charles A. Austin Brush Co. . . . .	125 00
W. S. Burbank . . . . .	158 44	Town of Lexington . . . . .	124 00
Town of Marshfield . . . . .	158 00	Estate of Willard Small . . . . .	117 76
Margaret A. Fay . . . . .	156 54	Emily H. Hawes . . . . .	116 70
Crucible Steel Co. . . . .	155 31	The N. K. Fairbank Co. . . . .	116 59
Town of Needham . . . . .	155 00	Alice L. Manning . . . . .	116 14
Forbes Lithograph Mfg. Co. . . . .	154 75	Emeline E. Torrey . . . . .	116 11
Althea W. Linden- berg . . . . .	151 83	Genevieve Huff . . . . .	116 00
Brown, Durrell, & Co. N. Florence Treat . . . . .	151 58	F. C. Creber & Son . . . . .	115 72
John A. Boyle & Co. Town of Orleans . . . . .	151 00	St. Augustine's Cadet Band . . . . .	109 85
“ “ Winthrop . . . . .	150 00	Underhay Oil Co. . . . .	108 00
American Express Co. Margaret W. Howard, Town of Medway . . . . .	149 05	Harry E. Stiles Band and Orchestra . . . . .	107 11
H. M. Connor . . . . .	149 03	The Morse Co. . . . .	105 00
Town of Rutland . . . . .	147 12	M. C. Plummer . . . . .	104 13
Mary C. Mitchell . . . . .	146 50	Elizabeth T. Sumner, Nina M. George . . . . .	101 50
Alexander Miller . . . . .	146 13	Wollaston Foundry Co. . . . .	101 40
Town of Townsend . . . . .	145 09	Charles A. Neuert . . . . .	100 75
Otis Wood Works, John Quinn & Son . . . . .	144 50	Anna Pike . . . . .	100 25
Roxbury Gas Light Co. . . . .	144 00	Hillhouse & Taylor . . . . .	100 00
A. W. Chesterton & Co. . . . .	141 10	The Scarborough Co. Anna F. Gray . . . . .	99 50
Harvard University . . . . .	141 06	Ellen B. Murphy . . . . .	98 06
Town of Ashfield . . . . .	140 80	Smith Premier Type- writer Co. . . . .	96 76
Suffolk Engraving & Electrotyping Co. . . . .	140 00	Andrew J. Lloyd & Co. . . . .	96 71
Town of Berkley . . . . .	139 96	Minnie L. Weiner . . . . .	96 29
“ “ Westwood . . . . .	137 50	Lucy F. Thurston . . . . .	95 50
Henry F. Miller & Sons Piano Co. . . . .	137 50	George H. Bartlett . . . . .	95 42
Annie M. Eaton . . . . .	136 50	V. Frances Olin . . . . .	94 50
Julia T. Crowley . . . . .	133 99		93 50
	132 99		93 25
			93 00

Edna Thomas . . .	\$93 00	Jennie Wesson . . .	\$89 50
Helen C. Barnett . .	92 50	Edna Lincoln . . .	89 00
Ida M. Howe . . .	92 50	Elizabeth C. Corrigan,	88 50
Bertha T. Hucksam .	92 50	Cherry McCoy . . .	88 50
Alice F. Hughes . .	92 50	Carrie E. Rosnosky .	88 50
Mary Lacey . . . .	92 50	Hope Davision . . .	87 50
Mary B. Lane . . . .	92 50	Katherine S. Ellis . .	87 50
Raphaella Langone .	92 50	Lulu Moore . . . . .	87 50
Mary McNamara . . .	92 50	Jennie A. Goodrich .	87 00
Alice S. Nelson . . .	92 50	Town of Lanesboro .	85 50
Margaret O'Mara . .	92 50	Katherine G. Rowen .	85 50
Celia Pote . . . . .	92 50	Roberta M. Cummins,	85 20
Gertrude F. Regan .	92 50	Stratton D. Brooks .	85 00
William White . . . .	92 50	Town of Rockland .	85 00
Jessie Young . . . .	92 50	R. Blum . . . . .	84 79
Sarah H. Alperen . .	92 00	N. E. Towel Supply	
Julia F. Cunningham,	92 00	Co. . . . .	83 09
Mary C. Derler . . . .	92 00	Annie Fauth . . . . .	83 00
Mary T. Fuller . . . .	92 00	Julia MacDonald . . .	83 00
Jeanie Garone . . . .	92 00	Helen Selig . . . . .	83 00
Emma L. Harris . . .	92 00	Nina A. Kumme . . . .	82 00
Leah Levin . . . . .	92 00	Walter S. Parker . . .	82 00
Bessie M. Lowry . . .	92 00	H. E. Carlisle . . . .	81 20
Elizabeth Mulvey . .	92 00	Nora McGrath . . . .	81 00
Ethel Murphy . . . .	92 00	Julia A. Hughes . . . .	80 43
Caroline Nyberg . . .	92 00	F. A. Horle . . . . .	80 40
Mae A. Ormonde . . .	92 00	James L. Belser . . . .	80 00
Marjorie Fleming . . .	91 50	City of Quincy . . . .	80 00
Rose Hanratty . . . .	91 50	Town of Walpole . . .	80 00
Theresa Parella . . . .	91 50	Richardson, Smith, &	
Mabel R. Prior . . . .	91 50	Co. . . . .	79 10
May E. Quigley . . . .	91 50	Charles L. Adams . . .	79 00
American Can Co. . . .	91 20	Town of Barnstable .	78 65
Annie C. Adams . . . .	91 00	Dorchester Pottery	
Lydia T. Douglass . .	91 00	Works . . . . .	77 78
Amelia A. Lane . . . .	91 00	Alice R. Merrick . . .	77 07
Mary F. Martin . . . .	91 00	Charles Scribner's	
Victoria Saunders . . .	91 00	Sons . . . . .	77 00
Charles E. Adams &		Elizabeth P. Palmer .	76 51
Co. . . . .	90 98	Ellor E. Carlisle . . .	76 10
Fred E. Hall . . . . .	90 75	Mary E. Boles . . . . .	75 50
Margaret McCoy . . .	90 50	Sarah Goldstein . . . .	75 50
Town of Wenham . . .	90 50	William Ridlon . . . .	75 25
Jane Emery . . . . .	90 00	John J. Collins . . . .	75 00
Abner C. Hatfield . . .	90 00	The Phonographic In-	
Theresa M. Hoban . . .	90 00	stitute Co. . . . .	75 00
Annie Ward . . . . .	90 00	George H. Martin . . .	74 66



Edwin P. Seaver . . .	\$74 60	May C. Williams . . .	\$60 50
J. G. Bassett . . .	74 40	Whitall, Tatum Co. . .	60 45
R. & J. Farquhar & Co. . . . .	73 69	Eagle Chemical Co. . .	60 00
American Glue Co. . .	72 00	Katherine E. Gordon . .	60 00
Town of Holden . . .	72 00	The Heliotype Print- ing Co. . . . .	60 00
Harriet Scheffren . . .	72 00	G. H. Kelley . . . . .	60 00
Olga P. E. Juengling . .	71 50	Ella Lockley . . . . .	60 00
Town of Harwich . . .	71 00	W. S. Carr & Co. . . . .	59 97
Agnes L. Quinn . . . .	71 00	Town of Concord . . . .	58 50
Margaret Mountain . .	70 50	Mabelle P. Zoller . . . .	58 50
City of Northampton, .	70 50	Abby M. Thompson . . . .	57 50
Henry W. Wilson . . . .	70 50	George T. Horan . . . . .	57 35
Blanche Charron . . . .	69 00	Town of Barre . . . . .	57 00
Town of Weymouth . . .	68 50	“ “ Canton . . . . .	57 00
George F. Partridge . . .	68 15	George B. Frazar . . . . .	57 00
Thomas T. Tracy . . . .	67 75	A. Morton & Co. . . . .	56 82
W. E. C. Rich . . . . .	67 70	L. J. Towle . . . . .	55 51
Dennison Mfg. Co. . . .	67 62	Violet J. Graham . . . . .	55 00
Jessie McLean . . . . .	67 50	Sarah E. Norton . . . . .	55 00
Town of Foxboro . . . .	67 00	Journal Newspaper Co. . . . .	54 45
Albert L. Ware . . . . .	67 00	M. Lewis Crosby . . . . .	53 74
The Hawkes-Jackson Co. . . . .	66 00	Boston Evening Rec- ord . . . . .	53 25
Florence Gilson . . . . .	65 50	Mary E. Anthony . . . . .	53 00
Swift Provision Co. . . .	65 37	Town of Framingham, . .	53 00
A. H. Loehr . . . . .	64 81	Mary Monaghan . . . . .	53 00
Town of Norwood . . . .	64 50	C. C. Gerry & Co. . . . .	52 50
Mary M. Murphy . . . . .	64 11	Anna U. Foley . . . . .	52 38
Charles J. Lincoln . . . .	63 86	Edward P. Jackson . . . .	52 13
Samuel E. Jordan . . . .	63 40	W. Lawrence Murphy, . .	52 00
Nellie B. Driscoll . . . .	62 92	Henry H. Folsom . . . . .	51 75
Angeline R. Buckner, . .	62 00	Powers & Lyons . . . . .	51 25
Elva J. Grabia . . . . .	62 00	Town of Wakefield . . . .	51 00
Annette L. Kane . . . . .	62 00	William McNamara . . . .	50 80
Annie Lippa . . . . .	62 00	Post Publishing Co. . . . .	50 25
Mary V. Murray . . . . .	62 00	Helen S. Chapman . . . . .	50 00
Alice L. Woodward . . . .	62 00	City of Everett . . . . .	50 00
Town of Braintree . . . .	61 60	Follett I. Isaacson . . . .	50 00
Annie Chambers . . . . .	61 50	John H. Thurston . . . . .	50 00
Addie B. Hoxie . . . . .	61 50	Clarence Tower . . . . .	50 00
Grace Kimball . . . . .	61 50	Daisy Barrock . . . . .	49 50
Frances A. Sweeney . . . .	61 50	Ethel M. Willett . . . . .	48 78
Town of Dedham . . . . .	61 00	Star Printing Co. . . . .	48 50
Ida Lebovitz . . . . .	61 00	Library Bureau . . . . .	48 00
Mary Fernald . . . . .	60 50	T. H. Castor & Co. . . . .	47 20
Alice Murphy . . . . .	60 50		

Globe Newspaper Co.,	\$47 01	B. F. Sturtevant Co. .	\$38 50
Town of Chesterfield .	47 00	Catherine E. Sullivan,	38 00
Wheeler & Wilson		George H. Barney .	37 90
Mfg. Co. . . . .	47 00	The Beale Press . .	37 88
Anna Miln . . . .	46 50	Wallace C. Boyden .	37 50
Miller Bros. Cutlery		Thornton D. Apollo-	
Co. . . . .	46 00	nio . . . . .	37 40
Josephine A. Reid .	46 00	Luella C. Drew . .	37 00
Town of Stoughton .	46 00	The Boston Herald	
C. A. French . . . .	45 75	Co. . . . .	36 75
James M. Sullivan .	45 68	Town of Hatfield . .	36 50
Town of Wayland .	45 00	" " Millis . . . .	36 50
Olive B. Parker . .	44 50	" " Easthampton,	36 00
Edward C. Baldwin .	44 00	W. A. Connell . . .	35 95
Boston Traveler Co. .	44 00	E. & F. King & Co. .	35 53
Jennie McLaughlin .	44 00	Katherine Hanratty .	35 50
Town of Randolph .	44 00	Harriet G. Jones . .	35 15
Elizabeth Freeman .	43 00	Seth Ganong . . . .	35 00
Tobias & Wall . . .	42 95	Mary B. Jones . . .	35 00
Bunkio Matsuki . .	42 88	Alexander S. MacDon-	
Boston Transcript Co.	42 45	ald . . . . .	35 00
C. H. Belledeu . . .	42 30	Town of Sherborn .	35 00
Town of Sunderland .	42 00	Forbes L. McKenzie .	34 80
" " Warren . . .	42 00	The Globe-Wernicke	
Thomas W. Gleeson .	41 70	Co. . . . .	34 79
The Lincoln-Dillaway		Hobbs & Warren Co.	34 66
Co. . . . .	41 52	Catherine A. Flood .	34 50
The Kny-Scheerer		James A. McKibben,	34 29
Co., Dept. of Natural		Colonial File Co. . .	34 21
Science . . . . .	41 40	Gustavus F. Guild .	33 57
E. M. Cundall & Son.	41 25	William H. Guild &	
Red Cross Chemical		Co. . . . .	33 55
Co. . . . .	41 20	Clara A. Cook . . .	33 00
Olive Lunt . . . .	41 00	Town of Hadley . .	33 09
City of Cambridge .	40 00	The Army and Navy	
Town of Danvers . .	40 00	Journal . . . . .	32 70
" " Holbrook . .	40 00	George H. Gerrish .	32 50
Charles D. Kissock .	40 00	William L. Wright .	32 50
City of Newton . .	40 00	C. C. Burchard & Co.,	32 40
" " Waltham . .	40 00	Nathaniel S. French,	31 50
Town of Worthington,	40 00	James N. Esdaile . .	31 00
Waldo Bros. . . . .	39 70	Town of Wellfleet .	31 00
Rose I. Standel . . .	39 50	R. Estabrook's Sons,	30 69
Minnie E. Rochford .	39 20	Martha Aaron . . .	30 50
Novello, Ewer, & Co.,	39 18	Helen Bucknam . . .	30 50
A. Packard & Co. .	39 00	Annie F. Burns . . .	30 50
Charlotte A. Maynard,	38 83	Elva Caprio . . . .	30 50

Alvira Cataldo . . .	\$30 50	Melville C. Bagnall . . .	\$25 00
Lillian Cochran . . .	30 50	R. Lehmann & Co. . .	25 00
Mary G. Holden . . .	30 50	Elizabeth Miller . . .	25 00
Alice G. Kane . . .	30 50	William F. Mulcahey, . . .	25 00
Catherine McDermott, . . .	30 50	Kenneth A. Skinner . . .	25 00
J. L. Fairbanks & Co., . . .	30 25	Henrietta White . . .	25 00
Abbie J. Baker . . .	30 00	John J. Baird . . .	24 65
Annie L. Bennett . . .	30 00	Town of Middleboro . . .	24 50
Edmands & Hooper . . .	30 00	James J. Shannon & . . .	24 15
Julia F. Gillen . . .	30 00	Co. . . . .	24 10
Mildred Grush . . .	30 00	J. L. Gethins . . .	24 00
Charles C. Haines . . .	30 00	Town of Andover . . .	24 00
Gilman Joslin & Son, . . .	30 00	F. C. Henderso n . . .	24 00
Catherine McLough- . . .	30 00	Quincy Stereopticon . . .	24 00
lin . . . . .	30 00	Co. . . . .	24 00
Mae Milligan . . .	30 00	Smithsonian Institu- . . .	24 00
Bertha A. Perkins . . .	30 00	tion . . . . .	24 00
The Singer Manufac- . . .	30 00	Standard Blackboard . . .	24 00
turing Co. . . . .	30 00	Co. . . . .	24 00
Town of Whately . . .	30 00	Wright & Ditson . . .	24 00
Anna Finn . . . . .	29 50	Dean, Foster, & Co. . .	23 78
Sarah Sunderland . . .	29 50	Walter C. Brown . . .	23 75
Brink & Buitekan . . .	29 00	W. Scott Matheson . . .	23 75
Helen C. Cronin . . .	29 00	Clare L. Beaumont . . .	23 50
Boston Music Co. . . .	28 83	Elizabeth D. Chad- . . .	23 50
Lena M. Gauthier . . .	28 50	well . . . . .	23 50
Town of Goshen . . .	28 50	Town of Natick . . .	23 50
Dora Sidlosky . . . .	28 50	Annie R. Vogel . . . .	23 35
Cupples & Schoenhof, . . .	28 25	Adeline L. Sylvester . . .	23 00
Town of Winchester, . . .	28 00	Margaret P. Tighe . . .	22 66
M. Abbott Frazar . . .	27 68	Superior Hat Frame . . .	22 66
W. C. Burnham . . . .	27 50	Co. . . . .	22 50
William J. Keefe . . .	27 50	I ver Johnson Sport- . . .	22 50
Oliver Typewriter Co. . . .	27 45	ing Goods Co. . . . .	22 50
New England Reed . . . .	27 32	Walter B. Manny . . .	22 50
Co. . . . .	27 32	Alice L. McAloon . . .	22 00
Patricia Gleason . . .	27 00	Delia Harte . . . . .	21 81
Nellie O'Connell . . .	27 00	George D. Bussey . . .	21 50
Helen F. Roche . . . .	27 00	May McGuire . . . . .	21 50
Frederic A. Tupper . . .	27 00	Sharon Biological . . .	21 50
Mrs. J. B. Wetmore . . .	27 00	Observatory . . . . .	21 18
Chickering & Sons . . .	26 00	Derby Desk Co. . . . .	21 02
Albert S. Perkins . . .	26 00	Charles A. Schieren . . .	21 02
Ward's Natural Sci- . . .	25 50	& Co. . . . .	20 06
ence Establishment, . . .	25 50	Benjamin M. Watson, . . .	20 00
Town of Watertown . . .	25 50	The Boston Ice Co. . . .	20 00
Annetta F. Armes . . .	25 00	L. A. Dorman . . . . .	20 00

James B. Fitzgerald . . . . .	\$20 00	H. A. Shepard & Co. . . . .	\$18 00
Town of Hamilton . . . . .	20 00	Edward P. Sherburne, . . . . .	18 00
Josiah P. Hayward . . . . .	20 00	Mildred Taylor . . . . .	18 00
Ralph B. Jacobs . . . . .	20 00	Town of Truro . . . . .	18 00
Jamaica Printing Co. . . . .	20 00	Olive G. Ward . . . . .	18 00
James L. McLaughlin . . . . .	20 00	Town of Sudbury . . . . .	17 50
Peter J. Brady . . . . .	19 75	D. Frank Sweeney . . . . .	17 50
William H. Clafin & Co., Inc. . . . .	19 71	The Rockwell & Churchill Press . . . . .	17 00
H. S. Hussey . . . . .	19 50	Samuel Ward Co. . . . .	16 85
Town of New Braintree . . . . .	19 50	Adams & Swett Cleaning Co. . . . .	16 70
Emma G. Sanders . . . . .	19 00	Ruth A. Allard . . . . .	16 67
P. P. Caproni & Bro. . . . .	18 94	Cutter Tower Co. . . . .	16 00
W. P. Bigelow & Co. . . . .	18 73	Town of Dennis . . . . .	16 00
Edwin L. Slocomb . . . . .	18 50	“ “ Saugus . . . . .	16 00
Educational Publishing Co. . . . .	18 14	Daniel D. Scott . . . . .	16 00
Thomas H. Barnes . . . . .	18 00	Sundry bills less than \$16 . . . . .	1,405 60
Town of Essex . . . . .	18 00	Total expenditure . . . . .	<u>\$337,727 80</u>
Walter L. Harrington, The Lowell Textile Journal . . . . .	18 00		

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

1904.	Fuel and Light.	Incidentals.	Totals.
February . . . . .	\$8,808 82	\$7,549 10	\$16,357 92
March . . . . .	15,641 01	13,103 45	28,744 46
April . . . . .	22,154 77	13,116 11	35,270 88
May . . . . .	12,585 54	8,583 26	21,168 80
June . . . . .	6,936 52	28,112 17	35,048 69
July . . . . .	2,966 39	15,176 60	18,142 99
August . . . . .	30,945 92	17,960 82	48,906 74
September . . . . .	43,994 68	21,806 61	65,801 29
October . . . . .	3,449 14	9,885 91	13,333 05
November . . . . .	5,708 21	21,872 34	27,580 55
December . . . . .	4,634 76	16,930 96	21,565 72
1905.			
January . . . . .	1,338 89	4,467 82	5,806 71
Totals . . . . .	\$159,164 65	\$178,563 15	\$337,727 80

## 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 . . . . .	4	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 . . . . .	300	to each building.

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



## GRAMMAR SCHOOLS.

## PUPILS.

Examination paper . . . . .	1 $\frac{1}{4}$ 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 . . . . .	4 $\frac{1}{2}$ to each pupil.
Rubber . . . . .	2 pieces to each pupil.
Drawing paper for maps, etc. . . . .	13 reams to each 100 pupils.
Blank books for spelling . . . . .	1 $\frac{1}{4}$ to each pupil.
Blotters . . . . .	2 to each pupil.
Blocks . . . . .	2 $\frac{1}{2}$ 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 . . . . .	6 to each 100 pupils.
Recitation cards . . . . .	200 to each 100 pupils.
Mucilage . . . . .	3 quarts to each building.
Large envelopes . . . . .	150 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. 1½ gross to each class. 5 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 and ink furnished in limited quantity to third grade teachers.  
 Supplementary reading to be furnished in sets of either fifteen or thirty books by the principal of the district, and usually is supplied from an annual appropriation allowed him for this purpose by the committee.

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In February of the present year your committee transmitted the following communication to the principals of the various schools and other persons interested :

BOSTON SCHOOL COMMITTEE, MASON ST., Feb. 23, 1905.

*To the Principals of High and Grammar Schools :*

It is the earnest wish of the Committee on Supplies that all instructors in the public schools be impressed with the necessity which exists for strict economy during the year 1905.



Investigation has shown that in the past many requisitions have been made in excess of the amounts needed or of the amounts expected to be authorized by the committee, and that articles and materials have been called for with no apparent reason for the demand except that they have been on the so-called authorized list.

When requisitions are received specifying certain articles of a certain make or manufacture, the Committee reserve the right, in their discretion, to substitute similar articles of equivalent value, but of other make.

It must not be inferred from this communication that there is any unwillingness on the part of the Committee on Supplies or the Auditing Clerk to honor requisitions to meet actual needs. The purpose is to bring to your attention the necessity for curtailing unnecessary expenses. Existing conditions—the rapid increase in school population and instructors, with the consequent demand for the service and supplies which accompany them; the amount of money available by law and appropriated by the School Committee for fuel, light, and incidentals, render imperative the strictest economy.

The detail work of the Committee on Supplies and the Auditing Clerk can be greatly simplified, and refusals to grant requisitions reduced to a minimum, if requisitions from principals are sent in collectively—not oftener than once a week—and if, except in the most urgent cases, the rule be observed that all requisitions be *written on the blanks supplied for that purpose.*

Respectfully yours,

Per order Committee on Supplies.

DANIEL S. HARKINS,  
*Chairman, Committee on Supplies.*

In sending this communication your committee was largely influenced by the fact that they began their term of service with a deficit of some \$15,000, and therefore principals will be obliged to exercise extreme economy in the discharge of their duties.

In February of this year your committee contracted with the firm of Babb & Co. for some sixty (60) tons of paper to be used in the schools, at a cost of \$8,021.79. Without going into unnecessary details, your committee deem it wise to state that in awarding this contract they felt it incumbent upon them to exercise the greatest care to insure a proper return for the money to be expended.

It has come to the attention of your committee that complaints have been made by many principals and other instruc-

tors of the quality of the paper furnished hitherto, and it will be their earnest effort to ascertain that, during the present year, in this and all other matters, a full equivalent is received for the sums to be expended.

Your committee are of course embarrassed by restricted appropriations and the increased number of schools completed and now nearing completion, with a corresponding increase in the school population, in furnishing the requested amount of material coming under their jurisdiction.

In conclusion, your committee desire to state that the Auditing Clerk, Mr. William J. Porter, a faithful and tireless worker, has, as heretofore, made many valuable suggestions for which our sincere thanks are hereby tendered.

COMMITTEE ON SUPPLIES,

DANIEL S. HARKINS, *Chairman*,

J. PORTER CROSBY,

JOHN D. DRUM,

HERBERT J. KEENAN,

JOSEPH A. SHEEHAN.



SCHOOL DOCUMENT NO. 2—1905.

EXPENDITURES FOR THE PUBLIC SCHOOLS.

REPORT

OF

COMMITTEE ON ACCOUNTS.



BOSTON :  
MUNICIPAL PRINTING OFFICE.  
1905.



21

# THIRTY-SEVENTH ANNUAL REPORT.

## COMMITTEE ON ACCOUNTS.

BOSTON, March, 1905.

### *To the School Committee :*

The Committee on Accounts submit the following report for the financial year 1904-05, together with the detailed account of expenditures furnished by the Auditing Clerk as required by the School Board.

The appropriations for the support of the public schools are made in accordance with chapter 448 of the Acts of 1901, which allows the School Committee to appropriate each year the unexpended balance of the preceding year, the estimated income to be collected during the year, and \$3.40 upon each \$1,000 of the average taxable valuation of the city, the amount of said valuation being furnished by the Board of Assessors, and the same as is used by the City Council in making its appropriations.

Should the School Committee appropriate the full amount granted by law, 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 also out of the rate, solely for repairs and alterations of school buildings. Thus it will be seen that the School Committee can only appropriate for expenditures under its control \$2.75 on each \$1,000 of the taxable valuation, and out of this, up to May 25, 1904, the School Committee has been obliged by law to appropriate an amount sufficient to pay the salaries and necessary expenses of the Schoolhouse Commission,



about \$25,000 per annum. By the passage of chapter 376 of the Acts of 1904, the School Committee was relieved of this expense. After the passage of this act, the Schoolhouse Commission turned over to the School Committee the unexpended balance of the appropriation for salaries and expenses, amounting to \$12,694.27, of which \$8,685.61 was transferred to salaries of instructors. The balance, \$4,008.66, was transferred to the appropriation for school-houses to satisfy an execution of court, for which no other money seemed to be available.

The passage of the act referred to will allow the School Committee about \$25,000 more each year for expenditures under its control.

In this connection it might be well to state that the School Committee was obliged, out of that portion of the rate of \$3.40 per \$1,000 of the valuation, viz., \$2.75, available for expenditures under their control, to appropriate last year \$50,000 for hired school accommodations, which sum was turned over to the Schoolhouse Commission to pay rents incurred by them on account of lack of school buildings.

Under date of March 8, 1904, on the recommendation of this committee, the School Committee approved the budget of expenses as presented for the year 1904-05, the entire amount available having been appropriated, with the exception of the amount allowed for new school buildings.

Later during the year items of expense, not included in the budget, were authorized, and expenses to the extent of nearly \$5,000 incurred. This, together with the unexpected increase in the consumption of coal, resulted in a shortage of funds for the closing month of the year. While the shortage was insignificant as compared with the total expenditure, it added to the appropriation for the succeeding year. The appropriation having been exhausted, it was necessary to transfer unexpended balances from one item of the appropriation to some other item, in order to balance the accounts.

The ordinary expenses for the past year were as follows :

Salaries of instructors . . . . .	\$2,631,358	47
Salaries of officers . . . . .	81,923	58
Salaries of janitors . . . . .	212,423	76
Fuel and light . . . . .	159,164	65

Supplies and incidentals :

Books . . . . .	\$41,975	48
Printing . . . . .	11,311	14
Stationery and drawing materials . . . . .	30,781	39
Miscellaneous items . . . . .	94,495	14
	<hr/>	178,563 15
School-house repairs, rents, etc. . . . .	357,305	73
	<hr/>	
Expended from appropriation . . . . .	\$3,620,739	34
From income of Gibson and other funds . . . . .	2,644	10
	<hr/>	
Total expenditure . . . . .	\$3,623,383	44
Total income . . . . .	57,213	81
	<hr/>	
Net expenditure . . . . .	\$3,566,169	63
	<hr/>	
Net expenditure brought down . . . . .	\$3,566,169	63
Cost of new school-houses (special) . . . . .	2,114,851	23
	<hr/>	
Total net cost . . . . .	\$5,681,020	86
	<hr/>	

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

Non-residents, State and City . . . . .	\$20,000	00
Trust-funds and other sources . . . . .	24,000	00
	<hr/>	
Total estimated income . . . . .	\$44,000	00
	<hr/>	

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

Non-residents, State and City . . . . .	\$22,840 33
Trust-funds, etc. . . . .	29,327 35
Sale of books . . . . .	660 00
Sale of badges to licensed minors . . . . .	613 75
State of Massachusetts, travelling expenses pupils in Horace Mann School . . . . .	3,351 58
Sale of old material, etc. . . . .	420 80
	<hr/>
Total income . . . . .	<u>\$57,213 81</u>

Of the income collected, \$5,415.35 was received on account of the Gibson and other funds, which amount was available for and limited to expenditures under the provisions of these funds.

The balance, \$51,798.46 (less the amount estimated at the beginning of the year, \$44,000), has been carried forward, and is included in the amount that the School Committee can appropriate and expend for general purposes during the year 1905-06.

The net ordinary expenses, compared with those for 1903-04, show an increase of \$56,021.62.

The average number of pupils belonging to the different grades the past year was 102,725. The average cost per pupil amounted to \$34.72, a decrease, as compared with that for the previous year, of sixty-nine cents per pupil.

The gross expenses, compared with those for 1903-1904, show a variation in the different items of the appropriation as follows:

Salaries of instructors increased . . . . .	\$102,180 68
Salaries of janitors increased . . . . .	15,506 32
Supplies and incidentals increased . . . . .	11,499 01
	<hr/>
	\$129,186 01
Fuel and light decreased . . . . .	\$55,498 72
Salaries of officers decreased . . . . .	419 24
	<hr/>
	55,917 96
	<hr/>
Total increase, gross . . . . .	<u>\$73,268 05</u>

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with 1903-04 :

High Schools, pupils increased 469, salaries increased . . . . .	\$24,030 22
Grammar Schools, pupils increased 1,994, salaries increased . . . . .	30,495 57
Primary Schools, pupils increased 178, salaries increased . . . . .	14,416 38
Horace Mann School, pupils increased 3, salaries increased . . . . .	487 87
Kindergartens, pupils increased 258, salaries increased . . . . .	7,037 18
Evening Schools, pupils increased 768, salaries increased . . . . .	9,350 50
	<hr/>
	\$85,817 72
Evening Drawing Schools, pupils decreased 79, salaries decreased . . . . .	909 00
	<hr/>
	\$84,908 72
Manual Training Schools, salaries increased . . . . .	4,597 65
Special teachers, not included above, salaries increased . . . . .	12,674 31
Spectacle Island and special classes, pupils increased 1.	
	<hr/>
Total increase in pupils, 3,592 ; in salaries . . . . .	<u>\$102,180 68</u>

The number of instructors, including 22 teachers on half pay, on the pay-rolls January 1, 1905, was 2,204, divided among the several grades of schools as follows : High Schools, 234 ; Grammar Schools, 1,005 ; Primary Schools, 705 ; Horace Mann School, 15 ; Kindergartens, 178 ; Manual Training, including Cookery, 67, making an increase of 57 instructors since January 1, 1904.

In addition there have been 101 temporary teachers and 201 special assistants employed in the day schools, an average

of 329 instructors in the Evening and Evening Drawing Schools, and 131 special instructors, including 49 teachers of sewing, making a total of 2,966 instructors on the pay-rolls during the year.

The amount paid for salaries of instructors the past year was \$2,631,358.47, an increase over the previous year of \$102,180.68, and varying but slightly from the increase the year previous.

Ten years ago the cost for this item was \$1,531,630.15, showing an average yearly increase of \$109,972.83 during that period. The number of pupils increased but 40 per cent., while the cost for salaries of instructors increased 72 per cent.

For the financial year 1894-95 teachers received \$20.81 for each pupil instructed, as compared with \$25.62 paid the past year.

In compliance with the rules, 2,146 cases of absence of instructors were reported by the principals on the monthly pay-rolls, varying in length of time from a half day to the entire month.

The total amount deducted from their salaries on account of absence was \$27,545.46, which was slightly less than one-half of their compensation. In place of absent teachers 1,425 substitutes were employed, who received from the city for their services \$21,540.64.

Under Section 179 of the Regulations of the School Committee the Superintendent may, at his discretion, grant any instructor a leave of absence not exceeding three days, in certain cases, without loss of pay.

Under this rule, during the first three months of its operation, fifty-five teachers were given leave of absence for a time, which averaged slightly over two days for each. This experience would indicate that the adoption of this rule will add between \$2,000 and \$3,000 yearly to the cost for instructors.

Under Section 217 of the Regulations a teacher may, with the consent of the principal of the district, be absent without



loss of pay one day every three months to visit other schools, the substitute to be paid by the city.

During the year, on account of this rule, the city paid substitutes for 298 teachers thus granted leave of absence.

These two amendments, if the information gathered proves a fair criterion of their effect, will add about \$4,000 annually to the cost for salaries of instructors.

For the past few years the city has received about \$8,000 net each year on account of the absence of teachers. The exemption from loss of pay by the two items just mentioned probably will lessen this amount very materially.

During the past year twenty-two instructors who had devoted most of their lives to teaching, and were about to retire from the service, were given a year's leave of absence on half pay, prior to the date of resignation. This action carried with it an expense of about \$15,000.

Six evening high schools (including the Mechanic Arts Evening High, which opened for the first time this year) and fourteen elementary, in various parts of the city, held their sessions as usual during the year. The number of pupils belonging was 9,875, and the cost for instructors' salaries amounted to \$87,504, an increase as compared with the previous year of \$9,350.50.

As compared with the financial year 1894-1895 (ten years ago), salaries of instructors in the different grades of schools have increased as follows:

	Per cent.
High schools . . . . .	95.3
Grammar schools . . . . .	52.2
Primary schools . . . . .	70.2
Kindergartens . . . . .	117.9
Horace Mann school . . . . .	73.8
Manual Training schools . . . . .	216.9
Evening schools . . . . .	92.8
Evening Drawing schools . . . . .	11.4
Special schools and special instructors . . . . .	192.6
Average increase, 71.8.	



During the year the city has carried on ten vacation schools with playgrounds attached, five educational centres, and has given seventeen evening courses, comprising eighty-four lectures, in various parts of the city.

Simply to continue this work on the limited scale as laid out the past year would require, as estimated by the experience gained, an annual appropriation of \$42,000.

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

Normal School . . .	\$84 90	English High School .	\$88 11
Latin School . . .	103 79	Girls' High School . .	48 96
Girls' Latin School .	63 84	Mechanic Arts High	
Brighton High School .	68 92	School . . . . .	74 70
Charlestown High		Roxbury High School .	65 98
School . . . . .	87 09	South Boston High	
Dorchester High School,	46 00	School . . . . .	58 01
East Boston High		West Roxbury High	
School . . . . .	69 11	School . . . . .	70 36
Average cost, \$68.00.			

The average salary paid during the year to each regular

High School instructor was . . . . .	\$1,955 01
Grammar School instructor was . . . . .	1,052 08
Primary School instructor was . . . . .	837 34
Kindergarten instructor was . . . . .	649 56

During the year \$182,345.92 was paid for instruction by special teachers, as follows:

Sewing: 51 teachers, 514 divisions . . . . .	\$39,956 52
Music: director . . . . .	3,000 00
8 assistants . . . . .	13,007 18
Drawing: director . . . . .	3,600 00
4 assistants . . . . .	6,988 00
2 special teachers, Dorchester High	
School . . . . .	2,397 00
<i>Carried forward</i> . . . . .	<u>\$68,948 70</u>

<i>Brought forward</i> . . . . .	\$68,948 70
Drawing : special teacher, English High School . . . . .	2,500 00
Roxbury High School . . . . .	1,197 00
South Boston High School . . . . .	1,183 33
West Roxbury High School . . . . .	1,200 00
Modern Languages : 5 assistants . . . . .	7,548 29
Physical Training : director . . . . .	3,000 00
2 assistants . . . . .	4,080 00
Military Drill : instructor and armorer . . . . .	2,975 00
Kindergarten Methods : director . . . . .	2,880 00
Vocal and Physical Training and Reading : 11 instructors . . . . .	10,697 46
Commercial Branches : 20 instructors . . . . .	24,168 79
Special assistants, Mechanic Arts High School . . . . .	2,440 50
Chemistry : instructor, Girls' High School . . . . .	1,615 95
assistant, Girls' High School . . . . .	933 66
assistant, Roxbury High School . . . . .	896 22
laboratory assistant, English High School . . . . .	499 99
laboratory assistant, Mechanic Arts High School . . . . .	500 00
Household Arts and Sciences : 2 instructors . . . . .	1,484 92
Special ungraded classes . . . . .	6,926 11
Evening Lectures . . . . .	841 00
Instructors, Vacation Schools . . . . .	15,121 50
Instructors, Educational Centres . . . . .	20,707 50
	<hr/>
Total for special instructors . . . . .	\$182,345 92
	<hr/> <hr/>

The number of persons employed the past year to take care of the school buildings, as engineers, janitors, substitute janitors, or matrons, was 204, and the total amount paid them for salaries was \$212,423.76, an increase of \$15,506.32, as compared with the year previous. This increase was due principally to the new schedule of salaries adopted by the School Board, which went into effect Jan. 1, 1904. Under

the new schedule, while a few of the janitors suffered a reduction, the large majority received a greater or less increase.

The large increase allowed for certain buildings indicates that for a long time many of the janitors have been much underpaid.

While no schedule that could be devised would provide in all cases the same payment for an equal amount of service rendered, the present schedule has placed all on the same basis by a simple method of computing the rates for the different kinds of work done.

The number of buildings (including portable buildings in school yards) occupied for school purposes, was 310, and the average salary paid to each person employed by the Board for the care of these buildings was \$1,041.29. Out of this amount many of the janitors pay for extra help employed by them; therefore the janitors do not average for themselves the amount stated.

The average cost for taking care of the 11 buildings used for high schools was \$3,054.54.

The average cost for each of the grammar school buildings was \$1,314.

The primary school buildings, varying in size from buildings containing one room to those containing eighteen rooms, represent a cost for care per annum ranging from \$120 to \$2,664.

On pages 43 to 47 of this report will be found a tabulated list of school buildings where the salaries paid exceed \$300 per annum.

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During the year the Committee on Supplies presented bills for approval, in monthly requisitions, to the amount of \$337,727.80, which represented the total expenditure of the School Committee exclusive of salaries, repairs, and the building of new school-houses.

The income amounted to \$4,625.33, leaving the sum of \$333,102.47 as the net amount expended. Of this amount

\$159,164.65 was spent for fuel, including electric power and light, which was \$11,164.63 more than the appropriation made for this item at the beginning of the year. The unusual and unexpectedly large increase in the consumption of coal, viz., 21,386 tons, as compared with 18,800 tons estimated, and a slight increase in the cost per ton, were responsible for exceeding the appropriation.

The net cost for supplies and incidentals was \$173,937.82, of which in round numbers \$100,000 might be charged to supplies and the balance to incidentals.

The question of furnishing the schools with the right kind and proper amount of material, both permanent and perishable, is a problem requiring careful consideration. Owing to the straitened condition of the finances for the past few years, the item of supplies has suffered more than any other, it having been considered a convenient department wherein to economize.

Considering that there are 300 buildings to be kept supplied with permanent material, a force of 200 janitors asking for every modern improvement in that line of work with which to keep their buildings in clean and healthful condition, 50 teachers of manual training and cookery constantly demanding material most of which is perishable, nearly 3,000 instructors who should be furnished when needed with proper equipment in the way of reference books, etc., and last, but not least, 100,000 pupils who, under the law, must be provided with text-books loaned to them, and given the supplies needed to carry out the course of study, it shows the injustice of expecting that whatever deficit appears, one year or another, shall be met by curtailing the work of this department.

To accomplish all this at an average cost of one dollar per pupil is not a great outlay, and it would be a wiser economy in the long run to increase this expenditure by 25 per cent. Even then it would not equal the increase in other directions.

Full particulars concerning the methods and cost of supplying the schools are contained in the report of the Committee on Supplies, lately published.

The appropriation made for repairs and alterations upon school buildings, including also the expenses of the School-house Commission and payments for rents, amounted to \$357,305.73. The expenditures during the year were \$357,305.73. For details, see pages 59 and 60 of this report.

Of the amount appropriated \$50,000 was set apart for the payment of rents and taxes.

The following shows the rents, taxes, water rates, heating, lighting, and janitor's service paid for each building hired for school purposes during the year :

23 Byron court, Roxbury . . . . .	\$142 00
Beech-street lot, Roslindale . . . . .	125 00
Bennington-street Chapel, East Boston . . . . .	224 00
732 Broadway, South Boston . . . . .	1,680 00
Church of the Redeemer, East Fourth street, South Boston . . . . .	840 00
341 Centre street, Jamaica Plain . . . . .	250 00
147 Columbus avenue . . . . .	1,300 00
Presbyterian Chapel, 33 Chambers street . . . . .	936 28
St. Andrew's Chapel, 38 Chambers street . . . . .	1,180 00
Chauncy Hall, Copley square . . . . .	9,813 80
Trustee Building, Eliot street, Jamaica Plain . . . . .	300 00
Germania Hall, 1448 Columbus avenue, Roxbury . . . . .	1,404 33
Greenwood Hall, Glenway, Dorchester . . . . .	600 00
331-333 Centre street, corner Gay Head street, Jamaica Plain . . . . .	480 00
179 Heath street, Roxbury . . . . .	223 00
255 Heath street, Roxbury . . . . .	673 00
17 Hewlett street, Roslindale . . . . .	240 00
737 Huntington avenue, Roxbury . . . . .	110 00
741 Huntington avenue, Roxbury . . . . .	116 00
766 Huntington avenue, Roxbury . . . . .	65 00
<i>Carried forward</i> . . . . .	<u>\$20,702 41</u>



<i>Carried forward</i> . . . . .	\$20,702 41
908 Huntington avenue, Roxbury . . . . .	60 00
170 Lauriat avenue, Dorchester . . . . .	1,050 00
Parochial School, Moon street . . . . .	7,739 40
Methodist Chapel, Vinton street, South Boston . . . . .	605 00
31 North Russell street . . . . .	4,125 00
North End Union, 20 Parmenter street . . . . .	1,900 00
32 Parmenter street . . . . .	400 00
Princeton and Shelby streets, East Boston . . . . .	125 00
Roxbury House Association, 1 Dayton avenue, Roxbury . . . . .	600 00
399 Saratoga street, East Boston . . . . .	300 00
South Baptist Church, East Fourth street, South Boston . . . . .	1,200 00
1508 Tremont street, Roxbury . . . . .	600 00
1518 Tremont street, Roxbury . . . . .	600 00
1520 Tremont street, Roxbury . . . . .	121 62
Tomfohrde Hall, 91 Boylston street, Roxbury . . . . .	134 00
Unitarian Church, South street, Roslindale . . . . .	600 00
727 Walk Hill street, Dorchester . . . . .	360 00
2307 Washington street, Roxbury . . . . .	1,188 00
Booth Hall, Orient Heights . . . . .	10 00
484 East Fourth street, South Boston . . . . .	628 67
Ford and Saratoga streets, East Boston . . . . .	480 00
103 Chambers street . . . . .	1,544 58
105 Chambers street . . . . .	884 58
122 Salem street . . . . .	400 00
238 Tremont street . . . . .	972 89
Brooks street, Brighton . . . . .	400 00
Hotel Richwood, Tremont street . . . . .	90 00
255 North Harvard street, Brighton . . . . .	41 83
500 Dudley street, Roxbury . . . . .	140 00
 Total . . . . .	 <u>\$48,002 98</u>

The following statements show the money available under the control of the Schoolhouse Department, and the expenses incurred by it under authority granted for completing and



furnishing school buildings, and land and buildings for schools, for the financial year 1904-05 :

## APPROPRIATIONS.

February 1, 1904, balance of appropriations . . . . .	\$1,780,333 12
Appropriations for 1904-05 . . . . .	1,500,000 00
	<hr/>
Total . . . . .	\$3,280,333 12

## EXPENDITURES.

## Expended for Sanitation and Heating:

Benjamin Pope School . . . . .	\$6,301 70
Brewster School . . . . .	3,507 74
Charles Sumner School . . . . .	3,645 60
Dearborn School . . . . .	1,005 95
Eliot School (plumbing) . . . . .	1,281 49
Eliot School (heating) . . . . .	10,283 74
Emerson School (East Boston) . . . . .	5,294 25
English High School . . . . .	2,026 50
Girls' High School . . . . .	15,436 66
Gaston School . . . . .	3,816 00
Harvard Hill School . . . . .	5,408 41
Hawes Hall School . . . . .	12,253 42
Hull School . . . . .	1,775 65
Lincoln School . . . . .	23,295 84
Mt. Vernon School . . . . .	6,154 63
Mary Hemenway School . . . . .	1,800 00
Old Gibson School . . . . .	3,578 19
Phineas Bates School . . . . .	68 75
Plummer School . . . . .	9,720 63
Roger Wolcott School . . . . .	1,573 00
William Wirt Warren School . . . . .	3,126 72
Winchell School . . . . .	691 00

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\$122,045 87

## Ventilation of Sanitaries:

Comins School . . . . .	\$144 45
George-street School . . . . .	41 45
Glenway Annex School . . . . .	18 40
Mary Hemenway School . . . . .	348 14
Mayhew School . . . . .	61 65
Norcross School . . . . .	66 90
Roger Wolcott School . . . . .	998 00
Sherwin School . . . . .	320 00

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*Carried forward* . . . . . \$1,998 99      \$122,045 87      \$3,280,333 12

<i>Brought forward</i> . . . . .	\$1,998 99	\$122,045 87 \$3,280,333 12
West Concord-street School . . . . .	32 50	
William Bacon School . . . . .	35 70	
	<hr/>	2,067 19
Amounts expended for fire protection, installing auxiliary fire-alarm system, also putting underground :		
Bigelow School . . . . .	\$246 82	
Drake School . . . . .	256 19	
Hawes Hall School . . . . .	277 04	
John A. Andrew School . . . . .	273 66	
Lawrence School . . . . .	203 82	
Mary Hemenway School . . . . .	287 00	
Shurtleff School . . . . .	256 96	
Ticknor School . . . . .	235 51	
	<hr/>	2,037 00
Changing all outside doors to swing out :		
Albert Palmer School . . . . .	\$9 00	
Bailey-street Annex School : . . . . .	9 55	
Christopher Gibson School . . . . .	15 00	
Charlestown High School . . . . .	23 95	
Edward Everett School . . . . .	196 65	
Gilbert Stuart School . . . . .	25 25	
Harvard School . . . . .	33 39	
Hancock School . . . . .	22 63	
Hugh O'Brien School . . . . .	21 30	
Harris School . . . . .	38 93	
Hull School . . . . .	45 96	
Henry L. Pierce School . . . . .	218 98	
Lewis School . . . . .	58 38	
Lyceum Hall School . . . . .	17 30	
Minot School . . . . .	13 93	
Mary Hemenway School . . . . .	13 32	
Normal School . . . . .	57 84	
Norcross School . . . . .	154 60	
Old Dorchester High School . . . . .	23 50	
Old East Boston High School . . . . .	23 97	
Oak Square School . . . . .	8 30	
Prince School . . . . .	55 29	
Portable No. 8 . . . . .	11 00	
Quincy School . . . . .	100 84	
Rice School . . . . .	6 00	
Sherwin School . . . . .	60 24	
	<hr/>	
<i>Carried forward</i> . . . . .	\$1,265 10	\$126,150 06 \$3,280,333 12

<i>Brought forward</i> . . . .	\$1,265 10	\$126,150 06	\$3,280,333 12
Thetford-street School . . . .	18 70		
Thomas N. Hart School . . . .	43 55		
Wells School . . . .	61 95		
W. L. P. Boardman School . . . .	8 00		
		<u>1,397 30</u>	
Fire extinguishers . . . .	\$918 59		
Fire escapes :			
Advertising . . . .	\$57 75		
Bunker Hill Grammar and Primary Schools, . . . .	3,995 30		
Baldwin School . . . .	1,760 00		
Bartlett-street School . . . .	927 00		
Comins School . . . .	2,438 81		
Drake School . . . .	1,294 00		
Everett School (city) . . . .	67 00		
Eliot School . . . .	779 40		
Emerson School (city) . . . .	577 80		
George-street School . . . .	1,281 00		
Grant School . . . .	289 90		
Girls' High School . . . .	1,864 00		
Hawes Hall School . . . .	680 60		
Mather School . . . .	1,904 00		
Mayhew School . . . .	1,116 70		
Old Roxbury High School . . . .	1,520 00		
Phillips-street School . . . .	1,173 00		
Roxbury High School . . . .	837 00		
Simonds School . . . .	450 00		
Skinner School . . . .	1,544 00		
Somerset-street School, . . . .	129 90		
Tyler-street School . . . .	919 75		
West Concord-street School . . . .	1,962 00		
Wells School . . . .	2,397 00		
	<u>29,965 91</u>		
		<u>30,884 50</u>	
Expended for sites, erecting, grad- ing and planting of lots, and furnishing of new buildings :			
Addition to Francis Parkman' School :			
Building . . . .	\$27,001 04		
Furnishing . . . .	1,012 60		
	<u>28,013 64</u>		
<i>Carried forward</i> . . . .	\$186,445 50	\$3,280,333 12	

<i>Brought forward</i> . . . . .		\$186,445 50	\$3,280,333 12
Chapman School :			
Addition to yard . . . . .		4,327 69	
Extension Mechanic Arts High School :			
Site . . . . .	\$107,716 18		
Building . . . . .	6,000 00		
		<hr/>	113,716 18
Girls' Latin School :			
Site . . . . .		55,779 32	
Oliver Hazard Perry School :			
Building . . . . .	\$129,432 95		
Furnishing . . . . .	50 80		
		<hr/>	129,483 75
Dearborn School :			
Building . . . . .	\$82,269 33		
Site . . . . .	370 25		
		<hr/>	82,639 58
Jefferson School :			
Building . . . . .	\$83,941 50		
Furnishing . . . . .	6,297 23		
		<hr/>	90,238 73
Mather School :			
Building . . . . .		226,921 28	
Oliver Wendell Holmes School :			
Site . . . . .	\$127 70		
Building . . . . .	115,294 82		
		<hr/>	115,422 52
William E. Russell School :			
Building . . . . .	\$1,269 12		
Furnishing . . . . .	1,074 99		
		<hr/>	2,344 11
Thomas Gardner School :			
Building . . . . .		94,860 54	
John Boyle O'Reilly School :			
Site . . . . .	\$115 00		
Building . . . . .	102,089 22		
Furnishing . . . . .	3,102 33		
		<hr/>	105,306 55
Normal School :			
Paid for plans ordered by School Committee by order of Court, \$2,310 78			
Site . . . . .	55,779 31		
		<hr/>	58,090 09
Model School :			
Site . . . . .		55,779 31	
		<hr/>	
<i>Carried forward</i> . . . . .		\$1,321,355 15	\$3,280,333 12

<i>Brought forward</i> . . . . .	\$1,321,355 15	\$3,280,333 12
Marshall School :		
Site . . . . .	\$321 75	
Building . . . . .	288 67	
Furnishing . . . . .	384 01	
	<hr/>	994 43
Christopher Columbus School :		
Site . . . . .	\$50 00	
Building . . . . .	140,773 58	
Furnishing . . . . .	1,126 37	
	<hr/>	141,949 95
Paul Jones School :		
Building . . . . .	\$44,962 91	
Furnishing . . . . .	3,238 17	
	<hr/>	48,201 08
Ellis Mendell School :		
Building . . . . .	\$45,346 64	
Furnishing . . . . .	2,535 58	
	<hr/>	47,882 22
Primary School, Glenway lot :		
Site . . . . .		52 50
John Greenleaf Whittier School :		
Site . . . . .	\$9,000 00	
Building . . . . .	28,380 61	
	<hr/>	37,380 61
Primary School, Howard-avenue lot :		
Site . . . . .		20 46
Samuel W. Mason School :		
Site . . . . .	\$382 75	
Building . . . . .	77,583 17	
	<hr/>	77,965 92
Primary School, Lewis District :		
Site . . . . .		26,431 05
James Otis School :		
Site . . . . .	\$10,187 50	
Building . . . . .	25,021 66	
	<hr/>	35,209 16
Farragut School :		
Building . . . . .	\$28,874 46	
Furnishing . . . . .	3,019 46	
	<hr/>	31,893 92
Primary School, Tuckerman lot :		
Site . . . . .	\$28 50	
Building . . . . .	1,708 60	
	<hr/>	1,737 10
<i>Carried forward</i> . . . . .	\$1,771,073 55	\$3,280,333 12

<i>Brought forward</i> . . . . .	\$1,771,073 55	\$3,280,333 12
Washington School :		
Site . . . . .	\$103,223 83	
Building . . . . .	176,964 77	
Furnishing . . . . .	8,797 77	
	<hr/>	288,986 37
Miscellaneous :		
Engineering expenses . . . . .	\$19,954 57	
Incidental expenses, including salaries, blue prints, stationery, engineer supplies, horse-hire, and automobiles . . . . .	16,888 57	
	<hr/>	36,843 14
Amount voted and set aside but not expended to date by Schoolhouse Commissioners, for sanitation, fire protection, engineering, office expenses, sites, construction, and furnishing of new buildings . . . . .	820,072 89	
Balance of Appropriation undisturbed . . . . .	363,357 17	
	<hr/>	<hr/>
	\$3,280,333 12	\$3,280,333 12
	<hr/>	<hr/>

APPROPRIATIONS FOR SCHOOL-HOUSES.

The following statement shows the expenditures on account of the appropriations for completing and furnishing school-houses turned over to the Schoolhouse Department by the School Committee, February 11, 1902:

February 1, 1904, balance of appropriation unexpended . . . . .	\$15,106 28
July 25, 1904, additional appropriation . . . . .	4,008 66
	<hr/>
	\$19,114 94
Bigelow School :	
Additional site . . . . .	\$4,058 66
Dorchester High School :	
Grading . . . . .	7,724 58
John A. Andrew School :	
Rebuilding fence (street widening) . . . . .	976 00
Longfellow School :	
Rebuilding fence (street widening) . . . . .	100 00
	<hr/>
<i>Carried forward</i> . . . . .	\$12,859 24



<i>Brought forward</i> . . . . .	\$12,859 24	
Plummer School :		
Additional rooms in attic . . . . .	3,588 93	
South Boston High School :		
Building . . . . .	1,500 00	
		<hr/>
Total expenditure 1904-05 . . . . .	\$17,948 17	
Balance of appropriation for 1905-06 . . . . .	1,166 77	
		<hr/>
		<u>\$19,114 94</u>

Under the head of new school-houses the City of Boston has expended, within the past ten years, \$9,698,585.01. Ten years ago it was figured that the original cost of buildings and land for the various schools, up to January 1, 1895, amounted in the aggregate to \$9,888,000. From this it will be seen that the cost the past ten years almost equals the cost to the city since Boston erected its first school-house.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, rents, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-eight 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	33,383 28	1,451,955 01	62,259	23 3 $\frac{1}{2}$
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
1899-1900.....	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
1903-04.....	3,193,977 83	47,568 32	3,146,409 51	99,133	31 74
1904-05.....	3,266,077 71	56,793 01	3,209,284 70	102,725	31 24

From this table it will be seen that for the financial year just closed the running expenses, exclusive of repairs, etc., were fifty cents less for each pupil than for the year preceding.

In the following table the total expenditure, exclusive of repairs and new buildings, is divided into the five items of the appropriation, under the charge of the School Committee, showing the net amount expended for each during the past twenty-eight 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.....	1,094,491 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 38	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
1892-93.....	1,391,121 05	60,666 83	110,669 83	77,872 75	91,176 62
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
1899-1900.....	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
1903-04.....	2,488,452 02	82,342 82	196,917 44	214,663 37	164,033 86
1904-05.....	2,581,834 89	81,923 58	212,423 76	159,164 65	173,937 82
Total.....	\$43,498,378 17	\$1,839,863 77	\$3,331,315 39	\$2,334,107 30	\$3,126,430 94
Average.....	\$1,499,944 07	\$63,443 58	\$114,872 94	\$80,486 46	\$107,807 96

The average annual increase in pupils during the time covered by this table was 1,872, which should be considered in comparing expenses.

The following table shows the expenditure for repairs made and furniture provided since 1876-77. It includes also the cost of 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	170,736 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
1899-1900.....	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
1903-04.....	364,133 00	394 50	363,738 50	99,133	3 67
1904-05.....	357,305 73	420 80	356,884 93	102,725	3 48

The foregoing tables include all the running expenses of the schools, and form the basis for computing the cost for each pupil. The total for last year, compared with the year previous, shows a decrease of sixty-nine cents in the rate per pupil.

Later in this report the expenditures for each grade of schools are shown, but include only such as were chargeable directly to the different grades. In addition there are certain expenses incurred for the schools as a whole, such as cost of supervision, salaries of officers and directors of special studies, manual training expenses, printing, and similar expenditures, which amounted to \$352,179.71.

In like manner, a certain part of the income collected, amounting to \$29,748.15, was received for the schools in general, and not for any particular grade.

The different grades of schools have been 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 . . . . .	\$71,153 49	\$6,010 24
Grammar Schools . . . . .	156,458 74	13,215 86
Primary Schools . . . . .	93,336 20	7,883 99
Evening Schools . . . . .	11,435 76	965 96
Evening Drawing Schools . . . . .	1,952 63	164 94
Horace Mann School . . . . .	2,960 76	250 09
Kindergartens . . . . .	14,882 13	1,257 07
	<hr/>	<hr/>
Totals . . . . .	<u>\$352,179 71</u>	<u>\$29,748 15</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 . . . . .	\$514,662 96
Salaries of janitors . . . . .	34,175 67
Books, drawing materials, and stationery . . . . .	17,671 05
Other supplies and miscellaneous items . . . . .	9,593 96
Fuel and light . . . . .	22,674 08
	<hr/>
<i>Carried forward</i> . . . . .	\$598,777 72



<i>Brought forward</i> . . . . .		\$598,777	72
Furniture, repairs, etc. . . . .		62,156	44
Proportion of general expenses . . . . .		71,153	49
		<hr/>	
Total cost . . . . .		\$732,087	65
Income from sale of books . . . . .	\$165	45	
Proportion of general income . . . . .	6,010	24	6,175 69
		<hr/>	
Net cost . . . . .		\$725,911	96
		<hr/> <hr/>	

Average number of pupils, 7,569.

Cost per pupil, \$95.91

Cost of educating 7,569 pupils . . . . .	\$725,911	96
Tuition paid by 69 non-resident pupils . . . . .	5,654	76
	<hr/>	

Net cost of educating 7,500 resident pupils . . . . .	\$720,257	20
	<hr/> <hr/>	

Average cost of each resident pupil, \$96.03.

#### GRAMMAR SCHOOLS.

Salaries of instructors . . . . .	\$1,124,896	21
Salaries of janitors . . . . .	84,310	28
Books, drawing materials, and stationery . . . . .	41,614	30
Other supplies and miscellaneous items . . . . .	6,299	25
Fuel and light . . . . .	66,225	31
Furniture, repairs, etc. . . . .	129,976	52
Proportion of general expenses . . . . .	156,458	74
	<hr/>	
Total cost . . . . .	\$1,609,780	61
Income from sale of books, etc. . . . .	\$268	65
Income from sale of badges, licensed minors . . . . .	613	75
Income from non-resident tuition . . . . .	215	40
Proportion of general income . . . . .	13,215	86
	<hr/>	
		14,313 66
	<hr/>	
Net cost . . . . .	\$1,595,466	95
	<hr/> <hr/>	

Average number of pupils, 45,916.

Average cost per pupil, \$34.75.



## PRIMARY SCHOOLS.

Salaries of instructors . . . . .		\$612,117	26
Salaries of janitors . . . . .		85,632	96
Books, drawing materials, and stationery . . . . .		10,961	83
Other supplies and miscellaneous items . . . . .		5,081	54
Fuel and light . . . . .		55,771	18
Furniture, repairs, etc. . . . .		97,421	24
Proportion of general expenses . . . . .		93,336	20
			<hr/>
Total cost . . . . .		\$960,322	21
Income from sale of books . . . . .	\$168	40	
Proportion of general income . . . . .	7,883	99	
			<hr/>
			8,052 39
			<hr/>
Net cost . . . . .		\$952,269	82

Average number of pupils, 33,247.

Average cost per pupil, \$28.64.

## HORACE MANN SCHOOL.

Salaries of instructors . . . . .		\$21,676	23
Salaries of janitors . . . . .		1,503	00
Books, drawing materials, and stationery . . . . .		51	53
Other supplies, car-fares, and miscellaneous items . . . . .		2,581	31
Fuel and light . . . . .		778	58
Furniture, repairs, etc. . . . .		911	44
Proportion of general expenses . . . . .		2,960	76
			<hr/>
Total cost . . . . .		\$30,462	85
Proportion of general income . . . . .		250	09
			<hr/>
			\$30,212 76
			<hr/>
Average number of pupils, 134.			
Average cost per pupil, \$225.47.			
Total cost of educating 134 pupils . . . . .		\$30,212	76
Received from the State for tuition and travelling expenses of pupils . . . . .		20,321	75
			<hr/>
Net cost of educating 134 pupils . . . . .		\$9,891	01
			<hr/>
Net average cost of each pupil, \$73.81.			

## KINDERGARTENS.

Salaries of instructors . . . . .	\$115,621 47
Salaries of janitors . . . . .	1,474 00
Books, drawing materials, and stationery . . . . .	173 04
Kindergarten supplies . . . . .	1,931 77
Services of maids . . . . .	8,448 00
Other supplies and miscellaneous items . . . . .	180 40
Fuel and light . . . . .	542 38
Furniture, repairs, etc. . . . .	9,866 82
Proportion of general expenses . . . . .	14,882 13
	<hr/>
Total cost . . . . .	\$153,120 01
Proportion of general income . . . . .	1,257 07
	<hr/>
Net cost . . . . .	<u>\$151,862 94</u>

Average number of pupils, 5,204.

Average cost per pupil, \$29.18.

## EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors . . . . .	\$87,504 00
Salaries of janitors . . . . .	4,254 05
Books, drawing materials, and stationery . . . . .	1,826 28
Other supplies and miscellaneous items . . . . .	293 24
Fuel and light . . . . .	10,271 45
Furniture, repairs, etc. . . . .	2,076 00
Proportion of general expenses . . . . .	11,435 76
	<hr/>
Total cost . . . . .	\$117,660 78
Income from sale of books . . . . .	\$57 50
Proportion of general income . . . . .	965 96
	<hr/>
	1,023 46
	<hr/>
Net cost . . . . .	<u>\$116,637 32</u>

Average number of pupils, 9,875.

Average cost per pupil, \$11.81.

## EVENING DRAWING SCHOOLS.

Salaries of instructors . . . . .	\$13,093 00
Salaries of janitors . . . . .	421 80
Drawing materials and stationery . . . . .	1,084 53
Other supplies and miscellaneous items . . . . .	15 04
Fuel and light . . . . .	805 28
Furniture, repairs, etc. . . . .	2,718 05
Proportion of general expenses . . . . .	1,952 63
	<hr/>
Total cost . . . . .	\$20,090 33
Proportion of general income . . . . .	164 94
	<hr/>
Net cost . . . . .	<u>\$19,925 39</u>

Average number of pupils, 678.

Average cost per pupil, \$29.39.

## COST OF MANUAL TRAINING CLASSES.

The expenses the past year for carrying on Manual Training and Cookery classes amounted to \$85,402.06.

## COST OF VACATION SCHOOLS.

Salaries of instructors . . . . .	\$15,121 50
Salaries of janitors . . . . .	1,210 00
Supplies . . . . .	1,747 73
	<hr/>
	<u>\$18,079 23</u>

## COST OF EDUCATIONAL CENTRES.

Salaries of instructors . . . . .	\$20,707 50
Salaries of janitors . . . . .	933 65
Supplies . . . . .	1,035 97
Light (estimated) . . . . .	1,350 00
	<hr/>
	<u>\$24,027 12</u>

The pupils attending the Manual Training Schools, Educational Centres, and Vacation Schools are not counted in the number of pupils that go to make up the cost per pupil, as most of them attend some other grade.

Early in February and September, blanks were sent to the schools requesting each principal to make a return of the names of all non-resident pupils in his school or district, accompanied by pledges agreeing to pay tuition, signed by parents or guardians. Bills were made out from these returns requiring payment within a certain time, otherwise the pupil was dismissed from school. The tuition charged the past year was, for a Normal, Latin, or High School pupil, \$97.84; for a Grammar pupil, \$35.90; for a Primary pupil, \$28.77.

The amount collected from this source was as follows:

69 Normal, Latin, and High School pupils	. . .	\$5,654 76
7 Grammar School pupils	. . . . .	215 40
		<hr/>
		\$5,870 16
		<hr/> <hr/>

In addition to the above, \$16,970.17 was received for tuition of 134 pupils in the Horace Mann School from the State of Massachusetts.

The total amount received by the city for pupils educated in our schools during the year was \$22,840.33.

Under the rules this committee is obliged to prepare and present to the Board, on or before the second regular meeting of the Board in February, an itemized appropriation order to cover expenses for the financial year. In accordance, the committee prepared estimates, and was confronted with the fact that the money available under the law would not be sufficient to meet expenses as the schools are at present carried on.

A conservative estimate of the needs of the schools calls for \$60,000 more than can be appropriated. Each part of the school system has its friends, and if a reduction be suggested in any one branch it is opposed immediately by those who believe the cut should be made in some other direction.

Your committee believes, from previous experience, that it would be useless to attempt a reduction in the corps of special instructors, but it is hoped that no more will be appointed during the present financial year. No money was appropriated for Vacation Schools, as it is inexpedient to continue them under the present stringency.

Your committee has apportioned the amount available. Any additional expense will imperil the salaries of instructors.

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Your committee invite attention to the following pages of this report, which give in detail the expenditures for the financial year 1904-05.

Respectfully submitted,

WILLIAM F. MERRITT,

*Chairman,*

FRANK F. ERNST,

WILLIAM S. KENNY,

JOHN A. RYAN,

LOUIS SONNABEND,

*Committee on Accounts.*



SCHOOL EXPENSES.

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

FINANCIAL YEAR.	No. of Day Scholars Belonging.	No. of Evening Scholars Belonging.	Total of Scholars Belonging.	Teachers of 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.
1875-76.....	3,393		40,317	\$1,296,803 59	\$470,830 68	\$1,737,634 27	\$20,685 72	\$1,716,998 55	\$34 82	\$277,746 57	\$2,015,380 84
1876-77.....	3,727		50,308	1,268,604 23	422,472 22	1,691,076 45	21,999 03	1,669,077 42	33 18	125,539 04	1,816,615 49
1877-78.....	4,064		51,759	1,215,782 03	366,334 02	1,582,116 09	30,109 31	1,552,006 78	29 39	174,324 75	1,726,331 54
1878-79.....	3,562		53,262	1,172,489 69	347,173 23	1,519,662 92	42,040 28	1,466,276 56	27 93	240,222 98	1,706,500 54
1879-80.....	40,700		8,561	1,162,258 61	353,108 23	1,515,366 84	39,090 28	1,466,276 56	27 15	136,878 45	1,602,245 20
1880-81.....	3,170		51,542	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	215,359 64	1,775,097 15
1881-82.....	3,027		55,638	1,165,629 71	405,349 35	1,570,979 07	69,501 58	1,501,387 49	26 98	139,126 88	1,710,105 95
1882-83.....	2,964		55,640	1,165,629 71	422,968 76	1,639,462 49	73,569 56	1,529,652 93	26 58	77,628 73	1,680,791 22
1883-84.....	3,148		57,754	1,206,683 23	433,023 33	1,639,706 56	79,394 66	1,560,311 90	26 54	268,879 72	1,908,586 28
1884-85.....	3,318		59,706	1,230,771 71	474,681 43	1,665,453 14	39,154 76	1,665,878 38	27 90	278,114 05	1,983,567 19
1885-86.....	4,073		61,259	1,261,403 29	422,259 54	1,656,376 00	31,350 84	1,622,691 80	26 06	562,787 45	2,036,468 48
1886-87.....	3,916		62,259	1,269,045 91	386,830 09	1,656,376 00	37,313 81	1,742,347 07	28 00	157,687 90	1,907,586 78
1887-88.....	3,916		62,226	1,266,102 42	483,468 46	1,779,660 88	39,738 52	1,808,046 78	28 01	121,328 95	1,970,014 20
1888-89.....	4,360		64,584	1,332,506 17	516,179 08	1,848,685 25	40,762 50	1,875,973 46	28 42	349,602 82	2,206,338 78
1889-90.....	5,525		66,003	1,390,808 87	525,867 09	1,916,735 96	41,417 06	1,875,973 46	28 42	172,523 90	2,121,744 34
1890-91.....	6,003		67,022	1,424,988 20	524,232 24	1,949,220 44		1,907,803 38	28 47		
For the nine months ending January											
31, 1892.....	5,933		67,636	1,079,848 59	421,477 02	1,501,325 61	31,352 81	1,469,972 80	21 71	627,429 10	2,028,784 71
1893-93.....	5,623		68,970	1,485,411 12	505,480 05	1,990,891 17	37,743 66	1,953,147 51	28 32	569,700 75	2,560,501 92
1894-94.....	6,230		71,495	1,532,074 37	480,542 95	2,012,617 32	40,769 13	1,971,908 19	27 58	279,336 81	2,291,974 13
1895-95.....	5,896		73,693	1,590,600 15	509,189 70	2,099,789 89	38,639 35	2,061,160 50	28 00	397,983 62	2,497,773 47
1896-96.....	5,578		74,666	1,647,021 50	567,846 30	2,214,867 80	39,181 65	2,175,686 23	29 14	513,735 61	2,728,903 50
1897-97.....	6,394		78,167	1,730,083 58	573,267 74	2,303,351 32	40,438 51	2,262,912 81	28 95	*294,635 87	3,033,006 69
1898-98.....	6,411		81,638	1,869,603 00	637,843 77	2,487,446 77	42,287 16	2,445,159 61	29 91	*930,716 40	3,415,163 17
1899-99.....	5,630		83,008	2,033,900 46	642,070 65	2,675,971 11	42,210 35	2,633,760 76	31 73	*302,455 93	3,302,487 04
1900-00.....	6,256		86,719	2,132,557 03	681,140 05	2,816,697 08	45,681 35	2,771,015 73	31 96	757,107 37	3,638,804 45
1901-01.....	6,622		88,852	2,261,766 60	715,515 85	2,977,282 45	48,455 07	2,928,827 38	31 96	757,107 37	3,714,466 26
1902-02.....	7,020		91,271	2,383,368 11	785,881 49	3,169,249 60	50,030 00	3,123,190 80	34 22	*938,074 64	4,007,269 24
1903-03.....	7,687		94,874	2,507,677 66	861,090 56	3,368,768 22	45,398 80	3,318,738 18	34 98	*938,074 64	4,313,887 56
1904-04.....	9,864		99,133	2,611,520 61	946,550 22	3,558,110 83	47,992 82	3,510,148 01	35 41	*1,440,635 31	4,998,766 14
1904 05.....	10,568		102,725	2,718,2-2 05	910,101 39	3,623,383 44	57,213 81	3,566,169 63	34 72	*1,114,851 23	5,738,284 67

\* Includes permanent improvements, paid from loans.



## CALENDAR FOR FINANCIAL YEAR 1905-1906.

FEBRUARY.							JUNE.							OCTOBER.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
.....	.....	.....	1	2	3	4	.....	.....	.....	.....	1	2	3	1	2	3	4	5	6	7
5	6	7	8	9	10	11	4	5	6	7	8	9	10	8	9	10	11	12	13	14
12	13	14	15	16	17	18	11	12	13	14	15	16	17	15	16	17	18	19	20	21
19	20	21	22	23	24	25	18	19	20	21	22	23	24	22	23	24	25	26	27	28
26	27	28	.....	.....	.....	.....	25	26	27	28	29	30	.....	29	30	31	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MARCH.							JULY.							NOVEMBER.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
.....	.....	.....	1	2	3	4	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	2	3	4
5	6	7	8	9	10	11	2	3	4	5	6	7	8	5	6	7	8	9	10	11
12	13	14	15	16	17	18	9	10	11	12	13	14	15	12	13	14	15	16	17	18
19	20	21	22	23	24	25	16	17	18	19	20	21	22	19	20	21	22	23	24	25
26	27	28	29	30	31	.....	23	24	25	26	27	28	29	26	27	28	29	30	.....	.....
.....	.....	.....	.....	.....	.....	.....	30	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
APRIL.							AUGUST.							DECEMBER.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
.....	.....	.....	.....	.....	.....	1	.....	.....	1	2	3	4	5	.....	.....	.....	.....	.....	1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31	.....	.....	24	25	26	27	28	29	30
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MAY.							SEPTEMBER.							JANUARY.						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
.....	1	2	3	4	5	6	.....	.....	.....	.....	.....	1	2	.....	1	2	3	4	5	6
7	8	9	10	11	12	13	3	4	5	6	7	8	9	7	8	9	10	11	12	13
14	15	16	17	18	19	20	10	11	12	13	14	15	16	14	15	16	17	18	19	20
21	22	23	24	25	26	27	17	18	19	20	21	22	23	21	22	23	24	25	26	27
28	29	30	31	.....	.....	.....	24	25	26	27	28	29	30	28	29	30	31	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Figures in black indicate the days on which schools are in session. Figures in red indicate days on which they are closed. Besides these, the half-day preceding Thanksgiving Day, and the remainder of the week, and the half-day preceding Christmas Day are holidays.

Regular meetings of the School Committee are held on the evenings of the second and fourth Tuesdays in each month, except July and August.

## 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: Bowdoin, Edward Everett, John A. Andrew, Norcross, Shurtleff, and William E. Russell.

Last or first Tuesday: Brimmer, Eliot, Hancock, Phillips, Quincy, Washington, Wells, and Winthrop.

Last or first Wednesday: Normal, Public Latin, East Boston High, English High, South Boston High, Adams, Bigelow, Blackinton, Chapman, Emerson, Gaston, Lawrence, Lincoln, Lyman, Oliver Hazard Perry, Rice, and Thomas N. Hart.

Last or first Thursday: Charlestown High, Mechanic Arts High, Gilbert Stuart, Harvard, Henry L. Pierce, Mather, Minot, Prince, Roger Wolcott, and Horace Mann.

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

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

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

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

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

Last Friday: Comins, Hyde, Jefferson, 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. Stevens, 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. Scates.

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.

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 . . . . .	504 00

*Latin and High Schools.*

<sup>1</sup> 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 Principals, first year, \$1,620; annual in- crease, \$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

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

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

*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 (per day) . . . . .	1 50

*Kindergartens.*

Principal, 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
Special Assistants (per day) . . . . .	1 50

## EVENING SCHOOLS.

*High Schools.*

Head-Master, Central School (per evening) . . . . .	\$10 00
Head-Masters, local schools (per evening) . . . . .	6 00
Assistants (per evening) . . . . .	4 00
Special Teacher of Penmanship, Central School (per evening) . . . . .	2 00
Special Assistants, Typewriting Departments (per evening) . . . . .	2 00
Laboratory Assistants (per evening) . . . . .	2 00
Pianists (per evening) . . . . .	1 50

*Mechanic Arts School.*

Head-Master (per evening) . . . . .	\$7 00
Assistant Principal (per evening) . . . . .	4 00
Instructors (per evening) . . . . .	4 00
Assistant Instructors (per evening) . . . . .	2 50
Special Assistants (per evening) . . . . .	2 00
Tool-keeper (per evening) . . . . .	1 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
Interpreters (per evening) . . . . .	2 00



*Drawing Schools.*

<sup>1</sup> 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

*Educational Centres.*

Principals (per evening) . . . . .	\$5 00
First Assistants (per evening) . . . . .	2 50
Assistants (per evening) . . . . .	2 00
Matrons (per evening) . . . . .	1 50

*Vacation Schools.*

Director (for the season) . . . . .	\$250 00
Principals (per day) . . . . .	5 00
Teachers of Woodworking (per day) . . . . .	2 50
Teachers (per day) . . . . .	2 00
Assistant teachers (per day) . . . . .	1 00
Heads of Playgrounds (per day, one session) . . . . .	1 20
Heads of Playgrounds (per day, two sessions) . . . . .	2 00
Helpers in Playgrounds (per day, one session) . . . . .	80
Helpers in Playgrounds (per day, two sessions) . . . . .	1 00

*Special Instructors.*

## CHEMISTRY AND LABORATORY ASSISTANTS.

Teacher of Chemistry, Girls' High School . . . . .	\$1,620 00
Laboratory Assistant, English High School . . . . .	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, High Schools, first year, \$1,200; annual increase, \$120; maximum . . . . .	\$2,040 00
Instructors, High Schools, first year, \$900; annual increase, \$72; maximum . . . . .	1,548 00

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



## DRAWING.

Director . . . . .	\$3,000 00
Director, for supervision of Evening Drawing Schools, additional . . . . .	600 00
Assistants to Director (3) . . . . .	1,500 00
<sup>1</sup> 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

## HOUSEHOLD SCIENCE AND ARTS.

Teacher, Normal and High Schools . . . . .	\$1,200 00
Teacher, Roxbury High School:	
As Teacher of Household Arts . . . . .	243 00
“ “ “ “ Sciences . . . . .	729 00

## KINDERGARTENS.

Director . . . . .	\$2,880 00
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## MANUAL TRAINING.

Principal of Manual Training Schools . . . . .	\$2,508 00
Instructors . . . . .	1,200 00
Assistant Instructors, first year, \$804; annual in- crease, \$48; maximum . . . . .	996 00
Instructors, Schools of Cookery, first year, \$552; an- nual increase, \$48; maximum . . . . .	936 00

## Teachers of Sewing:

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

<sup>1</sup> Also to give instruction in the Normal School.

## MILITARY DRILL.

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

## MODERN LANGUAGES.

Assistant Instructors (2) . . . . .	\$1,800 00
Teacher of German, Girls' Latin and Girls' High Schools . . . . .	1,800 00
Teacher of French, Roxbury High School . . . . .	1,200 00
Teacher of French, South Boston High School . . . . .	1,200 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, Dorchester High School . . . . .	900 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 Teacher, 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

Darius Hadley and Henry F. Sears, 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; 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 shopwork, for each shop period of extra service, \$3.

The head-master of the Mechanic Arts High School is paid, in addition to his regular salary, at the rate of \$3 per

day during such part of the year as the daily programme calls for extra services outside of the regular school hours.

Special assistants in the Mechanic Arts High School who are required by the daily programme to perform extra service, outside of the regular school hours, are paid, in addition to their regular salaries, 50 cents for each shop period of extra service during such part of the year as such daily programme requiring extra service may be continued.

### SALARIES OF JANITORS.

*January 1, 1905.*

#### 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	
	<u>          </u>	\$6,120 00

#### Girls' Latin and Girls' High Schools:

Janitor Girls' Latin School (Copley square) . . . . .	\$960 00	
Janitor Girls' High School . . . . .	2,220 00	
Janitor Girls' High School . . . . .	960 00	
	<u>          </u>	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	
	<u>          </u>	4,032 00

#### East Boston High School:

Janitor . . . . .	\$2,976 00	
Matron . . . . .	540 00	
	<u>          </u>	3,516 00

*Carried forward* . . . . . \$20,472 00

<i>Brought forward.</i>			\$20,472 00
Mechanic Arts High School:			
Janitor		\$1,752 00	
Engineer		1,524 00	
		<hr/>	3,276 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
			<hr/>
Total			<u>\$33,600 00</u>

Janitors received during the year for care of

Kindergartens . . . . .	\$1,474 00	Manual Training	
School Committee Building . . . . .	3,168 00	Schools . . . . .	\$652 00
Horace Mann School . . . . .	1,503 00	Educational Centres . . . . .	933 65
Evening Schools . . . . .	4,254 05	Vacation Schools . . . . .	1,210 00
Evening Drawing Schools . . . . .	421 80		
		Total . . . . .	<u>\$13,616 50</u>

#### GRAMMAR SCHOOLS.

The salaries paid janitors per annum for taking care of the several Grammar School buildings during the past year were at the following rate:

Washington, janitor . . . . .	\$2,784	<i>Brought forward.</i>	\$12,408
matron . . . . .	540	Phillips Brooks . . . . .	1,548
Bigelow . . . . .	2,160	Hugh O'Brien . . . . .	1,476
William E. Russell . . . . .	1,848	Jefferson . . . . .	1,476
Chapman . . . . .	1,812	Bennett and Branch . . . . .	1,464
Roger Wolcott . . . . .	1,644	Gaston . . . . .	1,464
Christopher Gibson . . . . .	1,620	Agassiz . . . . .	1,452
	<hr/>		<hr/>
<i>Carried forward.</i>	\$12,408	<i>Carried forward.</i>	\$21,288

<i>Brought forward</i> .	\$21,288
Dudley . . . . .	1,440
Gilbert Stuart . . . . .	1,428
Henry L. Pierce . . . . .	1,416
Bowdoin . . . . .	1,380
Mary Hemenway . . . . .	1,380
Martin . . . . .	1,332
Lowell . . . . .	1,308
Rice . . . . .	1,308
Sherwin . . . . .	1,308
Hyde . . . . .	1,296
John A. Andrew . . . . .	1,284
Emerson . . . . .	1,272
Shurtleff . . . . .	1,272
Lyman . . . . .	1,236
Old East Boston High (Branch of Lyman),	768
Thomas N. Hart . . . . .	1,236
Frothingham . . . . .	1,212
Bowditch . . . . .	1,164
Longfellow . . . . .	1,164
Mather . . . . .	1,152
Harvard . . . . .	1,140
Hancock . . . . .	1,128
Lincoln . . . . .	1,128
Adams . . . . .	1,116
Norcross . . . . .	1,116
Robert G. Shaw . . . . .	1,116
Prince . . . . .	1,104
Lewis . . . . .	1,080
Wells . . . . .	1,080
Dillaway . . . . .	1,068
Dearborn . . . . .	1,056
Franklin . . . . .	1,056
Everett . . . . .	1,044
<i>Carried forward</i> .	\$60,876

<i>Brought forward</i> .	\$60,876
Bunker Hill . . . . .	1,032
Dwight . . . . .	1,032
Warren . . . . .	1,032
George Putnam . . . . .	1,008
Lawrence . . . . .	1,008
Charles Sumner . . . . .	996
Edward Everett . . . . .	984
Minot . . . . .	984
Phillips . . . . .	984
Grant (Branch of Phillips). . . . .	420
Washington Allston . . . . .	984
William Wirt Warren (Branch of Wash- ing Allston). . . . .	864
Allston Club House (Branch of Wash- ington Allston). . . . .	468
Comins . . . . .	960
Quincy . . . . .	960
Blackinton . . . . .	936
Winthrop . . . . .	876
Brimmer . . . . .	864
Prescott . . . . .	792
Eliot . . . . .	780
Substitute janitor . . . . .	600
In addition, the care of 41 school build- ings used for gram- mar purposes, where the annual salary is \$300 or less, amounts to . . . . .	3,528
Total for Gram- mar Schools . . . . .	<u>\$82,968</u>



## PRIMARY SCHOOLS.

The salaries amounting to more than \$300 per annum, paid janitors for taking care of the several primary school buildings, were at the following rate :

Paul Revere, janitor . . . . .	\$2,124	<i>Brought forward</i> . . . . .	\$30,324
matron . . . . .	540	Lucretia Crocker . . . . .	828
Christopher Columbus, . . . . .	1,380	Wyman . . . . .	828
Farragut . . . . .	1,332	Joshua Bates . . . . .	816
Mayhew . . . . .	1,272	Charles C. Perkins . . . . .	804
Winship . . . . .	1,224	West Concord-st. . . . .	804
Marshall . . . . .	1,128	Aaron Davis . . . . .	792
Roger Clap . . . . .	1,128	Samuel G. Howe . . . . .	792
Ellis Mendell . . . . .	1,104	Lyceum Hall . . . . .	780
William Bacon . . . . .	1,080	Miles Standish . . . . .	780
Paul Jones . . . . .	1,068	Asa Gray . . . . .	768
Plummer . . . . .	1,068	Cyrus Alger . . . . .	768
John Boyle O'Reilly . . . . .	1,032	Choate Burnham . . . . .	756
Winchell . . . . .	1,032	Hull . . . . .	756
Cudworth . . . . .	1,008	William H. Kent . . . . .	756
Cushman . . . . .	996	Benjamin Pope . . . . .	744
Appleton-st. . . . .	888	Benjamin Dean . . . . .	732
H a w e s H a l l and		Margaret Fuller . . . . .	732
Simonds . . . . .	888	Noble . . . . .	732
Harris . . . . .	876	Stephen M. Weld . . . . .	732
Ira Allen . . . . .	876	Atherton . . . . .	720
Old Dorchester High . . . . .	876	Kenilworth-st. . . . .	720
Tileston . . . . .	876	Howard-av. . . . .	708
W. L. P. Boardman . . . . .	876	Capen . . . . .	696
Andrews . . . . .	864	Tappan . . . . .	696
Copley, janitor . . . . .	864	Benjamin F. Tweed . . . . .	684
matron . . . . .	540	Albert Palmer . . . . .	672
Francis Parkman . . . . .	852	Phillips-st. (Rox.) . . . . .	672
Frederic A. Whitney, . . . . .	852	Abby W. May . . . . .	660
Thetford-st. . . . .	852	Clinch . . . . .	660
Benjamin Cushing . . . . .	828	Florence-st. . . . .	660
<i>Carried forward</i> . . . . .	\$30,324	<i>Carried forward</i> . . . . .	\$52,572

<i>Brought forward</i> . . . . .	\$52,572	<i>Brought forward</i> . . . . .	\$69,564
Henry Vane . . . . .	660	Old Agassiz . . . . .	480
Parkman . . . . .	660	Cook . . . . .	468
Dorchester-av. . . . .	648	Bailey-st. . . . .	456
Polk-st. . . . .	636	Bunker Hill-st. . . . .	456
Old Gibson . . . . .	636	Everett (Brighton) . . . . .	456
Walnut-st. . . . .	636	No. Harvard-st. (Bri.), . . . . .	456
Mt. Vernon-st. . . . .	624	Old Edward Everett . . . . .	456
Wait. . . . .	624	Way-st. . . . .	456
Brewster . . . . .	612	Old Mather (Dor.) . . . . .	444
Harvard Hill . . . . .	612	Winthrop-st. . . . .	444
Phineas Bates . . . . .	612	Bartlett-st. (Rox.) . . . . .	420
Sharp . . . . .	600	Freeman . . . . .	420
Rutland-st. . . . .	564	Washington-st. (F.H.) . . . . .	420
Drake . . . . .	552	Pormort . . . . .	408
Oak-sq. . . . .	552	Adams-st. . . . .	396
Aberdeen . . . . .	540	Auburn . . . . .	396
Harbor View-st. . . . .	540	Hobart-st. . . . .	396
Tuckerman . . . . .	540	Mead-st. . . . .	396
Baldwin . . . . .	528	Quincy-st. (Mather), . . . . .	396
Hillside . . . . .	528	Austin . . . . .	384
Skinner . . . . .	528	Medford-st. . . . .	384
Somerset-st. . . . .	528	Glenway . . . . .	372
Emerson (Poplar-st.), . . . . .	516	Adams and Chestnut	
Stoughton . . . . .	516	sts. . . . .	348
Tyler-st. . . . .	516	Canterbury-st. . . . .	348
Williams . . . . .	516	Heath-st. . . . .	324
Savin Hill . . . . .	504	Washington - street	
George-st. . . . .	492	(Germantown). . . . .	324
Webb . . . . .	492	Bailey-st. Annex . . . . .	312
Common-st. . . . .	480	Thornton-st. . . . .	312
		Substitute janitor . . . . .	492
<i>Carried forward</i> . . . . .	\$69,564		

In addition, the care of seventy school buildings used for primary purposes, where the annual salary is \$300 or less, amounts to . . . . . 6,804

Total for Primary Schools . . . . . \$88,188

APPROPRIATION AND EXPENDITURES  
FOR THE  
PUBLIC SCHOOLS.

APPROPRIATION.

Appropriation as voted by the School Committee under authority granted by the Legislature . . . . . \$3,263,433 61

EXPENDITURES.

*1904. Requisitions in accordance with the same for February.*

Instructors . . . . .	\$218,401	76
Officers . . . . .	6,767	09
Janitors . . . . .	16,655	67
Fuel and light . . . . .	8,808	82
Incidentals . . . . .	7,549	10
		\$258,182 44

*Requisitions for March.*

Instructors . . . . .	\$228,024	29
Officers . . . . .	6,804	24
Janitors . . . . .	16,764	74
Fuel and light . . . . .	15,641	01
Incidentals . . . . .	13,103	45
		280,337 73

*Requisitions for April.*

Instructors . . . . .	\$230,647	05
Officers . . . . .	6,633	95

<i>Carried forward,</i> \$237,281 00	\$538,520 17	\$3,263,433 61
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<i>Brought forward,</i>	\$237,281 00	\$538,520 17	\$3,263,433 61
Janitors . . . .	16,579 92		
Fuel and light . .	22,154 77		
Incidentals . . . .	13,116 11		
	<hr/>	289,131 80	

*Requisitions for May.*

Instructors . . . .	\$214,603 27		
Officers . . . . .	6,621 24		
Janitors . . . . .	16,444 93		
Fuel and light . . .	12,585 54		
Incidentals . . . .	8,583 26		
	<hr/>	258,838 24	

*Requisitions for June.*

Instructors . . . .	\$207,930 01		
Officers . . . . .	6,758 75		
Janitors . . . . .	21,274 55		
Fuel and light . . .	6,936 52		
Incidentals . . . .	28,112 17		
	<hr/>	271,012 00	

*Requisitions for July.*

Instructors . . . .	\$412,623 22		
Officers . . . . .	13,802 04		
Janitors . . . . .	16,956 55		
Fuel and light . . .	2,966 39		
Incidentals . . . .	15,176 60		
	<hr/>	461,524 80	

*Requisitions for August.*

Janitors . . . . .	\$17,840 50		
Fuel and light . . .	30,945 92		
Incidentals . . . .	17,960 82		
	<hr/>	66,747 24	

*Requisitions for September.*

Instructors . . . .	\$218,835 65		
Officers . . . . .	7,051 53		

<i>Carried forward,</i>	\$225,887 18	\$1,885,774 25	\$3,263,433 61
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<i>Brought forward,</i>			\$225,887 18	\$1,885,774 25	\$3,263,433 61
Janitors . . .	16,775 00				
Fuel and light . . .	43,994 68				
Incidentals . . .	21,806 61				
	<hr/>			308,463 47	

*Requisitions for October.*

Instructors . . .	\$203,828 03				
Officers . . .	6,600 39				
Janitors . . .	17,767 17				
Fuel and light . . .	3,449 14				
Incidentals . . .	9,883 91				
	<hr/>			241,528 64	

*Requisitions for November.*

Instructors . . .	\$220,360 67				
Officers . . .	6,914 24				
Janitors . . .	17,921 59				
Fuel and light . . .	5,708 21				
Incidentals . . .	21,872 34				
	<hr/>			272,777 05	

*Requisitions for December.*

Instructors . . .	\$239,306 04				
Officers . . .	6,989 86				
Janitors . . .	19,067 00				
Fuel and light . . .	4,634 76				
Incidentals . . .	16,930 96				
	<hr/>			286,928 62	

*1905. Requisitions for January.*

Instructors . . .	\$236,798 48				
Officers . . .	6,980 25				
Janitors . . .	18,376 14				
Fuel and light . . .	1,338 89				
Incidentals . . .	4,467 82				
	<hr/>			267,961 58	

Totals . . . . .		<u>\$3,263,433 61</u>	<u>\$3,263,433 61</u>
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The expenses incurred during the year used up all the money appropriated for the financial year 1904-05.

## EXPENDITURES BY THE SCHOOL COMMITTEE.

## SALARIES OF OFFICERS.

Superintendent . . . . .	\$6,000 00
Superintendent's clerks (four) . . . . .	4,320 00
Superintendent's temporary clerk . . . . .	90 00
Supervisors (six) . . . . .	21,582 50
Supervisors' clerk . . . . .	123 33
Secretary . . . . .	3,300 00
Secretary's assistants (three) . . . . .	2,580 00
Auditing Clerk . . . . .	3,300 00
Auditing Clerk's assistant . . . . .	1,320 00
Auditing Clerk's temporary clerk . . . . .	292 59
Assistant in offices of Secretary and Auditing Clerk . . . . .	820 00
Copyist in office of Auditing Clerk . . . . .	854 00
Schoolhouse Custodian . . . . .	2,004 00
Schoolhouse Custodian's clerk . . . . .	457 16
City Treasurer, as Custodian . . . . .	1,500 00
Messengers (six) . . . . .	3,480 00
Truant Officers (twenty-one) including Chief . . . . .	29,900 00
Total for Officers . . . . .	<u>\$81,923 58</u>

## SALARIES OF INSTRUCTORS.

*High Schools.*

Normal . . . . .	\$25,978 53
Public Latin . . . . .	58,436 22
Girls' Latin . . . . .	23,108 40
Brighton High . . . . .	22,537 45
Charlestown High . . . . .	20,378 55
Dorchester High . . . . .	52,578 84
East Boston High . . . . .	26,815 31
English High . . . . .	77,891 25
Girls' High . . . . .	53,412 61
Mechanic Arts High . . . . .	52,735 81
<i>Carried forward</i> . . . . .	<u>\$413,872 97</u>



<i>Brought forward</i> . . . . .	\$413,872 97	
Roxbury High . . . . .	45,194 47	
South Boston High . . . . .	29,702 85	
West Roxbury High . . . . .	25,892 67	
	<hr/>	
Total for High Schools . . . . .		\$514,662 96

*Grammar Schools.*

Adams . . . . .	\$15,687 00	
Agassiz . . . . .	20,124 78	
Bennett . . . . .	17,772 59	
Bigelow . . . . .	21,315 89	
Blackinton . . . . .	3,788 31	
Bowditch . . . . .	17,063 60	
Bowdoin . . . . .	14,564 80	
Brimmer . . . . .	15,651 27	
Bunker Hill . . . . .	16,388 53	
Chapman . . . . .	18,964 56	
Charles Sumner . . . . .	17,655 96	
Christopher Gibson . . . . .	25,582 62	
Comins . . . . .	17,984 21	
Dearborn . . . . .	22,924 04	
Dillaway . . . . .	19,889 57	
Dudley . . . . .	22,841 69	
Dwight . . . . .	16,884 74	
Edward Everett . . . . .	17,723 15	
Eliot . . . . .	32,284 24	
Emerson . . . . .	25,929 51	
Everett . . . . .	16,297 90	
Franklin . . . . .	17,160 69	
Frothingham . . . . .	19,207 11	
Gaston . . . . .	22,210 97	
George Putnam . . . . .	14,410 80	
Gilbert Stuart . . . . .	14,727 80	
Hancock . . . . .	25,227 14	
Harvard . . . . .	16,959 64	
Henry L. Pierce . . . . .	19,997 82	
Hugh O'Brien . . . . .	21,897 31	
	<hr/>	
<i>Carried forward</i> . . . . .	\$569,118 24	\$514,662 96

<i>Brought forward</i> . . . . .	\$569,118 24	\$514,662 96
Hyde . . . . .	15,739 32	
Jefferson . . . . .	4,237 33	
John A. Andrew . . . . .	20,592 58	
Lawrence . . . . .	13,838 56	
Lewis . . . . .	21,690 09	
Lincoln . . . . .	19,081 28	
Longfellow . . . . .	15,664 80	
Lowell . . . . .	22,550 40	
Lyman . . . . .	22,000 57	
Martin . . . . .	16,194 19	
Mary Hemenway . . . . .	19,121 06	
Mather . . . . .	27,532 29	
Minot . . . . .	11,259 43	
Norcross . . . . .	15,262 72	
Phillips . . . . .	30,358 65	
Phillips Brooks . . . . .	20,235 05	
Prescott . . . . .	15,143 72	
Prince . . . . .	18,026 16	
Quincy . . . . .	17,237 84	
Rice . . . . .	15,433 21	
Robert G. Shaw . . . . .	14,897 55	
Roger Wolcott . . . . .	22,759 60	
Sherwin . . . . .	17,122 70	
Shurtleff . . . . .	16,591 08	
Thomas N. Hart . . . . .	17,266 05	
Warren . . . . .	16,634 12	
Washington . . . . .	5,203 22	
Washington Allston . . . . .	26,511 79	
Wells . . . . .	24,023 10	
William E. Russell . . . . .	17,653 54	
Winthrop . . . . .	15,915 97	
	<hr/>	
Total for Grammar Schools . . . . .		1,124,896 21

*Primary Schools by Districts.*

Adams District . . . . .	\$8,465 28	
Agassiz " . . . . .	6,773 98	
	<hr/>	
<i>Carried forward</i> . . . . .	\$15,239 26	\$1,639,559 17

<i>Brought forward</i> . . . .	\$15,239 26	\$1,639,559 17
Bennett District . . . .	8,303 95	
Bigelow " . . . .	10,335 99	
Blackinton " . . . .	1,671 51	
Bowditch " . . . .	12,891 49	
Bowdoin " . . . .	9,030 01	
Brimmer " . . . .	6,067 92	
Bunker Hill District . . . .	9,063 69	
Chapman " . . . .	8,318 28	
Charles Sumner " . . . .	9,125 95	
Christopher Gibson District . . . .	16,874 53	
Comins District . . . .	6,417 41	
Dearborn " . . . .	17,642 66	
Dillaway " . . . .	11,820 57	
Dudley " . . . .	14,586 47	
Dwight " . . . .	10,435 08	
Edward Everett District . . . .	7,863 30	
Eliot District . . . .	14,004 30	
Emerson " . . . .	12,424 75	
Everett " . . . .	8,794 18	
Franklin District . . . .	12,698 86	
Frothingham " . . . .	10,648 08	
Gaston " . . . .	8,952 29	
George Putnam District . . . .	7,033 54	
Gilbert Stuart " . . . .	5,973 92	
Hancock " . . . .	22,258 93	
Harvard " . . . .	10,328 44	
Henry L. Pierce " . . . .	4,239 10	
Hugh O'Brien " . . . .	9,893 43	
Hyde " . . . .	9,007 00	
Jefferson " . . . .	1,789 02	
John A. Andrew " . . . .	10,041 74	
Lawrence " . . . .	11,382 52	
Lewis " . . . .	11,153 13	
Lincoln " . . . .	13,374 38	
Longfellow " . . . .	7,121 80	
Lowell " . . . .	14,430 09	
<i>Carried forward</i> . . . .	\$381,237 57	\$1,639,559 17

<i>Brought forward</i> . . . . .	\$381,237 57	\$1,639,559 17
Lyman District . . . . .	12,592 84	
Martin " . . . . .	6,812 75	
Mary Hemenway District . . . . .	9,761 12	
Mather District . . . . .	14,640 19	
Minot " . . . . .	5,126 06	
Norcross " . . . . .	10,448 82	
Phillips " . . . . .	4,700 36	
Phillips Brooks District . . . . .	15,110 23	
Prescott District . . . . .	7,641 03	
Prince " . . . . .	7,662 07	
Quincy " . . . . .	10,453 91	
Rice " . . . . .	5,520 40	
Robert G. Shaw District . . . . .	5,389 90	
Roger Wolcott " . . . . .	12,042 45	
Sherwin " . . . . .	10,104 35	
Shurtleff " . . . . .	6,123 30	
Thomas N. Hart " . . . . .	10,670 18	
Warren " . . . . .	7,223 36	
Washington " . . . . .	3,325 81	
Washington Allston District . . . . .	16,819 36	
Wells District . . . . .	31,725 00	
William E. Russell District . . . . .	10,388 51	
Winthrop District . . . . .	6,597 69	
	<hr/>	
Total for Primary Schools . . . . .		612,117 26

*Special Schools.*

Horace Mann . . . . .	\$21,676 23	
Kindergartens . . . . .	115,621 47	
Manual Training . . . . .	57,532 95	
Vacation . . . . .	15,121 50	
Educational Centres . . . . .	20,707 50	
	<hr/>	\$230,659 65

*Evening High Schools.*

Central . . . . .	\$13,672 50	
Charlestown . . . . .	9,310 50	
	<hr/>	

*Carried forward,* \$22,983 00 \$230,659 65 \$2,251,676 43

<i>Brought forward</i> ,	\$22,983 00	\$230,659 65	\$2,251,676 43
East Boston . . .	3,118 00		
Mechanic Arts . . .	1,708 00		
Roxbury . . . . .	5,692 00		
South Boston . . .	6,280 50		
	<hr/>	39,781 50	

*Evening Elementary Schools.*

Bigelow . . . . .	\$420 00		
Bowdoin . . . . .	3,454 00		
Comins . . . . .	1,089 50		
Dearborn . . . . .	1,443 00		
Eliot . . . . .	8,342 50		
Franklin . . . . .	5,187 50		
Hancock . . . . .	3,198 00		
Lincoln . . . . .	1,554 00		
Lyman . . . . .	4,385 50		
Mather . . . . .	1,920 50		
Moon-st. . . . .	921 50		
Norcross . . . . .	1,053 50		
Quincy . . . . .	3,742 00		
Sherwin . . . . .	1,235 50		
Warren . . . . .	2,538 00		
Washington Allston .	2,267 50		
Wells . . . . .	4,970 00		
	<hr/>	47,722 50	

*Evening Drawing Schools.*

Charlestown . . . . .	\$2,422 00		
Columbus-av. . . . .	2,556 00		
East Boston . . . . .	2,077 00		
Roxbury . . . . .	2,576 00		
Warren-av. . . . .	2,436 00		
Warren-av. Design . .	1,026 00		
	<hr/>	13,093 00	

*Special Instructors.*

Director of Kinder- gartens . . . . .	\$2,880 00		
Drawing . . . . .	10,588 00		
	<hr/>		

*Carried forward*, \$13,468 00 \$331,256 65 \$2,251,676 43

<i>Brought forward</i> ,	\$13,468 00	\$331,256 65	\$2,251,676 43
Military Drill . . . . .	2,975 00		
Music . . . . .	16,007 18		
Physical Training . . . . .	7,080 00		
Special Classes . . . . .	6,926 11		
Household Science and Arts . . . . .	1,128 10		
Lectures . . . . .	841 00		
	<hr/>	48,425 39	
Total for Special Schools and Special In- structors . . . . .			379,682 04
			<hr/>
Total for School Instructors . . . . .			<u>\$2,631,358 47</u>

## SALARIES OF JANITORS.

Amount paid during year . . . . .	<u>\$212,423 76</u>
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## FUEL AND LIGHT.

Fuel, including electric power . . . . .	\$130,874 19
Gas and electric lighting . . . . .	28,290 46
	<hr/>
Total . . . . .	<u>\$159,164 65</u>

## SUPPLIES AND INCIDENTALS.

Books . . . . .	\$41,975 48
Apparatus and supplies . . . . .	7,503 04
Chalk, blackboard materials, etc. . . . .	582 67
Pianos and tuning, repairs, etc. . . . .	1,497 75
Cartage, express charges, etc. . . . .	320 53
Extra labor and clerk-hire . . . . .	640 31
Printing . . . . .	11,311 14
Diplomas . . . . .	2,826 02
Maps, globes and charts . . . . .	621 07
Car and ferry tickets (amount refunded by State, \$3,351.58) . . . . .	4,402 88
	<hr/>
<i>Carried forward</i> . . . . .	\$71,680 89



<i>Brought forward</i> . . . . .	\$71,680 89
Stationery, drawing materials, and postage . . . . .	30,781 39
Advertising . . . . .	445 48
Annual Festival . . . . .	2,366 67
Badges, licensed minors . . . . .	325 50
Delivering supplies . . . . .	7,330 00
Janitors' supplies . . . . .	9,650 99
Horse and carriage expenses and hire . . . . .	188 50
Census, including books . . . . .	1,500 00
Military drill: arms, lunch, etc. . . . .	1,274 80
Manual training supplies . . . . .	19,144 93
St. Louis Exposition . . . . .	2,386 98
Kindergarten supplies and services of maids . . . . .	10,381 52
Reports of proceedings of School Committee . . . . .	1,250 00
Removing ashes and snow . . . . .	1,878 00
Tuition, Boston pupils in Brookline schools . . . . .	2,135 00
Tuition paid Massachusetts towns for Boston wards . . . . .	5,666 31
District telegraph and rent of telephones . . . . .	296 46
Sewing materials . . . . .	543 17
Flags, including repairs on old flags . . . . .	226 28
Refreshments, School Committee . . . . .	1,131 25
Typewriters and supplies . . . . .	823 52
Washing towels and towelling . . . . .	581 22
Supplies for vacation schools, educational centres, special classes, and school gardens . . . . .	3,100 09
Furniture, repairs, and rents . . . . .	1,302 16
Expenses, evening lectures . . . . .	899 57
Travelling expenses, Superintendent and Super- visors . . . . .	475 76
Expert examination, backward children . . . . .	350 00
Sundry small items: wrapping paper, twine, emergency supplies, cases, etc. . . . .	446 71
	<hr/>
Total for supplies and incidentals . . . . .	\$178,563 15
	<hr/> <hr/>

EXPENDED BY SCHOOLHOUSE DEPARTMENT FOR  
RENTS, FURNITURE, REPAIRS AND ALTERATIONS,  
AND EXPENSES OF COMMISSION.

Furniture . . . . .	\$40,083 17
Carpentry, lumber, and hardware . . . . .	60,252 15
Heating apparatus . . . . .	33,398 46
Grading of school yards . . . . .	13,491 36
Masonry, paving, drains, etc. . . . .	9,410 76
Rents and taxes :	
High Schools . . . . .	\$9,813 80
Grammar Schools . . . . .	14,866 29
Primary Schools . . . . .	10,946 22
Kindergartens . . . . .	7,280 00
Manual Training Schools . . . . .	2,608 67
Evening Drawing Schools . . . . .	2,488 00
	48,002 98
Ventilation . . . . .	3,031 87
Electric wiring and fixtures . . . . .	18,890 93
Painting and glazing . . . . .	16,149 50
Whitening and plastering . . . . .	7,823 99
Blackboards . . . . .	7,907 35
Locks, electric bells, and telephones . . . . .	7,163 33
Roofing and gutters . . . . .	15,989 17
Iron fences and wire-screen work . . . . .	2,404 71
Asphalting . . . . .	443 12
Rubber stair-treads . . . . .	309 88
Plumbing . . . . .	15,898 04
Gas-fitting and fixtures . . . . .	3,295 48
Cleaning buildings, including supplies . . . . .	1,295 84
Salaries of inspectors . . . . .	12,000 00
Printing, stationery, and postage . . . . .	2,135 73
Horse-keeping, etc., and hire of automobiles . . . . .	598 90
Travelling expenses . . . . .	600 00
Rent and care auxiliary fire-alarm boxes . . . . .	4,390 01
<i>Carried forward</i> . . . . .	\$324,966 73

<i>Brought forward</i>	.	.	.	.	.	\$324,966	73
Flagstaffs, new, and care of old	.	.	.	.	.	1,542	46
Care of lawns	.	.	.	.	.	816	80
Electric motors and engines	.	.	.	.	.	1,379	21
Teaming	.	.	.	.	.	1,619	49
Gardens in school yards	.	.	.	.	.	804	15
Prism glass	.	.	.	.	.	214	25
Gymnasium apparatus	.	.	.	.	.	1,053	01
Plans, blue prints, and advertising	.	.	.	.	.	271	50
Administration expenses :							
Salaries	.	.	.	.	\$17,742	94	
Rent and care of office	.	.	.	.	5,346	38	
Messenger and telephone	.	.	.	.	765	11	
Stationery and supplies	.	.	.	.	783	70	
							24,638 13
Total for repairs, etc.	.	.	.	.		\$357,305	73

## TOTAL AMOUNT EXPENDED.

Salaries of officers	.	.	.	.	.	\$81,923	58
Salaries of instructors	.	.	.	.	.	2,631,358	47
Salaries of janitors	.	.	.	.	.	212,423	76
Fuel and light	.	.	.	.	.	159,164	65
Supplies and incidentals	.	.	.	.	.	178,563	15
Furniture, repairs, etc.	.	.	.	.	.	357,305	73
Total expenditure from the appropriation	.	.	.	.	.	\$3,620,739	34

PUBLIC SCHOOLS.

The public schools of the city comprise one Normal School, two Latin Schools, ten High Schools (including the Mechanic Arts High School), sixty-one Grammar Schools, seven hundred and five Primary classes, ninety-seven Kindergartens (employing one hundred and seventy-eight teachers), one School for the Deaf, six Evening High Schools, fourteen Evening Elementary Schools, six Evening Drawing Schools (including a school of design), forty-six Woodworking Schools and thirty-six Schools of Cookery, one school on Spectacle Island, and seven Special Classes.

NORMAL, LATIN, AND HIGH SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1904.	No. of Rooms.	No. of regular instructors.	Remarks.
Normal.....	Dartmouth and Appleton sts....				2 and hall.	15	Occupies the upper story of the Rice School and one room in the Appleton-st. School.
<sup>1</sup> Portable No. 27,	Appleton st.....		1901	\$1,900	1		
{ Public Latin..	Dartmouth and Montgomery sts. and Warren av.,	85,560	1880	581,700	78 & 2 halls.	21	(78) Including rooms for recitation and apparatus.
{ Girls' High...	W. Newton st....	37,480	1870	265,600	66 and hall.	28	(66) Including rooms for recitation and apparatus.
<sup>2</sup> Girls' Latin..						12	Occupies rooms in Girls' High School.
Brighton High..	Cambridge st.....	41,871	1895	120,900	17 & 2 halls.	11	
Charlest'n High,	Monument sq.....	19,380	1848	88,200	10 and hall.	9	Remodelled in 1870
Dorches'r High,	Talbot av.....	56,870	1901	289,800	24 & 2 halls.	27	
E. Boston High,	Marlon st.....	27,500	1901	245,600	22 & 2 halls.	13	
Mechanic Arts High.....	Belvidere st.....	37,292	1893	148,000	16	24	
Roxbury High..	Warren st.....	25,617	1891	224,300	19 and hall.	20	
So. Boston High,	Thomas pk.....	79,646	1901	381,400	26 & 2 halls.	15	
West Roxbury High.....	Elm st., J. P.....	47,901	1867	150,000	26 & 2 halls.	12	Addition built in 1900.

<sup>1</sup> Occupied by Manual Training classes.

<sup>2</sup> The larger part of this school occupies the Chauncy Hall School Building, Copley square. Rental, \$7,000 per annum, taxes, and water rates.

## 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 1904-05 :

Salaries of instructors . . . . .	\$514,662 96
Expenditures for text-books, maps, globes, drawing materials, stationery, etc. . . . .	27,265 01
Salaries of janitors . . . . .	34,175 67
Fuel and light . . . . .	22,674 08
	\$598,777 72
Rent, furniture, repairs, etc. . . . .	62,156 44
	\$660,934 16

Number of instructors in High Schools, exclusive of temporary teachers and special instructors . . . . .	234
Salaries paid the same . . . . .	\$457,472 03
Average amount paid each instructor . . . . .	\$1,955 01
Temporary teachers employed . . . . .	10
Salaries paid the same . . . . .	\$1,986 75
Average number of pupils belonging . . . . .	7,569
Salaries paid to special instructors in chemistry (including laboratory assistants), Drawing, French, German, Vocal and Physical Training, Commercial Branches, and special assistants in Mechanic Arts High School . . . . .	\$55,204 18
Average cost of each pupil . . . . .	\$87 32
Average number of pupils to a regular instructor, including principal . . . . .	32
The original cost of the buildings and land for the several High Schools, including the Mechanic Arts High School, to January 1, 1905, amounted in the aggregate to about . . . . .	\$3,765,000 00

## GRAMMAR SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1904.	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	16 "	17	Inc. three in Francis Parkman School, and one in Washington-st. School.
{ Bennett .....	Chestnut Hill av.,	26,648	1874	54,300	7 "	8	
{ Bennet B'ch..	Br. ....						
{ Bennet B'ch..	Dighton pl., Br....	9,605	1886	17,900	6 "	6	
Bigelow .....	Fourth st., S.B....	26,704	1902	209,000	22 "	20	Original building erected in 1850.
Blackinton .....	Leyden st., Orient Heights, E.B....	29,166	1892	58,100	6 "	13	Inc. eight in Paul Jones School.
<sup>1</sup> Port. Building, No. 24..	" "	.....	1901	1,900	1		
Bowditch.....	Green st., J.P. ....	23,655	1891	115,400	12 and hall.	14	
Port. Building, No. 52.....	" "	.....	1901	1,900	1	1	
Bowdoin.....	Myrtle st. ....	10,777	1848	145,000	16 and hall.	11	Remodelled in 1896
Brimmer.....	Common st.....	11,401	1843	91,300	14 "	14	
Bunker Hill....	Baldwin st., Ch'n..	19,660	1866	77,500	14 "	12	
Chapman. ....	Eutaw st., E.B....	29,150	1901	147,500	16 "	17	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 "	20	Inc. one in Ather-ton School and five in Marshall School.
Port. Build'gs, Nos. 4, 5.....	" "	.....	1900	3,800	2	2	
Port. Build'gs, Nos. 44, 45...	" "	.....	1901	3,800	2	2	
Port. Building, No. 83.....	" "	.....	1902	1,900	1	1	
Comins .....	Tremont st., Rox..	22,169	1856	73,300	13 and hall.	13	
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., "	22,824	1882	82,800	12 and hall.	19	Inc. six in Kenil-worth-st. School.

<sup>1</sup> Unoccupied.



Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1904.	No. of Rooms.	No. of regular instructors.	Remarks.
Dudley.....	Cor. Dudley and Putnam sts., Rox.	26,339	1874	\$107,900	14 and hall.	17	
Port. Buildings, Nos. 41, 42.....	" "	.....	1901	3,800	2	2	
<sup>1</sup> Port. Building, No. 60..	Cor. Dudley and Putnam sts., Rox.	.....	1901	1,900	1		
Dwight ... ..	W. Springfield st..	19,125	1857	88,000	14 and hall.	13	
Edw. Everett...	Sumner st., Dor...	33,890	1876	38,800	10 "	13	Inc. one in William E. Russell School.
Port. Building, No. 39.....	" "	.....	1901	1,900	1		
Port. Building, No. 69.....	" "	.....	1902	1,900	1	1	
Ellot.....	North Bennet st...	11,077	1838	78,100	14 and hall.	30	Inc. fifteen in Christopher Columbus School.
Emerson.....	Prescott st., E. B..	39,952	1865	110,000	16 and hall.	16	
Everett.....	W. Northampt'n st.	32,409	1860	108,600	14 "	15	
Franklin.....	Ringgold st.....	16,439	1859	91,100	14 "	16	
Port. Building, No. 71.....	" "	.....	1902	1,900	1	1	
Frothingham...	Prospect st., Ch'n.	22,079	1874	84,300	16 and hall.	17	
Gaston.....	East Fifth st., S.B.	35,358	1872	44,400	13 "	19	Inc. two in Pilgrim Hall.
Port. Buildings, Nos. 72, 73.....	" "	.....	1902	3,800	2	2	
George Putnam,	Columbus av., Rox.	31,784	1880	41,400	10 and hall.	12	Inc. one in Williams School and one in Ellis Mendell School.
Gilbert Stuart..	Richmond st., Dor.	30,128	1896	109,300	14 "	12	
Hancock.....	Parmenter st.....	36,042	1847	144,000	14 "	26	Inc. eight in Paul Revere School, one at 32 Parmenter st., and one at 20 Parmenter st.
<sup>1</sup> Hancock Annex.....	" "	.....	1903	38,000	2		
Harvard.....	Devens st., Ch'n...	16,306	1871	102,400	16 and hall.	14	
Henry L. Pierce,	Washington st., Dor.....	64,439	1891	132,200	12 "	13	

<sup>1</sup> Occupied by Manual Training classes.

## Grammar Schools.—Continued.

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1904.	No. of Rooms.	No. of regular instructors.	Remarks.
Port. Buildings, Nos. 2, 3, 10.....	Washington st., Dor.....	.....	1900	\$5,700	3	3	
Port. Buildings, Nos. 31, 32, 33.....	“ “.....	.....	1901	5,700	3	3	
Hugh O'Brien..	Cor. Dudley and Langdon sts., Rox.....	40,544	1887	118,000	14 and hall.	20	Inc. one in George-st. Port. Building, No. 74.
Hyde.....	Hammond st., Rox.	20,754	1884	84,000	14 “	12	
Port. Building, No. 50..	“ “.....	.....	1901	1,900	1	1	
Port. Building, No. 88..	“ “.....	.....	1902	1,900	1	1	
Jefferson.....	Heath st., Rox....	38,215	1904	111,500	19 and hall.	11	
John A. Andrew	Dorchester st., S. B.	24,075	1876	64,200	16 “	17	
Port. Building, No. 57..	“ “.....	.....	1901	1,900	1	1	
Lawrence.....	B st., S. B.....	14,343	1856	54,300	13 and hall.	12	
Lewis.....	Dale st., Rox.....	27,850	1868	73,900	12 “	16	
Port. Building, No. 11..	“ “.....	.....	1900	1,900	1	1	
Port. Buildings, Nos. 29, 30.....	“ “.....	.....	1901	3,800	2	2	
Port. Buildings, Nos. 61, 75 and 85....	“ “.....	.....	1902	5,700	3	3	
Lincoln.....	Broadway, S. B... ..	24,500	1859	40,300	13 and hall.	15	
Port. Buildings, Nos. 77, 78.....	“ “.....	.....	1902	3,800	2	2	
Port. Building, No. 25... ..	“ “.....	.....	1901	1,900	1	1	
Longfellow ....	Hewlett st., Ros... ..	29,919	1897	85,700	10 and hall.	13	Inc. two in Phineas Bates School and one in Phineas Bates Portable Building, No. 92.
Lowell.....	310 Centre st., J. P.	35,241	1874	67,400	14 “	16	
Lyman.....	Gove st., E. B....	26,200	1870	92,000	15 “	16	

Grammar Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1904.	No. of Rooms.	No. of regular Instructors.	Remarks.
Old East Boston High.....	Meridian st.....	13,616	1846	\$60,000	6	3	Attached to Branch Library and Municipal Court.
Martin.....	Huntington av., Rox.....	23,307	1885	89,500	14 and hall.	13	
Mary Hemenway.....	Adams st., Dor....	30,000	1897	89,000	13 and hall.	18	Inc. six in Old Dorchester High School, Centre street.
Mather.....	Meeting House Hill, Dor.....	123,050	1872	79,800	11	"	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	69,500	7 and hall.	9	
Norcross.....	D st., S. B.....	12,075	1868	63,600	14	"	14
Phillips.....	Phillips st.....	11,190	1862	74,000	14	"	25 Inc. four in Grant School and five in Somerset-st. School.
Phillips Brooks,	Quincy st., Dor..	32,388	1900	136,300	15	"	19 Inc. one in Hull School.
Port. Buildings, Nos. 23, 26.....	" "	.....	1901	3,800	2	1	
Prescott.....	Elm st., Ch'n.....	16,269	1857	33,000	10 and hall.	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	72,900	14	"	12 Damaged by fire, and rebuilt in 1859.
Rice.....	Dartmouth st.....	27,125	1869	139,600	14	"	12 Inc. two in Appleton-st. School.
Robert G. Shaw.	Hastings st., W. R.	40,000	1892	34,200	8	"	11 Inc. one in Washington-st. School, Germantown, and two in Henry Vane School.

Grammar Schools. — *Concluded.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of regular instructors.	Remarks.
Roger Wolcott..	Norfolk st., Dor...	39,764	1902	\$134,900	17 and hall.	20	Inc. three in Tileston School and one in Brewster Annex.
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 "	16	
Thomas N. Hart,	E. Fifth st., S. B...	26,264	1889	130,500	13 and hall.	14	
Warren.....	Summer st., Ch'n..	14,322	1867	62,200	14 "	15	
Washington ....	Norman st. ....	24,889	1904	274,700	30	19	
Washington Allston.....	Cambridge st., Allston. ....	22,000	1878	55,500	10	15	Inc. one in Frederic A. Whitney School and one at 253 North Harvard street.
Port. Building, No. 90.....	" "	.....	1902	1,900	1	1	
Allston Club-house.....	" "	11,477	1889	21,300	6 and hall.	5	
William Wirt Warren.....	Waverley st., No. Brighton .....	27,137	1892	45,500	8	7	
Wells.....	Blossom st .....	10,770	1868	90,000	12 and hall	20	Inc. one each in Mayhew School, Mayhew Port. Building, No. 54, and Emerson Port. Building, No. 55.
William E. Russell.....	Columbia road, Dorchester .....	50,075	1903	210,100	20 "	14	
Winthrop.....	Tremont street....	16,100	1855	307,500	14 "	17	Inc. three at 238 Tremont street.

## EXPENDITURES FOR THE GRAMMAR SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the Grammar Schools for the financial year 1904-1905:

Salaries of instructors . . . . .	\$1,124,896 21
Salaries of janitors . . . . .	84,310 28
Books, drawing materials, and stationery . . . . .	41,614 30
Apparatus . . . . .	427 16
Fuel and light . . . . .	66,225 31
Janitors' supplies . . . . .	4,274 29
Miscellaneous items . . . . .	1,597 80
	<hr/>
	\$1,323,345 35
Rent, furniture, repairs, etc. . . . .	129,976 52
	<hr/>
Total expenses for Grammar Schools . . . . .	<u>\$1,453,321 87</u>

Number of instructors in Grammar Schools, exclusive of temporary teachers and in- structors in sewing . . . . .	1,005
Salaries paid the same . . . . .	\$1,057,338 25
Average amount paid each instructor . . . . .	\$1,052 08
Temporary teachers employed . . . . .	61
Salaries paid the same . . . . .	\$10,070 80
Special assistants employed . . . . .	101
Salaries paid the same . . . . .	\$17,530 64
Average number of pupils belonging . . . . .	45,916
Average cost of each pupil . . . . .	\$31 65
Average number of pupils to an instructor, including principal, and exclusive of special instructors mentioned . . . . .	46

Fifty instructors in sewing were employed, who taught 518 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to sewing instructors, \$39,956.52; average amount to each, \$799.13.

## PRIMARY SCHOOLS.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of Instructors.
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
<sup>1</sup> 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	7
Appleton-street,	Near Dartmouth st	18,454	1870	81,100	12	6
Asa Gray.....	Weston st., Rox...	14,973	1877	50,000	8	9
Port. Building, No. 28.....	" "	.....	1901	1,900	1	1
Port. Building, No. 65.....	" "	.....	1902	1,900	1	1
Atherton .....	Columbia rd., Dor.	24,751	1872	61,100	8	6
Auburn.....	School st., Bri....	12,340	1856	6,900	4	3
Austin.....	Paris st., E. B....	4,640	1849	51,300	6	4
Bailey-street ...	Dorchester .....	21,888	1880	9,800	4	4
Port. Buildings Nos. 70, 84....	" "	.....	1902	3,800	2	
Baldwin.....	Chardon ct.....	6,139	1864	33,000	6	5
Bartlett-street...	Roxbury .....	7,627	1846	30,700	6	7
Beech-street Port. Building, 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	46,300	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

<sup>1</sup> Occupied by Grammar classes.



## Primary Schools.—Continued.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of Instructors.
Port. Buildings Nos. 16 and 36	O st., S. B.....		1901	\$3,800	2	2
Port. Building No. 63.....	" "		1902	1,900	1	1
<sup>1</sup> Bigelow.....	Fourth st., S. B....					2
<sup>1</sup> Blackinton.....	Leyden st., Orient Heights, E. B.....					3
Port. Buildings Nos. 48 and 56	" "		1901	3,800	2	2
Bon Homme Richard.....	Meeting House Hill, Dor.....		1895	1,500	1	1
<sup>1</sup> Bowdoin.....	Myrtle st.....					3
Brewster.....	Morton st., Dor...	34,894	1895	28,900	4	4
Brewster Annex	" "		1898	4,000	2	1
<sup>1</sup> Brimmer.....	Common st.....					1
Bunker Hill-st....	Cor. Charles st., Charlestown .....		1845	12,500	8	7
Canterbury-st....	Near Bourne st., W. R.....	20,121	1864	4,000	2	2
Capen.....	W. Sixth st., S. B.,	12,354	1871	28,200	6	6
<sup>1</sup> Chapman .....	Eutaw st., E. B....					2
Port. Buildings Nos. 15 and 59	" "		1901	3,800	2	1
Chas. C. Perkins,	St. Botolph st.....	16,000	1891	96,500	8 and hall.	6
<sup>2</sup> Port. Buildings Nos. 13, 14.....	" "		1901	3,800	2	1
Chauncey-place,	Charlestown.....	7,410	1837	4,700	1	1
Chestnut-avenue	Jamaica Plain.....	13,733	1872	7,500	2	2
Port. Building No. 9.....	" "		1900	1,900	1	1
Choate Burnham	E. Third st., S. B....	17,136	1894	41,900	8	7
Christopher Columbus.....	Tileston st.....	12,858	1904	84,000	22	5
Clinch.....	F st., S. B.....	13,492	1871	42,500	6	7
Common-street,	Charlestown .....	7,001	1827	18,500	6	4
Cook.....	Groton st.....	10,170	1852	32,800	6	4
Copley.....	Bartlett st., Chs'n..	16,115	1901	59,300	8	6
Cudworth.....	Gove st., E. B....	25,000	1894	105,000	11	9
Cushman.....	Parmenter st.....		1867	114,000	16	16

<sup>1</sup> In Grammar Building.<sup>2</sup> No. 13 occupied by Grammar class.

Primary Schools. — *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of Instructors.
Cyrus Alger.....	Seventh st., S. B...	16,560	1880	\$52,000	8	6
Dorchester-av...	Dorchester .....	34,460	1852	14,500	4	2
Drake .....	C st., S. B. ....	10,260	1869	32,800	6	5
Edward Everett Port. Building, No. 38.....	Sumner st., Dor...	.....	1901	1,900	1	1
Ellis Mendell...	School st., Rox...	35,491	1904	135,800	12	7
Emerson .....	Poplar st. ....	5,924	1861	30,000	6	6
<sup>1</sup> Port. Building, No. 55.....	“ “ .....	.....	1901	1,900	1	
Everett.....	Brentwood st., Bri.	44,237	.....	16,000	2	1
Port. Building, No. 63.....	“ “ .....	.....	1901	1,900	1	1
Farragut.....	Kenwood rd., Rox.	27,923	1904	187,300	12	9
Florence-street..	Roslindale.....	25,030	1862	8,000	6	4
Francis Parkm'n	Walk Hill st., For- est Hills. ....	30,000	1899	35,500	8	3
Fr'd'ca. Whitn'y	Islington st., Bri..	19,761	1899	54,300	8	6
Freeman .....	Charter st. ....	5,247	1868	35,600	6	6
Frothingham Annex .....	Prospect st., Ch'n. ....	.....	1898	2,700	2	1
George-street...	Roxbury .....	18,894	1861	33,000	6	6
<sup>1</sup> Port. Building, No. 74.....	“ .....	.....	1902	1,900	1	
Glenway .....	Near Blue Hill av., Dorchester .....	38,867	1880	23,900	2	2
Glenway Annex	“ “ .....	.....	1898	2,500	2	2
<sup>1</sup> Grant.....	Phillips st. ....	3,744	1852	17,500	4	
Harbor View-st.	Dorchester .....	27,808	1883	22,600	4	4
Harris.....	Adams st., Dor...	37,150	1861	29,600	9 and hall.	9
Harvard.....	No. Harvard st., Brighton.....	20,750	1848	12,100	4	5
Harvard Hill....	Harvard st., Ch'n.	4,645	.....	18,000	8	7
Hawes Hall....	Broadway, S. B...	16,647	1823	42,550	8	7
<sup>2</sup> Heath-street...	Roxbury.....	10,669	1857	5,800	2	
Henry Vaue....	Baker st., W. R...	21,000	1899	32,500	4	2
Hillside .....	Elm st., J. P. ....	18,613	1858	35,000	6	5
Hobart-street ..	Faneuil.....	10,000	1884	5,700	2	2

<sup>1</sup> Occupied by Grammar classes.<sup>2</sup> Unoccupied.

## Primary Schools.—Continued.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of Instructors.
Howard-avenue	Dorchester .....	29,090	1882	\$51,500	6	6
Howard-avenue Annex.....	" .....	.....	1896	1,500	2	2
<sup>1</sup> Port. Build'gs, Nos. 21, 22, 43,	" .....	.....	1901	5,700	3	2
Hugh O'Brien Annex.....	Dudley st., Rox... ..	.....	1896	3,000	2	2
Port. Build'gs, Nos. 6, 7.....	" .....	.....	1900	3,800	2	1
Port. Build'gs, Nos. 34, 35...	" .....	.....	1901	3,800	2	2
Hull .....	Quincy st., Rox... ..	23,453	1875	27,000	9	7
Port. Build'g, No. 49.....	" .....	.....	1901	1,900	1	1
<sup>1</sup> Port. Build'g, No. 82.....	" .....	.....	1902	1,900	1	
Ira Allen.....	Parker st., Rox... ..	20,051	1901	63,000	6	5
<sup>2</sup> Jefferson .....	Heath st., Rox... ..	.....	.....	.....	.....	7
John Boyle O'Reilly.....	Dorchester st., S.B.	24,947	1904	47,500	14	12
Joshua Bates....	Harrison av.....	15,237	1884	53,000	8	8
<sup>1</sup> Port. Build'g, No. 37.....	" .....	.....	1901	1,900	1	
<sup>3</sup> Kenilworth-st. (Old Rox. High),	Roxbury .....	6,990	1861	36,300	8	
<sup>4</sup> Little Em'ly....	Adams st., Dor... ..	.....	1895	1,500	1	
<sup>2</sup> Longfellow ...	Hewlett st., Ros... ..	.....	.....	.....	.....	4
Port. Build'g, No. 76.....	" .....	.....	1902	1,900	1	1
Lucretia Crocker	Parker st., Rox... ..	30,000	1884	51,500	8	7
<sup>3</sup> Lyceum Hall...	Meeting House Hill, Dor.....	21,319	.....	20,600	7	
Margaret Fuller,	Glen rd., J. P....	14,252	1892	34,700	6	5
Marshall.....	Westville st., Dor.	30,370	1903	134,100	15	4
Mayhew.....	Chambers st.....	14,128	1897	135,000	14	12
<sup>5</sup> Port. Build'g, No. 54.....	" .....	.....	1901	1,900	1	
Mayflower.....	Harbor View st., Dorchester.....	.....	1895	1,500	1	1

<sup>1</sup>Nos. 22, 37, and 82 occupied by Kindergartens.<sup>2</sup>In Grammar building.<sup>3</sup>Occupied by Grammar and Manual Training classes.<sup>4</sup>Unoccupied.<sup>5</sup>Occupied by Grammar classes.

Primary Schools.— *Continued.*

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of Instruct. ors.
Mead-street.....	Charlestown.....	5,857	1847	\$17,000	4	2
Medford-street..	“	12,112	1886	16,000	4	4
Miles Standish..	King st., Rox.....	14,147	1874	44,100	8	8
<sup>1</sup> Port. Build'g, No. 40.....	“ “	.....	1901	1,900	1	
Mt. Pleasant-av.	Roxbury.....	9,510	1847	7,500	2	3
Mt. Vernon.....	Mt. Vernon st., W.R.	38,732	1862	9,400	3 and hall.	3
Noble.....	Princeton st., E. B.	17,500	1874	49,600	8	8
Oak square.....	Nonantum st., Bri.	17,966	1894	11,600	2	2
Old Agassiz.....	Burroughs st., J.P.	.....	1849	22,000	6	5
<sup>2</sup> Old Dor. High.	Centre st., Dor....	59,340	1870	83,700	8 and hall.	
Old Edward Everett.....	Sumner st., Dor....	.....	1855	11,200	7	5
Old Gibson.....	School st., Dor....	56,348	1857	29,400	7	6
Old Mather.....	Meeting House Hill, Dor.....	.....	1856	28,200	6	6
<sup>3</sup> Old Parkman..	Silver st., S. B. ....	5,306	1848	15,200	6	
Old Thornton-st.	Roxbury.....	6,640	1847	8,300	2	2
<sup>4</sup> Oliver Hazard Perry.....	Seventh st., S. B..	45,000	1904	not assessed	14 and hall.	5
<sup>5</sup> Parkman.....	Broadway, S. B...	10,160	1842	51,400	11	5
Paul Jones.....	Horace and Byron sts., E. B.....	17,500	1904	115,300	12	3
Paul Revere.....	Prince st.....	18,986	1898	269,000	18	8
Phillips-street..	Roxbury.....	20,355	1867	49,200	8	7
Phineas Bates..	Beech st., Ros....	37,500	1896	28,700	4	2
<sup>2</sup> Port. Build'g, No. 92.....	“ “	.....	1902	1,900	1	
<sup>6</sup> Pierpont.....	Hudson st.....	4,216	1850	23,000	2	
Plummer.....	Sumner st., E. B..	35,073	1891	108,500	13	9
Port. Building, No. 53.....	“ “	.....	1901	1,900	1	1
<sup>2</sup> Port. Build'g, No. 67.....	“ “	.....	1902	1,900	1	
Polk-street.....	Charlestown.....	12,143	1876	26,200	6	5

<sup>1</sup> Occupied by Special class.

<sup>4</sup> Grammar Building: occupied temporarily by Tuckerman School primary classes.

<sup>2</sup> Occupied by Grammar classes.

<sup>5</sup> Formerly the Mather School.

<sup>3</sup> Unoccupied.

<sup>6</sup> Occupied by Manual Training classes.

## Primary Schools.—Continued.

Name.	Location.	No. of feet in lot.	When built.	Valuation May 1, 1904.	No. of Rooms.	No. of Instructors.
<sup>1</sup> Poplar-street ..	Roslindale.....	7,842	1861	\$1,200	1	
Pormort .....	Snelling pl.....	4,373	1855	14,400	6	5
<sup>2</sup> Prince.....	Newbury st.....					2
<sup>2</sup> Quincy.....	Tyler st.....					1
Quincy-street ...	Dorchester .....	16,413	1882	8,700	2	2
Roger Clap.....	Harvest st., Dor...	21,548	1896	68,600	14 and hall	8
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	6
Savin Hill.....	Savin Hill av., Dor.	20,060	1884	10,000	4	4
<sup>3</sup> School-street...	Roxbury .....	20,200			2	
Sharp.....	Anderson st.....	5,887	1824	40,000	9	7
<sup>2</sup> Sherwin.....	Madison sq., Rox.					5
Port. Building, No. 17.....	" "		1901	1,900	1	1
Port. Building, No. 79.....	" "		1902	1,900	1	
<sup>4</sup> Simonds.....	Broadway, S. B....		1840	21,550	3	3
Skinner .....	Fayette st.....	5,238	1870	37,000	6	6
<sup>5</sup> Somerset-street.	Cor. Allston st....	6,300	1824	90,000	6	1
Stephen M. Weld,	Seymour st., Ros..	34,266	1895	34,000	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-avenue	Cor. Evans st., Dor.....	29,879	1875	25,400	8	7
Tileston .....	Norfolk st., Dor...	83,640	1868	40,500	8 and hall	2
<sup>6</sup> Tuckerman ...	Fourth st., S. B....	21,584		11,500		
Tyler-street ....	Near Kneeland st.,	3,900	1855	32,700	6	8
<sup>1</sup> Union-street ...	Brighton.....	67,280		11,000	2	
Walt .....	Shawmut av.....	16,341	1860	81,100	8	8
Port. Build'gs, Nos. 86, 87...	" "		1902	3,800	2	2
Walnut-street ...	Neponset.....	22,790	1856	14,600	7	6
Ward-room .....	Meeting House Hill, Dor.....				1	1

<sup>1</sup> Unoccupied.<sup>2</sup> In Grammar building.<sup>3</sup> Occupied by Manual Training classes.<sup>4</sup> On Hawes School lot.<sup>5</sup> Occupied by Grammar classes.<sup>6</sup> Rebuilding.

Primary Schools. — *Concluded.*

Name.	Location.	No. of feet in lot.	When built.	Valuation, May 1, 1904.	No. of Rooms.	No. of Instructors.
<sup>1</sup> Washington ...	Norman st.....					11
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	3
West Concord-st.	Near Newland st..	10,756	1845	55,000	10 and ward-room	9
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
Port. Buildg's, Nos. 46, 47....	" "	.....	1901	3,800	2	2
William Wirt Warren, Port. Build'gs, Nos. 89, 91.....	Waverley st., No. Brighton.....	.....	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	14
Winship .....	Dighton pl., Bri...	34,366	1901	132,600	13	4
Winthrop-street,	Roxbury .....	9,775	1857	11,000	4	5
W. L. P. Board- man .....	Munroe st., Rox...	17,639	1900	40,000	8	8
Port. Building, No. 64.....	" "	.....	1902	1,900	1	1
Wyman .....	Wyman st., J. P...	30,414	1892	44,700	6	5

<sup>1</sup> In Grammar building.

In addition there are seven Primary teachers in rooms in hired buildings.



## HIRED BUILDINGS.

In addition to the foregoing, the following rooms have been hired for school purposes. Rent, taxes, and water rates paid for the same (including in some cases heating and janitor service) amounted to \$48,002.98 during the year.

For	Location.	Remarks.
Girls' Latin School.....	Chauncy Hall, Copley sq..	Rent, per annum, \$7,000; also taxes and water rates.
Emerson District. ....	Maverick Chapel, Bennington st., East Boston.	Rent, \$672 per annum, heating included. Vacated May 1, 1904.
Emerson District.....	1 Ford st., East Boston....	Rent, \$480 per annum, including janitor service. Vacated Jan. 1, 1905.
Emerson District.....	Booth Hall, East Boston...	Rent, \$10. Hired for graduation exercises of Blackinton School.
Emerson District, Kindergarten.....	Shelby and Princeton sts., East Boston.....	Rent, \$300 per annum. Vacated May 20, 1904.
Emerson District.....	399 Saratoga st., East Boston .....	Rent, per annum, \$300.
Eliot District .....	St. John's Parochial School, Moon st.....	Rent, \$11,640 per annum and water rates, including heat. Five rooms used for evening school. Vacated Oct. 1, 1904.
Eliot District .....	122 Salem st.....	Rent, \$480 per annum. Vacated Nov. 1, 1904.
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. Vacated Dec. 1, 1904.
Wells District Kindergarten.....	St. Andrew's Chapel, 38 Chambers st.....	Rent, \$1,080 per annum, water rates, heating, and janitor service included.

Hired Buildings. — *Continued.*

For	Location.	Remarks.
Wells District.....	31 North Russell st.....	Rent, \$4,500 per annum, heating, light, and janitor service included. Vacated Dec. 6, 1904.
Wells District.....	103 Chambers st.....	Rent, \$1,620 per annum, and water rates, heating and janitor service included. Vacated Dec. 15, 1904.
Wells District.....	105 Chambers st. ....	Rent, \$900 per annum, and water rates, heating, and janitor service included. Vacated Dec. 15, 1904.
Winthrop District.....	238 Tremont st.....	Rent per annum, \$3,333.34, including heat, water, and janitor service.
Winthrop District.....	Hotel Richwood.....	Rent, \$520 per annum. Vacated July 2, 1904.
Gaston District.....	Pilgrim Hall, 732 East Broadway, South Boston,	Rent, \$1,680 per annum, heating and janitor service included.
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, \$660 per annum, including heat. Vacated Dec. 1, 1904.
Lincoln District.....	South Baptist Church, East Fourth st., South Boston,	Rent, \$1,200 per annum, heating and janitor service included.
Shurtleff District.....	Bird School, 464 East Fourth st., South Boston,	Rent, \$600 per annum and water rates.
Comins District Kindergarten.....	Germania Hall, 1448 Columbus av., Rox.....	Rent, \$1,800 per annum, 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. Vacated May 1, 1904.
George Putnam District...	Tomfohrde Hall, 91 Boylston st., Roxbury.....	Rent, \$400 per annum, water rates and heating included. Vacated May 1, 1904.
Hugh O'Brien District Kindergarten.....	500 Dudley st., Roxbury....	Rent, \$420 per annum.

Hired Buildings. — *Continued.*

For	Location.	Remarks.
Martin District.....	737 Huntington av., Rox...	Rent, \$660 per annum, and water rates, heating and janitor service included. Vacated Feb. 13, 1904.
Martin District.....	1520 Tremont st., Rox.....	Rent, \$720 per annum, and water rates, heating and janitor service included. Vacated Feb. 12, 1904.
Martin District.....	908 Huntington av., Rox...	Rent, \$720 per annum, heating and janitor service included. Vacated Feb. 1, 1904.
Martin District Kindergarten.....	766 Huntington av., Rox...	Rent, \$780 per annum, heating and janitor service included. Vacated Feb. 1, 1904.
Martin District.....	741 Huntington av., Rox...	Rent, \$696 per annum, and water rates, heating and janitor service included. Vacated Feb. 14, 1904.
Bennett District Kindergarten.....	Faneuil Church, Brooks st.....	Rent, \$600 per annum, including heat and janitor service.
Longfellow District.....	17 Hewlett st., Roslindale..	Rent, \$240 per annum.
Longfellow District.....	Beech-street Portable Building, No. 12, Roslindale .....	Rent, \$125 per annum for land only.
Longfellow District Kindergarten.....	Unitarian Church Vestry, South st., Roslindale.....	Rent, \$600 per annum, heating and janitor service included.
Lowell District.....	341 Centre st., Jamaica Plain.....	Rent, \$480 per annum, and water rates. Vacated July 1, 1904.
Lowell District.....	179 Heath st., Roxbury.....	Rent, \$420 per annum and water rates, heating and janitor service included. Vacated July 9, 1904.
Lowell District Kindergarten.....	255 Heath st., Roxbury.....	Rent, \$720 per annum, and water rates, heating and janitor service included. Vacated Dec. 1, 1904.
Washington Allston District.....	253 North Harvard st., Allston.....	Rent, \$150 per annum.
Christopher Gibson District Kindergarten.....	Greenwood Hall, Glenway, Dor.....	Rent, \$600 per annum, heating and janitor service included.

**Hired Buildings.**—*Concluded.*

For	Location.	Remarks.
Roger Wolcott District....	170 Lauriat av. Dor.....	Rent, \$1,200 per annum, including heat, water rates and janitor service.
Roger Wolcott District Kindergarten.....	727 Walk Hill st., Dor.....	Rent, \$360 per annum, heating and janitor service included.
Manual Training and Cookery Schools.....	331-333 Centre st., cor. Gay Head st., Jamaica Plain.	Rent, \$960 per annum, heating and janitor service included. Vacated July 7, 1904.
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, heating and janitor service included.
School of Cookery.....	1518 Tremont st., Rox.....	Rent, \$600 per annum, heating and janitor service included.
Evening Drawing School..	147 Columbus av.....	Rent, \$1,300 per annum.
Evening Drawing School..	Masonic Hall, 2307 Washington st., Rox.....	Rent, \$1,000 per annum and water rates.
Offices Schoolhouse Department.....	Walker Building, 120 Boylston st.....	Rent, \$4,200 per annum, heating included.

## EXPENDITURES FOR THE PRIMARY SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the Primary Schools for the financial year 1904-1905:

Salaries of instructors . . . . .	\$612,117 26
Salaries of janitors . . . . .	85,632 96
Books, drawing materials, and stationery . . . . .	10,961 83
Apparatus . . . . .	22 64
Fuel and light . . . . .	55,771 18
Janitors' supplies . . . . .	3,992 36
Miscellaneous items . . . . .	1,066 54
	<hr/>
	\$769,564 77
Rents, furniture, repairs, etc. . . . .	97,421 24
	<hr/>
Total expense for Primary Schools . . . . .	<u>\$866,986 01</u>

Number of instructors in Primary Schools, exclusive of temporary teachers and special assistants . . . . .	705
Salaries paid the same . . . . .	\$590,323 23
Average amount paid to each instructor . . . . .	\$837 34
Temporary teachers employed . . . . .	30
Salaries paid the same . . . . .	\$5,584 78
Special assistants employed . . . . .	97
Salaries paid the same . . . . .	\$16,209 25
Average number of pupils belonging . . . . .	33,247
Average cost of each pupil . . . . .	\$26 08
Average number of pupils to an instructor . . . . .	47

The original cost of the several buildings, with the land, used for Grammar and Primary Schools, to January 1, 1905, amounted in the aggregate to about . . . . . \$15,050,000 00

## KINDERGARTENS.

Name.	Location.	School District.	No. of Instructors.	Remarks.
Plummer.....	Belmont sq., E. B.....	Adams.....	4	2 Kinder-gartens.
Blackinton.....	Orient Heights, E. B..	Blackinton.....	1	
Paul Jones.....	Horace and Byron sts., E. B.....	".....	1	
Tappan.....	Lexington st., E. B..	Chapman.....	4	2 Kinder-gartens. Valuation, \$2,700.
Noble Annex.....	Princeton st., E. B..	Emerson.....	2	
Austin.....	Paris st., E. B.....	Lyman.....	1	
Cudworth.....	Gove st., E. B.....	".....	4	2 Kinder-gartens.
Webb.....	Porter st., E. B.....	".....	2	
B. F. Tweed.....	Cambridge st., Ch'n...	Bunker Hill.....	1	
William H. Kent...	Moulton st., Ch'n.....	Frothingham.....	2	
Common-street.....	Charlestown.....	Harvard.....	1	
Polk-street.....	".....	Prescott.....	2	
Copley.....	Bartlett st., Ch'n.....	Warren.....	2	
Mead-street.....	Charlestown.....	".....	2	
Sharp.....	Anderson st.....	Bowdoin.....	3	2 Kinder-gartens.
Pormort.....	Snelling pl.....	Eliot.....	2	
Cushman.....	Parmenter st.....	Hancock.....	2	
North End Union...	20 Parmenter st.....	".....	2	Rent \$1,900 per annum, heating and janitor service included
No. Margin-street...	64 North Margin st....	".....	2	
Paul Revere.....	Prince st.....	".....	4	2 Kinder-gartens.
Baldwin.....	Chardon st.....	Phillips.....	2	
Mayhew.....	Chambers st.....	Wells.....	2	
St. Andrew's House,	38 Chambers st.....	".....	2	Rent \$1,080 per annum, heating and janitor service included.
Winchell.....	Blossom st.....	".....	2	
<sup>1</sup> Barnard Memorial.	Warrenton st.....	Brimmer.....	2	
Charles C. Perkins..	St. Botolph st.....	Prince.....	2	
Andrews.....	Genesee st.....	Quincy.....	2	
Quincy.....	Tyler st.....	".....	2	
Carver-street.....	12 Carver st.....	Winthrop.		

<sup>1</sup> Rent free.



Kindergartens. — *Continued.*

Name.	Location.	School District.	No. of Instructors.	Remarks.
Joshua Bates Port. Building, No. 37...	Harrison av.....	Dwight.....	2	Valuation, \$1,900.
Rutland-street.....	Rutland st.....	"	2	
W. Concord-street ..	W. Concord st.....	Everett.....	2	
Cook .....	Groton st.....	Franklin.....	2	
Appleton-street.....	Near Dartmouth st...	Rice.....	2	
Hyde.....	Hammond st., Rox...	Hyde.....	1	
Ira Allen.....	Parker st., Rox.....	Sherwin.....	2	
<sup>1</sup> Ruggles-street.....	147 Ruggles st., Rox...	"	2	
East Fourth-street..	South Boston.....	Gaston .....	2	Rent, \$840 per annum, heat- ing and janit- or service included.
John Boyle O'Reilly,	Dorchester st., S. B...	John A. Andrew,	2	
Parkman.....	Broadway, S. B.....	Lawrence .....	2	
Samuel G. Howe....	Fifth st., S. B.....	"	2	
Choate Burnham....	Third and I sts., S. B .	Lincoln.....	2	
Cyrus Alger.....	Seventh st., S. B.....	Norcross .....	2	
Bird.....	East Fourth st., S. B..	Shurtleff .....	1	Rent, \$600 per annum and water rates.
Shurtleff .....	Dorchester st., S. B...	"	2	
Benjamin Dean ....	H st., S. B.....	Thomas N. Hart .	4	2 Kindergar- tens.
Columbus-avenue...	1448 Columbus av., Rox.....	Comins.....	2	Rent, \$1,800 per annum, heating and janitor ser- vice included.
Cottage-place.....	Roxbury. ....	"	2	Valuation, \$16,700.
Smith-street.....	"	"	2	Valuation, \$5,200.
Aaron Davis.....	Yeoman st., Rox.....	Dearborn.....	2	
Abby W. May .....	Thornton st., Rox.....	Dillaway.....	2	
Kenilworth-st. (Old Rox. High School),	Roxbury.....	"	2	
Miles Standish.....	Roxbury st., Rox.....	Dudley.....	2	
William Bacon.....	Vernon st., Rox.....	"	2	
Ellis Mendell.....	School st., Rox.....	George Putnam..	2	
Dudley-street .....	500 Dudley st., Rox...	Hugh O'Brien...	2	Rent, \$420 per annum.
W. L. P. Boardman,	Munroe st., Rox.....	Lewis.....	3	

<sup>1</sup> Rent free.

Kindergartens. — *Continued.*

Name.	Location.	School District.	No. of Instructors.	Remarks.
Farragut.....	Kenwood rd., Rox....	Martin .....	2	
Howard-av. Port. Building, No. 22...	Dorchester .....	Phillips Brooks..	2	Valuation, \$1,900.
Hull Portable Build- ing, No. 82.....	Quincy st., Rox.....	"	1	Valuation, \$1,900.
Agassiz (old build- ing) .....	Burroughs st., J. P....	Agassiz .....	2	
Francis Parkman...	Walk Hill st., Forest Hills.....	"	2	
Hillside .....	Elm st., J. P.....	Bowditch.....	2	
Margaret Fuller....	Glen rd., J. P.....	"	2	
Florence-street....	Roslindale.....	Charles Sumner..	2	
Stephen M. Weld....	Seymour st., Ros.....	"	2	
Jefferson.....	Heath st., Rox.....	Jefferson.....	2	
South-street.....	Unitarian Church, Ros.	Longfellow.....	1	Rent, \$900 per annum, heat- ing and jani- tor service included.
Lucretia Crocker...	Parker st., Rox.....	Lowell .....	2	
Wyman. ....	Wyman st., J. P.....	"	2	
Robert G. Shaw....	Hastings st., W. R....	Robert G. Shaw..	2	
Baker-street (old building).....	West Roxbury .....	"	1	Valuation, \$2,200.
Congregational Church.....	Faneuil.....	Bennett .....	1	Rent, \$600 per annum, in- cluding heat and janitor service.
Winship .....	Dighton pl., Bri. ....	"	2	
Auburn .....	School st., Bri. ....	Washington All- ston .....	2	
Everett.....	Brentwood st., Bri. ...	"	2	
Frederic A. Whit- ney.....	Islington st., Bri.....	"	2	
Atherton.....	Columbia rd., Dor....	Christopher Gib- son.....	2	
Greenwood Hall ...	Glenway, Dor.....	"	2	Rent, \$600 per annum, heat- ing and jani- tor service included.
Marshall .....	Westville st., Dor....	"	2	
Edward Everett (old building).....	Sumner st., Dor. ....	Edward Everett,	2	

Kindergartens. — *Concluded.*

Name.	Location.	School District.	No. of Instructors.	Remarks.
Adams-street.....	Dorchester .....	Gilbert Stuart....	1	
Stoughton.....	River st., Dor.....	"	2	
Bailey-street.....	63-65 Bailey st., Dor..	Henry L. Pierce,	2	Valuation, \$6,000.
Dorchester-avenue..	Cor. Gibson st., Dor..	Mary Hemenway	2	
Benjamin Cushing..	Robinson st., Dor.....	Mather .....	2	
Walnut-street.....	Dorchester.....	Minot .....	1	
Lauriat-avenue ....	170 Lauriat av., Dor..	Roger Wolcott....	2	Rent, \$1,200 per annum, water rates, heating, and janitor ser- vice included
Thetford-avenue ....	Dorchester.....	"	2	
Walk Hill-street....	727 Walk Hill st., Dor..	"	1	Rent, \$360 per annum, heat- ing and jan- itor service included.
Roger Clap.....	Harvest st., Dor.....	William E. Russell	2	

The expenses for Kindergartens were as follows :

Salaries of instructors . . . . .	\$115,621 47
Kindergarten materials, etc. . . . .	1,931 77
Services of maids . . . . .	8,448 00
Books, drawing materials, and stationery . . . . .	173 04
Salaries of janitors . . . . .	1,474 00
Fuel and light . . . . .	542 38
Miscellaneous items . . . . .	180 40
Repairs, furniture, etc. . . . .	9,866 82
 Total expenses for Kindergartens . . . . .	 <u>\$138,237 88</u>

Average number of pupils belonging, 5,204.

Average cost of each pupil, \$26.56.

Number of instructors, 178.

Average number of pupils to an instructor, 29.

Average amount paid to each instructor, \$649.56.

## SPECIAL SCHOOLS.

## HORACE MANN SCHOOL FOR THE DEAF.

Name.	Location.	No. feet in lot.	When Built.	Valuation May 1, 1904.	No. Rooms.	No. Instructors.
Horace Mann.	Newbury street..	8,400	1890	\$98,000	13	15

The expenses of this school were as follows :

Salaries of instructors . . . . .	\$21,676 23
Books, stationery, etc. . . . .	51 53
Car-fares and miscellaneous items . . . . .	2,581 31
Salaries of janitors . . . . .	1,503 00
Fuel and light . . . . .	778 58
Furniture, repairs, etc. . . . .	911 44
Total expense for the school . . . . .	<u>\$27,502 09</u>

Average number of pupils belonging, 134.

Average number of pupils to an instructor, 9.

Average cost of each pupil, \$205.24.

The city received from the State on account of tuition the past year \$16,970.17, 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.
East Boston High School, Marion street . . . . .	East Boston.
Paul Jones School, Horace and Byron streets . . . . .	East Boston.
Harvard School, Devens street . . . . .	Charlestown.
<sup>1</sup> Prescott School Annex, Elm street . . . . .	Charlestown.
Hancock School Annex, Parmenter street . . . . .	Boston.
Christopher Columbus School, Tileston street . . . . .	Boston.
Washington School, Norman street . . . . .	Boston.
Normal Portable Building, No. 27, Appleton street . . . . .	Boston.
Appleton-street School . . . . .	Boston.

<sup>1</sup> Built in 1896, valuation \$2,000.

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.
John Boyle O'Reilly School, Dorchester street . . . . .	South Boston.
Oliver Hazard Perry School, East Eighth street . . . . .	South Boston.
Dudley Portable Building, No. 60 . . . . .	Roxbury.
<sup>1</sup> 150S Tremont-street School . . . . .	Roxbury.
Farragut School, Kenwood road . . . . .	Roxbury.
Lewis School Annex, Dale street . . . . .	Roxbury.
School-street School . . . . .	Roxbury.
Phillips Brooks School, Quincy and Fayston streets, . . . . .	Dorchester.
<sup>2</sup> Eliot School, Trustee Building, Eliot street . . . . .	Jamaica Plain.
Agassiz School, Brewer street . . . . .	Jamaica Plain.
Lowell School Annex, 310 Centre street . . . . .	Jamaica Plain.
Jefferson School, Heath street . . . . .	Roxbury.
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.
William E. Russell School, Columbia road . . . . .	Dorchester.
Henry L. Pierce School, Washington street . . . . .	Dorchester.
Christopher Gibson School, Morse street . . . . .	Dorchester.
Mary Hemenway School, Adams and King streets . . . . .	Dorchester.
Gilbert Stuart School, Richmond street . . . . .	Dorchester.
Minot School, Neponset avenue . . . . .	Dorchester.
Roger Wolcott School, Norfolk and Morton streets . . . . .	Dorchester.

*Schools of Cookery.*

Chapman School, Eutaw street . . . . .	East Boston.
Cudworth School, Gove street . . . . .	East Boston.
Paul Jones School, Horace and Byron streets . . . . .	East Boston.
Bunker Hill School, Baldwin street . . . . .	Charlestown.
Harvard School, Devens street . . . . .	Charlestown.
Bowdoin School, Myrtle street . . . . .	Boston.
Hancock School, Parmenter street . . . . .	Boston.
Washington School, Norman street . . . . .	Boston.

<sup>1</sup> Rent, \$600 per annum, heating and janitor service included.

<sup>2</sup> Rent, \$300 per annum.



Mayhew School, Chambers street . . . . .	Boston.
Winthrop School, Tremont street . . . . .	Boston.
Prince School, Newbury street . . . . .	Boston.
Horace Mann School, Newbury street . . . . .	Boston.
Appleton-street School . . . . .	Boston.
Rutland-street School . . . . .	Boston.
Hyde School, Hammond street . . . . .	Roxbury.
Drake School, C and Third streets . . . . .	South Boston.
<sup>1</sup> Bird School, East Fourth street . . . . .	South Boston.
Oliver Hazard Perry School, East Eighth street . . . . .	South Boston.
<sup>2</sup> 1518 Tremont-street School . . . . .	Roxbury.
Farragut School, Kenwood road . . . . .	Roxbury.
Kenilworth-street School . . . . .	Roxbury.
School-street School . . . . .	Roxbury.
Phillips Brooks School, Quincy and Fayston streets,	Dorchester.
Bowditch School, Green Street . . . . .	Jamaica Plain.
Lowell School Annex, 310 Centre street . . . . .	Jamaica Plain.
Jefferson School, Heath street . . . . .	Roxbury.
Robert G. Shaw School, Hastings street . . . . .	West Roxbury.
Charles Sumner School, Ashland street . . . . .	Roslindale.
Washington Allston School, Cambridge street . . . . .	Allston.
Winship School, Dighton place . . . . .	Brighton.
Christopher Gibson School, Morse street . . . . .	Dorchester.
Gilbert Stuart School, Richmond street . . . . .	Dorchester.
Henry L. Pierce School, Washington street . . . . .	Dorchester.
Mary Hemenway School, Adams and King streets . . . . .	Dorchester.
William E. Russell School, Columbia road . . . . .	Dorchester.
Roger Wolcott School, Norfolk and Morton streets . . . . .	Dorchester.

The expenses were as follows :

Salaries of instructors . . . . .	\$57,532 95
Salaries of janitors . . . . .	652 00
Fuel and light . . . . .	975 66
Lumber, hardware, kitchen materials, etc. . . . .	17,474 68
Miscellaneous items . . . . .	1,687 81
Furniture, repairs, etc. . . . .	7,078 96
	<hr/>
Total expense for Manual Training Schools . . . . .	\$85,402 06

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

<sup>1</sup> Rent, \$600 per annum, and water rates.

<sup>2</sup> Rent, \$600 per annum, heating and janitor service included.



## EVENING SCHOOLS.

Name.	Location.	Av. No. of Instructors.	Remarks.
Central High.....	Montgomery street, Boston...	32	
Charlestown High...	Monument square, Ch'n.....	21	
East Boston High ...	Marion street, East Boston....	10	
Mechanic Arts High..	Belvidere street, Boston.....	13	
Roxbury High.....	Warren street, Roxbury.....	16	
South Boston High...	Thomas park, South Boston...	20	
Bigelow.....	Fourth street, South Boston...	7	
Bowdoin.....	Myrtle street, Boston.....	13	
Dearborn.....	Dearborn place, Roxbury....	6	
Eliot.....	North Bennet street, Boston...	38	
Franklin.....	Ringgold street, Boston.....	21	
Hancock.....	Parmenter street, Boston.....	13	
Lincoln.....	Broadway, South Boston.....	5	
Lyman.....	Paris street, East Boston.....	16	
Mather.....	Meeting House Hill, Dor.....	6	In Lyceum Hall School.
Quincy.....	Tyler street, Boston.....	14	
Sherwin School....	Madison square, Roxbury....	11	
Warren.....	Pearl street, Charlestown....	10	
Washington Allston..	Cambridge street, Allston....	7	
Wells.....	Blossom street, Boston .....	19	

## EVENING DRAWING SCHOOLS.

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

## EVENING SCHOOLS.

Salaries of instructors . . . .	\$87,504 00
Books, stationery, etc. . . .	1,826 28
Salaries of janitors . . . .	4,254 05
Fuel and light . . . .	10,271 45
Apparatus . . . .	44 62
Janitors' supplies, etc. . . .	248 62
Furniture, repairs, etc. . . .	2,076 00

Total expense for Evening Schools . . . . \$106,225 02

Average number belonging, including the High Schools, 9,875.

Average number of instructors, 298.

Average cost of each pupil for the term, \$10.76.

## EVENING DRAWING SCHOOLS.

Salaries of instructors . . . .	\$13,093 00
Drawing materials, stationery, models, boards, etc. . . .	1,099 57
Salaries of janitors . . . .	421 80
Fuel and light . . . .	805 28
Rent, furniture, repairs, etc. . . .	2,718 05

Total expense for Evening Drawing Schools . . 18,137 70

Average number belonging, 678.

Number of instructors, 31.

Average cost of each pupil for the term, \$26.75.

Aggregate expense for all Evening Schools . . . \$124,362 72

## EXPENDITURE FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries paid Superintendent, Supervisors, Secretary, Auditing Clerk, City Treasurer as Custodian, Schoolhouse Custodian, Clerks and Messengers . . . . .	\$52,023 58
Salaries paid twenty-one Truant Officers . . . .	29,900 00
“ “ Music Director and Assistants . . . .	16,007 18
<i>Carried forward</i> . . . . .	<u>\$97,930 76</u>

<i>Brought forward</i> . . . . .	\$97,930 76
Salaries paid Drawing Director and Assistants,	10,588 00
“ “ Director and Instructors Physical Training . . . . .	7,080 00
“ “ Instructors, Vacation Schools . . . . .	15,121 50
“ “ “ Educational Centres . . . . .	20,707 50
“ “ for lectures . . . . .	841 00
“ “ Military Instructor and Armorer . . . . .	2,975 00
Salary paid Director of Kindergartens . . . . .	2,880 00
“ “ Instructor Household Science . . . . .	1,128 10
Salaries paid seven special teachers (special classes) . . . . .	6,926 11
Stationery and record-books for School Commit- tee and officers, and office expenses . . . . .	761 35
Fuel and light . . . . .	1,120 73
	<hr/>
Total . . . . .	<u>\$168,060 05</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, carriage hire, tuning pianos, and other items.

Annual festival . . . . .	\$2,366 67
Horse and carriage hire . . . . .	188 50
Advertising . . . . .	445 48
Census of school children . . . . .	1,500 00
Printing, printing stock, and binding . . . . .	11,311 14
Diplomas . . . . .	2,826 02
Extra labor and clerk-hire . . . . .	640 31
Expenses military drill, including lunch for Boston School Cadets . . . . .	617 50
Teaming and expressage, including fares . . . . .	320 53
Tuning pianos . . . . .	1,320 00
Expenses delivering supplies . . . . .	7,330 00
District telegraph and rent of telephones . . . . .	296 46
	<hr/>
<i>Carried forward</i> . . . . .	\$29,162 61

<i>Brought forward</i> . . . . .	\$29,162 61
Car and ferry tickets for pupils, messengers, and Truant Officers . . . . .	1,867 68
St. Louis Exposition . . . . .	2,386 98
Reporting proceedings, School Committee . . . . .	1,250 00
Removing ashes and snow . . . . .	1,878 00
Tuition of Boston pupils, Brookline Schools . . . . .	2,135 00
Vacation School supplies . . . . .	1,747 73
Educational Centres, supplies . . . . .	1,035 97
Washing towels . . . . .	119 98
Tuition Boston wards in Massachusetts towns . . . . .	5,666 31
Refreshments, School Committee . . . . .	1,131 25
Expenses evening lectures . . . . .	899 57
Travelling expenses, school officials . . . . .	475 76
Postage . . . . .	1,120 00
Repairs, furniture, and rents . . . . .	1,302 16
Sundry items . . . . .	1,438 34
	<hr/>
	\$53,617 34
Expenses connected with school-house repairs not charged to any particular school . . . . .	45,100 26
	<hr/>
Total . . . . .	<u><u>\$98,717 60</u></u>

## SPECIAL EXPENDITURES.

Cost for new school-houses for the financial year 1904-05 . . . . .	\$2,114,851 23
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(See pages 16-22, full detailed statement.)

## RECAPITULATION.

## TOTAL EXPENDITURE.

High Schools . . . . .	\$660,934 16
Grammar Schools . . . . .	1,453,321 87
Primary Schools . . . . .	866,986 01
Kindergartens . . . . .	138,237 88
Horace Mann School . . . . .	27,502 09
Manual Training Schools . . . . .	85,402 06
Evening Schools . . . . .	106,225 02
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<i>Carried forward</i> . . . . .	\$3,338,609 09

<i>Brought forward</i> . . . . .	\$3,338,609 09
Evening Drawing Schools . . . . .	18,137 70
Officers and Special Instructors . . . . .	168,060 05
Incidentals . . . . .	98,717 60
Expended from income, Gibson and other funds . . . . .	2,644 10
	<hr/>
	\$3,626,168 54
Stock delivered, purchased previous to January 1, 1904 . . . . .	2,785 10
	<hr/>
Gross expenditure . . . . .	\$3,623,383 44
Less income . . . . .	57,213 81
	<hr/>
Net expenditure . . . . .	\$3,566,169 63

## SPECIAL EXPENDITURES.

High Schools, new buildings . . . . .	\$199,315 90
Grammar and Primary Schools, new buildings . . . . .	1,915,535 33
	<hr/>
Net special expenditure . . . . .	2,114,851 23
	<hr/>
Total net expenditure for the Public Schools for the financial year 1904-1905 . . . . .	\$5,681,020 86
	<hr/> <hr/>

## INCOME IN DETAIL.

Refunded by State, travelling expenses . . . . .	\$3,351 58
From State, for pupils Horace Mann School . . . . .	16,970 17
non-residents . . . . .	5,870 16
Gibson Fund . . . . .	4,072 50
Bowdoin Fund . . . . .	180 00
Horace Mann School Fund . . . . .	114 75
Eastburn School Fund . . . . .	1,048 10
Smith Fund . . . . .	324 00
Stoughton Fund . . . . .	212 00
sale of books . . . . .	660 00
sale of badges . . . . .	613 75
other sources . . . . .	23,796 80
	<hr/>
Total ordinary income for the financial year 1904-1905 . . . . .	\$57,213 81
	<hr/> <hr/>

## SCHOOLS.

## APPROPRIATION, 1905-1906.

SCHOOL COMMITTEE,  
OFFICE OF ACCOUNTS, February 28, 1905.

*To the School Committee:*

In accordance with Section 36, Chapter 2, of the Rules of the School Board, the Committee on Accounts present herewith in detail, the amount which, in their opinion, should be appropriated for the support of the public schools for the financial year 1905-1906.

The Board of Assessors has 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 \$1,206,644,267.16. 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 \$4,102,590.50, and to this sum should be added an excess of income over that estimated for 1904-1905 of \$7,798.46, and a probable income of \$49,000 for the present year, making a total amount of \$4,159,388.96. 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 \$301,661.07 (at the rate of twenty-five cents on each thousand dollars of the valuation) must be appropriated solely for repairs and alterations of school buildings; and \$482,657.70 (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 the amount that might be appropriated for new buildings, etc.):

\$3 per thousand on \$1,206,644,267.16, equals . . .	\$3,619,932 80
Surplus income, 1904-05 . . . . .	7,798 46
Income estimated, 1905-06 . . . . .	49,000 00
Total . . . . .	<u>\$3,676,731 26</u>



Your committee have made a conservative estimate of the amount that will be needed to carry on the schools as they exist at present, and find that it will require \$60,000 more than the money available.

Inasmuch as the School Committee have no legal right to expend, or to contract to expend, any money in excess of the amount allowed by law, it became incumbent upon your committee to reduce their estimates accordingly.

The money available, under the charge of the School Committee, will permit an increase in expenses over the past year of only \$76,597.65.

No appropriation is recommended for Vacation Schools, and but \$7,000 for Educational Centres,—which amount will probably be expended before the close of the spring term. The reduction in these two items will save about \$30,000.

Unless a determined effort is made during the year to reduce expenses, and few, if any, new items of expense are added, there will, undoubtedly, be so large a deficit at the close of the year as to imperil the salaries of instructors for the month of December.

In accordance with these statements, and in compliance with Section 1, Chapter 448 of the Acts of 1901, this committee recommend the passage of the accompanying order.

For the Committee on Accounts,

WILLIAM F. MERRITT,

*Chairman.*

## BASIS FOR THE APPROPRIATIONS RECOMMENDED.

## SALARIES OF INSTRUCTORS.

*Normal School.*

1 Head-master . . . . .		\$3,780
1 Master . . . . .		3,060
1 " . . . . .		2,772
1 " . . . . .		2,484
9 Assistants . . . . .	\$1,620	14,580
1 Assistant . . . . .		1,440
1 " . . . . .		1,140
1 Clerical Assistant . . . . .		500

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 \$20,756
*Latin and High Schools.***First Grade.**

1 Head-master . . . . .		\$4,200
9 Head-masters . . . . .	\$3,780	34,020
40 Masters . . . . .	3,060	122,400
1 Junior-master . . . . .		2,916
3 Junior-masters . . . . .	2,772	8,316
6 " " . . . . .	2,628	15,768
7 " " . . . . .	2,484	17,388
1 Junior-master . . . . .		2,340
4 Junior-masters . . . . .	2,196	8,784
3 " " . . . . .	2,052	6,156
2 " " . . . . .	1,764	3,528
4 " " . . . . .	1,620	6,480
2 " " . . . . .	1,476	2,952
1 Master on half pay . . . . .		1,020

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 236,268
**Third Grade.**

2 Assistant Principals . . . . .	\$1,836	\$3,672
1 Assistant Principal . . . . .		1,764
56 Assistants . . . . .	1,620	90,720
12 " . . . . .	1,548	18,576
1 Assistant . . . . .		1,476
2 Assistants . . . . .	1,404	2,808
4 " . . . . .	1,332	5,328
11 " . . . . .	1,260	13,860
10 " . . . . .	1,188	11,880
9 " . . . . .	1,116	10,044
5 " . . . . .	1,044	5,220
2 " . . . . .	972	1,944

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 167,292

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 Carried forward . . . . .

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 \$433,316

Brought forward . . . . . \$433,316

*Mechanic Arts High School.*

1 Head-master . . . . .	\$3,780	
4 Masters . . . . .	\$3,060	12,240
1 Junior-master . . . . .		2,628
2 Junior-masters . . . . .	2,484	4,968
1 Junior-master . . . . .		2,196
4 Junior-masters . . . . .	1,620	6,480
1 Instructor in metalworking . . . . .		2,580
3 Instructors . . . . .	2,340	7,020
1 Instructor . . . . .		1,620
1 Assistant Instructor . . . . .		1,620
1 " " . . . . .		1,260
1 " " . . . . .		1,116
1 " " . . . . .		1,044
1 Special Instructor . . . . .		816
1 " " . . . . .		672
1 Laboratory Assistant . . . . .		500
1 Tool-keeper . . . . .		480
6 Special Instructors . . . . .		2,500
Additional compensation for extra work of instructors named above . . . . .		3,000
		<hr/> 56,520

*Grammar and Primary Schools.*

**Second Grade.**

47 Masters . . . . .	\$3,180	\$149,460
1 Master . . . . .		3,060
3 Masters . . . . .	2,940	8,820
3 " . . . . .	2,820	8,460
7 " . . . . .	2,700	18,900
2 Sub-masters . . . . .	2,460	4,920
39 " " . . . . .	2,340	91,260
4 " " . . . . .	2,220	8,880
2 " " . . . . .	2,100	4,200
3 " " . . . . .	1,980	5,940
6 " " . . . . .	1,860	11,160
5 " " . . . . .	1,740	8,700
7 " " . . . . .	1,620	11,340
1 Sub-master . . . . .		1,500
2 Instructors on half pay . . . . .		2,650
		<hr/> 339,250
Carried forward . . . . .		<hr/> \$829,086

*Brought forward* . . . . . \$829,086

**Fourth Grade.**

69	First Assistants, Grammar	\$1,212	\$83,628
6	" " "	1,164	6,984
11	" " "	1,116	12,276
3	" " "	1,068	3,204
8	" " "	1,020	8,160
2	" " "	972	1,944
440	Assistants, Grammar	936	411,840
33	" " "	888	29,304
58	" " "	840	48,720
70	" " "	792	55,440
58	" " "	744	43,152
34	" " "	696	23,664
25	" " "	648	16,200
22	" " "	600	13,200
21	" " "	552	11,592
11	Assistants, Grammar, on half pay		3,000
73	First Assistants, Primary	1,080	78,840
5	" " "	1,032	5,160
5	" " "	984	4,920
341	Assistants, Primary	936	319,176
28	" " "	888	24,864
32	" " "	840	26,880
47	" " "	792	37,224
49	" " "	744	36,456
42	" " "	696	29,232
34	" " "	648	22,032
22	" " "	600	13,200
17	" " "	552	9,384
7	" " on half pay		2,167
30	Temporary Teachers, 40 days,	\$2,400	
50	Special Assistants, 40 days	3,000	

\$5,400

Less amount city will receive  
from absent teachers . . . . . 2,000

3,400

1,385,243

*Kindergartens.*

	Director	\$2,880	
68	Principals	\$792	53,856
10	"	744	7,440
11	"	696	7,656
5	"	648	3,240

*Carried forward* . . . . . \$75,072 \$2,214,320

<i>Brought forward</i>		\$75,072	\$2,214,329
38 Assistants		\$624	23,712
12 "		576	6,912
22 "		528	11,616
10 "		480	4,800
Special Assistant Service			200
			<hr/> 122,312

*Manual Training School.*

Woodworking: Principal		\$2,508	
11 Instructors	\$1,200	13,200	
15 Assistant In-			
structors	996	14,940	
2 Assistant In-			
structors	948	1,896	
3 Assistant In-			
structors	900	2,700	
10 Assistant In-			
structors	852	8,520	
2 Assistant In-			
structors			
		804	1,608
Cookery: 12 Assistants		936	11,232
2 "		888	1,776
2 "		840	1,680
2 "		744	1,488
3 "		696	2,088
2 "		648	1,296
2 "		600	1,200
Sewing: 51 Instructors, 520 Divisions			40,027
			<hr/> 106,159

*Horace Mann School for the Deaf.*

Principal		\$3,180	
1 Assistant		1,440	
11 Assistants	\$1,284	14,124	
1 Assistant		996	
1 "		852	
1 "		780	
Special Assistant Service			300
			<hr/> 21,672

*School on Spectacle Island.*

Instructor		\$400	
			400
			<hr/>
<i>Carried forward</i>			\$2,464,872

Brought forward . . . . . \$2,464,872

*Foreign Languages.*

2 Assistants in French and German . . . . . \$1,800	\$3,600	
1 Instructor in German, Girls' Latin School . . . . .	1,800	
1 Instructor in French, South Boston High School . . . . .	1,200	
1 Instructor in French, Roxbury High School . . . . .	1,200	
	<hr/>	7,800

*Music.*

Director . . . . .	\$3,000	
1 Assistant Director . . . . .	2,652	
3 Assistant Directors . . . . . \$2,220	6,660	
3 Assistants . . . . . 1,140	3,420	
1 Assistant . . . . .	1,044	
	<hr/>	16,776

*Drawing.*

Director . . . . .	\$3,600	
Assistant Director . . . . .	2,508	
3 Assistants to Director . . . . . \$1,500	4,500	
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/>	19,108

*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 . . . . .	\$3,000	
Assistant to Director . . . . .	2,280	
	<hr/>	
Carried forward . . . . .	\$5,280	\$2,512,548



<i>Brought forward</i> . . . . .	\$5,280	\$2,512,548
Assistant to Director . . . . .	1,800	
Assistants to Director (2) . . . . .	\$750	1,500
		<hr/>
		8,580

*Vocal and Physical Training and Reading.*

Instructor, Girls' Latin School . . . . .	\$936	
" Brighton High School . . . . .	936	
" Dorchester High School . . . . .	1,200	
" " " " . . . . .	900	
" East Boston High School . . . . .	1,200	
" Girls' High School . . . . .	1,200	
Assistant Instructor, Girls' High School . . . . .	900	
Instructor, Roxbury High School . . . . .	1,200	
Assistant Instructor, Roxbury High School, . . . . .	900	
Instructor, South Roston High School . . . . .	1,200	
" West Roxbury High School . . . . .	1,200	
		<hr/>
		11,772

*Military Drill.*

Instructor . . . . .	\$2,000	
Armorer . . . . .	1,050	
		<hr/>
		3,050

*Commercial Branches.*

2 Instructors, Brighton High School . . . . .	\$2,592	
1 Instructor, Charlestown " " . . . . .	1,260	
1 Special Instructor, Charlestown High School . . . . .	1,800	
2 Special Instructors, Dorchester High School . . . . .	3,600	
2 Instructors, Dorchester High School . . . . .	2,160	
1 Instructor, East Boston " " . . . . .	1,332	
1 Special Instructor, East Boston High School . . . . .	1,620	
1 Special Instructor, English High School, . . . . .	1,560	
4 Instructors, Girls' High School . . . . .	4,680	
1 Instructor, Roxbury High School . . . . .	1,260	
2 Instructors, South Boston High School, . . . . .	2,400	
1 Special Instructor, West Roxbury High School . . . . .	1,800	
1 Instructor, West Roxbury High School . . . . .	1,116	
		<hr/>
		27,180

*Special Classes.*

7 Instructors . . . . .	\$1,032	\$7,224
		<hr/>
		7,224
Educational Centres . . . . .		7,000
		<hr/>
<i>Carried forward</i> . . . . .		\$2,577,354

Brought forward . . . . . \$2,577,354 00

*Household Science and Arts.*

1 Instructor, Normal School . . . . .	\$1,200 00	
1 " Roxbury High School . . . . .	972 00	
		2,172 00

*Evening High Schools.*

1 Head-Master, 22 weeks . . . . .	\$1,100 00	
4 Head-Masters, 22 weeks . . . . .	2,640 00	
62 Assistants, 22 weeks . . . . .	27,280 00	
4 Clerks . . . . .	1,100 00	
Mechanic Arts High, evening service . . . . .	2,301 26	
		34,421 26

*Evening Elementary Schools.*

12 Principals, 22 weeks . . . . .	\$6,600 00	
2 " 22 " . . . . .	880 00	
15 First Assistants, 22 weeks . . . . .	4,125 00	
3 Assistants, post-graduate course, 22 weeks . . . . .	825 00	
165 Assistants, 22 weeks . . . . .	36,800 00	
		48,730 00

*Evening Drawing Schools.*

2 Masters, 69 evenings . . . . .	\$1,380 00	
4 Principals, 69 " . . . . .	2,208 00	
23 Assistants, 66 " . . . . .	9,108 00	
1 Assistant, 66 " . . . . .	330 00	
6 Curators . . . . .	828 00	
		13,854 00

Total for Instructors . . . . . \$2,676,581 26

*Salaries of Officers.*

Superintendent . . . . .	\$6,000 00
Six Supervisors at \$3,780 . . . . .	22,680 00
Clerk to Supervisors . . . . .	600 00
Clerks to Superintendent (4) . . . . .	4,440 00
Secretary . . . . .	3,300 00
Clerks to Secretary (3) . . . . .	2,580 00
Auditing Clerk . . . . .	3,300 00
Clerks to Auditing Clerk (3) . . . . .	2,928 00
Assistant in offices Secretary and Auditing Clerk, . . . . .	840 00

Carried forward . . . . . \$46,668 00

<i>Brought forward</i> . . . . .	\$46,868 00
Messengers in offices (6) . . . . .	4,012 00
Truant Officers (21) . . . . .	29,900 00
City Treasurer, Custodian . . . . .	1,500 00
Schoolhouse Custodian . . . . .	2,004 00
Clerk to Schoolhouse Custodian . . . . .	416 00
<b>Total for Officers</b> . . . . .	<u><u>\$84,500 00</u></u>

## SALARIES OF JANITORS.

*High Schools.*

Latin and English High:	Girls' High:
Janitor, Latin . . . \$1,920	Janitor . . . \$2,220
Janitor, English	Janitor . . . 960
High . . . 4,200	Mechanic Arts High:
Girls' Latin . . . 960	Janitor . . . 1,752
Brighton High . . . 1,620	Engineer . . . 1,524
Charlestown High . . . 1,044	Roxbury High . . . 2,304
Dorchester High:	South Boston High:
Janitor . . . 3,492	Janitor . . . 3,492
Matron . . . 540	Matron . . . 540
East Boston High:	West Roxbury High:
Janitor . . . 2,976	Janitor . . . 2,976
Matron . . . 540	Matron . . . 540
	<b>Total for High Schools, \$33,600</b>

11 high schools (as enumerated above) . . . . .	\$33,600
61 grammar schools . . . . .	80,100
143 primary schools . . . . .	82,000
93 portable buildings . . . . .	7,500
36 special and evening schools . . . . .	9,500
Mason-street building . . . . .	3,168
2 substitute janitors . . . . .	1,092
Estimate for additional buildings to be acquired and temporary accommodations that may be needed during the year . . . . .	2,040
<b>Total for Janitors</b> . . . . .	<u><u>\$219,000</u></u>

*Fuel and Light*

21,800 tons of coal at \$5.80 (including weighing) . . . . .	\$126,440
Electric power . . . . .	3,000
	<u><u>\$129,440</u></u>
<i>Carried forward</i> . . . . .	\$129,440

<i>Brought forward</i> . . . . .	\$129,440
450 cords of wood at \$11 (including splitting and housing) . . . . .	4,950
Gas and electric lighting . . . . .	33,610
	<hr/>
Total under the head of "Fuel and Light" . . . . .	\$168,000

*Supplies and Incidentals.*

Text-books, reference books, and exchange of books, . . . . .	\$47,000
Books for supplementary reading . . . . .	6,000
Globes, maps, and charts . . . . .	2,500
Music expenses: Instruments, repairs, and covers . . . . .	3,000
Printing, and stock used for same, including reports of School Committee meetings . . . . .	12,500
Philosophical, chemical, and mathematical apparatus and supplies . . . . .	8,000
Lectures, and expenses pertaining to same, under the direction of the Committee on Evening Schools . . . . .	2,000
Rents and repairs, under the direction of the Committee on School Houses . . . . .	1,300
School census . . . . .	1,800
Stationery, drawing materials, and record books . . . . .	32,000
Commercial Course in High Schools . . . . .	1,500
Diplomas, blackboard materials, etc. . . . .	3,500
Advertising. . . . .	550
Military Drill: Arms, repairs, and expenses of annual parade . . . . .	1,500
Removing ashes from school-houses and snow from yards . . . . .	2,000
Flags for school-houses . . . . .	500
Janitors' and other supplies (including disinfectants), . . . . .	10,250
Supplies for Educational Centres . . . . .	500
Supplies for Manual Training . . . . .	17,000
Supplies for Kindergartens, and services of maids . . . . .	10,500
Cost of work for delivering supplies, including salaries, expenses of teaming, etc. . . . .	7,720
Tuition of Boston pupils in the schools of Brookline, Everett and Winthrop. . . . .	2,600
Tuition of Boston wards boarding in sundry cities and towns of the State (see Chapter 496, Acts of 1898) . . . . .	6,000
Car and ferry tickets, Horace Mann School (cost refunded by State) . . . . .	3,500
	<hr/>
<i>Carried forward</i> . . . . .	\$183,720

<i>Brought forward</i> . . . . .	\$183,720
Car tickets for Truant Officers, Schoolhouse Custodian, Instructor of Military Drill, and pupils in special classes . . . . .	1,600
Travelling expenses, officers and instructors . . . . .	800
Materials for study of natural history, including stereopticon slides . . . . .	400
Carriage hire and refreshments . . . . .	1,500
Miscellaneous, including medical examination of backward children, sewing materials, teaming, extra labor, postage, car and ferry tickets for messengers, badges for licensed minors, extra clerk-hire, clay for modelling, and sundry items . . . . .	3,980
Total for supplies and incidentals . . . . .	<u>\$192,000</u>
<i>Schoolhouse Department.</i>	
Repairs and alterations of school buildings . . . . .	\$301,700
Rents of hired school accommodations . . . . .	35,000
Total for Schoolhouse Department . . . . .	<u>\$336,700</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 . . . . . \$482,657 70

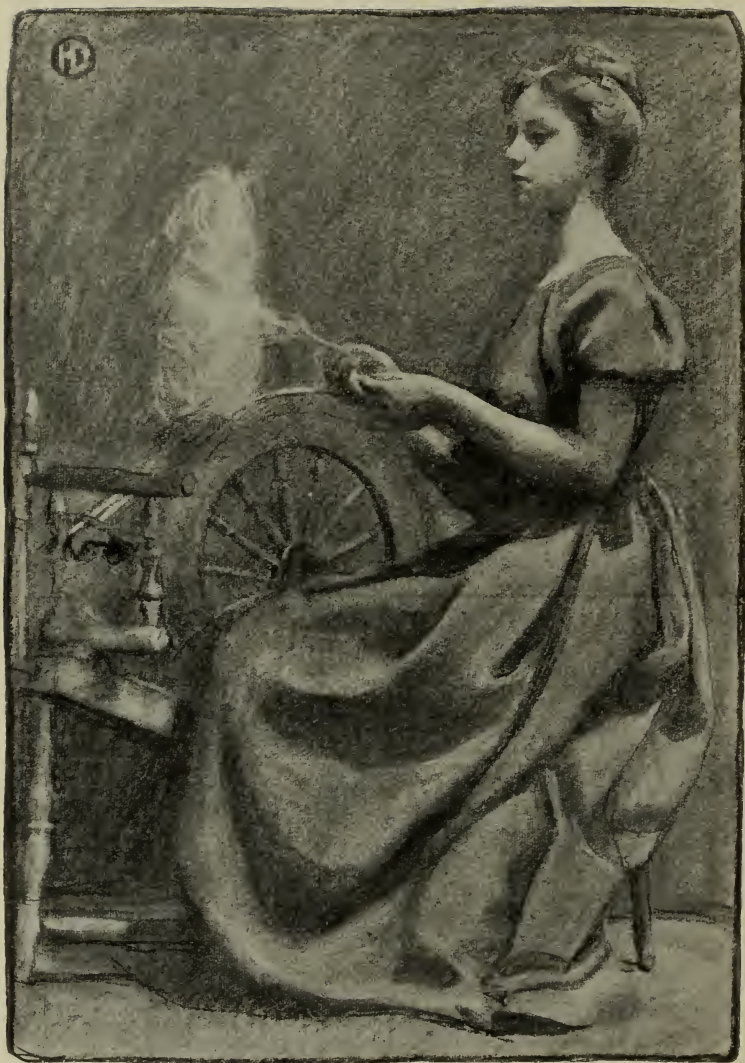
*Ordered,* That to meet the current expenses of the School Committee and provide funds for the Schoolhouse Department during the financial year beginning February 1, 1905, and ending January 31, 1906, the following sums be appropriated for the purposes stated:

Salaries of instructors . . . . .	\$2,676,531 26
Salaries of officers . . . . .	84,500 00
Salaries of janitors . . . . .	219,000 00
Fuel and light . . . . .	168,000 00
Supplies and incidentals . . . . .	192,000 00
Repairs and alterations of school buildings . . . . .	301,700 00
Rents of hired school accommodations . . . . .	35,000 00
Total amount appropriated . . . . .	<u>\$3,676,731 26</u>

The above order appropriating the sum of \$3,676,731.26 for the purposes stated was passed by the School Committee under date of March 14, 1905, and sent to His Honor the Mayor.







THE SPINNER.

A Charcoal Study from Life. Warren Avenue School. Reprinted from a block used as a part of the exhibit of the Evening Drawing Schools at the Louisiana Purchase Exposition.

SCHOOL DOCUMENT NO. 3—1905.

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SPECIAL REPORT

OF THE

COMMITTEE ON DRAWING

ON THE

EVENING DRAWING SCHOOLS



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905

"Since the early days a wonderful change has been wrought, naturally wrought, in the business probabilities [of New England by the extension of the population of the great West and Southwest. There was a time when New England was the manufacturing centre of the United States, and New England people manufactured as they pleased and sold at their own prices. They were independent. They had practically no competition in the United States.

"But during the last generation the centre of population has moved westward; great cities, great commonwealths have grown up with their necessities, which have been met by the construction and operation of manufacturing plants identical with those which formerly controlled the situation from New England.

"What is to be the future of New England?"

"We produce nothing except clay for bricks, cement, timber, and brainy men."

President Lucius Tuttle at the 316th Meeting  
of the Commercial Club of Boston.

And this brings us to the consideration of the class of men we must employ if we wish to be first. Boston does not keep her young men of ability. She lets them go to run great enterprises in other parts of the country. We must have young and energetic men who are up to date, and who are in sympathy with great movements. We must keep them at any price and promote them young. There is nothing one notices more in Boston than the tendency to repress men of strong ideas and the refusal to tolerate change. . . . We are too prone to criticise, instead of to sympathize. We are not keeping in touch with the great American movement. If our country is going in any direction, it is not for Massachusetts to stand aside and to think that she can teach the rest of the country. If we are not capable of appreciating our inheritance, and view ourselves with complacency, we shall be left behind and shall not lead in any movement.

Notes from a lecture on "The Purpose for Which a City  
May Reasonably Encourage Art," by Mr. Brooks Adams.

I should be thankful if every day-laborer among us could have his mind illuminated as those of Athens and Florence had, with some image of what is best in architecture, painting, and sculpture, to train his crude perceptions and perhaps call out latent faculties. . . . For I hope some day that the delicacy of touch and accuracy of eye that has made our mechanics in some departments the best in the world, may give us the same supremacy in works of wider range and more purely ideal scope.

James Russell Lowell.

## SPECIAL REPORT

OF THE

# COMMITTEE ON DRAWING ON THE EVENING DRAWING SCHOOLS.

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IN SCHOOL COMMITTEE, BOSTON, May 9, 1905.

The first move toward enlarging the scope of the work of the Evening Drawing Schools was taken by the Committee on Drawing in offering the order in the meeting of the School Committee on Feb. 28, 1899, "that the Superintendent be requested to consider and report, at an early date, upon the advisability of revising the course of study for Evening Drawing Schools." Few changes had been made up to this time in the character of the work, since the foundation of these schools. In the meeting of October 10, 1899, the Superintendent reported "that a revised course of study for evening drawing schools is now submitted to the School Board for such action as may be deemed best."

The next step forward by this Committee was taken in November, 1900, by offering the order, "that the Committee on Drawing are hereby authorized to hold one or more conferences with the representatives of organized labor for the purpose of formulating such plans with regard to the conduct of the Free Evening Industrial Drawing Schools as will make them of more value to the industrial interests of the city." Among other things which resulted from these discussions was the decision upon the part of this Committee to broaden the course by devoting more attention to the subject of applied design. Up to this time design had been taught



as a part of the regular free-hand course, and it consequently failed to receive the attention which was its due. The Committee therefore offered an order in the meeting of the School Committee on Nov. 13, 1900, that authority be granted to "announce a special class for the study of design as related to industry, to meet in the rooms of the Warren-avenue Evening Drawing School or in the Art Reference Room of the Public Library, on the evenings of Tuesday, Thursday and Saturday." Thus was established the School of Design.

In October, 1901, after investigating carefully the difficulties experienced by industrial workers in obtaining access to the grade of work they desired, the Committee offered certain amendments to the rules of these schools, and announced that "students will be admitted to such classes as their qualifications will permit."

In September, 1902, this Committee presented a report upon the work of these schools, and illustrated the courses with certain well chosen examples of students' work. This report also contained a second revised course of study, which has been so great a success during these last few years. A way had now been opened for the industrial student to secure the training he desired, and means provided by which such students could readily find their level of attainment in such classes as they might desire to attend. Better quarters for these schools now engaged the attention of this Committee.

During these changes in the course of study there had been considerable friction from one source or another arising from the quarters in which these schools were located. Petitions had been received from citizens regarding the unsatisfactory conditions in certain of these schools, and it was well known that other schools were most uneconomically housed in rented quarters. In order to secure light upon this subject before recommending any action, the Committee requested and received the following report from the Director of Drawing upon the problems of industrial art education as applied to these schools.

## REPORT

OF

JAMES FREDERICK HOPKINS, DIRECTOR OF DRAWING.

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*To the Committee on Drawing,*

Dr. JAMES A. McDONALD, *Chairman :*

GENTLEMEN, — In accordance with the request of your Committee made January, 1904, for data upon the work of the Evening Drawing Schools — their needs, and possibilities of extension in the light of successful accomplishment in other cities — I submit the following illustrative and descriptive data. In order to properly present the details of a somewhat extended and varied inquiry, the matter is arranged under the following heads :

### I. THE EVENING DRAWING SCHOOLS.

- (a) Establishment and Purpose; (b) Location of Schools; Class-room Arrangements; Teaching Staff; and Enrollment of Pupils.

### II. COURSE OF STUDY.

- (a) Reorganization of the Evening Drawing Schools; Course of Study; (b) Increased Attendance Due to Enlarged Opportunities.

### III. STUDENTS OF THE EVENING DRAWING SCHOOLS.

- (a) Occupations Represented; (b) Why Students Come to These Schools; (c) Life Successes of the Graduates.

### IV. EXTENSION OF INDUSTRIAL TRAINING.

- (a) Initial Steps Toward Extension of These Schools; (b) Enlargement of Courses Will Have Broad Public Support; The Time Ripe for the Movement.



V. HOW BOSTON HAS ESTABLISHED SCHOOLS TO TRAIN FOR SPECIAL WALKS OF LIFE.

- (a) Foundation of the Public Latin School; (b) Establishment of the English High School; (c) The Building of the Mechanic Arts High School; (d) Boston's Opportunity to Offer Training for Applied Arts.

VI. A STUDY OF DAY SCHOOL CONDITIONS.

- (a) What Becomes of Our Grammar and High School Graduates; (b) Loss of Pupils as a Class Passes Through all Grades; (c) Where Those Taking Work Certificates Seek Employment.

VII. WHAT GREAT BRITAIN HAS DONE FOR INDUSTRIAL ART EDUCATION.

- (a) Establishment of Industrial Art Schools; (b) Wide Influence of the "South Kensington" Organization; (c) What Manchester, England, Does for Industrial Education; (d) Interesting Comparisons With Boston's Expenditures.

VIII. DOES APPLIED ART TRAINING PAY?

- (a) Experiments in Day and Evening Class-rooms; (b) Shall We Make Cheap Pottery or Art Products of the Kiln? (c) Contrasts in the Increment of Value in Wrought Iron; (d) The Southern Weaver, The Skilled New England Weaver, The Weaver of the Art Product; (e) The Hope of New England Lies in Training her Skilled Laborers for Artistic Artisanship.

IX. RECAPITULATIONS AND CONCLUSIONS.

## I. THE EVENING DRAWING SCHOOLS.

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### (a) ESTABLISHMENT AND PURPOSE.

The Evening Drawing Schools are one of the results of the following Act of the Legislature of 1870 :

*Be it enacted, etc., as follows :*

SECTION 1. The first section of chapter 38 of the General Statutes is hereby amended so as to include drawing among the branches of learning which are, by said section, required to be taught in the public schools.

SECT. 2. Any city or town may, and every city and town having more than 10,000 inhabitants shall, annually make provision for giving instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

SECT. 3. This act shall take effect upon its passage.

[*Approved, May 16, 1870.*]

“Under this act it will be necessary for us to adopt some plan of instruction not included in the regular course of our schools,” reported the Committee on Drawing, July 12, 1870. “We would recommend therefore that the requirements of the statute be met by establishing three evening drawing schools in convenient parts of the city, where drawing only is taught, and where the large number of young men whose employment prevents their attendance at the day schools may obtain what they so much need, and are so anxious to receive.”

From the Annual Report of the Standing Committee on Drawing (1870-71) we learn that registration for these schools commenced November 28, 1870 ; that over one thou-

sand pupils applied for instruction, and that the first of these schools opened in certain rooms of the Institute of Technology on December 6, 1870. Thus began the interesting story of the good work of these schools, partial notes upon which are later recorded in these pages.

In the Annual Report of 1872-73, the Committee on Drawing called especial attention to the good work accomplished, "as it warrants the reasonable hope that Massachusetts will eventually take a high stand among her sister States through the application of Art to Industry. Those who believe that it is only through such means that she can, in the future, retain her hitherto undisputed position as a leading manufacturing State, will rejoice at these . . . proofs of native aptitude for original design." Thus, at the period of the foundation of these schools, the purpose of the foundation was clearly defined. It makes one wish as we read those reports, noting the use of rooms in the infant Institute of Technology, reading the suggestions of what might be done in connection with a new Art Museum, that some far-sighted educator might have then made provision for a worthy permanent home for these schools; for the only restrictions upon their growth during these three decades have been those of hampering quarters and lack of permanency in a definite home.



EAST BOSTON EVENING DRAWING SCHOOL. (Old High School-house.)

(b) LOCATION OF SCHOOLS; CLASS-ROOM ARRANGEMENTS; TEACHING STAFF; AND ENROLLMENT OF PUPILS.

The Evening Drawing Schools maintained by the City of Boston are six in number. These schools are free, all materials are furnished, and the instruction is planned to fit the needs of those who desire to study drawing and design as an aid in their daily occupation. Their locations, class-room arrangements, teaching staff, and enrollment of pupils are as follows:

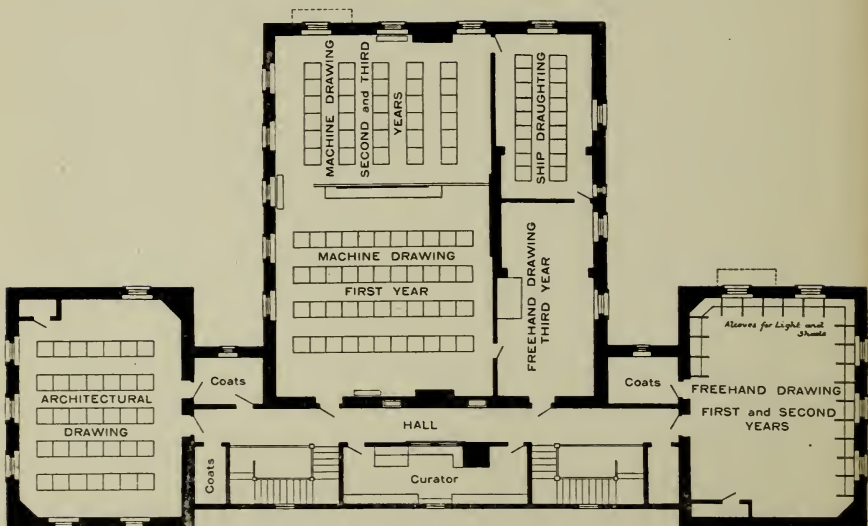
The \* East Boston Evening Drawing School is located on the top floor of the Old High School-house, corner of Meridian and Paris streets, East Boston. The school occupies

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\* Credit for the photographs of the five buildings in which the Evening Drawing Schools are located is due to Mr. George Jepson, Master of the Columbus-avenue Evening Drawing School, who took these photographs for this Report during the Convention of the National Educational Association in 1903.

at present four rooms upon this floor; a fifth room, which is badly needed, being temporarily assigned to the use of day pupils in the Lyman School District. With the erection of the new building for these day pupils this room will doubtless be returned to the evening school. The school employs a principal, five assistant teachers, and a curator. This building is centrally located, upon car lines from all portions of the East Boston District, is over the East Boston Branch of the Public Library, is in a city building, therefore free from rent, and when rearranged once more in accordance with the \* plan here reproduced will make a very desirable home for this important school.

One hundred and thirty-five (135) pupils were enrolled in this school during the term of 1903-04.



PLAN OF THE EAST BOSTON EVENING DRAWING SCHOOL.

\* Acknowledgments are due to Mr. Albert L. Ware, Principal of the Charlestown Evening Drawing School, for the preparation of the plans of the six Evening Drawing Schools.





PLAN OF THE CHARLESTOWN EVENING DRAWING SCHOOL.



CHARLESTOWN EVENING DRAWING SCHOOL. (Old City Hall Building.)



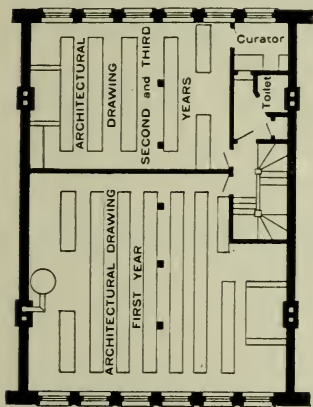
The Charlestown Evening Drawing School is located in the old City Hall, City square, Charlestown. It occupies five rooms upon the third floor, and a sixth room is available should this school need further extension. The school employs a principal, five assistant teachers, and a curator. This building, like that of the East Boston School, is centrally located, is opposite a station of the "Elevated," is over the Charlestown Branch of the Public Library, is in a city building and therefore free from rent, and with slight rearrangements of the plan here reproduced, and the installation of electric lighting and certain locker and storage arrangements, would make a most satisfactory home for a rapidly growing school.

Two hundred and fourteen (214) pupils were enrolled in this school during the term of 1903-04.

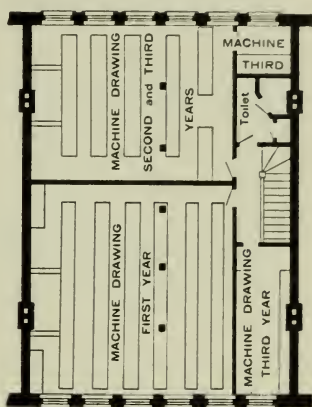


COLUMBUS AVENUE EVENING DRAWING SCHOOL.

The Columbus-avenue School is located in rented quarters at 147 Columbus avenue, occupying four rooms on the third and fourth floors of a building\* which should never have been taken for school purposes. The school employs a master, five assistant teachers, and a curator.



Third Floor.



Fourth Floor.

PLAN OF THE COLUMBUS AVENUE EVENING DRAWING SCHOOL.

Concerning this building, I can only call the attention of your committee to the statement of a former report:

“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 the Minutes of the School Committee for March 13, 1900, will be found a petition from artisan members of this school justly criticising these quarters.

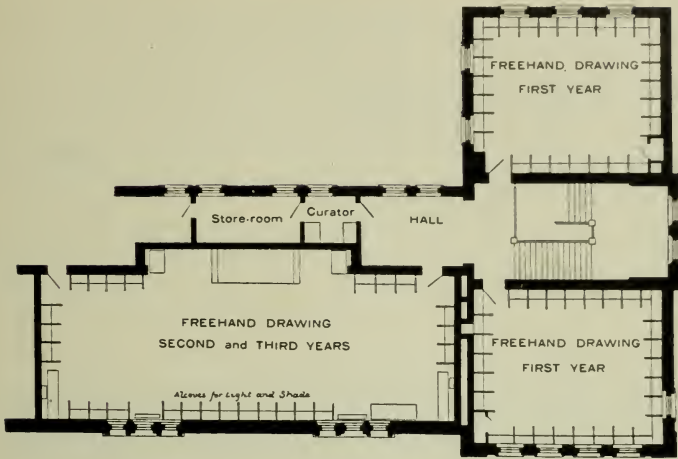
in this school. I have seen students' work representing much patient toil ruined by the drippings from a leaking roof. I have been ashamed to meet visiting teachers in this school, and have to apologize for location, ventilation, sanitary arrangements, and lighting."

To these statements might be added the facts that the stairs are narrow and are finished with "winders"; that the outer door opens inward; that the means of escape in case of fire are wholly inadequate and probably could not be reached in case of disaster; and that it is a common report in the school that gasoline in quantity is stored in the basement immediately under the stairs.

Two hundred and eighty-two (282) pupils were enrolled in this school during the term of 1903-04.



WARREN AVENUE EVENING DRAWING SCHOOL. (Public Latin School-house.)  
SCHOOL OF DESIGN.



PLAN OF THE WARREN AVENUE EVENING DRAWING SCHOOL.

The Warren Avenue Evening Drawing School is located on the top floor of the Public Latin School-house, on Warren avenue, near Dartmouth street. Three rooms upon this floor are occupied, and the classes in clay modeling are located in a room in the basement. The school employs a master, four assistant teachers, and a curator. The Warren-avenue School is housed in a city building, and is, therefore, free from the burden of rental, but it is a question how long it can use these rooms undisturbed. This school is worthy of better quarters, and could well become a part of a central school containing the present Columbus-avenue School, the School of Design, and the Roxbury School.

Two hundred and thirty-nine (239) pupils were enrolled during the term of 1903-04.

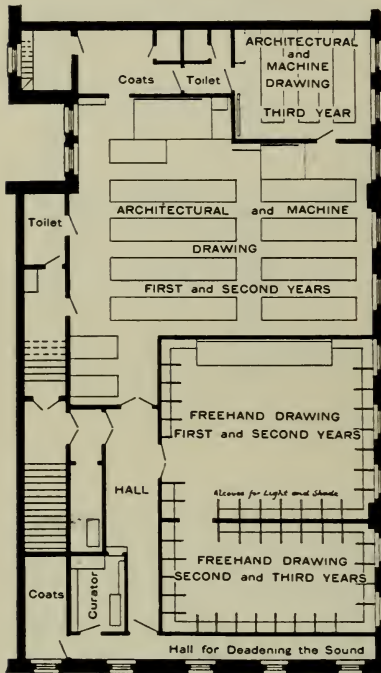
The School of Design occupies the rooms of the Warren Avenue Evening Drawing School on alternate nights and meets in the Art Reference Room of the Public Library on Friday evenings. A principal, one assistant teacher, and a curator are employed. What has been said about the



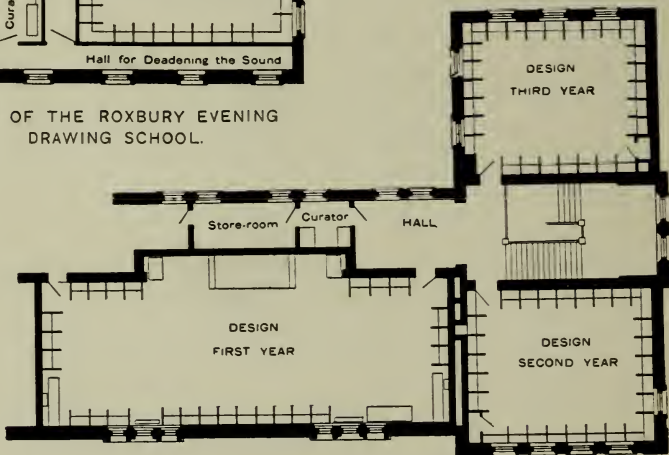
wisdom of considering other quarters for the Warren-avenue School applies equally well to this organization.

One hundred and twenty-one (121) pupils were enrolled in this school during the term of 1903-04.

The Roxbury Evening Drawing School is located in rented quarters, at 2307 Washington street, Roxbury, occupying four rooms on the second floor, opposite the "Elevated," with its attendant noise and disturbance. The school employs a principal, six assistant teachers, and a curator. This is a most important



PLAN OF THE ROXBURY EVENING DRAWING SCHOOL.



PLAN OF THE SCHOOL OF DESIGN.

school, in a district rapidly becoming the central area of the city. Its quarters, like those of the Columbus-avenue

School, are rented, and the amounts thus paid annually represent losses to the city without any future gain. A union of the Columbus-avenue and Warren-avenue Schools, the School of Design, and this Roxbury School is possible educationally. It would certainly be good policy from the standpoint of the financial investments of the city.

The Roxbury Evening Drawing School enrolled two hundred and eighty-two (282) pupils during the term of 1903-04.



ROXBURY EVENING DRAWING SCHOOL.





CHARCOAL STUDY FROM THE CAST.

Drawn by a pupil in the East Boston School.  
Reprinted from the Report of the Committee on  
Drawing. School Document No. 11, 1902.

## II. COURSE OF STUDY.

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### (a.) REORGANIZATION OF THE EVENING DRAWING SCHOOL; COURSE OF STUDY.

There had been comparatively few changes in the course of study pursued by these Evening Drawing Schools during the years previous to 1899. There were a certain number of specified subjects to be studied, and the student's progress in any subject was marked by the production of specified "certificate sheets." Each student was expected to commence at the beginning of a course and work steadily forward through routine exercises, which it must be admitted had grown in some instances a little out of harmony with the best current industrial art practice. Students came steadily to these courses, but in many instances the attendance fell rapidly as the term progressed, owing to the inability of students to become interested in phases of work which did not immediately touch their daily bread-winning occupations. Your Committee met this state of affairs very squarely in 1899 by requesting the Superintendent to report a revision of the course of study. This new outline of work practically abolished the idea of ranking a man upon the number of sheets accomplished, allowed a student to enter at once upon the desired grade of work for which he might be fitted, and in many ways placed the work upon a more satisfactory basis.

Three years later (1902) your Committee called for an entire reorganization of the work as well as a second revision of the course of study. The field of study covered by the Evening Drawing Schools was divided into six subjects. Freehand drawing was separated from design, the costume model was introduced into four schools, and the methods of

instruction were planned so as to be in thorough sympathy with the daily occupations of the students. Design, relieved from its entangling alliance with the freehand courses, began to develop in a way which was most promising. The work in clay-modeling broadened out to include modeling from the costume model and studies in metal and design, as well as along the old line studies of ornament. Mechanical, architectural drawing and ship draughting perhaps saw less modifications than the freehand courses, but greater freedom was introduced in these subjects and wider latitude given the teachers in their choice of problems.

A new course was introduced at this time by offering instruction in structural drawing. The extended use of steel construction in architectural and engineering projects requires a knowledge of this subject upon the part of the artisan and the draughtsman, and this new work, while as yet not extensively taken up, has been of much service.

A few details upon these modifications and the general conduct of these Evening Drawing Schools may not be amiss.

The term of the Evening Drawing Schools begins on the second Monday in October and continues for sixty-six working nights. These schools are open for the examination, registration, and classification of applicants for admission on the Monday, Wednesday, and Friday evenings immediately preceding the opening of the term, when an exhibition of the students' work is also on view. The sessions in all schools begin at half-past seven o'clock and close at half-past nine o'clock. Sessions in the Warren-avenue, Columbus-avenue, Charlestown, East Boston, and Roxbury Schools are held on Monday, Wednesday, and Friday evenings. Sessions of the School of Design are held on Tuesday, Thursday, and Friday evenings. The Friday evening sessions of the School of Design are held at the Boston Public Library.

No person is admitted under the age of fifteen years, or at any time other than the beginning of the term, except by

express permission of the principal of the school. Students are admitted to any First Year Class without examination. Students who can prove their ability to undertake advanced work are admitted to the Second or Third Year Classes. Ability to undertake work of advanced standing is determined by examination. All students are required to follow the course of study for the year and division to which they belong.

The School Committee reserves the right to select and retain as city property certain drawings from every student's work each year of the three years' course of instruction. These drawings are used for purposes of record and exhibition, and to display from time to time in the different classrooms as examples of students' work. Examples of students' work in modeling are also selected each year to be photographed or cast.

Certain evenings during each year of the course are devoted to examinations, which count a regular number of points toward the certificates or diplomas. Each first-year student who attains the required number of points in his class is entitled to a first-year certificate. Each student who attains the number of points representing the full two years' work, or its equivalent, is entitled to a second-year certificate. Each student who attains the number of points representing the full three years' work, or its equivalent, is granted the diploma of the Evening Drawing Schools.

#### FREEHAND DRAWING.

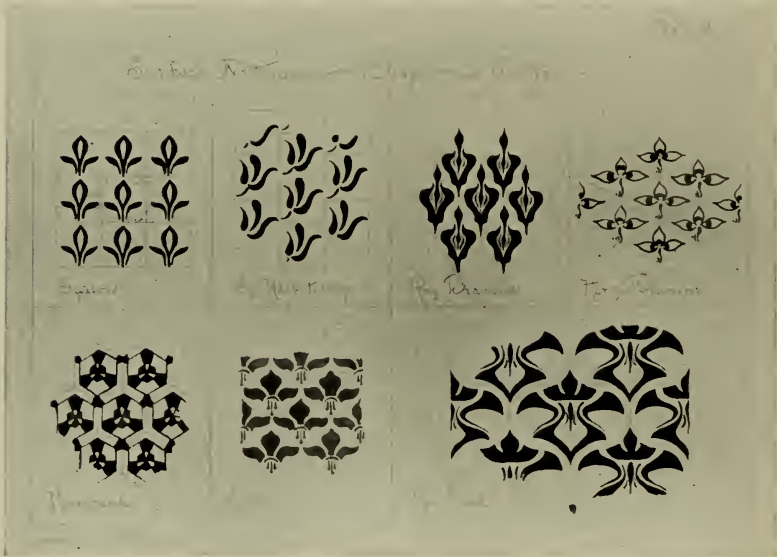
The courses in freehand drawing are carried on in the Warren-avenue, Charlestown, East Boston, and Roxbury Schools.

The course in freehand drawing covers three years' work, and aims to offer opportunities for thorough training and the development of power in quick sketching and illustration. It is a course which is of much value to the general student, of particular service to the photo-engraver, of assist-



ance to the advertiser, and has in recent years been in considerable request by those engaged in millinery and costume design.

The entering student is first taught the principles of free-hand perspective; the recognition and rendering of values; and is given practice in examples of simple composition. This is followed by the drawing of ornament, still life, or the



ELEMENTARY EXERCISE IN DESIGN.

Reprinted from a block used as a part of the exhibit of the Evening Drawing Schools at the Louisiana Purchase Exposition.

antique in light and shade in various mediums. Drawing from the costume model is then introduced, and opportunities are offered for the study of action poses in quick sketches; right methods of drawing the figure; and practice in the principles of elementary pictorial composition.

During the second year the pupil continues the study of composition and values, as illustrated in the studies of still life, and also works from the antique in light and shade. The larger part of this year, however, is spent in practice in

drawing from the costume model; and in preparing studies for costume and illustration, in various mediums.

Upon entering the third year the pupil undertakes a certain amount of more advanced composition and studies of values in still life. This is immediately followed by portrait study from the model in light and shade or color; extensive practice in drawing from the costume model; and the making of costume studies for illustration. Problems in different



STUDY IN DESIGN FOR INTERIOR DECORATION.

Reprinted from the Report of the Committee on Drawing. School Document No. 11, 1902.

mediums, charcoal, monochrome, colored chalks, and pen and ink for the different processes of reproduction are also undertaken.

#### DESIGN AND COMPOSITION.

The courses in Design and Composition are carried on in the School of Design, which occupies the rooms of the Warren-avenue School on Tuesday and Thursday evenings, and which meets in the Public Library for lectures and research on Friday evenings.





A STUDY IN CLAY MODELING.

By a pupil in the Warren-avenue School.  
Reprinted from the Report of the Committee on  
Drawing. School Document No. 11, 1902.

The course offers special training in the study of the principles of design and composition and technical methods in applied design. The three years' work is arranged to develop appreciation of the principles that govern good design and originality in their application to wall-paper, textiles, leaded glass, ceramics, furniture, ironwork, interior decoration, etc.

A feature of this course of design and composition is the opportunity which it offers to teachers to study the application of art instruction to manual training. Original designs applicable to whittling and bench work, for wood and leather carving, basketry and weaving are sought and studied. Modeling of simple ornamental and useful objects in wood or leather is undertaken, as well as the study of designs in metal.

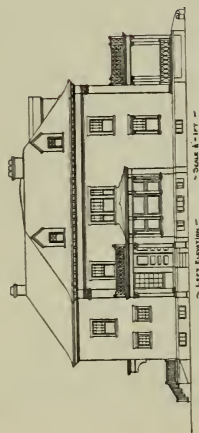
#### MODELING.

The important part which modeling plays in the applied arts has led to especial provision at the Warren-avenue School for the conduct of classes in this subject.

The course of study covers a period of three years, and like the other courses in these schools is so arranged that beginners as well as advanced workers may find interesting fields for helpful training.

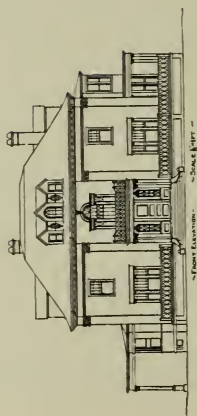
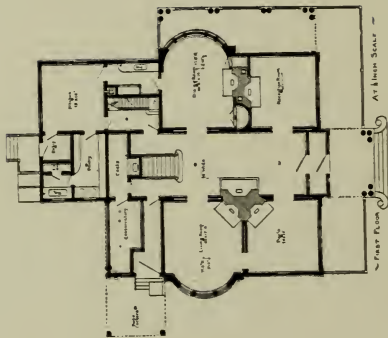
Three related divisions are offered. The first is planned for sculptors and stonecutters who desire to take up modeling to aid their profession, or to bring a greater feeling of plasticity into their work. A second division supplements the work of the freehand drawing classes, and offers opportunities to teachers and advanced students to study modeling. The third division is arranged to meet the needs of students of applied design.

All pupils model from the 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



Second Floor.

8th Scale.



PLANS AND ELEVATIONS OF A COLONIAL HOUSE.

Drawn from given data by a pupil of the Roxbury School.  
 Reprinted from a block used as a part of the exhibit of the Evening Drawing Schools at the Louisiana Purchase Exposition.

fountains, vases, clock-cases, ink-stands, tablets, and the like, which are of a character to be cast in metal.

#### ARCHITECTURAL DRAWING.

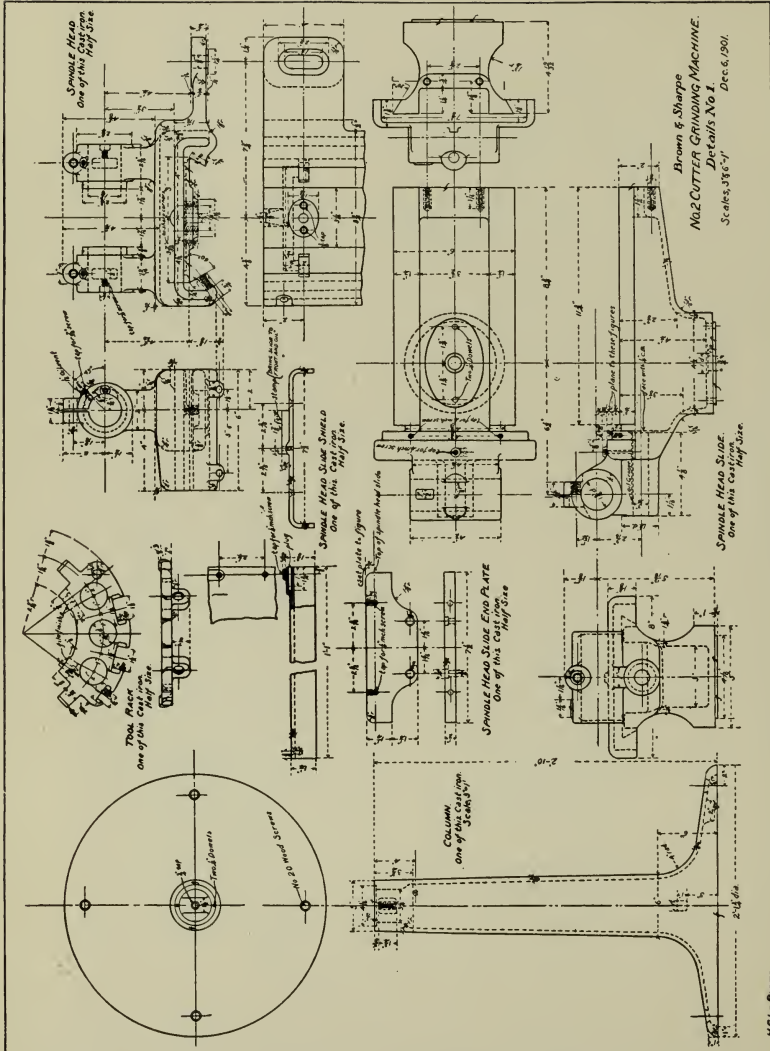
The courses in Architectural Drawing are carried on in the East Boston, Charlestown, Columbus Avenue, and Roxbury Schools.

The course in architectural drawing, covering a period of three years, 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.

The entering student is taught the making and reading of working drawings from simple models; the use of instruments, arrangement of views, obtaining sections, planning simple developments, dimensioning, and lettering. This is followed by the making of working drawings of architectural details, with a study of plans, elevations, framing details, and interior and exterior details of frame, brick, or stone construction.

During the second year the student interests himself in problems in descriptive geometry, in working out intersections and planning developments, particularly those which apply to architectural construction. Architectural perspective is studied during this year as well as proportions and details of doors, windows, balustrades, arches, arcades, and the various orders of architecture. The work of this year is concluded by the designing of some simple building, thus giving practice in elementary architectural design.

Upon returning for the third year's work the student is competent to undertake more advanced problems in descriptive geometry and the projection of shadows. He undertakes more ambitious projects in architectural design, working out problems in plans, elevations, and details of houses, some



Brown & Sharpe  
 No. 2 CUTTER GRINDING MACHINE  
 Details No. 1  
 Scale, 3/8" = 1"  
 Dec. 6, 1901.

DETAIL DRAWINGS OF A GRINDING MACHINE.

Sketched, measured, and drawn by a student of the  
 Charlestown School. Reprinted from the Report of the  
 Committee on Drawing. School Document No. 11, 1902.

HELM PHOTO.



of which have been erected under the supervision of our artisan students.

Students have undertaken an outline study of the history of architecture by a course of talks, readings, and the preparation of reports upon assigned topics. Such papers, illustrated by notes, sketches, and tracings, become of particular value to the student.

#### MACHINE DRAWING.

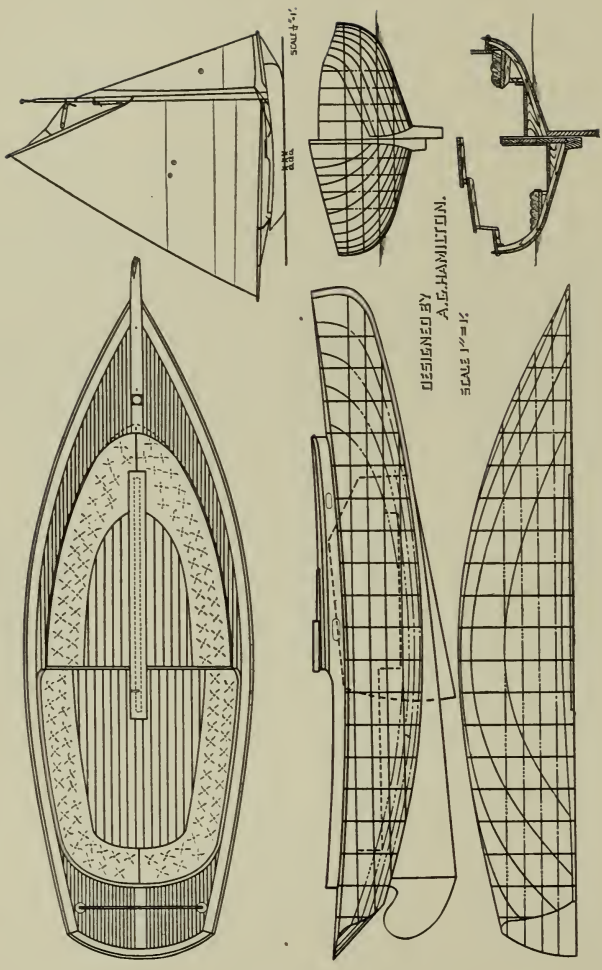
The courses in machine drawing like those in architectural drawing are carried on in the East Boston, Charlestown, Columbus-avenue, and Roxbury Schools.

The course in machine drawing, covering a period of three years, 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.

The entering student is taught the making and reading of working drawings from simple models; the use of instruments, arrangements of views, the obtaining of sections, planning simple developments, dimensioning, and lettering. Thus far the courses in machine and architectural drawing run parallel. Next the student undertakes the making of working drawings of machine details, following this by the valuable practice of making sketches and measurements of some machine, arranging upon the drawing board the details properly dimensioned and provided with finishing directions.

During the second year the student takes up problems in descriptive geometry, working out various intersections, and laying out developments, particularly those which apply to sheet-metal construction. The principles of crank, cam, and gear designs are touched upon during this year. Again the student carries out some machine from measurement, arranging for the proper delineation of details, dimensions.





SHIP DRAUGHTING.

An illustration of a Yacht designed by a student of the Charlestown School. Reprinted from a block used as a part of the exhibit of the Evening Drawing Schools at the Louisiana Purchase Exposition.

and finishing instructions. Tracing, lettering, and filing methods are also taught in this year.

Upon entering the third year the student is competent to undertake quite advanced problems in descriptive geometry and to master fairly intricate problems in intersections and development. He then advances to problems of machine design. Steam-engine, boiler, and dynamo construction is very much in evidence on the drawing boards of these third year students. Shop construction and arrangement is also undertaken by certain pupils well advanced on other subjects.

#### SHIP DRAUGHTING.

The courses in Ship Draughting are carried on in the Charlestown and the East Boston Schools.

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 classes in ship draughting and design. The course, which is three years long, 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.

The entering student is first taught the making and reading of working drawings from simple models. He is introduced to the elements of projections, the finding of the location of points and lines, and he also studies intersection of planes, finding of traces, and other subjects of elementary projection. During the early part of the first year he begins his practice in draughting a vessel. After receiving instruction in the use of special tools for this work, he is taught how to find the sheer, half-breadth, and body plans of a vessel, and methods are given him for correcting and harmonizing these systems of lines. He also studies in this year the proper ending of water-lines, learns how to locate stations, and finds sections and diagonals.

During the second year the student learns to draught the complete plans of two kinds of vessels. First he sees the lines of a sailing vessel grow under his hand and follows the drawing of the hull, spar, and sail plans, until he knows the methods of the shipyard. This is followed by a project for a steel vessel propelled by steam. This is also carried through hull construction and details until the pupil is familiar with modern methods of marine steel construction.

Upon entering the third year the student is competent to take given dimensions, details of displacement, etc., and design a sailing vessel of wood or steel. He calculates the position of the centers of buoyancy, the height of transverse center and metacenter, the centers of lateral resistance, and the position of the center of effort of sails.

#### STRUCTURAL DRAWING.

Courses in Structural Drawing are arranged in the Charlestown and Roxbury Schools.

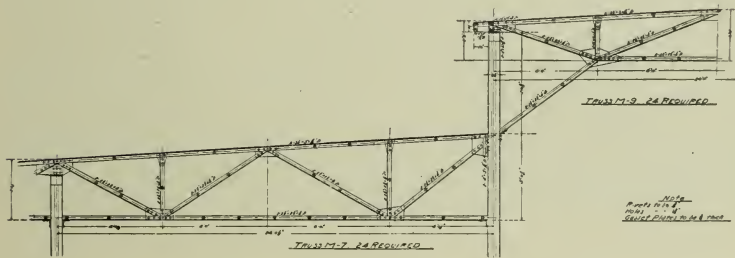
The extended use of steel construction in architectural and engineering projects requires a knowledge of this subject upon the part of the artisan and draughtsman.

The following course of study is offered in this subject:

*First Year.* — Making working drawings of simple models. Use of instruments. Views, sections, developments, dimensions, and lettering. Working drawings of structural details. Detail drawings of floor framing for an office building. Use of steel handbook, tracing, lettering, filing methods, and preparing bills of material.

*Second Year.* — Problems in descriptive geometry. Intersections and developments. Strength of materials and design of riveted joints, gusset and splice-plates, and bearing surfaces. Detail drawings of trusses, columns, or girders of more complex type. Methods of shopwork, template making, inspection and erection.

*Third Year.* — Advanced problems in descriptive geometry. Roofs, valley and hip intersections, etc. Strength of materials; tension, compression, bending moment and shear. Stress diagrams for dead, wind, and snow loads on roof trusses. Design and detail drawings of one of the following structures: Roof of a power-house, with bracing, tie-rods and anchorage. Steel mill building. Simple riveted or pin connected bridge. Shop marking and construction lists. Taking off quantities for estimates of cost.



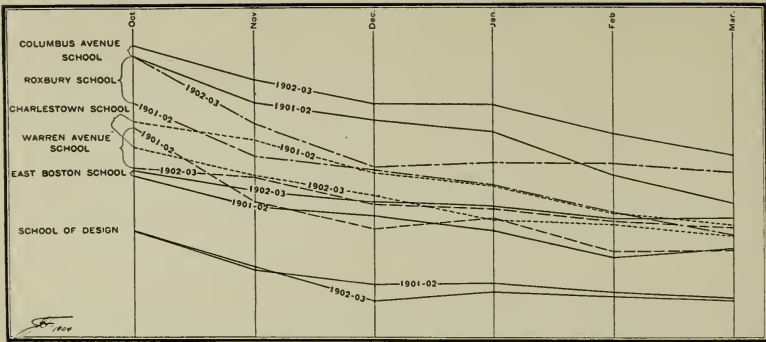


DIAGRAM SHOWING ENROLLMENT IN THE SIX SCHOOLS DURING 1901-02 AND 1902-03.

This diagram is compiled from the reports of attendance furnished the Superintendent's office. Different lines are given to different schools. Thus, Columbus-avenue School is shown in full line, Roxbury School in long and short dash line, Charlestown School in short dash line, etc. It will be noted that the season of 1902-03 marked the lowest local interest in the Charlestown School as well as the School of Design. Both schools have since been built up remarkably under the influence of the new Course of Study.

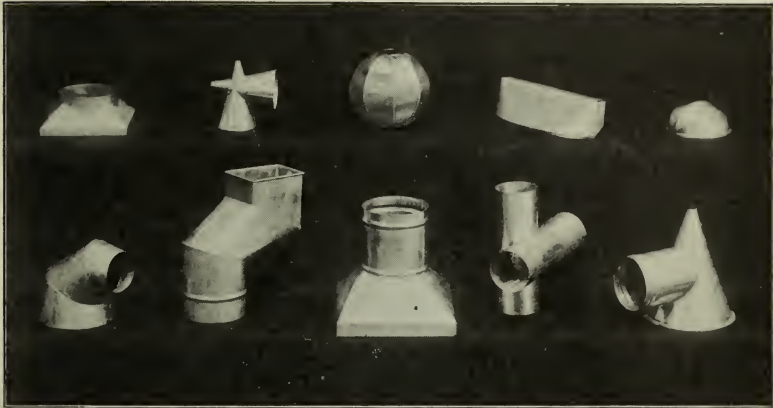
(b) INCREASED ATTENDANCE DUE TO ENLARGED OPPORTUNITIES.

Immediately following the introduction of this new course of study the enrollment of all schools increased. As soon as it became generally known that wider opportunities were being offered in these schools, the students came in larger volume and the enrollment in all schools for 1902-03 was far ahead of that of the preceding year. Particularly was this true in the classes of those schools offering freehand instruction, for here the costume model had been introduced and wide interest aroused. When the Christmas season came, with the attendant evening work of many of our pupils, it was interesting to note the hold of the new work upon these students. In only two schools did the attendance drop to as low a point as the corresponding attendance of the previous winter. In all others it was considerably ahead. The marked approval of the new course of study came, however, in the season after the holidays. It is customary for the



attendance to increase somewhat in January, and then to fall off steadily until the end of the year. In 1902-03, however, registration was constant in the second half of the term, and the attendance did not fall off as it had been doing so steadily during the previous decades. These two features, new pupils in the second half-year and more constant attendance upon the part of all pupils, were silent witnesses of the wisdom of your Committee in broadening this work.

Equal enthusiasm and appreciation of opportunities would come from the opening of courses for which we now lack room and equipment.

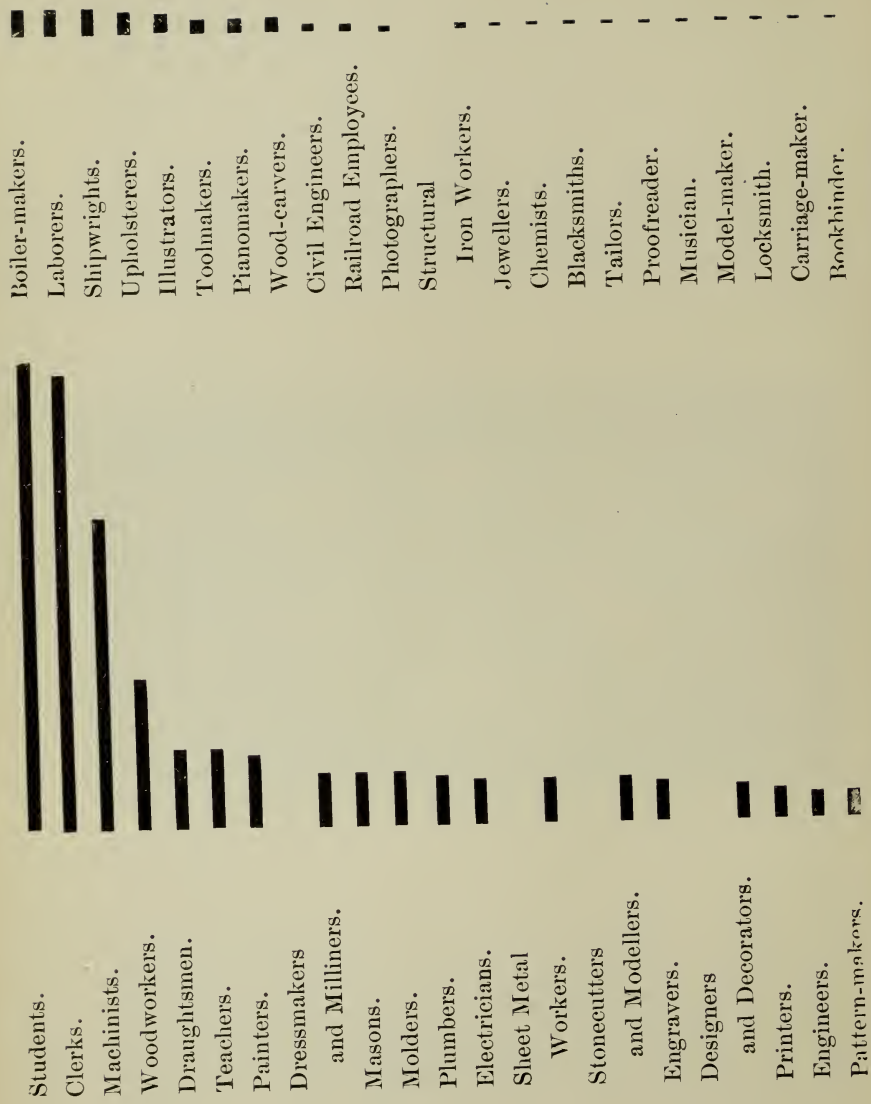


THE HELP THESE EVENING DRAWING SCHOOLS GAVE AN EXPERT TINSMITH.

You asked me to obtain some facts relating to Mr. ———'s education before he attended the evening drawing school. Mr. ——— is a very modest man and somewhat reticent about such matters, but he stated that he was born in England about forty-seven years ago, entered a tinsmith's shop when a mere boy, became discouraged after a few months' employment there, and apprenticed himself to a master bricklayer. After learning this trade he went back to tinsmithing again, and about eighteen years ago connected himself with the concern by which he is now employed. The special benefit he has gained by the work he has taken up with us in the evening school is that he is able to plan for new problems, to drop mere "rules of thumb," and lay out his work in a more understanding way, and to save large amounts of time and material.

[From a letter to the Director of Drawing.]





(a) CHART SHOWING THE TRADES REPRESENTED IN THE EVENING DRAWING SCHOOLS.

Reprinted from the Report of the Committee on Drawing. School Document No. 11, 1902.

### III. STUDENTS OF THE EVENING DRAWING SCHOOLS.

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#### \* (b) WHY STUDENTS COME TO STUDY WITH US.

Early this season (1903-04) this request was presented to each of the thousand pupils in the six evening drawing schools:

“Give your reason for coming to this school, and what you intend to do with the knowledge gained here.”

The replies easily group themselves under related interests and similar aims. A few of these statements follow:

“Drawing is required in my business.”

“To learn to read drawings.”

“To help me in learning my trade.”

“In order that I might be worthy of a higher position, and consequently command more salary.”

“To fill a more responsible position.”

“To equip myself more fully for a position offered me.”

“So I might have the knowledge to be a foreman.”

“To make myself worth more with what I learn here.”

“So I can be able to plan for a building on our vacant real estate holdings.”

“To improve my chances as a bricklayer.”

“To learn to read house plans.”

“To aid me in estimating upon my buildings.”

“To figure details and estimates.”

“Because I wanted a technical education and could not afford to pay for it.”

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\* For notes on (a) Occupations Represented, see opposite page.

“Because my shopmates told me this was the best school in Boston.”

“As apprentices we are not taught anything by the journeymen. On the contrary, they keep their secrets well guarded, and we have to be ever on the alert to find out anything concerning our trade.” [Statement of a lad as to reason of entering.]

In order to test the earnestness of the students this request was also offered :

“What do you intend to do with the knowledge gained here?”

The replies were uniform in the hope of utilizing the training in chosen fields of labor, but varied somewhat in application to details. Only a few of these answers are quoted, but they serve to show the spirit that is in these men :

“To earn my living.”

“To go higher.”

“To start in business for myself.”

“To be a superintendent of a shop.”

“To become a first-class textile designer.”

“To take over my father’s business.”

“To enter Technology.”

“To enter the Art Museum Schools.”

“To enter the Normal Art School.”

(c) LIFE SUCCESSES OF EVENING DRAWING SCHOOL STUDENTS.

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Recently the instructing corps was asked to recall students who had succeeded in their work and who have utilized their knowledge to their financial advantage. A hasty reading of this partial list should give an answer to the questions, "Have These Schools Done Good Work?" and "Are They Worthy of Support in Their Extension?"

"I know of one young man who got his start in the evening drawing schools, and whose whole life has been changed by its influence. Through the knowledge acquired there he gained a position as draughtsman. He then went to Paris and passed the examinations to the *École des Beaux Arts*.

"Since his return to America he has been instructor in one of the largest technical schools, and I trust a source of inspiration to others, who in their turn will pass the good work along." [Personal testimony of an instructor in the Massachusetts Institute of Technology, himself a graduate of our schools.]

The following well-known artists, architects, designers, and teachers have at one time or another been students in the Warren-avenue School :

Thulstrup, noted illustrator; Christian Roos, head designer for a New York wall paper concern; Albert H. Munsell, senior teacher Massachusetts Normal Art School; Robert Vonnoh, portrait painter; Child Hassam, artist and illustrator; Leslie Miller, Director, School of Industrial Art, Philadelphia; C. Howard Walker, noted architect and teacher; Ralph Cluken, head artist of Forbes Lithograph Company; Joseph Stewart, designer; Joseph Frizzell, Brookline Manual Training School; Eliot

Keene, art editor of Household Magazine; A. C. Spencer, head draughtsman for United Shoe Machine Company; Flora McDonald, leaded glass worker.

Reminiscent notes from the Roxbury School:

Cummings, a carpenter. "He obtained backing for an education, went to Dean Academy and Harvard University."

Cooper, a carpenter, "a material man, earning a bare living for his family"; now has "a good job (interior fitting from drawings) at good pay, and steady work."

Harvey, draughtsman, "\$10 per week; now earns \$15."

Driscoll, office boy; "tried to help himself by course in correspondence school; entered our second year course; did not get pay enough to keep soul and body together; now has fair pay and congenial work; when work is slack everyone in office is dropped but him; he runs office until work is abundant again."

Meyer, "started as office boy; now able to keep his position during good and bad times."

Gramer, "45 years of age; occurred to him there should be some way of finding true shapes of irregular sections other than the expensive methods of his firm; gained his knowledge in our school; his ability to find true sizes and shapes of irregular surfaces has saved his firm a great deal of money and placed him in charge of a department with big raise in pay; his ability to do this work the most gratifying thing he had ever accomplished; looked upon as a 'wizard' by employers and employees, who, since they did not know his methods, considered him indispensable."

Heil, artist, illustrator, and teacher.

Hutchinson, fitted for Lawrence Scientific School — Architect.

Rose, Teacher of Freehand Drawing and Design, Rhode Island School of Design and Manual Training High School, Providence.

Newnham, "an architectural apprentice; by persistent efforts he has now pushed forward to full charge of the office."

Nordland, "now occupying an important position in a decorative establishment in Philadelphia."

Zotto, ornamental sculptor; "now earning a good salary."



Miss Butler. "We secured a position for her to design for a manufacturer in the city; is giving good satisfaction, and has had her salary raised twice in one year."

— — —, "a draughtsman in a furniture plant; later he went to the Institute of Technology, and after that obtained a position as manual training teacher in a western city."

"One student entered the mechanical course; stirred up his interest in scientific work and caused him to give up his position in mercantile life to enter Institute of Technology, from which he graduated."

"Carpenters who have attended the school have said that they learned that which has enabled them to give up working by the day for others and to go into business on their own account."

#### Notes from the East Boston School :

Graham, Litchfield, partners in stair building; prominent business men. Lewis, draughtsman for Lockwood Manufacturing Company. Wiley, engineer and draughtsman, Boston Tow Boat Company. George, artist, designer, teacher in Massachusetts Normal Art School and Lowell Textile School.

#### Notes from the Columbus-avenue School :

"One of the most striking points concerning these evening schools is that at the present time there are connected with the school corps of teachers several successful instructors, who commenced as students in the schools. One who did teach up to a few months ago left the service because he became too busy with his daily work, having charge of one of the largest drawing offices (United Shoe Machine Company) in the country."

Greenleaf, successful architect.

Hodgdon, successful architect.

"The evening drawing schools are a god-send to young men."

[From a letter of a former student.]

Donahue, a present student. "He is an apprentice in a stone-yard where quite a deal of contract work is prepared from drawings. This young man has been put in charge of 'laying-out' work from drawings, a task for which our course distinctly fitted him."



“One (now a successful architect) was formerly a clerk in the smallware department of a department dry goods store, and designed and superintended the building of several houses while still a clerk, doing the superintending early in the morning before his hours at the store.”

“I heard some time ago of a clerk losing his position and then taking up draughting at more money than he obtained for clerking, and his knowledge came solely from our evening drawing school courses.”

“Some students have sold the original plans they designed while with us for cash, and others have obtained the designing of simple cottages on the strength of their work in the drawing schools.”

“I can truthfully say, however, that with at least five years' faithful work in the evening schools anyone ought to be able to enter college.” [Letter of former student, now in Harvard University.]

“I began mechanical drawing in the Boston Evening Drawing Schools. I knew nothing of drawing. I was working as apprentice machinist for Whittier Machine Company, and have since become assistant foreman with this company. I would recommend the Evening Drawing Schools to anyone seeking promotion.” [Letter from a former student.]

“I was clerk in the office when I first attended the Evening Drawing School. I am now assistant foreman with the Whittier Machine Company. The knowledge gained was greatly responsible for my advancement to this position.”

“It gives me pleasure to say that one of the young men from our school has obtained a position under the United States civil service (competition with about 100 men), he having obtained the best of two positions offered, and goes to Manila on Tuesday next at a salary of \$1,600 as Refrigerating Engineer. [Letter from an instructor to the Director of Drawing.]

A few words from the Charlestown School :

Wight, “now superintendent of construction for prominent architectural firm. Salary \$1,500, and likely to go higher.”

Archer, “doubled his pay as a bookkeeper when he learned to read drawings.”

Houston, "had many improvements in his mind and needed drawing to assist in their development. Has trebled his salary since 1892."

Isele, "a blacksmith helper. Now proprietor. Success due to ability to handle drawings."

Raymond, a boy in surveyor's office. Now draughtsman at Navy Yard.

Greene, student of ship draughting. Now holds the highest position at Navy Yard possible for civilian grade.

McBride, "Got his start here. Since made rapid progress through the Glasgow and Cramps yard, and is now prominent as designer at Cramps. Says, 'I never would have done it but for Charlestown Evening Drawing School.'"

"The writer, then a fireman on a Fitchburg Railroad locomotive, attended this school in 1884. Appointed teacher of mechanical drawing in 1886. Now instructor of drawing in Rindge Manual Training School, Cambridge, and Principal of Somerville Evening Drawing Schools." [Letter of a Principal to the Director of Drawing.]

The Charlestown School mentions as some of its prominent graduates in ship-draughting eleven chief carpenters of the Navy Department; six chief and associate draughtsmen at various Navy Yards; draughtsmen and constructors in responsible positions at the Fore River Shipbuilding Works, Cramps Shipbuilding Company, Camden, N. J., Bath Iron Works, and Newport News Shipbuilding Company; McVey, the lamented Yachting Editor of the Boston Herald; George F. Lawley & Son, builders of the "Puritan" and other famous yachts.

Dreghom, a machinist, joined school simply to learn to read drawing, to enable him to do his daily work better; after first year decided the draughting room was better than the shop; entered as tracer; now full draughtsman at B. F. Sturtevant's Company.

Brown, a machinist, had an idea for a machine; entered school to learn how to draught it; planned, patented, and built the machine, which is so successful he must now give his whole time to the business it is building up for him.

Hurley, a mason working for himself; house plans were unknown quantities to him; all his estimates were either gues-

work or based on similar jobs previously completed. He has now left the small house jobs to which he was limited, and successfully estimates on anything. He is doing a school building now.

O'Connell, a journeyman wrought-iron worker, became expert and artistic; finally went into business for himself.

These four citizens represent men for whom the Evening Drawing Schools have offered opportunities to train to earn their own living — their art training came from this source alone :

“———, formerly a bookkeeper, obtained a position to make drawings for a publisher, with art department of a city newspaper, doing original and well-paid work.”

Robinson, a colored lad, studied drawing evenings; obtained position with firm making drawings for advertisements.

Chandler, on same kind of work.

Hoag, works on signs, transparencies, and posters.

#### Notes from School of Design (recently organized) :

“Can mention one boy of unprepossessing appearance; worked in a carpet factory; now by the benefit of his work with us has the gratifying result of designing patterns independently for two large houses.”

“Another pupil is designing patterns in a New York mill.”

“Another is designing for leaded glass in this city.”

“It is pleasant to know that almost all who attend are daily occupied in positions where designing directly benefits their work, and will in time help them to higher positions. I allude to dress-makers, furniture designers, engravers, illuminators, weavers and printers.” [Letter to the Director of Drawing.]

#### IV. EXTENSION OF INDUSTRIAL ART TRAINING.

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##### (a) SOME STEPS TAKEN TOWARD A FURTHER EXTENSION OF THE EVENING DRAWING SCHOOLS.

On the occasion of the closing exercises of the Evening Industrial Drawing Schools, held Thursday evening, April 2, 1903, Dr. James A. McDonald, chairman of the Committee on Drawing and senior member of the School Committee, commenting upon the good and thorough work which these schools are doing, touched upon the need of further extending the courses of study to include actual practice in applied art. Speaking of the necessities of these schools, he said :

“European cities devote large, handsome structures to industrial education, having found their value repaid many times over. Boston has nevertheless kept pace with them in the character of her industrial drawing courses, notwithstanding the narrow, inconvenient quarters provided, which are unworthy of a great city.

“We have found the funds for the proposed erection of the greatest medical school in the world, and should be able to, and I feel sure we can, raise enough for a school of applied arts second to none in the world. And I hope before another year to see the steps taken which will ultimately give us a structure wherein our evening art students will find a fitting and adequate home.”

In his annual report, presented to the School Committee May 26, 1903, the Superintendent of Schools said, in reviewing the history of these 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 freehand, 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.

“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 (see below).

“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.”

. The matter in the Report of the Director of Drawing, to which the Superintendent refers is as follows :

“I would recommend for your most careful consideration the question of housing the classes of all these schools, except Charlestown 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 com-



mensurate 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 representing 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 over 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.”



(b) THE EXTENSION OF COURSES OF THE EVENING DRAWING SCHOOLS WILL HAVE BROAD PUBLIC SUPPORT. THE TIME RIPE FOR THE MOVEMENT.

In so important a matter as a radical extension of the courses herein described we should move carefully and conservatively, and should be well assured of broad public support and sympathy. In order to sound the sentiment of our citizens in this regard a circular letter was prepared in the late spring of 1903. It was most heartily endorsed by the President of the School Committee, by the Chairman of your Committee on Drawing, and by the Superintendent of Schools before it was sent out to a selected list of thoughtful citizens. This mailing list, while not large, represented our strongest and best in many walks of life. It included those highest in the councils and honor of the State and city, pastors, social workers, business men, employers, labor representatives, art patrons, and educators. This letter, after stating something concerning the history and needs of our evening drawing schools, continued as follows :

“ Any extension of the course of study to provide for the actual application of the work of these evening schools in processes and crafts would have to be thoughtfully considered and assured of broad public moral support. To this end this letter is sent to you and certain other representative Bostonians in many walks of art, culture, and industrial life.

“ Such classes would become the goal of the many day students of our grammar and high schools who show unusual aptitude for creative art expression in these lower grade schools, but who now can only look forward to common occupations with low grade

remuneration. They would offer to artisans who now seek instruction in the badly hampered quarters of our evening schools better opportunities for advancement in their profession by the increment of applied art training.

“The aim would be entirely different from the courses of a trade school. Such classes could not interfere with the field of the Mechanic Arts High School, which is that of fitting for scientific schools or developing a broad rational training for executive or professional life. The province of such work would be different from that of the Massachusetts Normal Art School in its training of teachers; and widely different from the schools of the Museum of Fine Arts, which aim to give day instruction along the line of fine and applied arts to students of another grade.

“Such classes would have a field all their own, namely: To take the son and daughter of the humblest as well as most favored citizen and offer training leading to happy, contented industrial art life, affording remunerative return in contrast to the poorly paid, overcrowded occupations which are to-day unfortunately the lot of too many of our citizens.

“Such a scheme would ultimately include the application of designs in weaving and printing of carpets, hangings, and floor coverings, the manufacture of wall-paper, production of leaded glass, cutting of ornament and sculpture in stone, modeling for casts and terra-cotta, the production and decoration of pottery, artistic printing and bookbinding, work in metals, wrought iron, and leather, basketry, etc., etc. In short, to provide instruction in industrial design for all branches of applied arts suitable as a livelihood for New England men and women.

“Do you consider the time now ripe to begin a movement toward the establishment of such courses in connection with our evening industrial drawing schools? If so, would you be willing to give your moral support to the project, and to urge the establishment of such classes, provided means could be secured by endowment or appropriation to make such an undertaking practicable?

“I trust that this letter may be considered solely as a means to sound the amount of moral support that such an undertaking must have among our representative citizens. No use of any names in public prints is contemplated.”

Most encouraging responses (all of which are on file in this office) came from this inquiry, showing that public appreciation was assured the extension of this work, and that the time was ripe for its accomplishment. Quotations from a few of these letters will be interesting reading :

“ We are a State without raw materials. For our supremacy we must depend entirely upon the superior intelligence and skill of our citizens. Too much attention cannot be paid to the development of ideas and training that will make us able to compete successfully with those States that have the cotton and wool, the coal and the iron right at their doors.

“ I trust the effort may be accorded the hearty support of our public-spirited men, and of those who have assumed in particular the duty of the education of our youth.”

“ I am in full sympathy.”

“ While the advance in instruction in drawing made by the city and State since the first efforts were made has been very gratifying, it is evidently very necessary that that advance should be carried much further. I shall be glad to assist in any way toward carrying out plans so broad as those which you propose.”

“ I have read with much interest the prospectus of the Industrial School for which you are laboring to secure larger and better facilities for carrying forward this industrial work among the young men and women of our city, in order to fit them better for their life work. I heartily sympathize with this important matter.”

“ I am convinced that anything in reason that can be done to give to students greater opportunities for obtaining instruction in a technical education will always be of great benefit to them in later life.”

“ The demand for it has long been expected, and everyone familiar with the conditions will be glad to give both encouragement and support.”



“Such an institution would fill a place in the City of Boston long desired and needed. There is no institution where the children of the poorer classes can obtain the knowledge which would fit them to earn their livelihood in any of the great industrial arts. Colleges and institutions of science are open to those who can afford to attend, but the great masses, who have to begin early in life to earn their own living, would be greatly benefited by a School of Applied Arts.”

“Aside from commerce, New England can excel in the development of the higher branches of industrial products, and to compete with other sections her people must do better work than the mere utilities; these can be done by the million anywhere. I am heartily in favor of the plan.”

“I approve most cordially of the project, and I commend it to the authorities that will have the matter in charge. I favor heartily any plan that will bring into common use a practical knowledge of the different conditions of development as shown in industrial education. All such progress makes for a higher and a happier life.”

“I do approve this undertaking.”

“The plans embody much sense with enthusiasm, a combination that always brings results if it is possible to have any at all.

“More and more in New England, especially, must we take heed to the signs of the times and try to maintain an expert leadership which comes from skilled training in the arts and crafts.”

“Everything that possibly can be done for our evening classes ought to have hearty support. It is help extended to those who are making an effort to better themselves against odds, and they deserve the encouragement which comes from good conditions.”

“I give my support to the project for the extension of the course of study in industrial design in our evening schools. I readily see how it can be made the means of great good to young men and women by preparing them for a greater variety of industries in the various branches of applied arts.”

“ You know how deep is my interest in any endeavor that will bring to graduates of grammar schools any form of systematized work that will eventuate in a profitable occupation. For years I have watched my graduates go forth with no openings that would satisfy their desire for getting on in the world. It has become a pitiful spectacle to observe them blundering about, not knowing where to go nor what to do, but seeking some sort of work that would respond to their aptitudes. The path has been worn pretty smooth that led to the department stores, deplorable and heart-breaking the journey thereon. I applaud any endeavor that will open up a new field of work for the girls and boys that are set free at the school-leaving age. The time is ripe for the movement.”

“ I think well of the plan.”

“ The matter has my hearty approval.”

“ I am warmly in sympathy with the purport of your circular as to the development of an evening school of applied art.”

“ Most assuredly they (the evening drawing schools) are worthy the moral support of every citizen who hopes for the continued prosperity of New England.

“ Our only hope lies in the superiority of our industrials, and our educational facilities must equal if not surpass those of the old world in every branch related to mechanical production.

“ The persons who attend the evening schools leave no doubt of their earnest desire to obtain an education, and any influence which manufacturers may be able to wield in aid of industrial education should be exerted.”



BOSTON THE  
NEW SETTLE  
MENT ESTAB  
LISHES THE  
LATIN SCHOOL  
TO TRAIN FOR  
PROFESSIONAL  
LIFE



1835

BOSTON THE  
MARITIME  
TOWN ESTAB  
LISHES THE  
ENGLISH HIGH SCHOOL  
TO TRAIN FOR  
COMMERCIAL  
LIFE



1820

BOSTON THE  
INDUSTRIAL  
CITY ESTAB  
LISHES THE  
MECHANIC ARTS  
HIGH SCHOOL  
TO TRAIN FOR  
MECHANICAL  
OR SCIENTIFIC  
PURSUITS

*John W. Alden*

BOSTON THE  
METROPOLIS  
OF NEW ENGLAND  
ISOLATED FROM THE  
MINES, COTTON FIELDS  
AND CENTERS OF RAW  
MATERIAL  
SHOULD UNITE  
AND EXTEND THE  
FREE EVENING DRAWING SCHOOLS  
TO TRAIN FOR  
REMUNERATIVE  
EMPLOYMENT IN  
APPLIED ARTS



1893

EDUCATIONAL GROWTH OF BOSTON.

Chart showing (1) the Increase in Area of the City of Boston, (2) the Establishment of the Public Latin School, the English High School, and the Mechanic Arts High School, (3) the Purposes of these Establishments, and (4) the Opportunity of Boston, as the Metropolis of New England, to Move In Industrial Art Training.

## V. HOW BOSTON HAS ESTABLISHED SCHOOLS TO TRAIN FOR SPECIAL WALKS OF LIFE.

### (b) FOUNDATION OF THE PUBLIC LATIN SCHOOL.

“On the 13<sup>th</sup> of the second moneth, 1635 . . . Att a Generall meeting upon publike notice . . . it was . . . generally agreed upon that our brother Philemon Pormort shall be intreated to become scholemaster for the teaching and nourtering of children with us.”

Thus reads the quotation from the Town Records, and thus came into existence, on “the street going up to Elder James Penn’s” (School Street), the oldest school in the



PUBLIC LATIN SCHOOL.

Reprinted from a Handbook of the School Exhibits at the Boston Convention of the National Educational Association, 1903.

Boston expended upon this school in the year ending Jan. 31, 1905, at least \$73,150 in preparing 563 boys (average attendance) for professional life.

United States with a continuous existence. One year, therefore, before the foundation of Harvard College, and more than three years before that institution was opened, the new settlement of Boston prepared to undertake the training of her youth for professional life. From the start it was a school for higher instruction, a school especially for Latin and Greek. It was called "The Free Schoole," "The Free Grammar School," and "The Free Latin Schoole," and it received its support from the town.

Thus the ministers, lawyers, and doctors of that early day were partially prepared at least for their professional life at public expense, and thus through all the long and successful years of this school's history it has been the proud thought of many a Boston professional man that he was prepared for college at the free "Public Latin School."

#### (b) ESTABLISHMENT OF ENGLISH HIGH SCHOOL.

At the close of the war of 1812, with England, the merchant adventurers of Massachusetts found themselves with more privateers upon their hands than they knew how to manage to the best advantage. How best to employ the energies of more than one lively crew must have taxed the resources of the owners to the utmost. The question was partially settled by sending these vessels upon voyages to hitherto unknown trading areas, and thus was built up the commercial supremacy of New England. Boston grew rapidly as a great maritime centre, and the life of trade and commerce began to be of much concern in the commercial town. In addition to the Latin School, already a time-honored institution, and widely known as the leading school among those which fitted boys for the university, the system of public instruction in Boston consisted, at that time, of the intermediate or English grammar schools, and the primary schools which had been established only three years



ENGLISH HIGH SCHOOL.

Boston expended upon this school in the year ending Jan. 31, 1905, at least \$101,650 in preparing 884 boys (average attendance) for industrial and commercial life and for higher institutions.

before. The importance of providing a school of higher grade, which should offer to the youth of the town not intending to enter college the opportunity for pursuing an advanced course of study, had come to be recognized by the School Committee. Early in the year 1820 a committee, headed by a prominent merchant, reported that a new school be established to be known as the English Classical School. "The mode of education now adopted," said this committee, "and the branches of knowledge that are taught at our English grammar schools are not sufficiently extensive . . . to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. A parent who wishes to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or

mechanical, is under the necessity of giving him a different education from any which our public schools can furnish."

\* This report was adopted in School Committee, and in the winter of 1821 the citizens voted in Town Meeting to establish the English Classical School, now the English High School.



MECHANIC ARTS HIGH SCHOOL.

Reprinted from a Handbook of the School Exhibits at the Boston Convention of the National Educational Association, 1903.

Boston expended upon this most complete equipment in the year ending Jan. 31, 1903, at least \$77,650 in preparing 706 boys (average attendance) for mechanical or scientific pursuits.

During the whole period of the history of this school it has had an unbroken record as an institution of sound learning and usefulness, accomplishing in full measure the end for which in the wisdom of its founders it was designed, and sending out into active commercial and industrial life thousands of young men of broad training and noble purpose.

Thus the maritime town planned to train its lads at public expense for commercial or industrial life.

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\* The diagram on page 54 gives the date of the action of the School Committee rather than that of the action of the Town Meeting.



(c) THE BUILDING OF THE MECHANIC ARTS  
HIGH SCHOOL.

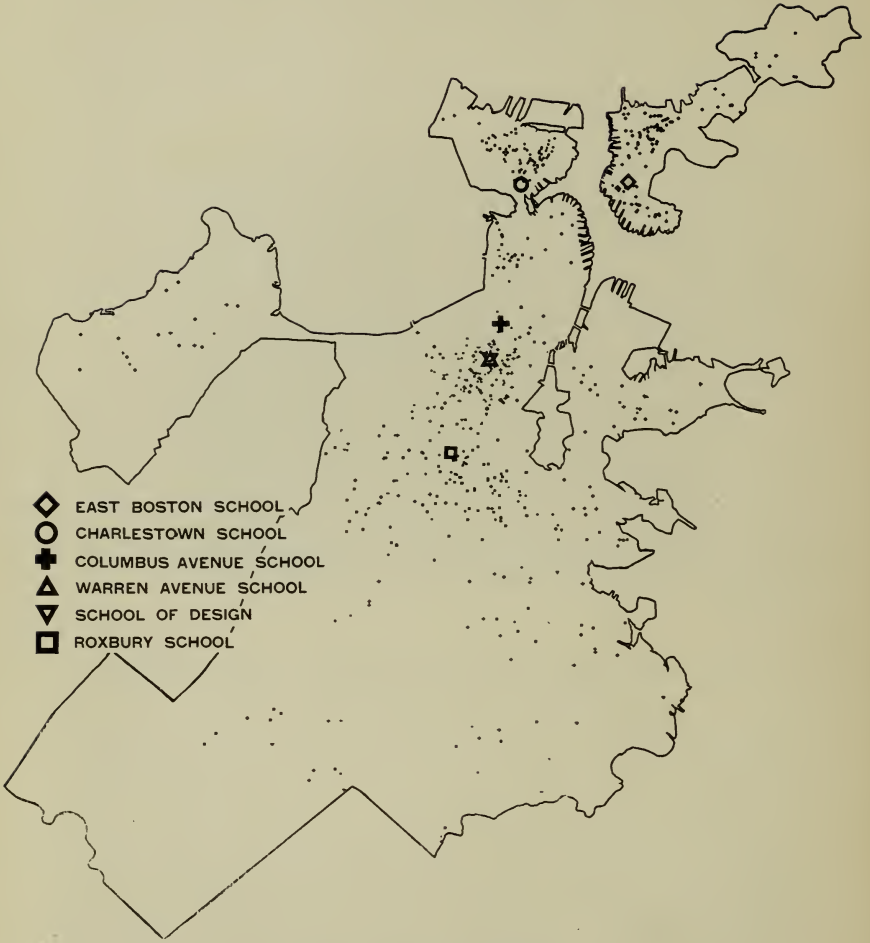
In the year 1893 — some ten years or more after the foundation of manual training schools in St. Louis, Chicago, Philadelphia, and Toledo — Boston established the Mechanic Arts High School. This was to be an institution whose special function was to furnish systematic instruction in drawing and the elements of the mechanic arts, in addition to a thorough high school course in which the mathematical and scientific branches predominated. The character and purpose of this school should be clearly understood. It is not a trade school, nor is it an institution planned for the pupils of any particular class or social condition. It recognizes the development of character through the contact with the mechanic arts, and its training leads naturally towards mechanical or scientific pursuits. Thus in recent years, Boston, the great industrial city, has elected to train her boys at public expense by means of most interesting courses in the mechanic arts.

(d) BOSTON'S OPPORTUNITY TO OFFER  
TRAINING FOR APPLIED ARTS.

New England, once the largest manufacturer of crude products, now faces the removal of these industries to the sources of supply and cheaper labor. The hope of her wage-earners of the future lies in the production of a finer output made more valuable by the applied art knowledge of her skilled laborers. As France met her greatest crisis, the Franco-Prussian war debt, largely from the products of her art industries, so New England, isolated from the mines, the cotton fields, and the wool growing districts, must sooner or later look to applied arts for her best and most remunerative productions.

Boston, the metropolis of New England, the first city in





SKETCH MAP OF BOSTON,

Showing the location of the six Evening Drawing Schools, and the home locations of the students in attendance on one night of the term. It will be noticed that the centre of population attending these schools is between the Warren-avenue and Roxbury Schools.

America to introduce industrial drawing into the public schools, the first American city to provide free evening industrial drawing schools for her wage-earning artisans (enrolling over twelve hundred students per year), now faces the opportunity to adequately house these students by the establishment of a free School of Applied Arts.

(a) It would offer to artisans, who now seek evening instruction in the badly hampered quarters of our evening schools, better opportunities for advancement in their chosen professions by the increment of applied art training.

(b) It would be the goal of the many day students of our grammar and high schools who show unusual aptitude for creative art expression in those lower schools, but who can now only look forward to common life occupations with low grade remuneration.

(c) Such a school will stand at the head of the industrial art instruction in the whole school system, as the Mechanic Arts High School now crowns the scheme of manual training.

(d) Its aim would be entirely different from that of a trade school.

(e) It could not interfere with the field of the Mechanic Arts High School, which is an "institution combining a good high school education with systematic training in the mechanic arts."

(f) Its province would be entirely different from that of the Massachusetts Normal Art School, the purpose of which "is to train teachers and supervisors of industrial art."

(g) Its purpose would be very different from that of the school attached to the Museum of Fine Arts, which is a private school, offering training in the higher and advanced fine and industrial arts to pupils of maturity and of a somewhat restricted class.



The field of such a free School of Applied Arts would be all its own. It would perform two duties in our educational system. First, it would offer to artisans employed in their trades during the daytime opportunities for advancement in their chosen craft by the increment of applied art training.\* Second, it would take the son and daughter of the humblest as well as the most favored citizen and provide industrial art training in day classes, which in later chosen occupations would offer remunerative return in contrast to those poorly paid, overcrowded fields of unskilled labor into which, unfortunately, too many of our youth are now forced by circumstances over which they have no control.

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\* Acknowledgments of assistance in shaping this section of the Report are due to Mr. Frank K. Foster. Mr. Foster's skill as a practical workman, success as an employer, executive ability as an organizer, and broad knowledge gained from wide study, have made him an authority of national reputation on the point of view of the American artisan.

The writer would also acknowledge his appreciation of the assistance and encouragement received from Mr. George E. McNeil. Mr. McNeil is easily the dean of Massachusetts artisans, has celebrated the golden anniversary of his helpful association in the cause of labor, is the father of the evening industrial art education movement in the City of Cambridge, and his ripe experience has been of rare value in the preparation of this section of the Report.

J. F. H.

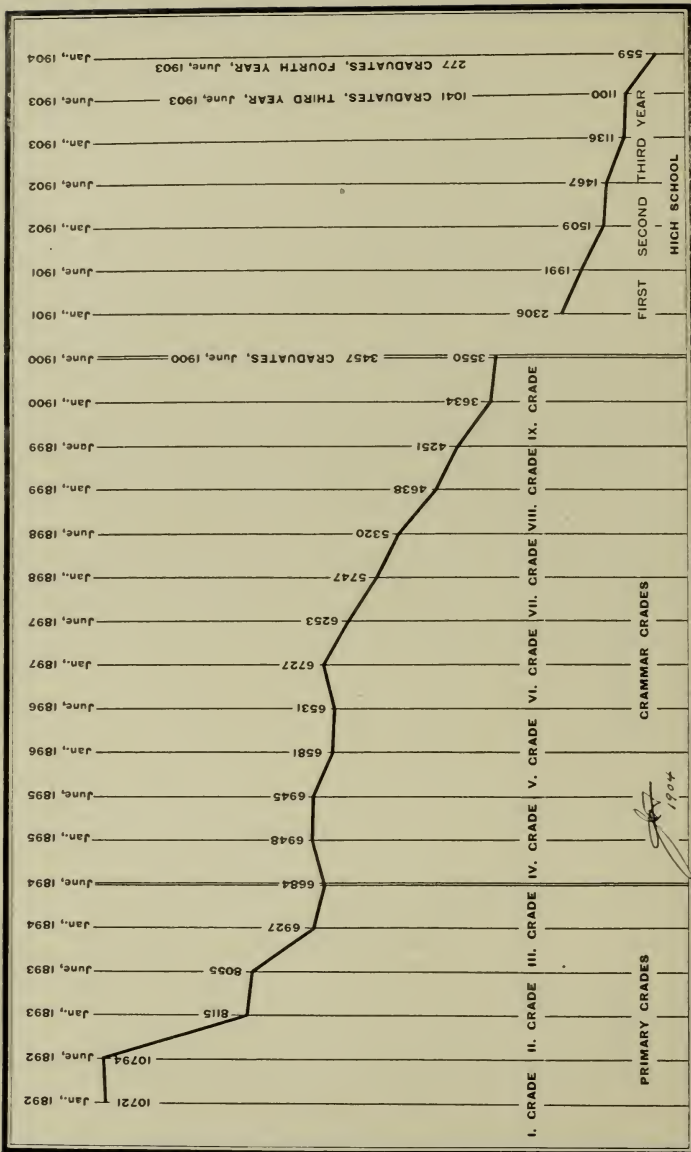


CHART SHOWING THE LOSS IN PUPILS IN A CLASS PASSING THROUGH ALL GRADES OF THE PUBLIC SCHOOLS.

## VI. A STUDY OF DAY SCHOOL CONDITIONS.

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### (a) LOSS OF PUPILS AS A CLASS PASSES THROUGH ALL GRADES.

Hardly one per cent. of the entire school population ever attains to what we call higher education; only five per cent. to the grade of our high school; while much more than half leave on or before the completion of the fifth year of the elementary grade. The simple facts of the case are that in the great majority of human beings the distinctively intellectual interest is not dominant. They have the so-called practical impulse and disposition. In many of those in whom by nature intellectual interest is strong, social conditions prevent its adequate realization. Consequently by far the larger number of pupils leave school as soon as they have acquired the rudiments of learning — as soon as they have enough of the symbols of reading, writing, and calculation to be of practical use to them in getting a living. While our educational leaders are talking of culture, the development of personality, etc., as the end and aim of education, the great majority of those who pass under the tuition of the school regard it only as a narrowly practical tool with which to get bread and butter enough to eke out a restricted life. If we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into educational processes the activities which do appeal to those whose dominant interest is to do and to make, we should find that the hold of the school upon its members would be more vital, more prolonged. [John Dewey in "The School and Society," p. 42.]

The chart upon the opposite page tells graphically how far our Boston conditions compare with the averages stated by this well-known western educator. The chart was plotted to show the loss in attendance during the progress of a body of pupils who might have entered the First Grade of



our Boston Primary Schools in 1892 and graduated at the end of a three years' course in the High Schools in 1903. The figures, which were taken from the records of the School Committee, show most clearly the loss in attendance which here takes place after January, 1897, when in the Sixth Grade many pupils reach the age when they were allowed to enter industrial life.

Comparison of the figures for the First, Second, and Third Grades develops wide differences, which cause curious drops in our plotted curve. The apparently heavy losses between these grades were due to conditions which occur in every school district. Circumstances of organization, such as insufficient accommodations, backwardness of pupils in studies, influence of foreign immigration, etc., doubtless caused a certain percentage of pupils to remain in the same grade more than a year. Such pupils must of necessity be counted twice in any school census. Our figures for these grades therefore should be studied with conservatism, for certainly no such shrinkages could actually occur.

There is nothing theoretical, however, in the appalling losses which occur during the Sixth Grade and after. There are many cases undoubtedly in this city where parents are forced to put their children to work as early as possible, but one cannot believe that the number of such families is sufficiently large to account for this shrinkage. Again, we know that the enlightened sentiment of organized labor throughout the country is against child labor, at least before the age of sixteen. Therefore we can only come back to the position of Dr. Dewey that "in the great majority . . . the distinctively intellectual interest is not dominant," and consequently "if we were to introduce into educational processes the activities which do appeal . . . we should find the hold of the school upon its members would be more vital, more prolonged."







(b) WHAT BECOMES OF OUR GRAMMAR AND  
HIGH SCHOOL GRADUATES.

In continuing this inquiry into the conditions of our day schools the question, "What Becomes of Our Graduates?" next naturally presented itself.

To obtain any adequate information upon this point seemed at first a serious problem, but like many another difficulty it has been successfully solved by the help of the Principals of our schools. In January, 1904, a circular letter was sent to each Principal, enclosing a list of the graduates of June, 1903. We asked their coöperation in making returns concerning their former pupils, under the heads of number of students, — In Fourth Year High School Classes; in Scientific Schools; in Normal Schools; in Art Schools; in High Schools; in Business Schools; at Home; in Stores; in Office Work; in Manufacturing; Otherwise Employed, and Not Recorded. To this list the returns added two other heads, — Removed from the City, and Married.

These returns have now been tabulated, and are inserted at this point.

In this connection we would like to place on record the facts that these circular letters were posted on a Saturday afternoon. In Monday afternoon's mail delivery the first reply was received, with every graduate accounted for, and within a week a majority of the districts had responded. When it is realized that this promptness meant that practically every Principal must have had nearly complete returns under his hand, it speaks volumes not alone for their interest in their former pupils, but for the very business-like way in which they must keep their office records. In this connection, also, it may be well to quote from a



letter received with the first return, as it gives further insight into the story of one school as recorded in the Principal's office:

In returning a report on the last graduating class, allow me to remark that the record of every graduate of this school has been carefully kept.

This record is a matter of the greatest importance in the eyes of our graduates. They report to us, that the record may be kept up, and all who visit us are free to examine the books, and to add any fact about themselves.

We do not undertake to criticise the record, but treat every pupil as though his record entitled him to respect, and the result is a very high degree of confidence on the part of the pupils.

I enclose a record sheet used during the course. These sheets, in bound volumes, preserve every pupil's history. This is also a matter of great interest to the pupils, as any question arising can be instantly settled on authority.

It is an error to suppose that the men of to-day look upon the pranks of boyhood as crimes, or that they shrink from encountering a poor school record. My experience, now a long one, shows quite the opposite, and that men rather rejoice at evidence of the gains they have made than blush at early faults.

### (c) WHERE THOSE TAKING WORK CERTIFICATES SEEK EMPLOYMENT.

The chart on page 64 told a story of losses in school attendance which could only be accounted for by the call of the industrial and commercial world upon our young people. The tables inserted opposite page 67 told a most interesting story of youthful attainment and energy, but it did not tell us enough about the employment of Boston's youth in the great industrial world, so a third investigation was undertaken, under the above heading; which we are free to confess was not an easy one.

Every boy and girl seeking employment within the limits

No.	Name of the person	Address	Occupation	Remarks
1	John Doe	123 Main St	Farmer	
2	Jane Smith	456 Elm St	Teacher	
3	Robert Brown	789 Oak St	Merchant	
4	Mary White	101 Pine St	Homemaker	
5	James Black	202 Cedar St	Blacksmith	
6	Elizabeth Green	303 Birch St	Widow	
7	William Gray	404 Spruce St	Physician	
8	Anna King	505 Willow St	Widow	
9	Thomas Lee	606 Poplar St	Farmer	
10	Sarah Hall	707 Magnolia St	Teacher	
11	George Young	808 Sycamore St	Merchant	
12	Lucy Adams	909 Chestnut St	Homemaker	
13	Richard Baker	1010 Walnut St	Blacksmith	
14	Rebecca Miller	1111 Hickory St	Widow	
15	Samuel Wilson	1212 Dogwood St	Physician	
16	Abigail Moore	1313 Redwood St	Widow	
17	Benjamin Taylor	1414 Cypress St	Farmer	
18	Esther Jackson	1515 Juniper St	Teacher	
19	Henry Evans	1616 Fir St	Merchant	
20	Frances Hill	1717 Hemlock St	Homemaker	
21	Charles Scott	1818 Larch St	Blacksmith	
22	Elizabeth King	1919 Alder St	Widow	
23	William Wright	2020 Spruce St	Physician	
24	Anna King	2121 Fir St	Widow	
25	Thomas Lee	2222 Cedar St	Farmer	
26	Sarah Hall	2323 Birch St	Teacher	
27	George Young	2424 Spruce St	Merchant	
28	Lucy Adams	2525 Willow St	Homemaker	
29	Richard Baker	2626 Poplar St	Blacksmith	
30	Rebecca Miller	2727 Magnolia St	Widow	
31	Samuel Wilson	2828 Sycamore St	Physician	
32	Abigail Moore	2929 Chestnut St	Widow	
33	Benjamin Taylor	3030 Walnut St	Farmer	
34	Esther Jackson	3131 Hickory St	Teacher	
35	Henry Evans	3232 Dogwood St	Merchant	
36	Frances Hill	3333 Redwood St	Homemaker	
37	Charles Scott	3434 Cypress St	Blacksmith	
38	Elizabeth King	3535 Alder St	Widow	
39	William Wright	3636 Spruce St	Physician	
40	Anna King	3737 Fir St	Widow	
41	Thomas Lee	3838 Cedar St	Farmer	
42	Sarah Hall	3939 Birch St	Teacher	
43	George Young	4040 Spruce St	Merchant	
44	Lucy Adams	4141 Willow St	Homemaker	
45	Richard Baker	4242 Poplar St	Blacksmith	
46	Rebecca Miller	4343 Magnolia St	Widow	
47	Samuel Wilson	4444 Sycamore St	Physician	
48	Abigail Moore	4545 Chestnut St	Widow	
49	Benjamin Taylor	4646 Walnut St	Farmer	
50	Esther Jackson	4747 Hickory St	Teacher	
51	Henry Evans	4848 Dogwood St	Merchant	
52	Frances Hill	4949 Redwood St	Homemaker	
53	Charles Scott	5050 Cypress St	Blacksmith	
54	Elizabeth King	5151 Alder St	Widow	
55	William Wright	5252 Spruce St	Physician	
56	Anna King	5353 Fir St	Widow	
57	Thomas Lee	5454 Cedar St	Farmer	
58	Sarah Hall	5555 Birch St	Teacher	
59	George Young	5656 Spruce St	Merchant	
60	Lucy Adams	5757 Willow St	Homemaker	
61	Richard Baker	5858 Poplar St	Blacksmith	
62	Rebecca Miller	5959 Magnolia St	Widow	
63	Samuel Wilson	6060 Sycamore St	Physician	
64	Abigail Moore	6161 Chestnut St	Widow	
65	Benjamin Taylor	6262 Walnut St	Farmer	
66	Esther Jackson	6363 Hickory St	Teacher	
67	Henry Evans	6464 Dogwood St	Merchant	
68	Frances Hill	6565 Redwood St	Homemaker	
69	Charles Scott	6666 Cypress St	Blacksmith	
70	Elizabeth King	6767 Alder St	Widow	
71	William Wright	6868 Spruce St	Physician	
72	Anna King	6969 Fir St	Widow	
73	Thomas Lee	7070 Cedar St	Farmer	
74	Sarah Hall	7171 Birch St	Teacher	
75	George Young	7272 Spruce St	Merchant	
76	Lucy Adams	7373 Willow St	Homemaker	
77	Richard Baker	7474 Poplar St	Blacksmith	
78	Rebecca Miller	7575 Magnolia St	Widow	
79	Samuel Wilson	7676 Sycamore St	Physician	
80	Abigail Moore	7777 Chestnut St	Widow	
81	Benjamin Taylor	7878 Walnut St	Farmer	
82	Esther Jackson	7979 Hickory St	Teacher	
83	Henry Evans	8080 Dogwood St	Merchant	
84	Frances Hill	8181 Redwood St	Homemaker	
85	Charles Scott	8282 Cypress St	Blacksmith	
86	Elizabeth King	8383 Alder St	Widow	
87	William Wright	8484 Spruce St	Physician	
88	Anna King	8585 Fir St	Widow	
89	Thomas Lee	8686 Cedar St	Farmer	
90	Sarah Hall	8787 Birch St	Teacher	
91	George Young	8888 Spruce St	Merchant	
92	Lucy Adams	8989 Willow St	Homemaker	
93	Richard Baker	9090 Poplar St	Blacksmith	
94	Rebecca Miller	9191 Magnolia St	Widow	
95	Samuel Wilson	9292 Sycamore St	Physician	
96	Abigail Moore	9393 Chestnut St	Widow	
97	Benjamin Taylor	9494 Walnut St	Farmer	
98	Esther Jackson	9595 Hickory St	Teacher	
99	Henry Evans	9696 Dogwood St	Merchant	
100	Frances Hill	9797 Redwood St	Homemaker	





of the State has to prove that he or she is over fourteen years of age. This is done in Boston by securing a certificate from the office of the Superintendent of Schools stating and certifying to the fact that this legal age has been reached. In issuing these certificates the information furnished by the parents or legal representative of the child is placed on file. From these records it is possible to ascertain the name and sex of the child, the age, the nationality, the school last attended, and what place of employment in the city the young worker is seeking.

Over twenty-eight hundred children applied for these certificates during the year ending with the last of June, 1904. In order to continue this story of what becomes of our graduates, the records for the year commencing July 1, 1903, and ending June 30, 1904, were carefully checked and the results tabulated in the chart inserted opposite this page.

This chart tells an interesting story, and one which would doubtless be practically duplicated if the records of any recent year were similarly treated. In reading this chart in connection with the information upon pages 64-68, one should be careful to remember that the information tabulated does not necessarily continue the story of the "Occupations" charted opposite page 67. The reason of this will be readily seen when it is stated that comparatively few of these pupils were graduates of grammar schools, but rather represented a group of those who were leaving school without even a grammar school diploma—a group similar to those which caused, on the chart printed on page 64, the steady drop in the curve of attendance from January, 1897, on to the graduating year.





SKETCH MAP OF GREAT BRITAIN SHOWING LOCATION OF INDUSTRIAL ART SCHOOLS AND CLASSES.

This map was compiled from three different Reports of the Board of Education (of Great Britain) for 1901-02 and 1902. It shows (a) the Location of Cities and Towns maintaining Schools of Industrial Art under the Administration of the Board of Education. (These are printed in capital letters.) (b) Cities and Towns maintaining Schools of Industrial Art, Art classes, and local study centres aided by the loan of photographs, books, or art examples from the Victoria and Albert Museum at South Kensington, London, during the year 1901-02, and (c) the Cities and Towns maintaining Industrial Art Schools or Art classes winning Awards in the National Competition of 1902. (Shown by the black circles.) The numerous Schools of Art in the great cities could not of course appear upon this map. Birmingham, for instance, had fifteen centres thus omitted. London had forty-one centres which could not be shown, etc., etc.

The map of Massachusetts is drawn to approximate scale as an interesting comparison.

## VII. WHAT GREAT BRITAIN HAS DONE FOR INDUSTRIAL ART EDUCATION.

### (a) ESTABLISHMENT OF INDUSTRIAL ART SCHOOLS.

In 1835, upon motion of Mr. William Ewart, Member of Parliament for Liverpool, a Select Committee of the House of Commons was appointed "to inquire into the best means of extending a knowledge of the arts and the principles of design among the people (especially the manufacturing population) of the country." This Committee, which was reappointed at the next session, reported in 1836 that the best means of obtaining industrial art training was by the establishment of schools of design. In accordance with this recommendation an appropriation was granted for a Normal School of Design, with a museum, and provision for courses of lectures. In June, 1837, this Normal School of Design opened in Somerset House, London, in rooms formerly occupied by the Royal Academy. Thus at an early year, and in a positive though at first humble way, Great Britain laid the foundation of that magnificent scheme for art industrial training which has to-day dotted the map of the kingdom with over three hundred art schools and classes.

In 1841 the government decided to assist in the formation and maintenance of Schools of Design in the manufacturing districts, giving an annual grant of money for the training and payment of teachers, for the purchase of casts, and the accumulation of collections for the use of these schools. In the following year the Council controlling these schools was reorganized and its membership increased, while the annual grants of Parliament had so increased that in

1851-52 the amount reached the equivalent of over \$60,000, divided among schools in such centres of industry as Manchester, Birmingham, Glasgow, Leeds, and Paisley. As these sums received from the government were increased by local appropriations, tuitions, etc., it is quite likely that in that year more than the equivalent of \$150,000 was spent for industrial art education.

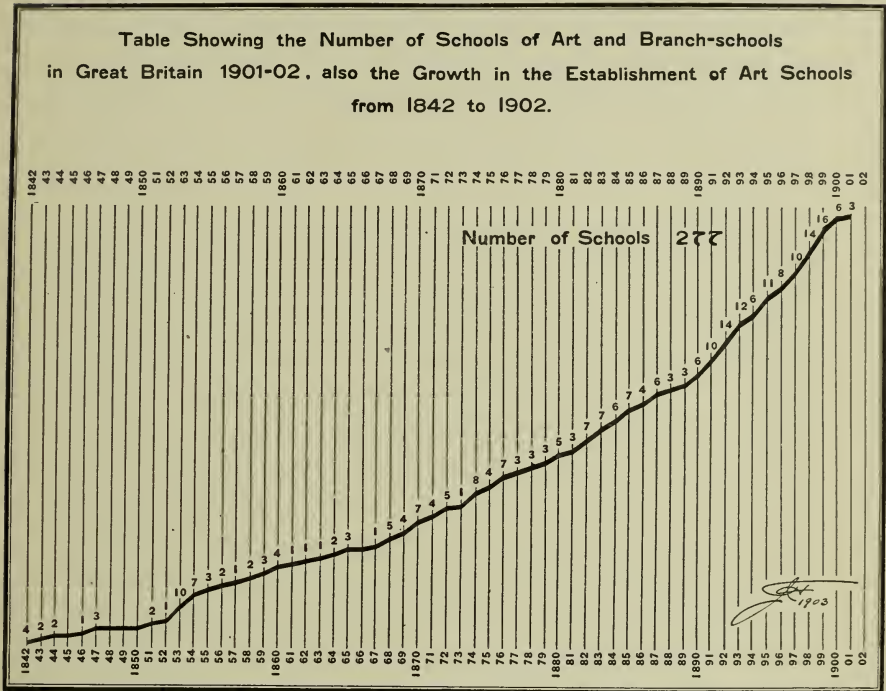
In the speech from the throne at the opening of Parliament in 1852, Queen Victoria stated "that the advancement of the fine arts and of practical science will be readily recognized by you as worthy of the attention of a great and enlightened nation. I have directed that a comprehensive scheme shall be laid before you, having in view the promotion of these objects, toward which I invite your aid and coöperation." In the following year (1853) the scope of the department was consequently enlarged, and the Department of Science and Art was created. In 1856 the Education Department came into being, and these industrial educational efforts, hitherto under the direction of the Board of Trade, were transferred to the new department.

In these days when the interests of all concerned are turning toward industrial education it is interesting to read the original purpose of the Department of Practical Art as it was organized in 1852. In its first report, the objects were stated to be two in number, both equally important in the development of the industrial preëminence of a nation. (1) General elementary instruction in art, as a branch of national education among all classes of the community, with the view of laying the foundation for correct judgment, both in the consumer and the producer of manufactures. (2) Advanced instruction in art with the view of its special cultivation, together with the application of the principles of technical art to the improvement of manufactures; also the establishment of museums, by which all classes might be induced to investigate those common principles of taste which may be traced in the works of excellence of all ages.



The Department of Science and Art with its schools and classes was removed in 1852 from Somerset House to Marlborough House, and in 1857 the office of the Department and the National Art Training School (now the Royal College of

Table Showing the Number of Schools of Art and Branch-schools in Great Britain 1901-02. also the Growth in the Establishment of Art Schools from 1842 to 1902.



This Diagram was compiled from a Report of the Board of Education (of Great Britain) for 1901-02, entitled " Lists of Schools under the Administration of the Board," pp. 519-524.

Art) were removed from Marlborough House to South Kensington. There were at this date (1857) nearly 13,000 students in local schools of art, almost 400 in the National Art Training School, and in addition to these nearly 44,000 elementary pupils were taught in their various schools. The number of pupils studying throughout the nation had more than doubled in four years.

In this year also (1857) the regular inspection of art schools was organized, so that once a year each school was

visited by an inspector, who awarded local prizes, consisting of medals, books, etc., and selected the best of the students' works to be sent to London for the National Competition, in which 100 "National Medallions" and prizes were awarded.

In order to foster the erection of art schools, the Education Department in 1863 arranged for "Building Grants" for Schools of Art. This encouraged the local appropriation of funds for this purpose, and was a movement of wide influence in promoting industrial art education among the people. Further aid from the Central Education Department came in payments of £10 on each certificate of qualification held by the local teacher; grants for the purchase of casts and examples for study; and also the prize awards in the "National Competition." The scheme for payment upon teachers' certificates was abolished in 1863, and payments were next made upon the result secured. This has recently and very sensibly (1896) again been modified, and the grants are now made, not upon the teachers' attainments, or the pupils' results, but upon the more equitable basis of attendance of pupils. In 1863 there was also established the "National Scholarships," enabling advanced students who intended to become designers or manufacturers' draughtsmen to continue their studies at the Art Training School and Museum at South Kensington. In the year 1897 the total amount of the national grants had reached an amount equal to more than \$1,300,000.

"Now, in every English city one finds a school of art. Thus has arisen that splendid system of art instruction in the cities, by technical schools, and by art schools, that must be the admiration of every student of the municipal art of to-day in England — that system that is giving to art a popular dignity, unusual in these times, showing it as a necessity, not a luxury, erecting noble buildings for its purpose, and splendidly equipping them; instructing tens of thousands of young people in its principles, and so developing talent and raising the art taste and standard."

## (b) WIDE INFLUENCE OF THE "SOUTH KENSINGTON" ORGANIZATION.

The following notes are by Capt. Percy Atkin, British Representative for Education at the Louisiana Purchase Exposition, St. Louis, 1904, whom I had the pleasure of inviting to speak before the Department of Art Education at the annual convention of the National Educational Association at St. Louis, June 27-July 1, 1904:

Our national organization for art education, although not faultless, has proved a useful experiment for other countries, and its working and results have been carefully inquired into by successive foreign commissioners in view of similar organizations being set up in their own countries. It began its work when industrial art was dead in England, and even in 1851 industrial art had scarcely begun to revive, for the illustrated catalogue of the great exhibition of that year, which gave illustrations of the best art work exhibited, compares very unfavorably in contrast to the art work of to-day as shown in the annual report of the National Competition.

The organization had to create the instruments by whom the work was to be done, to send them to centres where no standard of art existed, and where the seed sown was often hindered in its growth as much by the mistakes of the few who, while anxious for the cultivation, did not possess sufficient knowledge to give it wise nurture, as by the apathy of local magnates or the opposition of vested interests. . . . .

The art work of the London Polytechnics ranges from the elementary drawing, which every technical student is urged to learn, up to the highest developments of fine art and design. Largely attended life classes, working from the costume-model and from the nude, classes in wood-carving, modeling, art needle-work and metal-work attract in the aggregate more than thirty thousand students, day and evening. The Polytechnics are providing more than one-third of the art teaching of London. In the national art competition several of them usually stand at the very top of the list of successful art schools. The works of their

students now appear in the Royal Academy exhibition alongside your Sargent and Abbey, and still more numerous in the arts and crafts exhibitions in London. . . . .

In Great Britain we are at the beginning of a great improvement in regard to schools of art. In some places it is now realized that the school of art has functions and branches of study, which are necessary in these stressful days, which differ greatly from those of the early Victorian period when, by the energy and foresight of the late Prince Consort, schools of art were first established. Unless the craftsman is brought under good art influence, his work will have an inferiority in style and character that will prevent its reaching the highest value. Consequently it is gratifying to find that, in many of the schools, there is a general movement in the direction of strengthening the equipment necessary for efficient instruction.

\* We spent £76,721 in 1902 on art education in England and Wales, being 13*s.* 10*d.* per student (110,852 students). Of these, 54,085 were in 232 schools of art, and 56,788 were in 2,123 art classes. We pay 19*s.* 4*d.* per student in art classes. We give ten royal exhibitions (scholarships) paying 25*s.* a week for forty weeks for two years; twenty local scholarships paying £20 a year for three years; five local scholarships of £50, of which the Board of Education provides £25; 467 free scholarships; 148 summer courses, with £3 allowance and return railway fare.

The national competition has been and is a powerful influence upon art instruction. It keeps up a condition of emulation and of wholesome rivalry between the various schools and classes, and causes the advanced students to put forth their utmost endeavors to distinguish themselves in the contest for medals and prizes. On the other hand, it may give rise to a dangerous tendency toward working in a set groove in various branches of work, *e.g.*, when a certain type of composition, such as in decorative design, has received the approval of the examiners. In the last national competition, 5,422 works were selected; to

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\* Capt. Atkin's figures are those given in the "Proceedings" of the N. E. A. It would seem as if he had been misquoted, for the grants for instruction in art reached £265,263 as far back as 1897. See Regulations of the Department of Science and Art, 1899, p. xxviii.



these 5 gold, 80 silver, and 212 bronze medals, and 442 book prizes were awarded. A selection from the accepted works was sent to Belfast, Edinburgh, Newcastle, and Salford for public exhibition.

The Council of Advice for Art appointed by the government has expressed the opinion that facilities should be given to students in schools of art to carry out, or to see carried out, some of their own designs in the material for which they were designed, as this would show whether or not they were suitable. The council felt that nothing but harm could come from encouraging students to make designs, on paper or in plaster, without any knowledge of their suitability for execution in the material employed. The regulations have now been altered so that practice by students in design classes of craft methods for executing work in actual materials is recognized as a constituent part of a student's art training.

One of our educational writers has aptly termed the Victoria and Albert Museum at South Kensington, London, the "power-house of British art-educational progress." How true this is can be shown by one of the many illustrations which have come under my personal observation.

The little thatched village of Winsted lies down in the west country of Devon. To it the South Kensington authorities (in 1903) sent a choice, but not extensive, collection of textiles, laces, and other similar art products. They were on view before the students of that little art class, maintained under the picturesque roof of one of those tiny cottages. In the fall, in London, at the exhibition of students' work held annually in the Metropolis, the judges, representing some of the best minds of England, gave one of the highest awards to a girl student working quietly, but so earnestly, in the same little provincial Winsted. Truly the great Victoria and Albert Museum which the late Queen and the Prince Consort so successfully established casts its bread upon the waters, and it comes back after many days.





THE MUNICIPAL SCHOOL OF ART, MANCHESTER, ENGLAND.

In addition to this portion of the School fronting on Cavendish street, the building extends as far in the rear, where class-rooms and the museum collections are located.

Photographed and reproduced for this Report by the Evening Drawing School Teachers' Association.



\* HALL OF ANTIQUE CASTS.  
Municipal School of Art, Manchester, England.

(c) WHAT MANCHESTER, ENGLAND, DOES FOR INDUSTRIAL EDUCATION.

One of the best illustrations of what the English cities are doing for industrial art education is offered by the city of Manchester in her Municipal School of Art and in the Municipal School of Technology.

The object of the School of Art is to give a thoroughly practical knowledge of designing, drawing, painting, and modeling in the application to the various processes of manufacture and industry and to architecture. The school provides, therefore, carefully graded courses of instruction, furnishing elementary training to those without previous knowledge of art; and more complete and technical courses for designers and craftsmen, as well as those who desire to pursue design as applied in more graphic and pictorial fields. The school

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\* Acknowledgments are due the members of our Evening Drawing School Teachers' Association for their cooperation in the preparation of this Report. These photographs were made in Manchester at the order of this Association, and have been reproduced here at the Association's expense.



WHERE THE FLORAL STUDIES ARE KEPT GREEN AND FRESH.



CLASS IN DESIGN MAKING FLORAL STUDIES. DURING THE MID-WINTER TERM.

Municipal School of Art, Manchester. England.

Photographed and Reproduced for this Report by  
the Evening Drawing School Teachers' Association.

also aims to assist those who desire to make a knowledge of art a part of their general education, and trains as well those persons who intend to adopt art as a profession, or to include it in their general qualifications as teachers in elementary or other schools.

The course in design leads the school in importance, and



PAINTING CLASS WORKING FROM THE FIGURE.

Municipal School of Art, Manchester, England.

Photographed and Reproduced for this Report by  
the Evening Drawing School Teachers' Association.

consists of most comprehensive details leading to applied design in problems of the arts and crafts. The entering student undertakes a course in elementary design and color leading to advanced designs for printed and woven fabrics, embroidery, decorative painting, leaded glass, pottery and metal work. Figure drawing from the head, draped figure, and the nude is successfully carried on, leading to the use of the figure in decoration and composition. Drawing and



painting of flowers and foliage is taught in this course under conditions far different from those of our American art schools. On the roof in a sheltered angle of the gable is a most complete conservatory where purchases made in the city flower market are brought into condition for the best use in the class-room downstairs. Lectures are given upon color, upon the technique and processes of design, upon ornament and its principles, and upon the history of the



THE MODELING ROOM.

Municipal School of Art, Manchester, England.

Photographed and Reproduced for this Report by the  
Evening Drawing School Teachers' Association.

various schools of ornament. The course constantly emphasizes the study of fine examples of ancient and modern craftsmanship and the production by the students of their work in definite materials.

The classes in modeling are also most interesting. Pupils



work from the cast, from the flowers and fruit of the conservatory, from the living model, from the head, draped figure, and the nude. Lectures and observations in the museum of this school are also a part of this course. The work laid out for the painting classes and for the students of architecture is none the less comprehensive and valuable. An important adjunct to this school is its outdoor gymnasium, to which every student is expected to repair on at least one afternoon a week.



ADVANCED CLASS IN ARCHITECTURE.

Municipal School of Art, Manchester, England.

Photographed and Reproduced for this Report by the  
Evening Drawing School Teachers' Association.

The museum of this school is its joy and pride. This wing was erected with the proceeds of something over \$50,000 derived from the profits of the Manchester Royal Jubilee Exhibition in 1887. It comprises three large rooms known as the Textile Court, the Italian Court, and the Gothic Court. In addition there is an East and a West Corridor. All of these rooms are equipped with characteristic objects of rare artistic skill and handicraft, either in originals or in fine



INTERIOR OF ONE OF THE MUSEUM COURTS,

Municipal School of Art, Manchester, England.

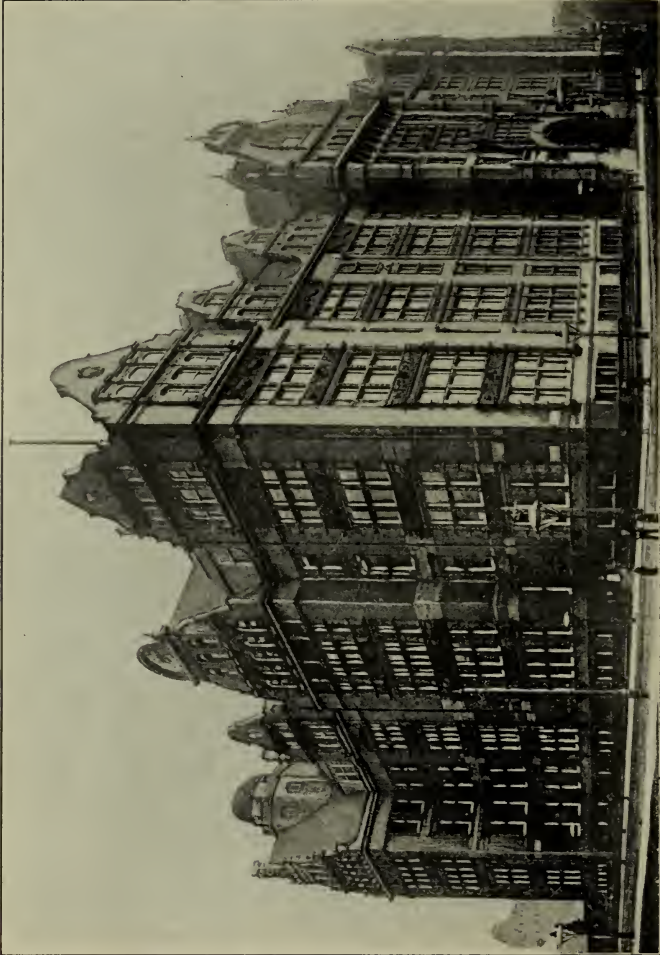
Photographed and Reproduced for this Report by the  
Evening Drawing School Teachers' Association.

reproductions. The whole of this interesting collection is at the service of the pupils for their daily study and inspection, and forms a library of applied art such as is not available in the same way or to the same extent by any other provincial school.

We noted in the entrance corridor reproductions of Della Robbia ware, examples in leaded glass, and fine pieces of modern metal work. The pride of the Textile Court is the noble tapestry of the "Adoration of the Magi," designed by Sir E. Burne-Jones, and executed by William Morris. There is also here a most interesting collection of original drawings and cartoons by noted English artists and decorators. Persian carpets, Eastern rugs, and a fine collection of textiles are constantly on view. The best examples of modern craftsmanship (some by graduates of the school) in silver, jewelry, pottery, glass, leather, and metal are also here displayed, while in special cases are the circulating collections on tour from South Kensington. The Italian Court is filled with reproductions of fine southern examples, while in the Gothic Court are exhibited some of the best examples of artistic craftsmanship of the north. China, Japan, and India have representative places in the corridors.

There is an extensive library and reading-room, an athletic field, with its governing society of the Athletic Union, a musical and literary society, and various sketch clubs and social organizations. Annual courses of lectures to students and the public are also maintained.

The Municipal School of Technology represents a financial value to the City of Manchester of over \$1,500,000, and its educational value to the industries of South Lancashire is beyond computation. The object of this school "is to provide instruction and training in the principles of science in their application to the Industrial Arts, with a view to a right understanding of the foundations upon which these arts rest, and to promote their efficient development."



THE MUNICIPAL SCHOOL OF TECHNOLOGY, MANCHESTER, ENGLAND.

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Drawing School Teachers' Association.



The structure in which the school is housed occupies an oblong plot of land containing 6,400 square yards, and rises six stories in height. The corridors on each floor are lighted by a spacious court, while the class-rooms receive light and air from the surrounding streets.

The building is ideally arranged for its work. A hall of 4,000 square feet is available for lectures on the main floor, while the class-rooms, laboratories, and studios rise in most complete arrangement. In addition to the more scientific courses we find provision for subjects of applied art and the arts and crafts. For instance, there are courses in architecture and architectural drawing fitting students for draughtsmen; photographic and photo-engraving classes; printers' and bookbinders' classes in design; artistic wood-working and metal-work, house painting, decorating, and designing for interiors; classes in drawing for lithographers; and one great hall for spinning and weaving, with the attendant courses in dyeing. A library, reading-rooms, social rooms, and a restaurant complete this ideal plant maintained for the workers and students of Manchester.

This building is perhaps the greatest fruit of its kind, the greatest fruit of this kind of municipal enterprise in this country. . . . Nobody can go over this building, observe its equipment, study even in the most cursory manner the care which has been devoted to it, without feeling that the corporation of this great city has set a great example worthy of the place they hold in Lancashire, worthy of the place they hold in Great Britain. . . . This great building in which we are assembled is an outward and visible sign of that awakening which has come over our people in view of the ever-changing conditions of international industry. [Hon. Arthur James Balfour, M.P., Prime Minister of Great Britain, at the opening of the Municipal School of Technology, Manchester, England.]





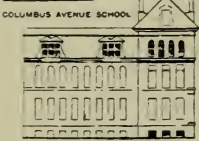
CHARLESTOWN SCHOOL



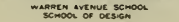
MUNICIPAL SCHOOL OF TECHNOLOGY,  
MANCHESTER, ENGLAND



ROXBURY SCHOOL



COLUMBUS AVENUE SCHOOL



WARREN AVENUE SCHOOL  
SCHOOL OF DESIGN



MUNICIPAL SCHOOL OF ART  
MANCHESTER, ENGLAND

COMPARISON  
OF  
FLOOR SPACE

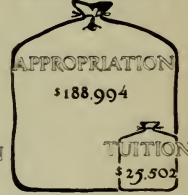
MANCHESTER

BOSTON

MANCHESTER



EAST BOSTON SCHOOL



POPULATION (1901)  
560892



POPULATION (1901)  
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(d) INTERESTING COMPARISONS WITH BOSTON'S  
EXPENDITURES.

The graphic comparisons between the City of Manchester, England, and our own home city, shown upon the opposite page, have been prepared after considerable research.

The areas of the two cities are fairly equal. Manchester is compact, while Boston is indented by the harbor, and shows outlying masses partially detached from the main body. Some seventeen thousand more people resided in Boston than in Manchester on the dates reported, which are sufficiently close to admit of comparison. \* We maintain six evening drawing schools in indifferent quarters for our artisan workers (shown by the blackened windows and by spots on the Boston map), and we practically offer no such special instruction for day pupils. Manchester opens her Municipal School of Art and magnificent \$1,500,000 Municipal School of Technology (shown by the façades to scale and by circle and cross on the Manchester map) for both day and evening pupils, providing over nine times the combined floor areas of our class-rooms. Tuition is charged in Manchester, amounting to over twenty-five thousand dollars annually; our schools are free. Materials are purchased there by the students; we provide everything here.

Manchester spends annually an amount for industrial education equal to over one hundred and eighty-eight thousand five hundred dollars, while Boston spends only about one-eighth as much.

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\* Acknowledgment is due to Mr. Felix A. Gendrot, a teacher in our Evening Drawing Schools, for drawing to scale the façades of the two Manchester buildings and the five buildings used by our Evening Drawing Schools.



FROM THE CLASS IN SPINNING AND WEAVING.

## VIII. DOES APPLIED ARTS TRAINING PAY?

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### (a) EXPERIMENTS IN DAY AND EVENING CLASS-ROOMS.

The success of Great Britain in carrying her industrial art instruction beyond the stage of the drawing board and out into the fields of arts and crafts has been very marked in the last decade. The necessity of such extension of our work was foreshadowed in the Superintendent's Report of 1898, where we find the following suggestive notes :

The time may not be far off when industrial conditions in this country will compel our people to pay more attention to



WEAVING PATTERNS ON SMALL HAND LOOMS.

industrial education. Then we may expect to see our evening drawing schools enlarged and multiplied, and similar schools added for teaching various other applications of science and art to industry. . . . When this branch (drawing) was introduced into our schools, and made obligatory by statute, the plea was that drawing was an important part of industrial education, and industrial education was needed by the people, especially the people in the cities. But abundant experience may be cited to show that industrial education through drawing alone is work only half done. The other half—modeling, carving, joining, turning, forging, casting, weaving, or any other process by which material is shaped in accordance with a preconceived design represented by drawing has hitherto been wanting in our schools. Unless this element of construction is added, our drawing will still fail to yield the full measure of good results expected of it.

As far as it has been possible to do so we have carried on definite experiments with the material at our command to see in what directions extension was practical and possible. For instance, in response to an urgent request from many

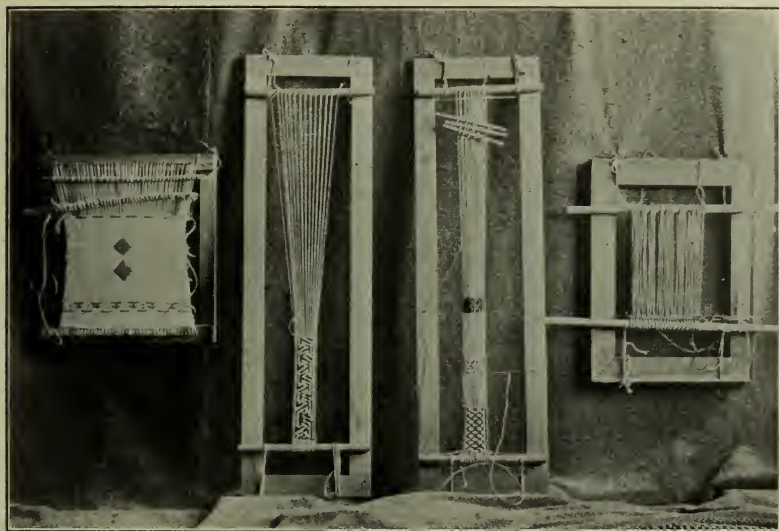


WEAVING A PILLOW COVER ON TWENTY-NINE-INCH HAND LOOM.

students we gathered a collection of spinning wheels and other old-time implements of New England home industry, put them in condition for use, and planned a series of experimental lessons, which proved of much value to all who attended. The results of this class are to be seen to-day in several departments of our educational work. This led to



experiments upon \* modern hand-loom, which were equally helpful in introducing methods of weaving to teachers and pupils. This work in spinning and weaving received much favorable comment on the part of visitors to our Boston exhibit at the Louisiana Purchase Exposition.



HIGH SCHOOL WEAVING EXPERIMENTS.

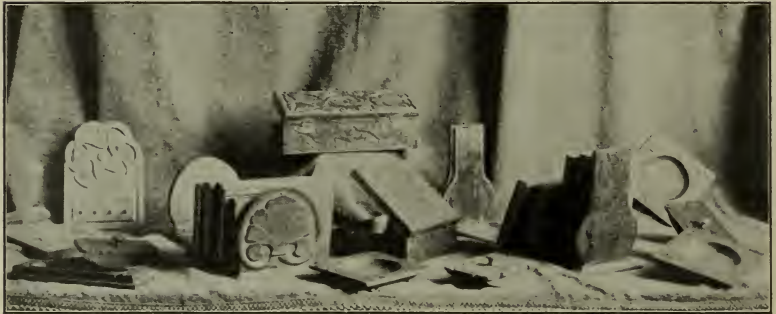
Reproduced for this Report by the Evening  
Drawing School Teachers' Association.

The field, however, in which all members of this Department take just pride is the extension of the work in arts and craft into high schools. Three seasons ago, upon the direction of the Superintendent, we undertook certain experiments within the time allotted to Drawing to carry the designs made by the pupils into material. This broadening of the work met with a ready response from both teachers and pupils, and opened a field which should also be provided for by the extension of our Evening Drawing Schools.

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\* Acknowledgments are due to the Copeland Loom Company, Waltham, Mass., for the loan of small hand-loom and a larger hand-loom to this experimental class.

The aim of this work is to give the pupil a better appreciation of the use and value of design, to enable him to better understand the relation of design to material, and to develop skill of hand. Incidentally, in the face of purchase offers which have been made to our students, it might suggest a very remunerative field for life occupations.



HIGH SCHOOL WOOD CARVING

Reproduced for this Report by the Evening  
Drawing School Teachers' Association.

The courses which have been carried out, while wholly experimental, have been most successful. Work has been provided for students of our three years' high school courses.

That for the first year offers opportunities for the application of design in stencil-work, to pillows, table-mats, hangings, etc., in the materials of linen, denim, burlap, and silk. Metal work is undertaken in designs which may be applied to perforated sheet metal, such as lamp and candle shades of sheet brass, or to sawed metal in such examples as card-trays, spoons, paper-knives, belt-buckles, pendants, blotter-corners, and similar projects in sheet copper or silver. Stamped leather work in belts, card-cases, or table-mats has also been successfully accomplished in these experimental courses. Weaving on hand-loom frames, with two threads and reversible patterns, has developed strips for trimmings.

collars, and cuffs, etc., from linen thread, mercerized cotton, and wool.

The second year's work advances somewhat, offering shaping and enameling in metal, in brooches, hat-pins, belt-buckles, pendants, paper-knives, trays, spoons, etc., in silver, copper, and enamel. The work in tooled leather has produced



A HIGH SCHOOL COURSE IN METAL WORK.

Reproduced for this Report by the Evening  
Drawing School Teachers' Association.

pen-wipers, folios, card-cases, belts, and music-rolls, in cow-hide and calfskin. Wood-carving has had its interested students, producing frames, pen-trays, blotter-tops, book-racks, etc.

The third-year pupils have carried the work along lines of more advanced technique, thus proving that the arts and crafts spirit is decidedly educational in its character. The work in metals in this grade provides for carved work, repoussé, and enamel, producing trays, bowls, jewelry, etc.

The examples of tooled leather have been folios, magazine and book covers, table-mats, cushions, etc. Wood-carving, pyrography and stained wood have produced trays, shelves,



SPOONS, PINS, AND BELT BUCKLE.



BELT BUCKLES, PINS AND PENDANT.

Metal and Enamel Work by Roxbury (Boston) High School Pupils.

Reproduced for this Report by the Evening  
Drawing School Teachers' Association.



racks and cabinets, inkstands and simple furniture. In certain classes designs for fans, both flat and folded, have been attempted. Leaded glass has been studied, and while actual glass has not been cut in our schools, as has been done in other cities, we have produced pleasing compositions by painting ground glass and working in color upon vellum.



HIGH SCHOOL WORK IN LEATHER.

Reproduced for this Report by the Evening  
Drawing School Teachers' Association.

All of this work has been going on quietly, yet most successfully, under ordinary class-room conditions, by means of materials furnished by the students; with simple tools, and with the equipment of blow-pipes and heating furnaces which our chemical laboratories supplied. If such results as are pictured upon these pages can be produced under these conditions, what could we not accomplish under proper housing and with adequate equipment!





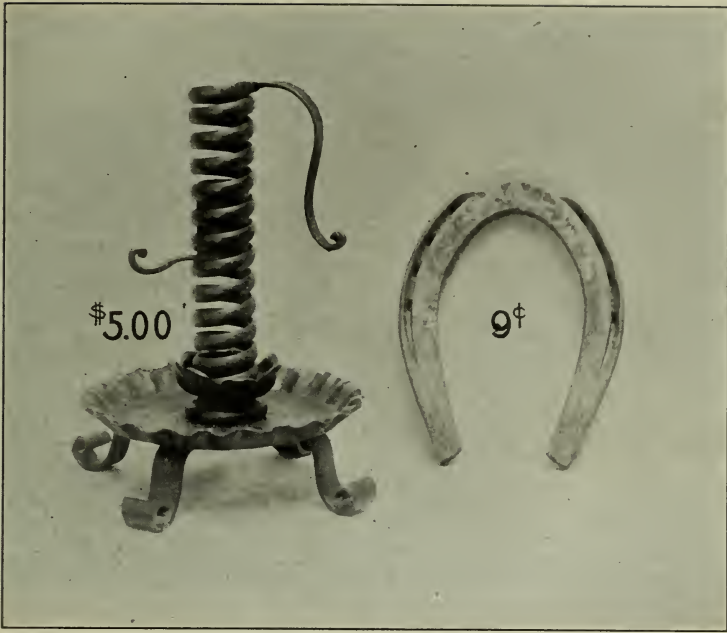
APPLIED ART IN CLAY.

(b) SHALL WE MAKE CHEAP POTTERY OR ART PRODUCTS OF THE KILN?

The increase in value of raw material when worked into the industrial art product is something wonderful to contemplate. Mr. Lucius Tuttle said, \* “we produce nothing but clay for bricks, cement, timber, and brainy men.” This illustration aims to show what may be accomplished with that “clay” in the hands of “brainy men” with industrial art training. The clay was a six-pound lump; it was worth twelve cents, consequently it was not the cheapest of clays. It could be made into a utilitarian bean-pot, and sell in the open market for thirty cents. † Made into the vase, however, that twelve-cent material, plus applied art, is fashioned into a thing of beauty and raised to twenty-five dollars in value.

\* See back of the Title Page.

† Acknowledgment is due the Grueby Faience Company (kilns at South Boston) for the loan of the beautiful vase which was used for this photograph.



APPLIED ART IN WROUGHT IRON.

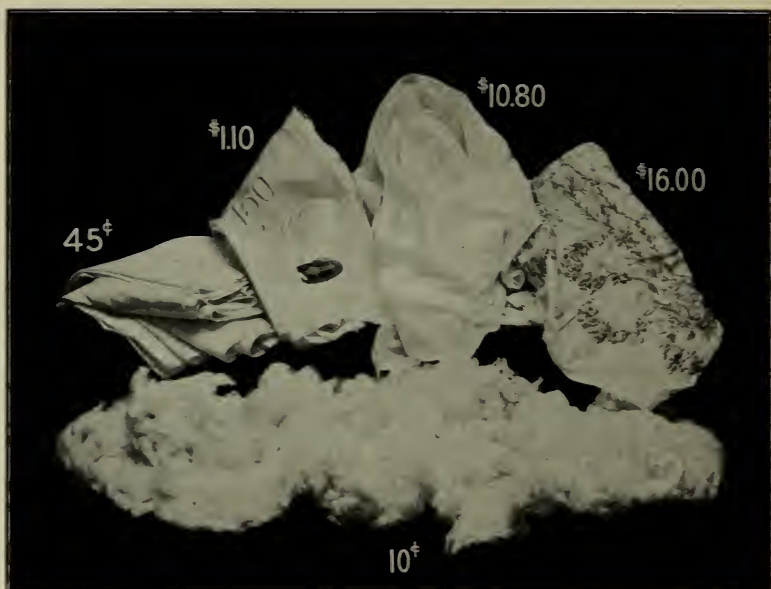
(c) CONTRASTS IN THE INCREMENT OF VALUE  
IN WROUGHT IRON.

A similar increment in value due to the application of applied art knowledge is shown in the illustrated comparison of the horseshoe and the wrought-iron candlestick. It was a two-pound horseshoe, and such shoes can be bought by the keg for four dollars and a half a hundred weight. Incidentally the iron it contained was worth six cents. Mr. Frederick Krasser (100 Utica street, Boston) took a smaller quantity of iron for his interesting\* wrought-iron candlestick, and it was his cunning hand, directed by artistic appreciation, which gave us five dollars worth of grace and beauty.

Those who have noted the possibilities in wrought iron as shown in the collections of our Museum of Fine Arts will readily see larger returns from such handicraft.

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\* Acknowledgment is due the Society of Arts and Crafts for the loan of this piece of wrought iron from their interesting Park-street salesroom, when this Report was going through the press.



APPLIED ART IN COTTON TEXTILES

(d) THE SOUTHERN WEAVER, THE SKILLED  
NEW ENGLAND WEAVER, THE PRODUCER  
OF THE ART PRODUCT.

We hear a great deal in these days about the competition of southern mills with our long-established plants of New England. The dangers of competition would indeed be great if it were not for the superior skill of our New England workers. Here again the brainy men and women of Mr. Lucius Tuttle's statement come to the front. Yet New England's cotton industry is possible of further advance by the increment of value of an applied art product as illustrated in the photograph of \*raw cotton and various †fabrics which might have been prepared from it.

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\* Acknowledgment is due Mr. Francis L. Coolidge, a former member of the School Committee and the Committee on Drawing, for aid in preparing this illustration.

† Acknowledgment is also due to R. H. Stearns & Co. for the loan of the samples photographed.

The price of cotton has fluctuated decidedly in the last two years. Suppose, for the sake of the argument, that the pound of raw cotton in the illustration represented ten cents in value, and it was of a staple from which all the fabrics could have been woven. Again, let us assume there is no waste in the cotton and no finishing sizing in the cloth, or that the waste of the one is balanced by the added weight of the other. It should also be noted that the cheapest cloth here shown is a cloth of excellent quality. (Three or four grades are quoted below this price.)

Then theoretically the ten-cent pound of cotton yields forty cents worth of plain cloth — one dollar and ten cents worth of a finer weave — and ten dollars worth of beautifully woven mull. This is increment indeed, but thus far it is the increment of the machine and the skilled laborer. Now introduce the designer, let him plan his pattern, choose his color scheme, and then print the mull of beautiful sheer weave, and the ten-cent pound of cotton counts for sixteen dollars worth of pleasing design. Thus does the taste of the designer add to the skill of the artisan tending improved machinery.

(e) THE HOPE OF NEW ENGLAND LIES IN  
TRAINING HER SKILLED LABORERS FOR  
ARTISTIC ARTISANSHIP.

New England, once the largest manufacturer of crude products, and the dominating influence in the industrial circles of the nation, now faces a serious situation. She is isolated by location from the mines of coal and iron, far removed from the great producing areas of cotton and wool, and dowered by nature with comparatively few raw materials. Her supremacy in the future, like her ascendancy in the past, can only be dependent upon the superior skill, intelligence, and training of her industrious citizens. Yet New England faces on the one side the competition of the

duplications of her manufacturing plants throughout the nation; and on the other hand the possible removal of certain industries to the areas of abundant raw materials.

Aside from commerce, in which New England has unrivalled advantages, she can only excel in the development of higher classes of industrial products. Her skilled laborers are unrivalled throughout the country, but they must not be expected to compete with the low wages, the child labor, and the crude productions of newer industrial centres. The higher branches of industrial products are the legitimate field of the New England skilled workman; and these products are not the result of ingenious machinery alone, they are rather the creations of the skilful hand, the willing heart, and the artistic, practical brain. The hope of New England lies in training her skilled laborers for artistic artisanship.



## IX. RECAPITULATIONS AND CONCLUSIONS.

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- (1) Boston has maintained for over thirty-four years a number of evening schools offering industrial art training for artisans in their trades, and for young men and women unable to attend other schools, to whom education in practical industrial art lines might otherwise have been denied.

In doing this the city annually expends for rentals of unsatisfactory quarters an amount equal to the interest on over seventy-one thousand dollars. This amount of rental might have to be doubled should certain schools be forced to seek other quarters. [See pages 7 to 17.]

- (2) The courses of study offered in these schools have the confidence of the artisans of the city. The limitations of these courses are those brought about by unsatisfactory housing and inadequate equipment. [See pages 18 to 35.]

- (3) Almost all fields of industrial life are represented among the students of these schools. That these schools have done worthy work, and returned many times the amount expended upon them, is attested by the life stories of their students. [See pages 36 to 44.]

- (4) The time is ripe for the extension of these courses, and your Committee will have broad public support in

any efforts you may make in behalf of our artisan citizens. [See pages 45 to 53.]

- (5) Boston has never hesitated to undertake special lines of educational effort for the advancement of her citizens. For instance, over a quarter of a million dollars are annually expended to maintain about two thousand boys in the magnificently equipped Public Latin, English High, and Mechanic Arts High Schools. All three schools are special plants established for specific purposes. In the face of such generous appropriations in other lines, is it fair to the wage-earners in the artisan classes of our evening drawing schools (who through either assessment, house or room rent are our heavy taxpayers) to house them so unsatisfactorily or to withhold longer the means for better equipment and more worthy maintenance? [See pages 54 to 63.]

- (6) A structure erected and equipped for these evening artisan classes would find worthy use during the daytime by boys and girls who show aptitude for industrial art courses. Thus would the school period be prolonged for many pupils, and training offered which in later chosen occupations would prove of inestimable value.

[See pages 64 to 69.]

- (7) Great Britain has had these same industrial art problems to solve, and her demonstration of art educational methods has been our pattern in the past. The magnificent equipments of her great cities should be our inspiration to-day. We can afford to do no less for our artisan students than has Great Britain, and like her we should provide opportunities for

executing designs and examples of industrial art in actual materials. [See pages 70 to 89.]

- (8) We have proved what can be done under unsatisfactory conditions — what could we not accomplish with worthy housing and adequate equipment! The increment in value of applied art knowledge in connection with skilled labor has also been proven. We owe it to the skilled laborers in these evening drawing schools to give them better facilities, better equipment, and broader courses for training in artistic artisanship, for therein lies the ultimate salvation of New England industry. This we cannot undertake too soon. [See pages 90 to 102.]

In 1887, Mr. Charles Pratt, a philanthropic merchant of Brooklyn, founded in his home city the Pratt Institute, a school for young men and women unable to attend college or the scientific schools, and to whom higher education in practical lines had up to that time been denied. The immediate success of this institution, and its unparalleled growth in students from hundreds to thousands, quickly demonstrated the need of such schools.

There were already a sufficient number of institutions for the favored majority, turning out more lawyers, ministers, doctors, and writers than can find comfortable employment. There were as well the institutions of technology training, the captains and generals of industrial life. Recognizing that the great majority of American citizens would inherit no wealth, and that they were born with the desire to earn their own living, this institution aimed to offer a culture which consisted in the promotion of vital relations to vital things. It sought to prepare not so much for the ornaments and adjuncts of life, but for life itself. This great school and the similar institutions erected in its train stand for the

recognition that a man's work is his very life, the source of the spiritual as well as the material income which he draws. These philanthropic foundations have done more to show the educational world that the life-work and bread-winning power of an artisan can offer artistic and creative expression for his soul than any other of the educational influences of the nineteenth century.



GRAPHIC DEMONSTRATION OF BOSTON'S OCCUPATIONS.

This diagram, which was prepared from the last Census returns for the City of Boston, illustrates the dominant position and importance of our industrial workers. After these, in order of their height, follow the commercial, transportation, personal service, professional, government, and student interests.

Acknowledgment is due to Mr. Albert F. Schmitt of the East Boston Evening Drawing School for making the drawing.

Finally we would graphically record the fact that the people employed in the industrial interests of the City of Boston are far greater in number than those of the commercial, transportation, personal service, professional, government, or student classes. Boston has, however, done less for the educational advancement of her industrial workers than in almost any other line of civic effort. The artisan

may travel about the city and find investments in land and school buildings representing original expenditures of over eighteen and a half millions of dollars. His little children are taken care of in the sunniest of kindergartens, his boys or girls are welcomed to primary or grammar school buildings wherein safety, convenience, and healthful conditions have been provided for by most generous expenditures. His older children may be educated in high schools which are models of their class, and his oldest daughter may even receive her professional training and a reasonable hope of a situation at the hands of the city. But when the artisan himself seeks training in those subjects of applied art which add the greatest increment to his weekly wages he seeks in vain for the same adequacy of equipment, or anything approaching the same generous provision for his advancement.

In industry and commerce Boston has her two great opportunities to stand preëminent. Consequently our schools should offer courses which would open pathways into those fields of active labor toward which our boys and girls are heading, and in which our mature students are already located. The commercial field is happily being considered by members of the School Committee. I believe it to be the duty of this department to place on record what has been accomplished by our artisan students, how other cities and centres have aided industrial education, and how necessary it is that wider opportunities be offered to the students of our evening drawing schools for their training in artistic artisanship.

To this end I have prepared this report during an unusually busy year. It has involved research, verification, and comparison; its suggestions are based upon practical experience rather than on visionary theory; many of its illustrations and diagrams have been prepared in other years and have waited for this opportunity for record; while the notes upon foreign schools and courses are based upon a personal acquaintance with these efforts covering many seasons



of observation, verified by a summer of special study of these schools and their interests.

If adequate housing and more extended courses shall eventually result for our artisan students, this labor will not have been in vain.

In presenting this report I would gratefully acknowledge the warm-hearted support and cordial assistance which has at all times been granted me by the Chairman and members of the Committee on Drawing and by the members of the School Committee and their officers.

Respectfully submitted,

JAMES FREDERICK HOPKINS,

*Director of Drawing.*

NOVEMBER, 1904.

Upon receipt in print of the report of the Director of Drawing this Committee voted to accept the report and to consult with the Superintendent and the Board of Supervisors regarding the expediency of extending the courses of the Evening Drawing Schools to include broader training in industrial design and actual practice in applied arts. In informal responses to these communications the Board of Supervisors suggested that the report as a whole could readily be accepted and that definite courses of study might very properly be presented for consideration and approval.

This Committee believes that these Evening Drawing Schools which have long been so successful a feature of Boston's educational system are worthy of broader support and more extended courses of study. We feel that the artisan students in these industrial schools should be offered as generous appropriations and as worthy housing and equipment as is provided for the most favored students of our day schools and classes. We recognize we cannot afford to do less for these evening students than is done by Great Britain, France, or Germany, and in all of these countries most adequate equipments and generous appropriations are offered to the artisan students of industrial art. We know that such instruction returns many times the amount of the original outlay in increased wages and a better life for the industrial workers. We believe that the ultimate salvation of New England industry lies in training our skilled artisans to manufacture more artistic products.

Recognizing that the time is now ripe to extend the courses of these schools and to provide a worthy home for their permanent use, and knowing that broad public support awaits the School Committee in any such action, we would offer the following orders :

*Ordered,* That the Superintendent be requested to report a course of study for the Evening Drawing Schools which will include broader training in industrial design and actual practice in the application of design to material.

\* *Ordered*, That the Board of Schoolhouse Commissioners be requested to prepare plans and estimates for the project of a building arranged and equipped for worthy training in industrial drawing, design, and applied arts, to be occupied by the Evening Drawing Schools as a permanent home.

JAMES A. McDONALD, *Chairman*,  
GRAFTON D. CUSHING,  
JOHN D. DRUM,  
HERBERT J. KEENAN,  
WILLIAM T. KEOUGH.

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\* As amended May 23, 1905.

SCHOOL DOCUMENT NO. 4 — 1905.

REPORT

OF THE

SPECIAL COMMITTEE

ON ESTABLISHING A

COMMERCIAL HIGH SCHOOL.



BOSTON :  
MUNICIPAL PRINTING OFFICE  
1905.

IN SCHOOL COMMITTEE, April 25, 1905.

*Ordered*, That the Special Committee on a proposed Commercial High School be permitted to report in print.

Attest:

THORNTON D. APOLLONIO,  
*Secretary.*



# REPORT.

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IN SCHOOL COMMITTEE, May 9, 1905.

The special committee appointed to consider the expediency of establishing a Commercial High School respectfully submit the following report:

Business education, or commercial training, is instruction which aims to inculcate the principles governing trade and mercantile transactions. It does not mean the turning out of an experienced banker or an expert commission merchant, but to help young men and women to master correctly those essential rudiments of commercial education which will make them more capable to fill any position in the business world to which they may be called. It is not a narrow training, in the sense of confining itself to set industrial subjects, but is broad enough to recognize the leavening influence of such properly adapted liberal studies as are necessary to the ultimate aim of the pupil pursuing it, and which can be carried *pari passu* through the course.

The first school especially devoted to teaching business subjects was established in Boston in 1840 by private enterprise. Since that time numerous schools of a like nature have been organized, and are now in successful operation in our city. This great success has been accomplished mainly at the expense of the citizens of Boston, who have supplied the pupils, and paid the expense of their tuition, and in a less degree by the citizens of the surrounding smaller cities and towns. Our citizens have practically neglected to seek from their school authorities, to whom they annually give munificently, the means of providing their children with practical training for a business life in a school

especially devoted to this form of instruction. Not until within a few years has any part of the school funds been used to pay for teaching in our public free schools any commercial branch.

In order that they may obtain instruction in those subjects which should be embraced in the curriculum of a Commercial High School, pupils not infrequently leave the public high schools to enter private institutions at a considerable expense to their parents, and many parents desire their children to receive such instruction, but cannot afford to procure it for them.

To aid those pupils who are at present taking an incomplete and indefinite commercial course, and to assist those whose circumstances will not permit them to pay for private schooling of the desired kind; to retain in school many of those pupils who do not progress beyond the grammar grades; and, finally, to train our young men and women so that they may enter business life with some degree of ability and confidence, has the subject of a Commercial High School for Boston under the jurisdiction of the School Committee been suggested. Although it is not claimed that our present high schools have been wholly indifferent to commercial subjects, such a school can well lay claim to the attention of the School Board and its educational experts.

In these days of commercial prosperity and industrial activity the question is frequently asked what is responsible for the tremendous successes that are achieved in the business world, and the answer invariably is the training received by men in the shop of experience, assisted by the elementary or self-obtained schooling of their younger days. What has been achieved is the result of training and opportunity, but without the necessary training and work opportunity would go for naught. The illustrious examples furnished by the captains of industry of the past, who have forged their way to the front rank in the commercial world, are incentives for the generations of the future. Manufacturing and

mercantile pursuits are to-day the channels into which a great number of our young people throw their energies, and it behooves us to prepare them as best we can to enable them to cope with life more courageously and to make the most of their opportunities.

The method of presenting instruction in commercial subjects should be of the most modern type. Everything should be done to develop business etiquette, and to sharpen the wits of the pupils. Ample training should be given in commission, banking and brokerage, wholesale and retail dealings, manufacturing, insurance, transportation, real estate, accounting, and corporation work. An office course should be provided, giving instruction in manifolding, billing, mimeographing, letter-copying, filing, telephoning, binding manuscript, etc.

A Commercial High School, with its practical curriculum, would be an important step in the effort to supply the training that is needed by so many of our young men and women. It would be as valuable in our system of public instruction as the Evening Drawing Schools; the Latin School, which prepares pupils for college and the professions; the ordinary high schools for general education; the Mechanic Arts High School, which prepares for the Institute of Technology and other polytechnic institutions, and trains its pupils so that they may become high class apprentices in any mechanical or manufacturing industry. A Commercial High School once established, with a competent principal and corps of instructors who would keep its ultimate object always in hand, would develop its pupils in a manner unequalled by any other secondary school, and the commercial activity of the times would give its pupils innumerable chances to prove the superiority of their fitness for business life. It would also, we believe, draw hundreds of graduates of our grammar schools to avail themselves of its benefits, who otherwise would leave school after completing that course.

A statement of the commercial course now offered in our high schools, together with the number of pupils pursuing it, is as follows :

	Brighton High.	Charlestown High.	Dorchester High.	East Boston High.	English High.	Girls' High.	Roxbury High.	South Boston High.	West Roxbury High.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.
Bookkeeping.....	48 65	40 94	92 170	62 115	331	0 0	90 59	185 73	110 18
Total.....	113	134	262	177	331	90	244	183	83
Bookkeeping and Penmanship.....						0 262			
Total.....						262			
Phonography.....		21 68					21 114		9 64
Total.....		89					135		73
Typewriting.....							19 102		
Total.....							121		
Phonography and Typewriting.....	53 97		68 169	28 83	219	0 0	207		37 96
Total.....	150		237	111	219	207		133	
Commercial Law.....	10 1		49 20	9 8	98	0			6 13
Total.....	11		69	17	98				19
Commercial Geography.....	10 1	15 11	5 6	4 3	72	0			
Total.....	11	26	11	7	72				
Commercial Geography and Law.....						0 77	18 71	5 21	
Total.....						77	89	26	
Commercial English.....							33 100		
Total.....							133		
Number of Instructors of Commercial subjects.....	2	2	4	2	1	4	1	2	2

The following statement shows the number of pupils in each of the high schools pursuing commercial courses :

	Boys.	Girls.	Total com'l pupils in school.	Total pupils in school.
Brighton .....	46	74	120	332
Charlestown.....	54	126	180	245
Dorchester .....	159	287	446	1,160
East Boston.....	72	144	216	387
English .....	331	.....	331	904
Girls'.....	.....	465	465	1,129
Roxbury.....	58	207	265	691
South Boston.....	89	157	246	557
West Roxbury.....	28	119	147	372
Totals,.....	837	1,579	2,416	5,777

For clearness it may be said a commercial pupil is a pupil taking one or more commercial subjects—a commercial course is the commercial subjects or group of subjects offered in the high schools.

It will be readily observed from the above figures that enough boys and girls take commercial courses in our high schools to warrant an effort being made to give them a separate school for this kind of work. The advantages of the course would be manifest when made public. While the commercial course for girls is regarded as a much narrower one by some, it is apparent in daily life that many women occupy places of trust and importance. The wide range of collateral information pertaining to business obtained in this school cannot help adding to their power and breadth of view.

It should not interfere with the local private schools to the extent that some might claim in driving them out of business, as they are no doubt trade schools in a very narrow sense—nothing more. They teach and drill the pupil in shorthand,



typewriting and bookkeeping, respectively, as single subjects, only adding another subject if the pupil is willing to pay for it. The time is not ripe for a school so narrow, and your committee hardly think the School Board would approve of it if proposed. The School of Commerce would not preclude its pupils from entering college or other technical schools, as the course is very broad.

We have twenty instructors in commercial branches in our present high schools. The corps of teachers for a new school should be selected for their aptitude and fitness for this distinctive method of teaching and their magnetic personality. The principal should be a good organizer and have an effective individuality, co-operating in details of the curriculum with his superiors.

The division of the pupils included in the preceding tables by classes is as follows :

	Boys.	Girls.	Total.
First-year class.....	526	815	1,425
Second " " .....	224	445	669
Third " " .....	221	249	470
Fourth " " .....	16	70	86

Omitting the 150 boys in the third-year class who take commercial law and phonography, we would have a total for the third-year class of 320, thus showing a large decrease from the first-year to the fourth-year class. The decrease would be greater if the number of commercial pupils taking only one commercial subject could be subtracted. Now, while your committee appreciate the fact that there is a gradual decrease in all grades of schools, primary, grammar and high, from the lowest to the highest class, they feel that the ratio of commercial pupils from class to class would be maintained more evenly in a special school, whose scope and

endeavor would be to make all its subjects commercial, rather than simply cling to the familiar ones.

The other studies would present a positive aspect that would give them a peculiar advantage in this school. Our pupils are greatly handicapped by our present arrangement of courses, where we combine classical and commercial. Our experience is only that of others who have experimented in like manner; and it seems we might profit by the past experiences of others who have given this department of metropolitan school systems great observation and serious study, until finally their convictions and popular interest created such a demand for this special school that an entity almost beyond experiment became absolutely necessary.

The present condition of our high schools, as shown by actual figures, is crowded, and sooner or later this congested condition, which will doubtless increase from year to year, must be relieved. Statistics show that out of the total number of pupils in our high schools more than two-fifths of them pursue commercial courses, which are conceded to be inadequate by our school authorities. Rather than to continue to increase in our city the number of ill-prepared students in this particular department, it is necessary for the School Board to segregate these pupils from those who desire a different training. The commercial pupils will derive a signal benefit from this segregation. The students taking the general course are to a certain extent hampered by the present over-crowding of the schools with a large percentage of commercial pupils. The proposed arrangement will result in giving more time and attention to the wants of each group of pupils, and in better fitting them for their chosen work. It is very evident that this educational aim cannot be secured when the pupils who are seeking a commercial education are imperfectly trained. If we must have more high schools, as the figures seem to indicate, your committee believe it economical to satisfy the needs of a large portion of the present and future school body by supplying the ground-

work for whatever sphere its members wish to enter in the future in a distinctive school that will satisfy the requirements of those pupils who want commercial training. Educational progress demands it, figures prove that we need it, and the neglect of the past can be best remedied by it.

In our present high schools bookkeeping, the pioneer subject, is offered in a variety of ways. In some schools it is presented in the first-year class; in others in the first and second year, as bookkeeping I. and bookkeeping II., or elementary and advanced, just far enough away from the graduation of the pupils at the end of the third or fourth years to be almost forgotten and of little practical value. This subject is combined with penmanship in one school out of the nine, and in the same school it is offered without penmanship, a rather anomalous arrangement. In eight schools penmanship is not taught, nor business arithmetic, nor commercial English, subjects which to-day are regarded as essential if these studies are to be of any disciplinary value, namely, to develop accuracy.

Phonography and typewriting are presented to the pupil as one branch in six schools, and in the other three schools are given as single subjects. The courses are popular and well attended, as the percentage of all courses indicates. Phonography is the subject most consistently carried out; that is, it is offered in the second, third and fourth years.

Commercial law, a very important subject, is taken in conjunction with commercial geography as an elective, also separately. In six schools there are 396 pupils who study commercial law; in four schools 121 pupils take commercial geography, and in two schools 80 pupils take both subjects.

Mercantile law is of importance on account of the intricacies of trade relations to-day, and the danger of making serious legal mistakes. Geography is of importance on account of the industrial and commercial activity of the age, and in connection with a knowledge of our railroads and shipping is the secret of a successful export trade. Commercial English, as an independent study, with especial

reference to its commercial phases, is taken up in one school by 133 pupils. Another school makes an effort to present the five common studies grouped into the three following electives: I. Bookkeeping, II. Phonography and Typewriting, III. Commercial Law and Commercial Geography.

Penmanship is very much neglected, and commercial arithmetic is given but incidental attention. Political economy is slighted, and commercial history is not dwelt upon.

It can readily be seen by the foregoing statements that the commercial courses in our high schools are not uniform nor complete. There is no systematic rounding out of courses, and concentrated effort is almost impossible from a commercial viewpoint. Principle and purpose are treated indifferently, giving way to expediency along the lines of least resistance. The ways of presenting the different subjects are not adapted to the needs of the students, in the majority of instances. Circumstances, and the abuse of the elective system, help to break up the continuity of the courses. In our opinion, the great leeway given in the operation of the present elective system is taking the vitality out of our regular high schools, and it seems that an independent Commercial High School is urgently required, as the commercial course is the butt of such electivism.

The logical curriculum to be adopted at this time for such a school appears to be that recommended by the National Educational Association at its session in Boston in 1903, which is as follows:

FIRST YEAR.			
FIRST HALF.		SECOND HALF.	
	Recitations per week.		Recitations per week.
English . . . . .	4	English . . . . .	4
German, or French, or Spanish . . . . .	5	Same language, continued . . . . .	5
Algebra . . . . .	5	Algebra . . . . .	5
Bookkeeping . . . . .	3	General history to 800 A.D. . . . .	4
Drawing . . . . .	3	Bookkeeping . . . . .	3
Penmanship . . . . .	3	Penmanship . . . . .	2
	—		—
Total . . . . .	23	Total . . . . .	23



## SECOND YEAR.

FIRST HALF.		SECOND HALF.	
	Recitations per week.		Recitations per week.
History of English literature, composition . . . . .	3	History of English literature, commercial correspondence,	3
Modern language, continued .	5	Modern language, continued .	5
Commercial arithmetic . . . .	5	English and European history,	5
Study of commercial products, or local history and indus- tries . . . . .	5	Commercial geography . . . .	5
Bookkeeping . . . . .	5	Typewriting . . . . .	5
	—		—
Total . . . . .	23	Total . . . . .	23

## THIRD YEAR.

FIRST HALF.		SECOND HALF.	
Rhetoric and composition . . .	3	Plane geometry . . . . .	5
Political economy . . . . .	5	Physics or chemistry, contin- ued . . . . .	5
Physics or chemistry . . . . .	5	Commercial law . . . . .	4
Bookkeeping and office prac- tice . . . . .	5	United States history . . . .	4
First language, continued, or second modern language, or shorthand and typewriting .	5	Election of first half, contin- ued . . . . .	5
	—		—
Total . . . . .	23	Total . . . . .	23

## FOURTH YEAR.

FIRST HALF.		SECOND HALF.	
English literature, themes, and parliamentary practice,	5	English, continued . . . . .	5
History of commerce . . . . .	5	Civil government . . . . .	5
(Fifteen periods to be selec- ted from.)		(Fifteen periods to be selec- ted from.)	
Language, elected, continued, or shorthand and typewrit- ing, continued . . . . .	5	Same election, continued . . .	5
Physics or chemistry . . . . .	5	Physics or chemistry, contin- ued . . . . .	5
Banking and finance . . . . .	5	Accounting, organization, and auditing . . . . .	5
Solid geometry . . . . .	5	Advanced commercial arith- metic . . . . .	5
Mechanical drawing . . . . .	5	Advertising, study of trade journals, and commercial English . . . . .	5



Although the foregoing course may be regarded as the standard, the report of the committee recommending it expressly states that it is not expected that it will suit every commercial teacher or public school superintendent. It is hoped, however, that it will prove helpful and suggestive. Allowances must be made for local conditions, and the personal equation. The suggestions as to the number of recitation periods are based upon the assumption that the length of a period is 45 minutes. Where possible physical culture, vocal music, physiology and drawing periods should be added.

Your committee hereby submit the following general provisions which are similar to those in the New York High School of Commerce.

- (1) A period shall not exceed 50 minutes.
- (2) Drawing, physical training, physiology and vocal music shall not be regarded as subjects requiring preparation on the part of the pupil.
- (3) A pupil shall not be allowed to take more than one foreign language. If satisfactory progress is not made in the selected language, the pupil should be compelled to drop it. English should be kept to the front as much as possible.
- (4) No pupil shall be required to prepare in subjects in excess of 21 periods each week.
- (5) The only electives allowed shall be those correlated to the particular work of the school. For such electives no class should be formed in the second year for less than 25 pupils; no third-year class for less than 20 pupils; and no fourth-year class for less than 15 pupils.
- (6) Instruction in elocution shall be given at least once a week during the first year, and such instruction may be continued during succeeding years.
- (7) Diplomas shall be awarded at the end of three years to those pupils who have studied one foreign language for at least three years, and who have satisfactorily completed all required work, and who have taken a sufficient number of incidental studies to amount to 2,500 periods of required preparation.

- (8) Certificates shall be granted at the end of four years to pupils who shall have satisfactorily completed 3,000 periods of work requiring preparation.

The site for such a school should be convenient of access and central, and it is suggested that it should be located in the vicinity of the new Normal School, or the Mechanic Arts High School, or between those two sites.

The funds for the establishment of such a school should be supplied by the Legislature, and the site selected, and building constructed and equipped by the Board of Schoolhouse Commissioners.

Notwithstanding the fact that criticism is plenty and educational advancement slow, it seems to your committee that the spirit of the old adage — “ One thing at a time, and that done well ” — should be applied to the subject under consideration. We try to do too many things in our present high schools, and expend effort in too many different directions. Many educational experts, as well as business men, agree that we do not graduate our pupils with any exact idea of what business really is. The present time demands a special school for special subjects, whether it be for general, commercial or professional training, and so your committee earnestly recommend the establishment of a Commercial High School as a natural, healthy, and progressive step in our school system. From those in close touch with the business world, from parents of children now in our high schools, and from others well qualified to judge, your committee have learned that such a school would fill a real want, and its success be assured. Indeed, your committee believe that action in this direction has been too long delayed.

Your committee add in closing that two members of the Board of Supervisors have recently visited New York City for the purpose of studying the system of commercial instruction in effect in that city, and their statement of the

result of their investigation of the subject is contained in an appendix to this report to which attention is especially directed.

Your committee recommend the passage of the following order.

Respectfully submitted,

HERBERT J. KEENAN, *Chairman*,  
ELLERY H. CLARK,  
JOHN H. KENNEALY.

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*Ordered*, That this Board hereby approves the establishing of a Commercial High School, and requests the Board of Schoolhouse Commissioners to take prompt measures toward the securing of a suitable site and the erection of a proper building therefor.

## APPENDIX.

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BOSTON, April 4, 1905.

*To the Committee on Commercial High School:*

GENTLEMEN, — The Supervisors authorized by the School Board to study the Commercial High Schools of New York City, beg leave to submit the following report:

We visited the New York School of Commerce and the Commercial High School. These two schools are for boys only, the aim and purpose being to prepare the students for active business life in the field of administrative and initiative work.

We also visited the Girls' Technical High School, where they are working out a plan especially adapted for girls along industrial and commercial lines, acting under the idea that the aim and purpose of the young women is somewhat different from that of the young men. The two schools are similar in some ways, but widely different in others. The course of study in the School of Commerce for boys is four years, worked out along the lines similar to those suggested by the Committee of the National Educational Association at the session held in Boston in July, 1903. The school was established about three years ago, with six hundred and fifty boys. It has now a membership of fifteen hundred, taxing the present building to its fullest capacity. The completion of the elementary course of instruction is required for admission — the elementary course being eight years in New York, and has just been adopted.

The course of study is carefully arranged in several parallel lines, extending through the four years. It is designed to give its students a strong, cultural, disciplinary, technical, and practical course of instruction which will compare favorably with any four years' course in the ordinary high school. It has been adopted, evidently, not to make the boys merely good clerks and book-keepers, but to develop them so strongly and widely that they

will be ready to accept the larger places of trust and usefulness in the business world. It has been said that "Commercial education should not be thought of as antagonistic to existing forms of education, but rather as a means of supplying a new demand of the times and, as such, a supplement to the educational machinery already in operation; it is an appeal to a new class and an attempt to satisfy a demand hitherto not met."

Our own Mechanic Arts High School is another good example of a new demand being met in a sound and educative way. The importance of a strong manual training course is now accepted by all educators.

When we call to mind the new department recently formed at Washington, and whose chief now occupies a seat in the President's Council Chamber, we must be impressed with the coming importance of Commerce and Labor in the future of our Great Republic.

Germany, alone, of all the European nations has during the last decade fully grasped the great significance of commerce in the welfare and prosperity of a modern nation. She has, to-day, some of the best institutions in the world for the development of the Art of Trade and Commerce.

Our Consul-General writing from Berlin says of a commercial training: "But most surprising of all appeared to the German visitors the absence of any adequate system of special education for commerce, banking, and foreign trade. They consider our so-called commercial colleges, where young men with a district or grammar school education are rushed through a three-months' course of bookkeeping and commercial usages, as little better than a farce. Reduced to simplest terms, these investigators generally conclude that the reliance on a general and more or less superficial education, together with natural adaptability, to fit young men for almost every walk in life, and the lack of specialized study in physical science, modern language, and the industrial arts will, if persisted in, neutralize much of the advantages which our country enjoys through natural resources and advantageous geographical position for the South American, Mexican and Asiatic trade. They further assert that a steadfast adherence by Germany to the educational system and com-



mercial methods now in practice will leave the Fatherland little to fear in future competition with American manufactured goods."

The lines of work, required and elective, by the School of Commerce might be classed under five heads: Language Studies, History and Social Science, Mathematical Studies, Science and Geography Studies, and Technical Business Studies, besides offering courses in Drawing, Music, and Physical Training.

The mere mention of these studies does not give an adequate idea of the significance and bearing which they severally have upon a commercial course which is carried out in this larger and more advanced way. For example, let us take one of the classes of studies, the History and Social Science Studies. The teaching of history in any secondary school must be one of selection, and for the commercial school the selection would be naturally those facts that illustrate the social, industrial, and commercial aspects of the life of the people studied. The history of the United States, when the wars are not over emphasized, is purely industrial and social, and in the Commercial School these aspects are emphasized and enlarged in their true proportions.

Dr. Cheesman A. Herrick of the School of Commerce of Philadelphia says: "The present distinctively economic age is having its effect alike on the interpretation of old historical writings and the production of new ones. We may congratulate ourselves that both our authors and text-books compilers are giving economic history its proper place in relation to constitutional, military, church, and other phases of historical writing. Industry and commerce are claiming new attention in general history, and from what has been termed a 'melancholy record of human crimes and calamities,' history thus passes to be the 'animating register' of the industry and ingenuity of men; economic history deals with the basal needs of men — food, clothing and shelter, and these have been the same in all ages."

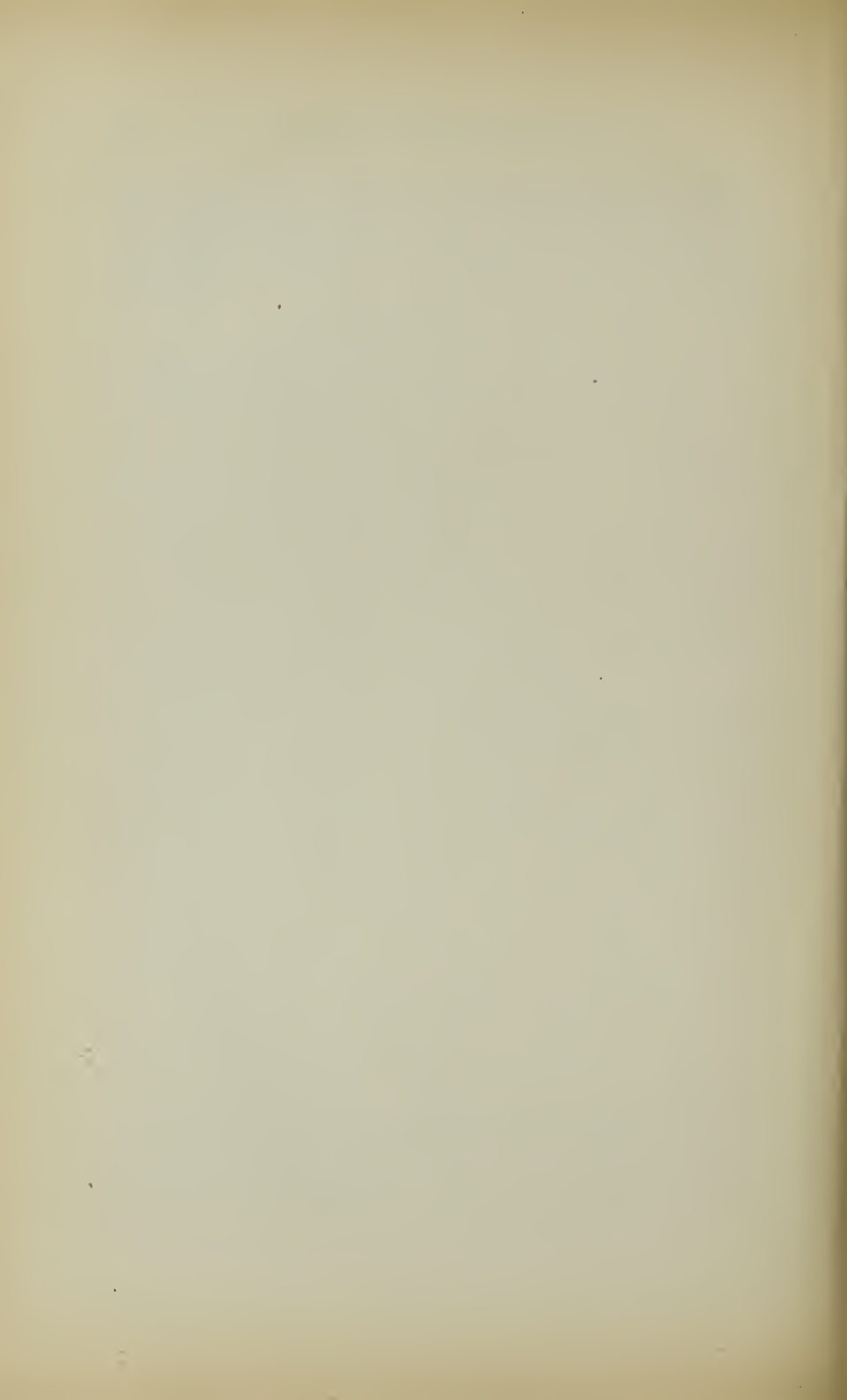
From our examination of these schools we do not hesitate to say that a school in this city similar to the New York School of Commerce would furnish that broad business education which is absolutely necessary to fit our boys for that broader, higher business life which should be the goal of every aspiring American youth who intends to make business his life work.

When we consider the large interests involved in modern trade and commerce, and the vital relation which raw and manufactured material bear to the development of our country, we are only surprised that schools of this nature have not been established before.

Respectfully,

WALTER S. PARKER.

MAURICE P. WHITE.



SCHOOL DOCUMENT NO. 5—1905

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APPOINTMENTS FOR RE-ELECTION

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REPORT

OF THE

SUPERINTENDENT OF PUBLIC  
SCHOOLS



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905





# REPORT.

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IN SCHOOL COMMITTEE, BOSTON, June 13, 1905.

As required by Section 139 of the Regulations, I respectfully submit for approval the reappointments contained in the appended list for the school year 1905-1906.

This list presents a statement of the numbers of pupils which decided the number and rank of the instructors to which each school or district is entitled, the number of instructors authorized, and the number of instructors employed.

Instructors in excess of the number allowed by the Regulations are reappointed in the following-named schools for the reason stated in each case:

## HIGH SCHOOLS.

*Charlestown High School.* — One assistant, who gives instruction in Physical Training in addition to that in academic subjects.

*East Boston High School.* — One assistant, who gives instruction in Drawing in addition to that in academic subjects.

## GRAMMAR SCHOOLS.

*Bowdoin District.* — One assistant. Because of the small size of some of the rooms.

*Mary Hemenway District* — One assistant. Because of the small size of the rooms in the Old Dorchester High School building, in which a part of the pupils of the grammar grades are housed.

*Robert G. Shaw District.* — One assistant. Because of the long distances which separate the buildings in which there are pupils of the grammar grades.

*Roger Wolcott District.* — One assistant. Because of the small size of some of the rooms in the Tileston building, in which pupils of the grammar grades are housed.

*Warren District.* — One assistant. The grading of the Grammar School is such that the service of this assistant is needed.

*Washington Allston District.* — One assistant. Because of the small size of some of the rooms in which pupils of the grammar grades are housed.

#### PRIMARY SCHOOLS.

*Bunker Hill District.* — Two assistants. Because of the small size of the rooms in the Bunker Hill-street building.

#### INSTRUCTORS IN EXCESS.

There remain five instructors, who have been employed during the school year 1904-1905, whose reappointment cannot be made under the Regulations nor by virtue of any reasons which would not apply with equal force to all the schools. They are:

*John A. Andrew District.* — Two assistants, Primary School.

*Martin District.* — Two assistants, Primary School.

*Phillips Brooks District.* — One assistant, Primary School.

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I recommend that instructors with higher rank than the Regulations allow be authorized for the school year 1905-1906 as follows:

#### SUB-MASTERS.

*Bennett District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Christopher Gibson District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Lyman District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Mary Hemenway District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Mather District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Phillips Brooks District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Quincy District.* — One sub-master, whose services are needed, and whose retention would be authorized by the Regulations if the average whole number of pupils belonging to the grammar school were increased by thirty-six.

*Roger Wolcott District.* — One sub-master. To take charge of pupils of the grammar grades who are not in the main school building.

*Washington Allston District.* — One sub-master. To take charge of the pupils of the grammar grades who are not in the main school building.

#### FIRST ASSISTANTS — GRAMMAR SCHOOLS.

*Bigelow District.* — One first assistant. In place of a sub-master which the school might have, an arrangement which has been continued since 1897.

*Eliot District.* — One first assistant. That pupils of the grammar grades who are in a building apart from the main grammar school building may receive proper instruction and discipline.

*Longfellow District.* — One first assistant. To take charge of a school building which is remote from the central building.

## FIRST ASSISTANTS — PRIMARY SCHOOLS.

*Hancock District.* — One first assistant, whose services are needed in the Paul Revere building, in which there are eighteen classes.

*Phillips District.* — One first assistant. This instructor has charge of the Somerset-street building, in which there are six ungraded classes.

*Washington District.* — One first assistant, whose services are needed in the main building, in which there are fourteen classes of pupils of the primary grades.

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There has been employed for several years an instructor of higher rank than the Regulations permit, and for whose continued employment in that higher rank no good and sufficient reason appears, as follows:

*Bunker Hill District.* — One first assistant, Grammar School.

## UNGRADED CLASSES.

I recommend that ungraded classes, as stated, be allowed in the following-named districts: Adams, two; Bigelow, three; Brimmer, two; Comins, two; Dwight, two; Eliot, eleven; Franklin, two; Hancock, nine; John A. Andrew, two; Lawrence, two; Lewis, two; Lyman, three; Norcross, three; Phillips, six; Quincy, two; Shurtleff, two; Washington, seven; Washington Allston, two; Wells, three; Winthrop, four.

GEORGE H. CONLEY,

*Superintendent of Public Schools.*





## GIRLS' LATIN SCHOOL.

Greatest whole number belonging . . . . .	375
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Julia K. Ordway . . . . .	1
	— 12

## BRIGHTON HIGH SCHOOL.

Greatest whole number belonging . . . . .	333
INSTRUCTORS. — Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Junior Master, Sidney Peterson . . . . .	1
<i>On Probation.</i> — Assistant Principal, Marion A. Hawes; Assistant, Cornelia H. Stone . . . . .	2
	— 9

## CHARLESTOWN HIGH SCHOOL.

Greatest whole number belonging . . . . .	245
INSTRUCTORS. — Number entitled to, 7; one additional instructor allowed for special reasons . . . . .	8
<i>Now serving on tenure</i> . . . . .	8

## DORCHESTER HIGH SCHOOL.

Greatest whole number belonging . . . . .	1,163
INSTRUCTORS. — Number entitled to . . . . .	33
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Junior Masters, Milford S. Power, Charles T. Wentworth; Assistant Principal, Laura E. Hovey; Assistant, Mabel M. Taylor . . . . .	4
<i>For the term ending August 31, 1906.</i> — Junior Masters, Henry W. B. Arnold, Harold Bisbee; Assistants, Jessie L. Adams, Elizabeth G. Dowd, Maud A. Hartwell, Mary A. Leavens, Martha P. Luther, Catharine M. McGinley, Mabel L. Merri- man, Mildred G. Potter, Mabel E. White . . . . .	11
<i>On Probation.</i> — Assistant, Adeline G. Simmons . . . . .	1
	— 26

## EAST BOSTON HIGH SCHOOL.

Greatest whole number belonging . . . . .	401
INSTRUCTORS. — Number entitled to, 11; one additional instructor allowed for special reasons . . . . .	12

<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Junior Master, William H. Godfrey; Assistant, Alma F. Silsby . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Francis J. Conlin, Emma B. Harris, Anna M. Linscott, Grace L. Putnam . . . . .	4
	— 12

ENGLISH HIGH SCHOOL.

Greatest whole number belonging . . . . .	945
INSTRUCTORS. — Number entitled to . . . . .	27
<i>Now serving on tenure</i> . . . . .	22
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Junior Master, John J. Cadigan . . . . .	1
<i>On Probation.</i> — Junior Masters, Oscar C. Gallagher, John M. Hussey, Edward P. O'Hara . . . . .	3
	— 26

GIRLS' HIGH SCHOOL.

Greatest whole number belonging . . . . .	1,155
INSTRUCTORS. — Number entitled to . . . . .	33
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant Principal, Adeline L. Sylvester . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Gertrude P. Davis, Louise M. Endicott, Frances H. Manny, Esther L. Sanborn, Ellen I. Tryon . . . . .	5
<i>On Probation.</i> — Assistant, Emma M. George . . . . .	1
	— 27

MECHANIC ARTS HIGH SCHOOL.

Greatest whole number belonging . . . . .	728
INSTRUCTORS. — Number entitled to . . . . .	30
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Junior Master, William B. Carpenter . . . . .	1
<i>For the term ending August 31, 1906.</i> — Junior Master, Frederick C. Adams; Assistant Instructors, Mary A. Harri- man, Ralph H. Knapp; Special Instructors, Josephine M. Curry, Katharine E. Leonard . . . . .	5
<i>On Probation.</i> — Junior Masters, Ernest G. Hapgood, Charles M. Lamprey, Adelbert H. Morrison, Herbert M. Woodward; Instructor, Frederick W. Turner; Assistant Instructor, Henry C. Short . . . . .	6
	— 23

## ROXBURY HIGH SCHOOL.

Greatest whole number belonging . . . . .	700
INSTRUCTORS. — Number entitled to . . . . .	20
<i>Now serving on tenure</i> . . . . .	15
Appointed : <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Charlotte W. Montgomery, Prudence E. Thomas,	2
<i>On Probation.</i> — Assistant, Mary T. Loughlin . . . . .	1
	— 18

## SOUTH BOSTON HIGH SCHOOL.

Greatest whole number belonging . . . . .	526
INSTRUCTORS. — Number entitled to . . . . .	15
<i>Now serving on tenure</i> . . . . .	3
Appointed : <i>To serve during the pleasure of the School Committee.</i> —	
Junior Master, Frank V. Thompson ; Assistant, Mary L. Green . . . . .	2
<i>For the term ending August 31, 1906.</i> — Junior Masters, William I. Corthell, Myron W. Richardson ; Assistants, Clara A. W. Barnes, Lillian A. Bragdon, Minnie L. Butland, Marie A. Solano, Elizabeth G. Tracy, Bertha Vogel . . . . .	8
<i>On Probation.</i> — Assistant Principal, Susan L. Mara ; Assistant, Grace V. Lynch. . . . .	2
	— 15

## WEST ROXBURY HIGH SCHOOL.

Greatest whole number belonging . . . . .	373
INSTRUCTORS. — Number entitled to . . . . .	11
<i>Now serving on tenure</i> . . . . .	9
Appointed : <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Mabel O. Mills . . . . .	1
<i>On Probation.</i> — Assistant, Mary K. Tibbits . . . . .	1
	— 11

## FIRST DIVISION.

## ADAMS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	610
Average whole number belonging . . . . .	596
INSTRUCTORS. — Entitled to 11 regular instructors ; 2 instructors of ungraded classes . . . . .	13
<i>Now serving on tenure</i> . . . . .	9
Appointed : <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Florence E. Marshall, Clara M. White . . . . .	2
<i>On Probation.</i> — Assistants, Rosella V. Sweeney, Mary E. Towne . . . . .	2
	— 13

APPOINTMENTS FOR RE-ELECTION.

11

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	554
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Anna E. Keaney, Blanche F. Kingsley, Mary J. Monahan, Ellen L. Moran . . . . .	4
<i>On Probation.</i> — First Assistant, Fannie M. Morris; Assistant, Ellen E. Melleney . . . . .	2
	— 10

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Catherine P. Bishop, Mary E. Kennedy . . . . .	2
	— 4

BLACKINTON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	606
Average whole number belonging . . . . .	569
INSTRUCTORS. — Entitled to 11 regular instructors; 1 instructor of an ungraded class . . . . .	12
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Helen M. Horton, Harriet G. Jones, Olive A. Kee, Lucy A. O'Brien, Abigail F. Sullivan . . . . .	5
<i>On Probation.</i> — First Assistant, Catherine E. McCarthy; Assistant, Annie C. Lamb . . . . .	2
	— 12

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	423
INSTRUCTORS. — Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Florence G. Erskine . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Minnie Goldsmith, Margaret T. Leahy . . . . .	2
	— 8

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, G. Caroline Penchard . . . . .	1
<i>On Probation.</i> — Principal, Ruth Perry; Assistant, Rosa K. Perry . . . . .	2
	— 3

CHAPMAN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	808
Average whole number belonging . . . . .	787

INSTRUCTORS. — Entitled to 15 regular instructors ; 1 instructor of an ungraded class . . . . .	16
<i>Now serving on tenure</i> . . . . .	11
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Assistant, Frances A. Gallagher . . . . .	1
<i>For the term ending August 31, 1906.</i> — Sub-master, Frederick W. Swan ; Assistant, Caroline Swift . . . . .	2
<i>On Probation.</i> — Assistant, Margaret M. A. Kennedy . . . . .	1
—	15
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	497
INSTRUCTORS. — Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	5
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Gertrude N. Sullivan . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Annie C. Deering, S. Catherine Smith . . . . .	2
<i>On Probation.</i> — Assistants, Clara H. Allen, Jessie C. Skinner . . . . .	2
—	10

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed : <i>To serve for the term ending August 31, 1906.</i> — Assistant, Adelaide M. Clarke . . . . .	1
<i>On Probation.</i> — Assistant, Grace G. Daly . . . . .	1
—	4

## EMERSON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	732
Average whole number belonging . . . . .	720
INSTRUCTORS. — Entitled to 14 regular instructors ; 1 instructor of an ungraded class . . . . .	15
<i>Now serving on tenure</i> . . . . .	12
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Assistant, Eliza J. Murphy . . . . .	1
<i>For the term ending August 31, 1906.</i> — Sub-master, James H. Leary ; Assistant, Grace Bourne . . . . .	2
—	15
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	483
INSTRUCTORS. — Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	4
Appointed : <i>To serve for the term ending August 31, 1906.</i> — Assistants, Sarah A. Atwood, Mabel L. Josselyn . . . . .	2
<i>On Probation.</i> — Assistants, Sarah B. McGlenn, Sarah E. McNeill, Isabel J. Ross . . . . .	3
—	9



KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Christine G. Long . . . . .	1
—	2

LYMAN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,001
Average whole number belonging . . . . .	980
INSTRUCTORS. — Entitled to 18 regular instructors; 3 instructors of ungraded classes . . . . .	21
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Gazelle Eaton . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Grace R. Neeley, Katharine R. A. Nolan . . . . .	2
<i>On Probation.</i> — Sub-master, Frank E. Hobart; Assistants, Mary A. Clark, M. Gertrude Godvin, Edgar E. Hulse, Lillian A. McCall, Mary E. McCormack, Sarah C. Needham, . . . . .	7
—	20

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	814
INSTRUCTORS. — Number entitled to . . . . .	17
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Florence M. Bertram, Josephine Fitzgerald, Katherine L. Fitzpatrick . . . . .	3
<i>For the term ending August 31, 1906.</i> — Assistants, Agnes J. Kenney, Grace M. Plummer, Mary A. Ryan, Louise G. Sullivan . . . . .	4
<i>On Probation.</i> — Assistants, Rose E. McEnaney, Bereneice E. Reardon . . . . .	2
—	16

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Hattie Browne . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Marion R. Fenno, Gertrude L. Gavin . . . . .	2
—	7

## SECOND DIVISION.

## BUNKER HILL DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	530
Average whole number belonging . . . . .	515
INSTRUCTORS. — Entitled to 10 regular instructors; 1 instructor of an ungraded class . . . . .	11
<i>Now serving on tenure</i> . . . . .	11
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	389
INSTRUCTORS. — Entitled to 8 regular instructors; 2 additional instructors allowed for special reasons . . . . .	10
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Anastasia F. Murphy . . . . .	1
<i>On Probation.</i> — Assistant, Helen F. Davol . . . . .	1
	— 10

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1

## FROTHINGHAM DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	766
Average whole number belonging . . . . .	739
INSTRUCTORS. — Entitled to 15 regular instructors; 1 instructor of an ungraded class . . . . .	16
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Florence O. Brock, Etta G. Clarke . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Elizabeth L. McCarthy, Edith F. Rankin, Emma F. West . . . . .	3
<i>On Probation.</i> — Sub-master, Charles E. Quirk; Assistant, Grace A. T. Hefron . . . . .	2
	— 16
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	568
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Anna F. Hingston . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Jenny F. Randall . . . . .	1
<i>On Probation.</i> — Assistant, Jennie L. Quirk . . . . .	1
	— 11

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Angelina K. Mudge . . . . .	1
	— 2

HARVARD DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	618
Average whole number belonging . . . . .	612
INSTRUCTORS. — Entitled to 13 regular instructors; 1 instructor of an ungraded class . . . . .	14
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Sarah V. Porter, Isabel A. Smith . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistant, Fanny E. Jennison . . . . .	1
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	462
INSTRUCTORS. — Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Grace M. Broaders, S. Janet Jameson . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistant, Mary C. Leonard . . . . .	1
	— 10

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
<i>On Probation.</i> — Principal, Eliza A. Maguire; Assistants, Hattie F. Mason, Florence G. McCarthy . . . . .	3
	— 4

PRESCOTT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	556
Average whole number belonging . . . . .	540
INSTRUCTORS. — Entitled to 11 regular instructors . . . . .	11
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Ellen E. Kelly, Florence A. McDonough, . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Ellen G. Garraghan, Esther F. Sullivan, Grace A. Reed . . . . .	3
<i>On Probation.</i> — Assistant, Agnes C. Flynn . . . . .	1
	— 11
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	428
INSTRUCTORS. — Number entitled to . . . . .	9

<i>Now serving on tenure</i> . . . . .	7
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Assistant, Katharine F. O'Brien . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Mary R. Fitzgerald . . . . .	1
	— 9

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed : <i>To serve for the term ending August 31, 1906.</i> — Assistant, Rose B. Sullivan . . . . .	1
	— 2

## WARREN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	656
Average whole number belonging . . . . .	642
INSTRUCTORS. — Entitled to 12 regular instructors; 1 instructor of an ungraded class; 1 additional instructor allowed for special reasons . . . . .	14
<i>Now serving on tenure</i> . . . . .	10
Appointed : <i>To serve for the term ending August 31, 1906.</i> — Sub-master, Walter J. Phelan ; Assistants, Mary M. Crane, Mary T. Laughlin, Annie A. F. Mellish . . . . .	4
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	393
INSTRUCTORS. — Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	7
<i>On Probation.</i> — First Assistant, Caroline E. Morse . . . . .	1
	— 8

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Principal, Alice V. Tuttle . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Rosalind W. Henderson, M. Alice O'Connell . . . . .	2
	— 4

## THIRD DIVISION.

## BOWDOIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	456
Average whole number belonging . . . . .	445
INSTRUCTORS. — Entitled to 8 regular instructors; 1 instructor of an ungraded class ; 1 additional instructor allowed for special reasons . . . . .	10

<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, May A. Treen . . . . .	1
	— 10
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	556
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Mary A. Long . . . . .	1
	— 10

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	3

ELIOT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,286
Average whole number belonging . . . . .	1,238
INSTRUCTORS. — Entitled to 18 regular instructors; 11 instructors of ungraded classes . . . . .	29
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary W. Bonython, Mary E. Hartnett, Nannie May . . . . .	3
<i>For the term ending August 31, 1906.</i> — Assistants, Lura A. Chase, Rose M. McCarthy, Annie E. Regan . . . . .	3
<i>On Probation.</i> — First Assistant, Mary E. Hanney; Assistants, Theresa V. Arato, Mary L. Sullivan . . . . .	3
	— 29
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	785
INSTRUCTORS. — Number entitled to . . . . .	17
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Etta C. Ernst, Ida E. Malaney, Agnes L. McMahan, Mary T. Melia . . . . .	4
<i>On Probation.</i> — First assistant, B. Louise Hagerty; Assistant, Katherine G. O'Donnell . . . . .	2
	— 16

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Mary A. Cahill . . . . .	1
<i>On Probation.</i> — Principal, Clara A. Malloch; Assistant, Margaret V. Quinlan . . . . .	2
	— 4



## HANCOCK DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,120
Average whole number belonging . . . . .	1,091
INSTRUCTORS. — Entitled to 16 regular instructors; 9 instructors of ungraded classes . . . . .	25
<i>Now serving on tenure</i> . . . . .	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Mary R. Thomas; Assistants, Annie G. Colbert, Hattie L. Gates, Evelyn M. Pearce, Elsie M. Sawyer . . . . .	5
<i>For the term ending August 31, 1906.</i> — Assistants, Ida E. Ansley, Mary C. Brine, Anna T. Dinand, Emily J. Hare, Mary A. Kirby . . . . .	5
<i>On Probation.</i> — Assistants, Josephine A. Coulahan, Annie G. Hughes, Emma L. Spratt . . . . .	3
	— 25
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	1,221
INSTRUCTORS. — Number entitled to . . . . .	26
<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, F. Maud Briggs, Anna E. Neal . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Teresa L. Carlin, Mary F. Montrose, Katherine M. Sullivan . . . . .	3
<i>On Probation.</i> — First Assistant, Annie M. Niland; Assistant, Sara H. Colman . . . . .	2
	— 25

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principals, Bertha M. Druley, Margaret V. Meade . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Sarah Bowers, Katharine M. Crowley, Julia E. Keith, Edith Wordell . . . . .	4
<i>On Probation.</i> — Principal, Minnie A. Prescott . . . . .	1
	— 9

## PHILLIPS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,142
Average whole number belonging . . . . .	1,117
INSTRUCTORS. — Entitled to 19 regular instructors; 6 instructors of ungraded classes . . . . .	25
<i>Now serving on tenure</i> . . . . .	* 18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Helen G. Davis, Mary R. Kennedy . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Ella J. Boyle, Nellie M. Foley, Ellen J. MacMahon, Leila M. Nicholl, Ellen M. Sullivan . . . . .	5
	— 25

\*One of these teachers holds the rank of first assistant, primary school; she has charge of the ungraded classes.

WASHINGTON DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . . . .	1,008
Average whole number belonging . . . . .	972
INSTRUCTORS.—Entitled to 15 regular instructors; 7 instructors of ungraded classes . . . . .	22
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee</i> — Assistants, Theresa A. Dacey, Anna T. Nolan . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Annie L. Curly, Helen J. Gormley, Ella F. Grafton, Adeline M. Murphy, Johanna J. O'Neill . . . . .	5
<i>On Probation.</i> — Sub-master, Joseph B. Egan; First Assistant, James M. Murdoch; Assistants, Alice A. Doherty, Mary E. Gately, Anna E. Haley, Gertrude F. Sullivan, Gertrude H. Sullivan . . . . .	7
	— 20
PRIMARY SCHOOLS.—Greatest whole number belonging . . . . .	974
INSTRUCTORS.—Number entitled to . . . . .	21
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Josephine F. Joyce; Assistant, Emma J. Burke . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Mary E. Durgin, Eleanor B. Jamison, Elizabeth M. Keefe, Alice McGillicuddy, Margaret F. Murphy, Caroline R. Pulsifer, Josephine Smith . . . . .	7
<i>On Probation.</i> — First Assistants, Nellie G. Kelley, Katherine L. King; Assistants, Idabel F. Butler, Anna F. Moran, Alice Neilan, Elizabeth M. O'Donnell, Gertrude O. Oppenheim, Mary A. L. Timony . . . . .	8
	— 20

KINDERGARTENS.

INSTRUCTORS.—Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Amy A. Snelling . . . . .	1
<i>On Probation.</i> — Principal, Anna M. Mullins . . . . .	1
	— 3

WELLS DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . . . .	917
Average whole number belonging . . . . .	903
INSTRUCTORS.—Entitled to 16 regular instructors; 3 instructors of ungraded classes . . . . .	19

<i>Now serving on tenure</i> . . . . .	14	
Appointed: <i>To serve for the term ending August 31, 1906.</i> —		
Assistants, Lillian C. Burbank, Judith E. Dugan, Alice G. Lincoln, Alice D. Strong, Henrietta A. Sullivan . . . . .	5	— 19
PRIMARY SCHOOLS.—Greatest whole number belonging . . . . .		1,418
INSTRUCTORS.—Number entitled to . . . . .		31
<i>Now serving on tenure</i> . . . . .	21	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistants, Teresa R. Flaherty, Emily Frazer, Mary F. Magrath . . . . .	3	
<i>For the term ending August 31, 1906.</i> —Assistants, Florence K. Alexander, Agnes L. Berry, Jennie L. Carter, Ellen F. Joyce, Mary R. McNamara, Helen M. Mead, Caroline A. Shay . . . . .	7	— 31
KINDERGARTENS.		
INSTRUCTORS.—Number entitled to . . . . .		6
<i>Now serving on tenure</i> . . . . .	1	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Principal, Ada C. Williamson; Assistant, Mary P. Corrigan . . . . .	2	
<i>For the term ending August 31, 1906.</i> —Principal, Lillian Hooper; Assistants, Ruth C. Barry, Clara B. Cochran . . . . .	3	— 6

## FOURTH DIVISION.

### BRIMMER DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . . . .		608
Average whole number belonging . . . . .		590
INSTRUCTORS.—Entitled to 11 regular instructors; 2 instructors of ungraded classes . . . . .		13
<i>Now serving on tenure</i> . . . . .	4	
Appointed: <i>To serve for the term ending August 31, 1906.</i> —Sub-master, John A. Russell; Assistants, James Burrier, Grace F. Gardner, Grace W. Mitchell, Frances A. Putnam, . . . . .	5	
<i>On Probation.</i> —Sub-master, Frank S. King; First Assistant, Nellie A. Manning; Assistants, Theresa G. O'Brien, Harriet F. Smith . . . . .	4	— 13
PRIMARY SCHOOLS.—Greatest whole number belonging . . . . .		353
INSTRUCTORS.—Number entitled to . . . . .		7
<i>Now serving on tenure</i> . . . . .	5	
Appointed: <i>To serve for the term ending August 31, 1906.</i> —Assistants, Frances A. Curtis, Klara J. Olsson . . . . .	2	— 7

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Martha L. Eaton . . . . .	1
	— 2

PRINCE DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	718
Average whole number belonging . . . . .	708
INSTRUCTORS. — Entitled to 14 regular instructors; 1 instructor of an ungraded class . . . . .	15
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Sub-master, Charles G. Wetherbee; Assistants, Annie A. Horton, Inez A. Hunt, Mary A. Perkins, Hattie M. Simpson, On Probation. — Assistant, Julia L. Frank . . . . .	5
	1
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	450
INSTRUCTORS. — Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Anna C. Cousens . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Mabel C. Friend, Sarah A. Ginn . . . . .	2
	— 9

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mabel L. Dodge . . . . .	1
	— 2

QUINCY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	575
Average whole number belonging . . . . .	554
INSTRUCTORS. — Entitled to 10 regular instructors; 2 instructors of ungraded classes . . . . .	12
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Joanna G. Kelley . . . . .	1
	— 10
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	630
INSTRUCTORS. — Number entitled to . . . . .	13

<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Mary Burkhardt, Orra E. Guild, Grace H. Smith,	3
<i>On Probation.</i> — Assistant, Harriette G. Gilmore . . . . .	1
	— 12

## KINDERGARTENS.

INSTRUCTORS.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Edith C. Johnson . . . . .	1
<i>On Probation.</i> — Assistant, Edith F. Barker . . . . .	1
	— 4

## WINTHROP DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .	782
Average whole number belonging . . . . .	766
INSTRUCTORS.— Entitled to 13 regular instructors; 4 instructors of ungraded classes . . . . .	17
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Dorothy A. O'Reilly, Minnie E. Sutherland . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Winifred E. McKay, Helen Wilson . . . . .	2
<i>On Probation.</i> — Assistants, Marguerite C. Cronan, Pauline E. Voelpel . . . . .	2
	— 16
PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .	340
INSTRUCTORS.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Edith M. Holway . . . . .	1
<i>On Probation.</i> — Assistants, May A. Brown, Ethel F. Grove . . . . .	2
	— 7

## KINDERGARTEN.

INSTRUCTORS.— Number entitled to . . . . .	2
<i>On Probation.</i> — Principal, Sara C. Bullard . . . . .	1

## FIFTH DIVISION.

## DWIGHT SCHOOL.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .	648
Average whole number belonging . . . . .	633
INSTRUCTORS.— Entitled to 11 regular instructors; 2 instructors of ungraded classes . . . . .	13



<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Mary J. H. Taylor . . . . .	1
<i>On Probation.</i> — Sub-masters, Albert S. Ames, Elmer E. Sherman; Assistants, Grace E. Coyne, Blanche A. Russell .	4
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging .	581
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Annie T. McCloskey . . . . .	1
<i>On Probation.</i> — Assistant, Mary Kelly . . . . .	1
	— 12

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Laila G. Staples . . . . .	1
	— 4

EVERETT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging .	650
Average whole number belonging . . . . .	622
INSTRUCTORS. — Entitled to 12 regular instructors; 1 instructor of an ungraded class . . . . .	13
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Caroline S. Winslow . . . . .	1
<i>On Probation.</i> — First Assistant, Evelyn E. Morse; Assistant, Helen J. Scott . . . . .	2
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging .	468
INSTRUCTORS. — Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Josephine C. Scholtes . . . . .	1
<i>On Probation.</i> — Assistant, Ethel M. Rowland . . . . .	1
	— 10

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Clotilda A. Delany . . . . .	1
	— 2

## FRANKLIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	762
Average whole number belonging . . . . .	739
INSTRUCTORS.—Entitled to 14 regular instructors; 2 instructors of ungraded classes . . . . .	16
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistants, M. Josephine Blaisdell, Henrietta H. McKenna . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Leona N. Crowell, Ella F. Erskine, Carrie M. Goulding, Margaret E. Hart, Emma F. Jenkins, Rose A. Plunkett, Florence M. Stephens, Ruth D. Stevens . . . . .	8
	— 16
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	744
INSTRUCTORS. — Number entitled to . . . . .	16
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistant, Elizabeth F. Dorn . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Frances S. Jordan, Charlotte E. Romer, Mary M. Simpson . . . . .	3
<i>On Probation.</i> — First Assistant, Etta M. Smith; Assistant, Margaret C. Donovan . . . . .	2
	— 14

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

## HYDE DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	697
Average whole number belonging . . . . .	679
INSTRUCTORS. — Entitled to 13 regular instructors; 1 instruc- tor of an ungraded class . . . . .	14
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Helen E. Cleaves, Elvira T. Harvey, Clara L. Haynes, Jessie E. H. Thompson, Sally Viles . . . . .	5
<i>On Probation.</i> — First Assistant, Jane Reid; Assistant, Anna F. Cotter . . . . .	2
	— 18
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	496
INSTRUCTORS. — Number entitled to . . . . .	10

<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Annie G. Flaherty, Alice G. Mace, Mary A. McKinlay, A. Gertrude O'Bryan, Augusta M. Wood . . . . .	5
	— 10

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
<i>On Probation.</i> — Assistant, Mary R. Crane . . . . .	1
	— 2

SHERWIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	630
Average whole number belonging . . . . .	615
INSTRUCTORS. — Entitled to 12 regular instructors; 1 instructor of an ungraded class . . . . .	13
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Alice M. Colleton, Elizabeth M. Forrest . . . . .	2
<i>On Probation.</i> — Assistants, Isabel M. Brown, Amy W. Shaw . . . . .	2
	— 12

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	589
INSTRUCTORS. — Number entitled to . . . . .	13
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary F. Sullivan . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Athelston Brandt . . . . .	1
	— 11

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Beulah S. Cone, Nellie S. Morris . . . . .	2
	— 4

SIXTH DIVISION.

BIGELOW DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	858
Average whole number belonging . . . . .	840
INSTRUCTORS. — Entitled to 15 regular instructors; 3 instructors of ungraded classes . . . . .	18

<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Caroline L. Regan . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Annie T. Burke, Katherine A. Cunniff, Alice M. Mulrey . . . . .	3
<i>On Probation.</i> — Assistants, Susan H. Lynch, Katharine C. McDonnell, Henrietta L. Stumpf . . . . .	3
	— 18
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	573
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Annie G. Casey, Emma J. Ross, Alice E. Thornton . . . . .	3
<i>On Probation.</i> — Assistant, Mary G. McDermott . . . . .	1
	— 12

## GASTON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	783
Average whole number belonging . . . . .	777
INSTRUCTORS. — Entitled to 16 regular instructors . . . . .	16
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Louisa B Frothingham . . . . .	1
	— 16
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	508
INSTRUCTORS. — Number entitled to . . . . .	11
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Elizabeth A. Freeto, Myrtle M. C. Linkletter, Margaret A. Murphy, Lillias Thomson . . . . .	4
<i>On Probation.</i> — Assistant, Minnie A. Kennedy . . . . .	1
	— 11

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Bertha E. Richardson . . . . .	1
	— 2

## JOHN A. ANDREW DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	875
Average whole number belonging . . . . .	839
INSTRUCTORS. — Entitled to 16 regular instructors ; 2 instructors of ungraded classes . . . . .	18

<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Ethel A. Borden, Ellen M. Collins, Margaret D. Stone, Annie M. Zbrosky . . . . .	4
<i>For the term ending August 31, 1906.</i> — Assistants, Annie E. Crowell, Mary E. Keohan . . . . .	2
	— 17

PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .	496
INSTRUCTORS.— Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary C. Gartland, Charlotte C. Hamblin . . . . .	2
	— 10

KINDERGARTEN.

INSTRUCTORS.— Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

LAWRENCE DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .	508
Average whole number belonging . . . . .	499
INSTRUCTORS.— Entitled to 9 regular instructors; 2 instructors of ungraded classes . . . . .	11
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Marcella F. Dowd, Florence R. Faxon, Annie E. George, Mary F. O'Brien . . . . .	4
<i>On Probation.</i> — Assistant, Lucy E. Killea . . . . .	1
	— 11
PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .	596
INSTRUCTORS.— Number entitled to . . . . .	13
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Maud F. Crosby . . . . .	1
	— 12

KINDERGARTENS.

INSTRUCTORS.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Blanche G. F. Horner . . . . .	1
	— 3

LINCOLN DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .	693
Average whole number belonging . . . . .	688
INSTRUCTORS.— Entitled to 14 regular instructors . . . . .	14



<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Agnes G. Nash . . . . .	1
<i>For the term ending August 31, 1906.</i> — Sub-masters, Jonathan I. Buck, Charles S. Davis; Assistants, Mary H. Atkins, Sheba E. Berry, Frances G. Keyes, Gertrude L. Wright . . . . .	6
	— 14
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	725
INSTRUCTORS. — Number entitled to . . . . .	15
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Ellen V. Courtney; Assistant, Rachel W. Washburn . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Edith M. Allen, Elizabeth G. Burke, Frances M. Spooner . . . . .	3
<i>On Probation.</i> — Assistant, A. Josephine Bogan . . . . .	1
	— 15

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Annie E. Pousland . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Eliza L. Osgood . . . . .	1
	— 2

## NORCROSS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	591
Average whole number belonging . . . . .	579
INSTRUCTORS. — Entitled to 10 regular instructors; 3 instructors of ungraded classes . . . . .	13
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Agnes J. Hallahan, Mary J. Leary, Elsie M. Paul, Ethel N. Pope . . . . .	4
<i>For the term ending August 31, 1906.</i> — Assistants, Eva Steele, Carrie A. Whitaker . . . . .	2
<i>On Probation.</i> — Assistants, Bessie E. Kennedy, Catherine H. Murphy . . . . .	2
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	575
INSTRUCTORS. — Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Mary A. I. O'Brien, Bertha J. Rich . . . . .	2
	— 11

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
<i>On Probation.</i> — Assistant, Mary M. Loughlin . . . . .	1
	— 2

OLIVER HAZARD PERRY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	440
Average whole number belonging . . . . .	435
INSTRUCTORS. — Entitled to 9 regular instructors . . . . .	9
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Margaret L. Higgins, Helen F. Kenney, K. Gertrude Marden . . . . .	3
<i>On Probation.</i> — First Assistant, Louise A. Pieper; Assistants, Jennie G. J. Cox, Elizabeth A. Nash . . . . .	3
	— 8

SHURTLEFF DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	618
Average whole number belonging . . . . .	608
INSTRUCTORS. — Entitled to 11 regular instructors; 2 instructors of ungraded classes . . . . .	13
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Marguerite S. Clapp . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Mary Taylor . . . . .	1
<i>On Probation.</i> — First Assistants, Mary M. Clapp, Winifred C. Folan . . . . .	2
	— 12
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	371
INSTRUCTORS. — Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Abbie S. Mendell . . . . .	1
<i>On Probation.</i> — Assistants, Mary J. Cullen, Mary Nicolson, . . . . .	2
	— 8

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	3
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Ida G. Thurston . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Katherine S. Haskell . . . . .	1
	— 3

## THOMAS N. HART DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	689
Average whole number belonging . . . . .	659
INSTRUCTORS. — Entitled to 13 regular instructors . . . . .	13
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary E. Donnelly . . . . .	1
<i>For the term ending August 31, 1906.</i> — Sub-master, Robert S. Atkins . . . . .	1
<i>On Probation.</i> — Sub-master, Chester H. Wilbar . . . . .	1
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	643
INSTRUCTORS. — Number entitled to . . . . .	13
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, S. Louella Sweeney; Assistant, Mary F. Keyes . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Alice M. Desmond, Jennie P. Grose . . . . .	2
	— 12

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Mae I. Wigley; Assistant, Gertrude C. L. Vasque . . . . .	2
<i>On Probation.</i> — Assistant, Elizabeth S. Tash . . . . .	1
	— 4

## SEVENTH DIVISION.

## COMINS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	650
Average whole number belonging . . . . .	619
INSTRUCTORS. — Entitled to 12 regular instructors ; 2 instructors of ungraded classes . . . . .	14
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Margaret T. Dooley . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Ellen M. Cronin, Elizabeth T. Lavey . . . . .	2
<i>On Probation.</i> — Sub-master, Arthur A. Jordan; First Assistant, Lillian E. Cronin; Assistant, Lucy A. Mackenzie . . . . .	3
	— 12

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	448
INSTRUCTORS. — Number entitled to . . . . .	10
Now serving on tenure . . . . .	4
Appointed: To serve during the pleasure of the School Committee. — Assistants, Linna E. Clark, Alice L. Reed . . . . .	2
For the term ending August 31, 1906. — Assistants, Anna J. Griffin, A. Harriet Haley . . . . .	2
—	8

KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	6
Now serving on tenure . . . . .	3
Appointed: To serve during the pleasure of the School Committee. — Assistant, Anna M. White . . . . .	1
For the term ending August 31, 1906. — Assistants, Mina Guyton, Mary M. Oswald . . . . .	2
—	6

DEARBORN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,001
Average whole number belonging . . . . .	930
INSTRUCTORS. — Entitled to 19 regular instructors; 1 instructor of an ungraded class . . . . .	20
Now serving on tenure . . . . .	12
Appointed: To serve during the pleasure of the School Committee. — Assistants, Emma Frye, Lucy Hamlin . . . . .	2
For the term ending August 31, 1906. — Assistant, Lucy H. Littlefield . . . . .	1
On Probation. — First Assistant, Lillian A. Wiswell; Assistant, Elizabeth W. O'Connell . . . . .	2
—	17
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	986
INSTRUCTORS. — Number entitled to . . . . .	21
Now serving on tenure . . . . .	13
Appointed: To serve during the pleasure of the School Committee. — Assistants, Mary C. Harrington, Mary A. Lynch . . . . .	2
For the term ending August 31, 1906. — Assistants, Helen R. Campbell, Mattie M. Clough, C. Agnes Dailey, Mary G. Finnegan, Anna M. Stevens . . . . .	5
On Probation. — Assistant, Carrie M. Wellington . . . . .	1
—	21

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
Now serving on tenure . . . . .	2

## DILLAWAY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	905
Average whole number belonging . . . . .	883
INSTRUCTORS. — Entitled to 18 regular instructors . . . . .	18
Now serving on tenure . . . . .	13
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Marion L. Owen, Annie L. Wood . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Margaret E. Collins, Martha L. Reid . . . . .	2
<i>On Probation.</i> — Assistant, Katherine Keenan . . . . .	1
	— 18
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	658
INSTRUCTORS. — Number entitled to . . . . .	14
Now serving on tenure . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Elizabeth M. Finneran, Lena Lee, Annie E. McCormick . . . . .	3
<i>On Probation.</i> — Assistants, Mabel L. Harrington, Sarah B. C. Lane . . . . .	2
	— 14

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
Now serving on tenure . . . . .	3
<i>On Probation.</i> — Assistant, Ida G. Beverly . . . . .	1
	— 4

## DUDLEY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	917
Average whole number belonging . . . . .	888
INSTRUCTORS. — Entitled to 18 regular instructors; 1 instructor of an ungraded class . . . . .	19
Now serving on tenure . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Antoinette M. Getchell, Mary L. Long . . . . .	2
<i>For the term ending August 31, 1906.</i> — Sub-master, Edward F. O'Dowd; Assistants, Hannah E. Coughlan, Margaret E. Hill, Emma V. Kennedy, Hannah E. Tobin . . . . .	5
	— 18
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	784
INSTRUCTORS. — Number entitled to . . . . .	17
Now serving on tenure . . . . .	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Katherine L. Connell, Rose E. Munster . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Mary L. Logan, Viola R. Marsh, Helen S. Murphy . . . . .	3
	— 17



KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Mabelle L. Boyer, Lucy E. Low . . . . .	2
	— 4

GEORGE PUTNAM DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	614
Average whole number belonging . . . . .	601
INSTRUCTORS. — Entitled to 12 regular instructors . . . . .	12
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Minnie E. Farnsworth, Imogene L. Owen, Ede L. Travis . . . . .	3
<i>On Probation.</i> — Assistants, Lura B. Galbraith, Annie C. Simmons . . . . .	2
	— 12

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	510
INSTRUCTORS. — Number entitled to . . . . .	11
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Julia H. Cram . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Sarah E. French . . . . .	1
<i>On Probation.</i> — Assistants, Grace A. Kelleher, Anna H. O'Connell, Louisa Prescott, Alice H. Shaw . . . . .	4
	— 11

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

HUGH O'BRIEN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	998
Average whole number belonging . . . . .	972
INSTRUCTORS. — Entitled to 20 regular instructors . . . . .	20
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Viola M. I. Clark, Elizabeth Cushing . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Amy L. Burbank, Ellen M. Greany, Julia E. Phalen, Cora F. Taylor, Frances E. Whiting . . . . .	5
<i>On Probation.</i> — First Assistant, Myra E. Wilson; Assistant, Mary A. Watson . . . . .	2
	— 19

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	614
INSTRUCTORS. — Number entitled to . . . . .	13
Now serving on tenure . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Elinore G. Lynch; Assistant, Hilda Williamson . . . . .	2
For the term ending August 31, 1906. — Assistants, Isabella M. Duguid, Sarah J. Fallon, Florence W. Parry . . . . .	3
	— 11

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Martha G. Breckenridge . . . . .	1
For the term ending August 31, 1906. — Assistant, Clara Ransom . . . . .	1
	— 2

## LEWIS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,027
Average whole number belonging . . . . .	995
INSTRUCTORS. — Entitled to 19 regular instructors; 2 instructors of ungraded classes . . . . .	21
Now serving on tenure . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elizabeth B. Richardson . . . . .	1
For the term ending August 31, 1906. — Assistants, Grace A. Cunningham, Madeline B. Driscoll, Ellen G. Hayden, M. Genevieve Kiely, Rachel Rosnosky, Caroline M. Sproul, Charlotte L. Wilber . . . . .	7
On Probation. — Assistants, Alice D. Burke, C. Isabel Mention, . . . . .	2
	— 21

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	623
INSTRUCTORS. — Number entitled to . . . . .	13
Now serving on tenure . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Beatrice L. Haddock, Mary L. Murphy, . . . . .	2
For the term ending August 31, 1906. — Assistants, Emma M. Pearson, Jessie Tishler . . . . .	2
On Probation. — Assistant, Katherine V. McBreen . . . . .	1
	— 13

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Agnes R. Elliott . . . . .	1
For the term ending August 31, 1906. — Assistants, Mabel G. Berry, Helen L. Brown . . . . .	2
	— 3

MARTIN DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	624
Average whole number belonging . . . . .	564
INSTRUCTORS. — Entitled to 13 regular instructors . . . . .	13
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Charlotte Z. Church . . . . .	1
<i>For term ending August 31, 1906.</i> — Assistant, Mary D. Chadwick . . . . .	1
<i>On Probation.</i> — Assistant, Alice F. Connell . . . . .	1
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	334
INSTRUCTORS. — Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Alicia F. McDonald; Assistant, Blanche E. Fallon . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Mary A. Nolan, Alice B. Poor . . . . .	2
	— 7

KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Willena E. Browne . . . . .	1
	— 2

PHILLIPS BROOKS DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	962
Average whole number belonging . . . . .	922
INSTRUCTORS. — Entitled to 18 regular instructors; 1 instructor of an ungraded class . . . . .	19
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, James H. Gormley . . . . .	1
<i>For the term ending August 31, 1906.</i> — Sub-master, Edson L. Ford; Assistants, Alice A. Brophy, Adelaide E. Burke, Theresa F. Dupree, Clara E. Glover, Etta A. Manning, Blanche V. Smith . . . . .	7
<i>On Probation.</i> — First Assistant, Julia S. Dolan; Assistants, Delia Condron, S. Theodosia Folsom, Katherine A. McMurry, Thomas J. Sheahan . . . . .	5
	— 19
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	810
INSTRUCTORS. — Number entitled to . . . . .	17

<i>Now serving on tenure</i> . . . . .	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary C. Maloy, Mary F. O'Brien . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Edith N. Connor, Ellen L. Coughlan, Mary E. Kelleher . . . . .	3
	— 17

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Mary A. Daly . . . . .	1
<i>On Probation.</i> — Assistant, Frances L. O'Connell . . . . .	1
	— 4

## EIGHTH DIVISION.

## AGASSIZ DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	882
Average whole number belonging . . . . .	847
INSTRUCTORS. — Entitled to 18 regular instructors . . . . .	18
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mabelle L. Lounsbury, Mabel E. Smith, . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Jessie A. Shaw, Ethelyn A. Townsend . . . . .	2
	— 15
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	412
INSTRUCTORS. — Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Margaret M. Burton, Lucinda R. Kinsley . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Clara E. Bertsch, Alice G. Cleveland, Mary J. Haggerty . . . . .	3
<i>On Probation.</i> — Assistant, Mary A. O'Neil . . . . .	1
	— 9

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Principal, Isabelle H. Earnshaw; Assistant, Olivia B. Hazelton . . . . .	2
	— 4

BENNETT DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	645
Average whole number belonging . . . . .	628
INSTRUCTORS.—Entitled to 13 regular instructors . . . .	13
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve during the pleasure of the School Com-</i> <i>mittee.</i> —Assistant, Edith Rose . . . . .	1
<i>For the term ending August 31, 1906.</i> —Assistants, Maude E. Rice, Gertrude B. Sanderson . . . . .	2
<i>On Probation.</i> —Assistant, Jennie M. Chandler . . . . .	1
	— 13
PRIMARY SCHOOLS.—Greatest whole number belonging . . .	410
INSTRUCTORS.—Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Com-</i> <i>mittee.</i> —First Assistant, Margaret I. Scollans; Assistants, Katherine F. Wood, Jennie L. Worth . . . . .	3
<i>For the term ending August 31, 1906.</i> —Assistant, Jennie M. Good . . . . .	1
	— 9

KINDERGARTENS.

INSTRUCTORS.—Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Principal, Helen L. Arnold . . . . .	1
<i>On Probation.</i> —Assistant, Helen S. Eaton . . . . .	1
	— 3

BOWDITCH DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . .	688
Average whole number belonging . . . . .	680
INSTRUCTORS.—Entitled to 13 regular instructors; 1 instructor of an ungraded class . . . . .	14
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Com-</i> <i>mittee.</i> —Assistants, Annie E. Lees, Isabel P. Reagh . . . . .	2
<i>For the term ending August 31, 1906.</i> —Assistant, Ella F. Jordan . . . . .	1
	— 14
PRIMARY SCHOOLS.—Greatest whole number belonging . . .	675
INSTRUCTORS.—Number entitled to . . . . .	14
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Com-</i> <i>mittee.</i> —Assistants, Annie M. Johnson, Sara L. Palmer . . . . .	2
	— 13



## KINDERGARTENS.

INSTRUCTORS.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Theresa I. Russell . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Florence J. Ferguson . . . . .	1
	— 4

## CHARLES SUMNER DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	644
Average whole number belonging . . . . .	624
INSTRUCTORS. — Entitled to 13 regular instructors . . . . .	13
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Bertha L. Palmer . . . . .	1
<i>On Probation.</i> — Sub-master, Stacy B. Southworth . . . . .	1
	— 13
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	431
INSTRUCTORS. — Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	9

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principals, Katharine Macdonald, Marion L. Weston; Assistant, Emily E. Willett . . . . .	3
<i>For the term ending August 31, 1906.</i> — Assistant, Fannie P. Walker . . . . .	1
	— 4

## JEFFERSON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	547
Average whole number belonging . . . . .	511
INSTRUCTORS. — Entitled to 11 regular instructors . . . . .	11
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Eleanor F. Somerby . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Mary A. Leary . . . . .	1
<i>On Probation.</i> — Assistant, Margaret L. Toole . . . . .	1
	— 9
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	413
INSTRUCTORS. — Number entitled to . . . . .	9

<i>Now serving on tenure</i> . . . . .	5	
Appointed: <i>To serve for the term ending August 31, 1906.</i> —		
Assistant, Mary J. Stark . . . . .	1	
<i>On Probation.</i> — Assistants, Edith E. Cox, Mary M. Phelan . . . . .	2	
	—	8

KINDERGARTENS.

INSTRUCTORS.— Number entitled to . . . . .		4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Ida E. McElwain . . . . .	1	
<i>For the term ending August 31, 1906.</i> — Assistant, Catharine L. Gately . . . . .	1	
<i>On Probation.</i> — Assistant, Mary G. Murray . . . . .	1	
	—	3

LONGFELLOW DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .		546
Average whole number belonging . . . . .		535
INSTRUCTORS.— Entitled to 11 regular instructors . . . . .		11
<i>Now serving on tenure</i> . . . . .		9
Appointed: <i>To serve for the term ending August 31, 1906.</i> —		
Assistants, Emma L. Dahl, Theresa D. Lewis . . . . .	2	
	—	11
PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .		406
INSTRUCTORS.— Number entitled to . . . . .		9
<i>Now serving on tenure</i> . . . . .		4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Lila C. Fisher, Henrietta F. Johnson . . . . .	2	
<i>For the term ending August 31, 1906.</i> — Assistants, Edith Irving, Ethel L. Sawyer, Hilda G. Watkins . . . . .	3	
	—	9

KINDERGARTEN.

INSTRUCTORS.— Number entitled to . . . . .		2
Appointed: <i>To serve for the term ending August 31, 1906.</i> —		
Assistant, Jennie N. Haxton . . . . .		1

LOWELL DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .		754
Average whole number belonging . . . . .		738
INSTRUCTORS.— Entitled to 15 regular instructors . . . . .		15
<i>Now serving on tenure</i> . . . . .		12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary G. Lyons . . . . .	1	
<i>For the term ending August 31, 1906.</i> — Assistant, Elsie D. Keniston . . . . .	1	
<i>On Probation.</i> — Assistant, Marion R. Weymouth . . . . .	1	
	—	15

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	589
INSTRUCTORS. — Number entitled to . . . . .	13
<i>Now serving on tenure</i> . . . . .	11
<i>On Probation.</i> — Assistant, Marguerite J. Martin . . . . .	1
	— 12

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Mary E. Merritt . . . . .	1
<i>On Probation.</i> — Principal, Beatrice H. Gunn; Assistant,	
Christine H. Hamilton . . . . .	2
	— 4

## ROBERT G. SHAW DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	472
Average whole number belonging . . . . .	469
INSTRUCTORS. — Entitled to 9 regular instructors; 1 additional	
instructor allowed for special reasons . . . . .	10
<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Assistant, Blanche J. Conner . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Anna L.	
Maguire . . . . .	1
	— 10
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	267
INSTRUCTORS. — Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	6

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	3
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Assistant, Ethel H. Pendleton . . . . .	1
	— 3

## WASHINGTON ALLSTON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,287
Average whole number belonging . . . . .	1,265
INSTRUCTORS. — Entitled to 24 regular instructors; 2 instruc-	
tors of ungraded classes; 1 additional instructor allowed for	
special reasons . . . . .	27

<i>Now serving on tenure</i> . . . . .	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Louise A. Keeler, Fannie B. Sanderson,	2
<i>For the term ending August 31, 1906.</i> — Assistants, Ella F. Bent, Blanche A. Cole, Florence M. Homer, Marion E. Hood, Caroline H. Moore . . . . .	5
<i>On Probation.</i> — Sub-master, Frank W. Chase; Assistants, Margaret T. Casey, Edith J. Jones . . . . .	3
	— 26
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	886
INSTRUCTORS. — Number entitled to . . . . .	19
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Louise T. E. Waterman . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Elva E. Buck, Lina K. Eaton, M. Grace Seymour, Mizpeh B. Zewicker, Annie L. Ziersch . . . . .	5
<i>On Probation.</i> — Assistants, Elizabeth L. Bush, Mabel J. Neil, Annie P. O'Hara . . . . .	3
	— 19
KINDERGARTENS.	
INSTRUCTORS. — Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Annie L. McCarty . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Laura Stevens . . . . .	1
<i>On Probation.</i> — Assistant, Carolyn B. Shattuck . . . . .	1
	— 6

## NINTH DIVISION.

### CHRISTOPHER GIBSON DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,213
Average whole number belonging . . . . .	1,198
INSTRUCTORS. — Entitled to 23 regular instructors; 1 instructor of an ungraded class . . . . .	24
<i>Now serving on tenure</i> . . . . .	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Catherine F. Byrne; Assistants, Clara C. Howland, Alice M. Williams . . . . .	3
<i>For the term ending August 31, 1906.</i> — Assistants, Grace E. Bullard, Florence S. Fairbrother, Deborah A. McColl, Mary T. McColl, Mary A. McNaught . . . . .	5
<i>On Probation.</i> — Assistants, Blanche Burdick, Josephine F. Sullivan . . . . .	2
	— 24

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	1,042
INSTRUCTORS. — Number entitled to . . . . .	22
Now serving on tenure . . . . .	12
Appointed: To serve during the pleasure of the School Committee. — Assistants, Agnes T. Kelly, Florence A. Stone . . . . .	2
For the term ending August 31, 1906. — Assistants, Josephine E. Clark, Ellen K. Eichorn, Harriet E. Ells, Katharine C. Kelley, Katherine T. Lyons . . . . .	5
On Probation. — Assistants, Violet F. Creber, Carolyn I. Lynch, Elizabeth R. Phelan . . . . .	3
	— 22

## KINDERGARTENS.

INSTRUCTORS. — Number entitled to . . . . .	7
Now serving on tenure . . . . .	3
Appointed: To serve for the term ending August 31, 1906. — Assistant, Ella G. Jenkins . . . . .	1
On Probation. — Principal, A. Gertrude Bowker; Assistant, Mary F. O'Meara . . . . .	2
	— 6

## EDWARD EVERETT DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	686
Average whole number belonging . . . . .	682
INSTRUCTORS. — Entitled to 14 regular instructors . . . . .	14
Now serving on tenure . . . . .	10
Appointed: To serve for the term ending August 31, 1906. — Assistants, Mae H. Bromley, Marion E. Buswell . . . . .	2
On Probation. — Assistants, Rosa M. Bumstead, Margaret C. Murdoch . . . . .	2
	— 14

PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	542
INSTRUCTORS. — Number entitled to . . . . .	11
Now serving on tenure . . . . .	6
Appointed: To serve for the term ending August 31, 1906. — Assistants, Alice A. Banker, Josephine M. Barrett, Bessie M. Elliott, Anna M. Horsford . . . . .	4
	— 10

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
Now serving on tenure . . . . .	1
Appointed: To serve during the pleasure of the School Committee. — Assistant, Eleanor G. Hutchinson . . . . .	1
	— 2

## GILBERT STUART DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	537
Average whole number belonging . . . . .	525
INSTRUCTORS. — Entitled to 11 regular instructors . . . . .	11



<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary E. Harris . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Lucy D. Ellis, Della Prescott, Mary E. Walsh . . . . .	3
	— 11

PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .	335
INSTRUCTORS.— 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, Carrie M. Weis . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, A Maud Briggs . . . . .	1
	— 7

KINDERGARTENS.

INSTRUCTORS.— Number entitled to . . . . .	3
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistant, Ellen W. Porter . . . . .	1
	— 3

HENRY L. PIERCE DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .	892
Average whole number belonging . . . . .	878
INSTRUCTORS.—Entitled to 17 regular instructors; 1 instructor of an ungraded class . . . . .	18
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elizabeth R. Brady, Mary J. Collingwood, <i>For the term ending August 31, 1906.</i> — Assistant, Areminta V. Paasche . . . . .	1
<i>On Probation.</i> — First Assistant, Clara B. Cutler; Assistants, Eva H. S. Lucas, Edith A. Savage, Mary C. Sinnott . . . . .	4
	— 18

PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .	266
INSTRUCTORS.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Laura D. Fisher . . . . .	1
<i>On Probation.</i> — Assistants, Elizabeth E. Haggerty, Ethel M. Haynes . . . . .	2
	— 6

KINDERGARTEN.

INSTRUCTORS.— Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed.— <i>To serve for the term ending August 31, 1906.</i> — Assistant, Agnes M. Macdonald . . . . .	1
	— 2

## MARY HEMENWAY DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	830
Average whole number belonging . . . . .	817
INSTRUCTORS. — Entitled to 17 regular instructors; 1 additional instructor allowed for special reasons . . . . .	18
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Harlan P. Ford; Assistants, Martha E. Lang, Ellen Welin . . . . .	3
<i>For the term ending August 31, 1906.</i> — Assistants, Mary A. Maloney, Jessie L. Nolte . . . . .	2
<i>On Probation.</i> — Assistants, Ellen G. McTernan, Martha E. Tracy . . . . .	2
	— 17
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	493
INSTRUCTORS. — Number entitled to . . . . .	11
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1906.</i> — Assistants, Alice G. Maher, Florence M. Robinson . . . . .	2
	— 11

## KINDERGARTEN.

INSTRUCTORS. — Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

## MATHER DISTRICT.

GRAMMAR SCHOOL. — Greatest whole number belonging . . . . .	1,143
Average whole number belonging . . . . .	1,088
INSTRUCTORS. — Entitled to 22 regular instructors; 1 instructor 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, Mary G. Cahill, Mary E. O'Kane . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Elizabeth V. Cloney, Gertrude A. Hastings, Grace E. Lingham, Annie Mackenzie, Alice M. Packard . . . . .	5
<i>On Probation.</i> — Assistant, Loretta J. Curran . . . . .	1
	— 23
PRIMARY SCHOOLS. — Greatest whole number belonging . . . . .	845
INSTRUCTORS. — Number entitled to . . . . .	18
<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Grace R. Clark, Helen M. French, Louise C. Howes . . . . .	3
<i>For the term ending August 31, 1906.</i> — Assistants, Alice M. Cahill, Mary E. Forsaith, Lucy D. Macarthy, Mary L. McCollough . . . . .	4
<i>On Probation.</i> — Assistants, Mary A. Dunican, Mary Smith, . . . . .	2
	— 18

KINDERGATEN.

INSTRUCTORS.—Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistant, Ada Cushing . . . . .	1
	— 2

MINOT DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . . . .	413
Average whole number belonging . . . . .	406
INSTRUCTORS.—Entitled to 8 regular instructors . . . . .	8
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> —Assistant, Mabel A. Jepson . . . . .	1
<i>For the term ending August 31, 1906.</i> —Sub-master, W. Stan-	
wood Field . . . . .	1
<i>On Probation.</i> —First Assistant, Mary E. Palmer; Assistant,	
Rose Dearborn . . . . .	2
	— 8
PRIMARY SCHOOLS.—Greatest whole number belonging . . . . .	295
INSTRUCTORS.—Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Katherine R. Haley, Lillian A. Richardson . . . . .	2
	— 6

KINDERGARTEN.

INSTRUCTORS.—Number entitled to . . . . .	1
<i>Now serving on tenure</i> . . . . .	1

ROGER WOLCOTT DISTRICT.

GRAMMAR SCHOOL.—Greatest whole number belonging . . . . .	896
Average whole number belonging . . . . .	886
INSTRUCTORS.—Entitled to 18 regular instructors; 1 additional	
instructor allowed for special reasons . . . . .	19
<i>Now serving on tenure</i> . . . . .	10
Appointed: <i>To serve for the term ending August 31, 1906.</i> —	
Assistants, Mary W. Baker, Blanche I. Evans, Sadie W.	
Jenkins, Mary M. McNally, Alice G. Meade, Katherine V.	
Rowe, Mary G. Woodman . . . . .	7
<i>On Probation.</i> —Assistants, Alicia G. Frawley, Katherine C.	
Nickels . . . . .	2
	— 19
PRIMARY SCHOOLS.—Greatest whole number belonging . . . . .	702
INSTRUCTORS.—Number entitled to . . . . .	15

<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Louisa W. Burgess . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistants, Violet C. Coates, Charlotte A. Fraser, Mary E. Garrity, Annie G. Shay, . . . . .	4
<i>On Probation.</i> — Assistants, Desire E. Nickels, Josephine L. Pickett . . . . .	2
—	15

## KINDERGARTENS.

INSTRUCTORS.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	3
<i>On Probation.</i> — Principal, Julia T. A. Maloy; Assistant, Helen V. Peck . . . . .	2
—	5

## WILLIAM E. RUSSELL DISTRICT.

GRAMMAR SCHOOL.— Greatest whole number belonging . . . . .	871
Average whole number belonging . . . . .	860
INSTRUCTORS.— Entitled to 17 regular instructors . . . . .	17
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Julia J. Ford, Elizabeth W. O'Connor . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Lucy B. Conner, Elinor C. Hibbard, Freda Salfisberg, Mabel A. Woodward . . . . .	4
<i>On Probation.</i> — Assistants, Florence M. Bell, Maud I. Carter, Katharine T. A. Hogan, Gertrude E. Merrill . . . . .	4
—	17
PRIMARY SCHOOLS.— Greatest whole number belonging . . . . .	894
Average whole number belonging . . . . .	15
<i>Now serving on tenure</i> . . . . .	6
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Minnie E. G. Price; Assistant, Marguerite T. Morse . . . . .	2
<i>For the term ending August 31, 1906.</i> — Assistants, Mary E. Griffin, May C. McDonough, Frances A. Nolan, Gertrude W. Simpson, La Vinia E. Stewart . . . . .	5
—	13

## KINDERGARTEN.

INSTRUCTORS.— Number entitled to . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Principal, Mabel F. Kemp . . . . .	1
<i>For the term ending August 31, 1906.</i> — Assistant, Elizabeth E. Curley . . . . .	1
—	2

## HORACE MANN SCHOOL.

Appointed: *To serve during the pleasure of the School Committee.*—  
Assistant, Mary B. Adams.  
*On Probation.*—Assistant, Helen A. Fernald.

## SCHOOL ON SPECTACLE ISLAND.

*On Probation.*—Teacher, James T. Donovan.

## SPECIAL CLASSES.

Appointed: *To serve during the pleasure of the School Committee.*—  
Teacher, Cora E. Wood.  
*For the term ending August 31, 1906.*—Teachers, Margaret M.  
Brosnahan, Blanche B. Cochran, Mary A. Stillman.

## MANUAL TRAINING.

*Schools of Cookery.*

Appointed: *To serve during the pleasure of the School Committee.*—  
Instructor, Margaret A. Fay.  
*For the term ending August 31, 1906.*—Instructors, Charlotte F. Clark,  
Roberta M. Cummins, Nina M. George (on  $\frac{3}{4}$  time), Annie F. Gray,  
Genevieve Huff, Alice R. Merrick (on  $\frac{2}{3}$  time), Grace B. Nichols.  
*On Probation.*—Instructors, Anna U. Foley, Nina M. George (on  $\frac{1}{2}$   
time).

*Schools of Woodworking.*

Appointed: *To serve during the pleasure of the School Committee.*—  
Instructor, John C. Brodhead; Assistant Instructors, Louise H.  
Billings, William A. England, I. Virginia Lyons, Helen F. Veasey.  
*For the term ending August 31, 1906.*—Assistant Instructors, Lillian M.  
Beckwith, Richard Benson, Delia E. Donahue, Margaret A. Mahony,  
Josephine May, Katherine Robinson, Lydia G. Sprague, Anna S.  
Strejffert.  
*On Probation.*—Instructors, Frank Carter, James C. Clarke, Grace J.  
Freeman, Anna M. Pond, Helen I. Whittemore; Assistant Instructors,  
Sarah M. Aldrich, Edna L. Allen, Mary C. Barstow, Jessie L. Burns,  
Joseph F. Carter, Mary E. Davin, Mary G. Davis, Effie Owen.

## SPECIAL TEACHERS.

Appointed: *To serve during the pleasure of the School Committee.*—  
Commercial Branches.—Special Instructors, Charlestown High  
School, John H. Moore; West Roxbury High School, Ernest V. Page;  
Instructors, Brighton High School, Helen M. Hanscom; Charlestown  
High School, Jennie V. Richardson; Girls' High School, Clara H.  
Hanks; Roxbury High School, Celia F. Stacy. Music.—Assistant  
in, Laura F. Taylor.



*For the term ending August 31, 1906.* — Commercial Branches. — Special Instructors, Dorchester High School, Oscar H. Bresee; East Boston High School, Charles E. Simpson; English High School, James W. Mace, Jr.; Instructors, Dorchester High School, Bessie A. Roberts, Nina E. Titus; Girls' High School, Cora J. Ball; South Boston High School, Ruth E. Hubbard. Drawing. — Assistant to Director, Jennie C. Peterson; Teacher, South Boston High School, Charlotte A. Kendall. French. — Special Teachers, Roxbury High School, Helen J. McShane; South Boston High School, Henriette Goldstein. Household Science and Arts. — Special Teacher in the Normal and High Schools, Elizabeth P. Palmer. Laboratory Assistant. — Roxbury High School, Roy E. Mooar. Modern Languages. — Assistant Instructor, Camille Ried. Music. — Assistant Directors, Grant Drake, Albert G. Mitchell, John A. O'Shea; Assistants in, Helen A. Brick, Nellie L. Woodbury, Blanche Tibbits.

*On Probation.* — Commercial Branches. — Instructor, Girls' High School, Isabel S. Skinner. Household Arts and Sciences. — Teacher, Roxbury High School, Marion W. Clark. Manual Training and Mechanical Drawing. — Teacher, Dorchester High School, Joseph H. Hawes.

#### TEACHERS OF SEWING.

*Appointed: To serve for the term ending August 31, 1906.* — Eldora M. S. Bowen, Harriet E. Browne, Helen L. Burton, Catherine J. Cadogan, Kate A. Clare, Susan M. Cousens, Margaret C. Crane, Annie M. Cullen, Isabella Cumming, Mary L. Dermody, Mary F. Doherty, Clara L. Dorr, M. Lillian Dunbar, Helen E. Hapgood, Mary T. Hassett, Sarah A. Horan, Katharine M. Howell, Margaret A. Kelley, Elizabeth S. Kenna, Annie F. Marlowe, Margaret T. McCormick, Agnes E. McDonald, Margaret McDonald, Mary J. McEntyre, Annie S. Meserve, Margaret J. Murphy, Mary E. Patterson, Ellen E. Phalan, Esther C. Povah, Elizabeth A. Power, Sara C. Selby, Julia A. Skilton, Sarah A. Stall, Ella L. Thomas, Lizzie A. Thomas, Frances Tully, Nida F. Vesper, Florence I. Waitt, Emma A. Waterhouse, Emma G. Welch, Ella Whiting, Ellen M. Wills, Henrietta L. Yelland, Esther L. Young.

*On Probation.* — Helen C. Fisher, Ellen E. MacHugh, Mary L. E. McCormick.

SCHOOL DOCUMENT NO. 6—1905

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REPORT

OF THE

COMMITTEE ON SALARIES



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905



# REPORT.

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IN SCHOOL COMMITTEE, BOSTON, June 27, 1905.

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, 1906.

The salary of the special teacher of household arts and sciences in the Roxbury High School has been increased from \$972 to \$1,200, to correspond with the salary paid the teacher of household science and arts in the Normal and High Schools.

On December 13, 1904, an order was passed by the Board instructing the Committee on Salaries to report a suitable rate of compensation for sewing teachers, together with their recommendations as to the particular year of service upon which the various teachers in this subject now employed shall be placed, to take effect at the beginning of the next school year, September 1, 1905. The object of this order is, of course, to do away with the present system of paying teachers of sewing according to the number of divisions which each teacher has under her charge, and to provide for the establishment of a sliding scale of compensation for such instructors, so that those hereafter employed shall enter the service at a minimum salary and advance each year until the maximum shall be reached. Your committee do not deem it wise or practicable to put the new plan into immediate effect, but think that the interests of the city, as well as of the instructors now in the service, will best be served by the adoption of a sliding scale for teachers who may hereafter be appointed. The plan which your committee propose, and which will go into effect with the adoption of the appended

orders relating thereto, will result in no increased expense to the city so far as the present force of sewing teachers is concerned, neither will any such teacher suffer any loss of compensation, while in due time the present division system of payment will pass out of existence and the new plan go into full effect without additional expense to the city, and without injustice to any instructor.

With the exceptions hereinbefore stated, no changes have been made in the various salaries now in effect.

The committee recommend the passage of the following orders, Nos. 1 to 14, inclusive.

For the committee,

FRANK F. ERNST,  
*Chairman.*



1. *Ordered*, That the salaries of instructors of the public schools be fixed for the year ending August 31, 1906, as contained in the following schedule :

#### NORMAL SCHOOL.

Head-Master . . . . .	\$3,780
Masters, 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 Principals, 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
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Assistants, first year, \$552; annual increase, \$48; maximum . . . . .	\$936 00
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.

(Amounts stated are for each evening of actual service.)

#### HIGH SCHOOLS.

Head-Master, Central School . . . . .	\$10 00
Head-Masters, local schools . . . . .	6 00
Assistants . . . . .	4 00
Special Teacher of Penmanship, Central School . . . . .	2 00
Special Assistants, Typewriting Departments . . . . .	2 00
Laboratory Assistants . . . . .	2 00
Pianists . . . . .	1 50

#### MECHANIC ARTS HIGH SCHOOL.

Head-Master . . . . .	\$7 00
Assistant Principal . . . . .	4 00
Instructors . . . . .	4 00
Assistant Instructors . . . . .	2 50
Special Assistants . . . . .	2 00
Tool-keeper . . . . .	1 00

#### ELEMENTARY SCHOOLS.

Principals in schools where average attendance for month is 100 pupils or more . . . . .	\$5 00
In schools where average attendance for month is less than 100 . . . . .	4 00
First Assistants in schools where average attendance for month is 75 pupils or more . . . . .	2 50
In schools where average attendance for month is less than 75 pupils . . . . .	2 00
Assistants . . . . .	2 00
Assistants in charge of Post-graduate Classes . . . . .	2 50
Instructors in Cookery and Sewing . . . . .	2 00
Interpreters . . . . .	2 00

#### DRAWING SCHOOLS.

<sup>1</sup> Masters . . . . .	\$10 00
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<sup>1</sup>The rank of Master in Evening Drawing Schools shall be abolished as the position becomes vacant by the retirement of the present incumbents.

Principals, first year, \$7; second year and subsequently . . . . .	\$8 00
Assistants, first year, \$4; second year, \$5; third year and subsequently . . . . .	6 00

**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.**

CHEMISTRY TEACHER AND LABORATORY ASSISTANTS.

Teacher of Chemistry, Girls' High School . . . . .	\$1,620
Laboratory Assistant, English High School . . . . .	500
Laboratory Assistant, Girls' High School . . . . .	936
Laboratory Assistant, Mechanic Arts High School . . . . .	500
Laboratory Assistant, Roxbury High School . . . . .	936

COMMERCIAL BRANCHES.

Special Instructors, High Schools, first year, \$1,200; annual increase, \$120; maximum . . . . .	\$2,040
Instructors, High School, first year, \$900; annual increase, \$72; maximum . . . . .	1,548

DRAWING.

Director . . . . .	\$3,000
Assistants to Director (3) . . . . .	1,500
<sup>1</sup> 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

HOUSEHOLD SCIENCE AND ARTS.

Teacher, Normal and High Schools . . . . .	\$1,200
Teacher of Household Arts and Sciences, Roxbury High School . . . . .	1,200

<sup>1</sup>To give instruction in drawing in the Normal School, and to assist the Director of Drawing.

## 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 increase, \$48; maximum . . . . .	936

## Teachers of Sewing now in the service:

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
Teachers of Sewing appointed after August 31, 1905, first year, \$552; annual increase, \$48; maximum . . . . . \$936	

## MANUAL TRAINING AND MECHANICAL DRAWING — HIGH SCHOOLS.

Teachers, first year, \$1,500; annual increase, \$120; maximum, . . . . .	\$2,340
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## 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, Roxbury High School . . . . .	1,200
Teacher of French, South Boston High School . . . . .	1,200

## 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
Assistants to Director (2) to take charge of school athletics . . . . .	750

Teacher, Brighton High School . . . . .	\$936
Teacher, Dorchester High School . . . . .	1,200
Teacher, Dorchester High School . . . . .	900
Teacher, East Boston High School . . . . .	1,200
Teacher of Physical Training and Reading, Girls' High School,	1,200
Assistant Teacher, Girls' High School . . . . .	900
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.

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, 1906.

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, 1906.

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, for the year ending August 31, 1906.

5. *Ordered*, That special instructors of commercial branches in high



schools 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 in high schools 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, 1906, 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) 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) for each shop period of extra service; that the special assistants be paid, in addition to their regular compensation, at the rate of fifty cents (\$0.50) per day; and that the head-master be paid, in addition to his regular salary, at the rate of three dollars (\$3) per day, during such part of the year ending August 31, 1906, as such daily program requiring extra service may be continued.

9. *Ordered*, That teachers of sewing, now in the service and whose full time is occupied, be placed on the maximum salary of the new schedule September 1, 1905, and continue thereon as long as their full time is occupied.

10. *Ordered*, That teachers of sewing, now in the service, whose full time is not occupied, be paid according to the present schedule based upon divisions until their full time shall be occupied, when they shall be placed upon the maximum salary of the new schedule.

11. *Ordered*, That teachers of sewing, who may be appointed during the year ending August 31, 1906, be paid in accordance with the new schedule.

12. *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, 1906.

13. *Ordered*, That Darius Hadley and Henry F. Sears 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, 1906.

14. *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, 1906.

SCHOOL DOCUMENT NO. 7—1905

TWENTY-FIFTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC SCHOOLS

OF THE

CITY OF BOSTON

MARCH, 1905



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905



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# REPORT.

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*To the School Committee :*

I have the honor to submit my first report as Superintendent of Public Schools for the year ending March 1, 1905. This is the twenty-fifth annual report of the current series. Prior to 1881 the reports of the Superintendent were issued semi-annually, the last of which, number thirty-seven, was dated March 1, 1880.

I began the discharge of the duties of the office of Superintendent on September 1, 1904, and immediately entered upon the work of organizing the new schools and school districts and providing for the large number of new pupils. When the schools were opened on September 14, the provisions made were found fully equal to the demand. At the end of the first week of the school term the organization of the schools was practically complete, and all children of school age who applied for admission had been received and furnished with accommodation.

On October 1, 1904, it appeared from the reports of the principals that there were only seventeen applicants for admission to the primary schools for whom there was at that time no room. No other pupils, above the kindergarten age, were known to be waiting for admission to school and to be excluded therefrom on account of lack of accommodation, and none of these applicants were of compulsory school age.

These primary pupils, together with many kindergarten pupils, were speedily provided with seats and furnished with instruction.

STATISTICS.

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

<b>1901.</b>	<b>1902.</b>	<b>1903.</b>	<b>1904.</b>	<b>1905.</b>
82,168	84,778	86,797	88,753	92,085

Normal School:

189	187	226	231	280
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Latin and High Schools:

5,592	5,989	6,337	6,646	7,062
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Grammar Schools:

40,522	41,749	42,635	43,785	45,870
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Primary Schools:

31,438	32,241	32,839	33,279	33,709
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Kindergartens:

4,427	4,612	4,760	4,812	5,164
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Average number of pupils belonging to all the day schools during the five months ending the thirty-first day of January, each year:

<b>1901.</b>	<b>1902.</b>	<b>1903.</b>	<b>1904.</b>	<b>1905.</b>
82,065	84,274	86,980	89,037	91,936

Normal School:

214	208	227	240	306
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## Latin and High Schools:

<b>1901.</b>	<b>1902.</b>	<b>1903.</b>	<b>1904.</b>	<b>1905.</b>
5,800	6,208	6,555	6,860	7,263

## Grammar Schools:

40,582	41,858	42,824	43,922	45,916
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## Primary Schools:

31,110	31,545	32,512	33,069	33,247
--------	--------	--------	--------	--------

## Kindergartens:

4,359	4,455	4,862	4,946	5,204
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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:

<b>1901.</b>	<b>1902.</b>	<b>1903.</b>	<b>1904.</b>	<b>1905.</b>
121	122	120	131	134

## Evening High:

2,311	2,476	2,892	4,711	5,235
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## Evening Elementary:

3,679	3,871	4,051	4,396	4,640
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## Evening Drawing:

632	673	744	757	678
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## Spectacle Island:

18	19	11	7	9
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## Special Classes:

26	49	73	94	93
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## SCHOOL ACCOMMODATIONS.

In the regular day schools the whole number of pupils belonging on January 31, 1905, was 92,085, an increase of 3,332 over the corresponding number for the previous year. This exceeded the average increase for the four years immediately preceding by 853.

In the same schools the average number of pupils belonging during the half year which ended on January 31, 1905, was 91,936. This was greater by 2,899 than the corresponding number for the previous year, and exceeded the average increase for the four years immediately preceding by 431.

These additional pupils were provided with accommodation by establishing three new grammar schools, twelve new primary classes, and six new kindergartens. For their instruction the teaching force was increased as follows: Normal School, 3 teachers; Latin and High schools, 7 teachers; grammar schools, 40 teachers; primary schools, 12 teachers; kindergartens, 4 teachers; total, 66 teachers, not counting seventeen new instructors in special subjects, who were unassigned to particular schools. In the districts where a surplus of children reported at the schools nearest to their homes the congestion was relieved by transfers to other schools conveniently located where accommodations were available.

In order to provide for the large increase in attendance at the Normal School it was necessary to transfer classes from the Rice Training School to the Public Latin School building, and to the Dwight Grammar School, where rooms were available.

For several years it has been impossible to accom-

moderate all applicants for admission to the Mechanic Arts High School. In September last there were seventy-three applicants for the first-year class who could not be admitted. These were placed on a waiting list and accommodated in other high schools. During the year about a third of these pupils entered the Mechanic Arts High School as vacancies therein occurred. It has also been necessary to reject all non-residents and a large number of applicants who desired to be transferred to this school from other high schools.

The accommodations asked for by the School Committee, and not as yet provided by the Schoolhouse Commission, all relate to secondary education. The Commission, finding that the funds at their command were insufficient to accomplish all that was required, wisely decided to make provision first for the younger pupils; consequently, only the primary and grammar school needs have been met in different sections of the city.

In order to complete the high school items and to provide each year permanent new school buildings as required, the Schoolhouse Commission has asked the Legislature to authorize certain further loans within the debt limit. Sites for the Normal School, the model school to serve as a training school for the Normal, and the Girls' Latin School have been procured; and the land for the enlargement of the Mechanic Arts High School has been purchased. The plans for the addition to the Mechanic Arts High School have already been completed, and the plans for the other school buildings are well under way.



The number of pupils in the day schools on October 1, 1904, was 91,437; they were accommodated as follows:

In regular school-rooms . . . . .	83,139
In portable buildings . . . . .	4,608
In premises owned by the city, but not especially intended for school purposes . . . . .	1,947
In hired rooms . . . . .	1,743

At the same time last year the number of pupils accommodated in hired rooms was 3,679. This number has been reduced more than one-half by the opening of new schools, and it would have been still further reduced had not the rebuilding of the Tuckerman Primary School necessitated the temporary retention of the rented quarters in South Boston.

The hired school accommodations which were vacated during the year 1904-1905 are as follows:

DISTRICTS.	BUILDINGS RENTED.	ANNUAL RENTAL.
	<i>East Boston.</i>	
Emerson.....	Bennington-street Chapel.....	\$672
	22 Shelby street.....	300
	Ford street.....	480
	<i>North End.</i>	
Ellot.....	St. John's Parochial School.....	11,640
	122 Salem street.....	480
	<i>West End.</i>	
Wells.....	31 North Russell street.....	4,500
	33 Chambers street.....	800
	103 Chambers street.....	1,620
	105 Chambers street.....	900
	<i>City Proper.</i>	
Winthrop.....	Hotel Richwood.....	520

DISTRICTS.	BUILDINGS RENTED.	ANNUAL RENTAL.
	<i>South Boston.</i>	
John A. Andrew.....	Methodist Chapel.....	\$660
	<i>Roxbury.</i>	
George Putnam.....	23 Byron court.....	360
	Tomfohrde Hall.....	400
Martin.....	1520 Tremont street.....	720
	737 Huntington avenue.....	660
	741 Huntington avenue.....	696
	766 Huntington avenue.....	780
	908 Huntington avenue.....	720
	<i>Jamaica Plain.</i>	
Lowell.....	331 and 333 Centre street.....	960
	341 Centre street.....	480
	179 Heath street.....	420
	255 Heath street.....	720
	Total rental.....	\$29,488

The rentals paid by the city for hired school accommodations on March 1, 1905, appear in the following table:

DISTRICTS.	BUILDINGS RENTED.	ANNUAL RENTAL.
	<i>East Boston.</i>	
Emerson.....	399 Saratoga street.....	\$300
	<i>City Proper.</i>	
Girls' Latin School.....	Chauncy Hall.....	7,000
Hancock.....	20 Parmenter street.....	1,900
	32 Parmenter street.....	400
Wells.....	38 Chambers street.....	1,080
Winthrop.....	238 Tremont street.....	3,333

DISTRICTS.	BUILDINGS RENTED.	ANNUAL RENTAL.
	<i>South Boston.</i>	
Gaston .....	732 Broadway .....	\$1,680
	Church of the Redeemer .....	840
Lincoln.....	South Baptist Church.....	1,200
Shurtleff ..	484 East Fourth street.....	600
	<i>Roxbury.</i>	
Comins.....	1518 Tremont street.....	600
	1448 Columbus avenue.....	1,800
Dearborn.....	1 Dayton avenue.....	600
Hugh O'Brien.....	500 Dudley street.....	420
	<i>Brighton.</i>	
Bennett .....	Faneuil Church.....	600
Washington Allston.....	255 North Harvard street.....	150
	<i>West Roxbury.</i>	
Longfellow.....	17 Hewlett street.....	240
	Unitarian Church.....	600
	<i>Dorchester.</i>	
Christopher Gibson.....	Greenwood Hall.....	600
Roger Wolcott .....	727 Walk Hill street.....	360
	170 Lauriat avenue.....	1,200
In addition the city pays for rentals for hired accommodations. }	Manual Training Rooms.....	900
	Evening Drawing Schools.....	2,300
		\$28,703

These figures show a reduction in rent during the year of \$19,149, as the total rental for the year 1903-04 was \$47,852.

#### APPOINTMENT OF TEACHERS.

The appointment of teachers is a duty of first importance. Too much care cannot be given to the consideration of the fitness of individuals for given posi-

tions, for the qualifications of the teachers determine the character of the schools. In filling vacancies in particular schools the efficiency of the teaching force and the relative number of experienced teachers employed have been considered. The extent to which young teachers can be put into the general service without injury to the system is a question which has long been in dispute and which still remains undecided. It is just and fitting that the teaching force should be recruited largely from the young women reared and educated in the city; but the policy of restricting appointments to residents of the city has never prevailed, and if it were adopted it would prove unwise and disastrous. Due recognition has been given to the graduates of the Normal School, but positions too difficult to be filled successfully by young teachers have been given to older teachers whose training and experience have been secured in other places. The number of Normal graduates appointed from September 1, 1904, to March 1, 1905, was 83. The number of positions in kindergartens, primary, and grammar schools, to which Normal graduates were eligible, but to which they were not appointed, was 23. The number of positions filled in high and other schools, to which Normal graduates were not eligible for appointments, was 26. The total number of appointments was 132.

Since it is necessary each year to take into the service a large number of teachers of limited experience it is important that the supervisors and masters should spare no effort to aid these teachers to win success. The best school is usually the one in which the largest measure of kindly interest in young

teachers is manifested. It is not to be expected that the faculty of discerning the merit of young teachers and judging of their probable success will be possessed by all alike; nor that all will be equally successful in developing the latent power which will lead to success in their profession; but it is reasonable to assume that when the burden is found to be too heavy for the beginner, considerable encouragement and support will be given. This assistance should come not only from the masters and supervisors, but from the experienced teachers as well. Not unfrequently conditions require the appointment of teachers of proved ability whose training and experience have been gained in other cities and towns. The judicious introduction of such teachers is of such unquestionable benefit to the school system that every school should receive a reasonable number of such appointments.

#### CLASSIFIED LISTS.

The appointments of Normal graduates have been made from classified lists, determined (1) by the record in the Normal School, (2) by the Board of Supervisors. The first list contains the names of the class of 1904, the second the names of all other Normal graduates who have not been appointed to permanent positions. In the first list the order was determined by the marks given in the Normal School. The graduates were then divided into three groups, called A, B, and C. Those standing highest were placed in the A group, those next highest in the B group, and the others in the C group, each group containing approximately one-third of the whole. Each of these groups was subdivided into smaller



groups in which the relative standing of the graduates was too close to make distinctions profitable or desirable.

In making the second list the Board of Supervisors took into account the scholarship of each candidate as shown by her position in her class when she was graduated; but much greater weight was given to her record as a teacher, as shown by her services in temporary and substitute positions, as special assistant, and in the evening schools. All those who had shown superior ability were placed in the A group; those whose work was markedly inferior were placed in the C group, and the others were marked B.

This method of rating was regarded by the masters as an improvement upon the numerical order in which the candidates had formerly stood, as it afforded them greater latitude in the choice of their assistants. It was received also with special favor by the graduates of the school, whose feelings were no longer injured by a distinction in marks where it was acknowledged that discrimination was difficult, if not impossible. Moreover, the method of rating was in accord with the code established by the Board of Supervisors, which has been used for many years in rating the standing of pupils in the schools and the examinations of candidates for certificates of qualification to teach. The letters A, B, and C signify, respectively, excellent, good, and passable.

The first of these lists, that of the graduates of the year 1904, contained 124 names, of which 44 were in group A; of these, 20 have been appointed on probation.

The second of these lists, that of the graduates

from the Normal School in classes prior to that of the year 1904, contained 158 names, of which 28 were in group A, 55 in group B, 53 in group C, and 22 were those of graduates who could not be classified because of incomplete records; of these, 63 have been appointed on probation from groups A and B.

#### SPECIAL ASSISTANTS AND PERMANENT SUBSTITUTES.

During the part of the school year which has already elapsed, 158 special assistants have been appointed. The regulations provide that whenever the number of pupils registered upon the list of a teacher of any grade exceeds fifty-six, a special assistant may be appointed to work with her. This rule has been in force three years, and the number of special assistants has increased each year. This plan has found such favor with the principals of the districts and with the graduates of the Normal School that it threatens to eliminate the corps of permanent substitutes. Very few Normal graduates can be induced to serve as permanent substitutes when a special assistant's place can be had, because the service of a special assistant is easier, and as a rule more continuous and consequently more remunerative, although the pay of the permanent substitute per day of actual service in substituting is a third more than that of the special assistant. Then, there are restrictions in regard to the employment of permanent substitutes that render these positions less desirable and less congenial than those of special assistants.

This plan of providing special assistants affords a great amount of help to the schools in the instruc-

tion of overcrowded classes, and such help has been much needed in many sections of the city. It also widens the opportunities of a large number of Normal graduates to obtain experience in the school-room. The young teacher may begin her calling under favorable conditions, and continue long enough to test fairly her ability as a teacher; and the principals and supervisors have the opportunity to observe her at work, and form an estimate of her promise and worth.

As the demand for permanent substitutes by the masters was so slight, and as so few Normal graduates were willing to accept the positions, none have been appointed this year. Notwithstanding this fact, I am not disposed to recommend that the provision for permanent substitutes be removed from the regulations. Another year may witness a different experience, as it is my purpose to give special attention to the corps of permanent substitutes with a view to making the work more systematic and attractive. I believe it can be made a valuable adjunct of the school system. In view of the admission of men to the Normal School and the large number of college graduates in attendance there, it may perhaps be found desirable to extend the permanent substitute plan to the High Schools. By so doing, a way would be opened for Normal graduates, after they are duly certificated, to obtain valuable experience in teaching high school subjects.

#### THE NORMAL SCHOOL.

An unprecedented increase in the number of admissions to the Normal School occurred in September. A much larger number of High School graduates was

admitted than in former years, and the number from other sources has been largely augmented by the admission of men.

*Admission to Normal School.*

	Diploma Scholars.	College Graduates.	From Other Sources.	Total.
1900.....	123	3	21	147
1901.....	106	3	41	150
1902.....	99	13	24	136
1903.....	112	11	13	136
1904.....	137	43	31	211

To satisfy the demand for an opportunity to obtain the training and practice in teaching required to enter the service of the city, the doors of the Normal School have finally been opened to young men graduates of colleges. The question of admitting men to the Normal School has been agitated for a considerable length of time. In 1903 the Corporation Counsel submitted an opinion that such action would be illegal. The School Board accordingly applied to the Legislature for authority to permit men to attend this school. This authority was given to the School Committee in April, 1904 (chapter 212 of the Acts of 1904). Soon after, an order was passed by the Board to admit men graduates of colleges beginning with the next school year.

There is no good reason why men are not as well entitled to pedagogical instruction as women to prepare for teaching in the city schools. But the practice has been for the Normal School to prepare teachers only for the kindergarten, and for assistants' positions in the



primary and the lower grades of the grammar schools. Its graduates have been employed only as assistants in these schools, and it is not desirable to employ men permanently in these positions. Nor is it best to make the conditions for admission to the teaching service the same for men as for women. The salaries paid men are so much higher than those paid women that the city should require not only the scholarship and pedagogical training which it demands of women, but also considerable experience in teaching and administration. For the position of sub-master in the grammar schools, such experience is indispensable.

To prepare college graduates to teach in high schools a reconstruction of the Normal School course of study must be made. Pedagogical work adapted to furnish appropriate training for such teaching must be undertaken, and practice under skilful supervision be provided. The work in the high schools is largely departmental. College graduates intending to prepare for such work need to review only the special studies of the department in which they propose to teach; but this review should be thorough, both as to subject matter and methods of teaching.

To the college graduates who complete the Normal School course, certificates will probably be granted which will entitle them to teach as assistants in the grammar schools and in the evening schools. After they have demonstrated their capacity, both by their work in the service and by a suitable examination by the Board of Supervisors, their certificates should be extended to cover higher positions. The departmental plan which prevails under the elective system requires



teachers to devote themselves mainly to single subjects. Consequently, the examination for certificates of qualification to teach in high schools demands a high degree of attainment in special subjects, and successful experience for not less than three years. If this standard is to be maintained, college graduates cannot be allowed to teach in high schools immediately after graduating from the Normal School. Men just out of college, untrained and inexperienced in teaching, are capable of doing much harm when put in charge of classes in high schools made up of boys and girls who have just come from the skilful and experienced teachers of the upper grades of the grammar schools.

An important addition to the work of the Normal School has been made by the introduction of instruction in manual training. The course should be further extended so as to provide adequate and systematic training for teaching all of the branches included in the course of study for the primary and grammar grades. Such extension would be in accord with the original plan. When manual training, domestic science, etc., were first introduced into the elementary schools, special teachers were needed because the regular teachers had not been able to acquire the necessary technical knowledge of the new subjects. It was expected that these subjects would soon be taught by the grade teachers, but this expectation has not thus far been realized; nor has there been until the present year any systematic effort in this direction. When the graduates of the Normal School are competent to teach these special subjects the need will no longer exist for the appointment of special

teachers for the elementary schools. Whenever special teachers are appointed they should be competent to teach the regular teachers, and be required to devote their energies to that work and not to teaching the pupils.

The housing and equipment of this school have never been adequate for the important work of training the pupil teachers of the city. In this respect, the school has always been at a disadvantage when compared with the State Normal schools; but it is now assured that new and ample accommodations will be speedily provided, as all difficulties that have stood in the way of the erection of a new building have been removed.

#### NORMAL SCHOOL ADMISSION EXAMINATIONS.

During the year the plan of examination for admission to the Boston Normal School has been materially changed. The new plan is designed to correct certain evils which have arisen under the plan which has prevailed for some years past. By the old plan the candidate was examined in eight subjects. There was a strong temptation to elect as many as possible of these subjects during the last year in the high school. One serious result was the overloading of pupils to such an extent as to materially interfere with sound scholarship and in many cases to cause failure to graduate. A superficial process of preparation for examination in seven or eight subjects was substituted for serious and intensive work covering a more limited field. Thus the last year in school, which should be the best, became for many the least profitable. A second result was that subjects which

naturally should be pursued at or near the beginning of the high school course were deferred until the end. For example, algebra, which has its greatest educational value in the first year, was transferred to the fourth year so that the pupil might have it fresh in mind. Even though elementary algebra was studied in the first year, it was elected again in the fourth year, and, though called in some cases advanced algebra or Mathematics III., it was in fact for those preparing for the Normal School but a review of elementary work. Similarly, pupils taking advanced chemistry in the fourth year gave one hour or more per week to reviewing certain portions of elementary chemistry which they thought would be needed for the examination, thus reducing the amount of time given to advanced work and weakening rather than strengthening their whole knowledge of chemistry.

In order to correct these evils, the new plan provides that the subjects required for admission to the Normal School be divided into two groups. In one of these, called the certificate group, are placed those subjects which will be completed by the end of the third year. The candidate for admission to the Normal School will be excused from examination in each of these subjects for which she presents a certificate showing that the subject has been completed with high standing in the high school. The second group, called the examination group, contains those subjects which the pupil will naturally be studying during the fourth year, and in which an examination can be taken without incurring the disadvantages enumerated above as arising from the old plan. In order that no injustice may be done to those who have been preparing for examination under the old

plan, examinations under both plans will be offered this year.

The groups of subjects, with the amount of work covered, indicated by the number of points set opposite each subject, are as follows:

GROUP I. — CERTIFICATE SUBJECTS.

1. History (Ancient, Mediæval, or English)	. 3 points.
2. Algebra . . . . .	. 4 “
3. Geometry . . . . .	. 4 “
4. Drawing . . . . .	. 3 “
5. Biology . . . . .	. 3 “
6. Physics . . . . .	. 4 “
7. One foreign language (Latin, French, or German),	8 “

GROUP II. — EXAMINATION SUBJECTS.

8. English (Composition and Literature) . . . . .	. 15 points.
9. United States History . . . . .	. 3 “
10. Music . . . . .	. 3 “
11. Chemistry . . . . .	. 4 “
12. Foreign Language (Latin, French, or German),	6 “

Candidates, who are not graduates of a Boston High School, to be eligible to an examination for admission to the Normal School, must have completed a four years' course of study equivalent to that pursued in the Boston High Schools, and have obtained a diploma. Certificates, presented by these candidates, showing that the subjects in Group I. have been completed with high standing in the high schools which they have attended, may in the discretion of the Board of Supervisors be accepted in place of examinations in the subjects of that group.

THE HIGH SCHOOLS.

Boston was the first city to make the high school a part of its public school system, and for many

years the Public Latin School, the English High School, and the Girls' High School were acknowledged to be the leading institutions of their class in the country. The impulse which emanated from these institutions, reinforced by the rapid growth of public sentiment in favor of higher education, has extended its influence until high school training is now freely offered in every large community in the Northern States. The liberal expenditures which have been made for buildings, equipment, and teaching force, have placed the suburban high schools of Boston on an equal footing with the central schools, and a large opportunity for special training has been offered in the Mechanic Arts High School. Nevertheless, the growth of the city, and the ever increasing interest in high school education, have made it impossible to keep pace with the demands. The growth of the high schools is shown by the following table:

*Average Whole Number of Pupils Belonging for the Five Months ending January 31.*

SCHOOL.	1901.	1902.	1903.	1904.	1905.
Public Latin.....	580	583	578	571	563
Girls' Latin.....	357	372	354	376	362
Brighton High.....	249	280	263	280	327
Charlestown High.....	333	293	225	205	234
Dorchester High.....	546	775	879	1,051	1,143
East Boston High.....	312	333	356	416	358
English High.....	858	729	788	807	884
Girls' High.....	1,075	822	882	944	1,091
Mechanic Arts High.....	472	548	629	680	706
Roxbury High.....	709	673	711	660	685
South Boston High.....		491	540	510	512
West Roxbury High.....	309	309	350	360	368
	5,800	6,208	6,555	6,860	7,263



In the fall of 1901 the South Boston High School was established. At the same time new and spacious buildings were opened for the Dorchester High School, the East Boston High School, and the West Roxbury High School. The opening of these buildings will account in a measure for the increase in the number of high school pupils, as they in some degree met the demand for accommodation. The increase in high school attendance for the year 1904-05 over that for the year 1903-04 was 495; this does not appear to be due to exceptional causes. This increase, however, has been equivalent to the housing of what would have been considered a few years ago a high school of considerable size.

The net increase in the Mechanic Arts High School would have been greater by at least 100 if all who desired admission thereto could have been received. Many of these pupils who were refused admission are included in the numbers given in the table, but many who were refused admission to the Mechanic Arts High School did not enter other high schools. The number of boys that can be admitted to this school is strictly limited, for obviously every boy must have a working place. When every working place (bench, anvil, or lathe) is used every hour of the day, the largest number of pupils that can be placed in the first-year class is 288; in the second year class, 216. The number of applicants for admission to the first-year class was so large that it was absolutely necessary to place on the waiting list all of the boys who had been promoted from the public grammar schools on probation.

In view of the facts presented, the entire high school problem should be carefully considered, and the policy

of the city concerning the erection and size of high school buildings definitely determined. The congestion in the Dorchester and Roxbury High schools makes the question one of immediate and vital importance to those localities. But the decision should not be influenced by the necessities of a particular time or individual case; it should be reached only after due consideration of all its factors, and in the light of the broadest and best experience.

Economical considerations have led many cities to gather into one high school a much larger number of pupils than can be accommodated in any high school in Boston. A building designed to accommodate 1,000 pupils can be erected at a considerably less cost per pupil than one planned for only 500. The cost of laboratories and other expensive special equipment will not be much greater in one case than in the other. The limit of economical expansion is not reached until the number of pupils becomes large enough to require the constant use of the entire plant. A very large school, if properly organized, can be so administered that most of the advantages of the small school will be secured. In a large school, however, the principal becomes merely an executive officer; the work of its teachers must be placed upon a departmental basis with adequate supervision, and some of the fine spirit of the best small schools is necessarily lost. In a small high school the personal influence of the principal can be brought to bear directly upon most of the pupils, and his scholarship and skill as an instructor become an inspiration and example for all the subordinate teachers. Thus the sympathetic and hearty co-operation of teachers and

pupils can be easily secured and the most desirable school spirit and unity be more easily maintained.

#### ELECTIVE STUDIES.

The elective course of study has now been in operation in the high schools for four years. This period is not long enough to serve as a satisfactory test of the system, but it is sufficient to indicate its tendencies and reveal some of its advantages and defects. The probability of reaping all the benefits which are expected from it will be increased if the fundamental objections to it are kept constantly in mind. The free election of studies by high school pupils makes them the arbiters of their intellectual training and of their educational career at an age when their intelligence is narrow and insufficient, when their judgment is untrained and inconstant, when their likings and tastes vary with the day, when their motives are likely to be determined by trivial and secondary considerations, and when the real value of studies can at best be but faintly apprehended. This freedom invites the pupil to ignore the results of experience and the well established laws of the human mind. Fortunately, however, the elective system has been so administered in our high schools as to avoid most of its dangers and preserve most of its benefits.

The practice of the different schools has varied considerably, but the best results have been secured where the choice has been restricted to tolerably well defined courses, and the election of particular studies has been permitted only when fully justified by individual needs.

The limitations of the daily programs, the demands of the colleges, normal schools, and other higher insti-

tutions, and the wise counsel of head-masters and teachers have combined to cause most pupils to pursue comparatively systematic and well chosen courses of study. The standard of scholarship has been raised, and the schools have not suffered greatly from the incongruities, disorders, and derangements which might be expected to prevail as a result of this attempt to meet the real or fancied needs of every individual.

High commendation is due to the earnest and judicious efforts of head-masters and teachers to encourage a wise choice of studies and prevent disastrous mistakes. The schedules of studies selected by first-year pupils require special attention, and it is not improbable that experience will show the need of restrictions in the first year of the course, whatever may be the freedom allowed in later years. If the dangerous tendencies of the elective system are not overlooked, and the large liberty of the present course of study is wisely used, there will be no reason to regret the removal of the restraints of definite prescriptions. The choice of studies should never be determined by caprice. Individual needs should be respected, but no pupil should be permitted to deprive himself of the intellectual advantages which result from prolonged and systematic efforts.

#### DIPLOMAS.

When the suburban districts were annexed to Boston in the early seventies, the School Committee, to save the expense of maintaining small classes of fourth-year pupils in each of several high schools, decided to combine in the central high schools all of the fourth-year pupils, and to give diplomas in the suburban high schools at the end of three years.



This plan ceased to be practicable long ago, and provision has been made in all of the high schools for a fourth-year diploma. Certificates of proficiency are given to pupils who have satisfactorily completed a part of the authorized course of study.

Boston is the only large city in the country that now gives a high school diploma at the end of a three years' course of study. Throughout the country the high school diploma is understood to represent a four years' course; therefore, the diplomas given in Boston high schools at the end of the third year establish a lower standard and give to both parents and pupils a false impression concerning a high school course.

The public does not discriminate between the first and second diplomas, consequently those who complete the full course fail to receive the recognition to which they are justly entitled. There is now no good reason why the standard of the high school diplomas of Boston should not be as high as that in the other large cities in the country. It is desirable that the granting of a diploma at the end of the third year should be discontinued.

#### ATHLETICS.

Athletic activities modelled after those of the colleges have become factors of such magnitude in most of the high schools as to interfere seriously with the regular work. This athletic spirit does not serve to encourage large numbers to engage in healthful exercise, but concentrates attention upon small groups of pupils who have special aptitude for certain games, and exalts their achievements so as to give them



entirely false notions of their importance. The athletes are apt to be indifferent students, and the influence which they exert among their schoolmates on account of their athletic superiority is vastly out of proportion to their real merit.

The athletic spirit deserves encouragement, and should be made to play an important part in the education of youth. The objectionable features in its development in the high schools have been mainly due to the lack of suitable playgrounds and proper direction by the school authorities. The interest which the head-masters and teachers of the Boston high schools have recently manifested in athletics has done much to improve the situation. The appointment of special assistants to the director of physical training and the approval by the high school committee of the rules formulated by the head-masters for the government of athletic sports were important steps in the right direction. These rules undertake to safeguard the purity of the sports, prevent improper and unsportsmanlike conduct, and discourage neglect of legitimate school work. The duties of the special directors of athletic sports should be carefully defined, and their relations to the schools to which they are assigned accurately determined.

Further legislation is desirable to give the School Committee adequate authority to control athletic sports. A bill to that effect has been introduced in the Legislature, and the weight of public opinion appears to be in its favor. The head-masters can regulate the use of school premises for all the purposes of athletic organizations, but their authority over the boys on fields not controlled by the School Committee is not

adequately sanctioned by law. They are, however, supported by the parents, and except in rare instances by the boys themselves, who realize that their sports are cleaner and more satisfactory when reasonably regulated, and that those teachers who voluntarily devote a large amount of time to the interests of the boys' sports are friends and helpers. But it is important that the authority of the School Committee should be extended by legislative enactment to cover all forms of athletic activities in connection with the schools.

Suitable enclosed playgrounds for the use of the high schools are greatly needed, but it is not to be expected that they will be supplied at public expense. It is not easy to suggest a way in which large wealth can be more worthily used for the public than by providing such athletic fields. No better gifts to the city could be made by wealthy, public-spirited citizens. The example of the donor of Soldiers' Field to Harvard University deserves imitation.

#### HIGH SCHOOL TEACHERS' CERTIFICATES.

The plan of examinations for high school certificates has been greatly changed during the year for the purpose of adapting it more nearly to the present needs of the schools. When college graduation was not a requirement for the obtaining of a high school certificate it was necessary for the examination to test the general scholarship of the candidate. Now the possession of a diploma from a college or university approved by the Board of Supervisors may be accepted as evidence of academic training covering a considerable field. It has been possible, therefore, to materially decrease the scope of the elementary exam-

ination, but because not every college graduate has the breadth of culture prevailing among the high school teachers the elementary examination is still maintained. In its present form it is designed to show that the candidate has that use of English and that knowledge of literature, history, principles of education and language which are necessary in order to maintain himself with the pupils and teachers of our secondary schools.

During the last few years it has been shown that the departmental method of organization meets the needs of the modern high school better than the method of general teaching formerly in vogue. The general teacher knowing a little of several subjects has been gradually displaced by the teacher who devotes his entire time to a single branch. It is, therefore, necessary to test éach candidate thoroughly with reference to the special subjects which he is to teach. For this purpose the advanced examinations have been very much strengthened, and by a system of grouping have been so arranged that the candidate for a high school certificate must show, in addition to knowledge of methods of teaching, extensive preparation in some one field, together with its related subjects.

In the better high schools surrounding Boston the departmental plan prevails, and teachers for the most part devote themselves to a single subject. After ten years of successful service a special teacher of French or English in these schools found great difficulty in passing the Boston examinations because of the necessity of taking algebra, physics, botany or other subjects which he had not studied since his college

days. The abler teachers could not give the time necessary to review these subjects and would not take the examinations.

On the other hand, in the small high schools the teacher must of necessity teach several subjects. It has happened, therefore, that by far the larger number of candidates for high school certificates have come from the smaller high schools. The new plan provides a system which will much better test the fitness of candidates for the work which they will be required to do in the Boston high schools.

#### HIGH SCHOOL PRIVILEGES.

The splendid opportunities offered in the high schools cannot be brought to the attention of the people too frequently. Public opinion is likely to be unduly influenced by critics who magnify slight defects, real or fancied, in the public school system, and overlook its abounding merits. The high schools are the schools in which a vast number of young people are to receive their highest training for the work of life. In point of definiteness of aim, insistence upon high ideals, inspiration to noble endeavor, and skilful and stimulating instruction, the high schools do not suffer in comparison with the colleges. They should be improved as rapidly as possible, and their courses enriched and increased in length, so that they will furnish satisfactory education for all who cannot enjoy a college course. High school courses should be arranged and executed solely in the interest of the great mass of high school pupils, and preparation for college should become a very subordinate function.



The trend of educational policy in all large cities is toward a clearer recognition of vocational ends, and a better adaptation of instruction to actual community needs. The arguments by which the traditional high school courses of study were justified no longer command respect. It is freely admitted that mental power may be rapidly developed by activities which give pupils knowledge and skill of immediate service in the vocation which they will follow. The organization of the Mechanic Arts High School was an important step in the direction of adapting education to practical ends. This school does not teach trades, nor does it train engineers; but it does furnish an admirable foundation for an engineering career, and teaches the elementary principles and processes of many mechanical pursuits, so that the training which it gives becomes for many boys a stepping stone to profitable employment. Its rapid growth, its marked popularity, and the genuine success of its graduates give conclusive evidence that it has met a real need of the community.

The proposed commercial high school, if properly organized, will be another important movement in the same general direction. The mental activity of the age is centered in commercial pursuits, and the need of systematic training to meet the demands of business is too obvious to require argument. The danger most to be feared is that too narrow a view of the character and functions of such a school may prevail. It should be organized upon broad lines and be adapted to develop the keen intelligence which is essential to success in the higher realms of commercial activity. It should not concern itself mainly with the mere



machinery and technicalities of business; but its curriculum should embrace mathematics, science, history and language, and its distinguishing characteristic should be to teach all subjects with a view to their practical applications. Pending its organization the existing commercial courses in the high schools should be improved as much as possible. The schools do not determine the tendencies of the age, but they should be quick to note these tendencies and adapt their work to the needs of the people.

#### ELEMENTARY SCHOOLS.

Three new school districts, viz., the Blackinton in East Boston, the Jefferson in Jamaica Plain, and the Washington in the West End, were organized in September, and in January the Oliver Hazard Perry School in South Boston was opened. These schools, together with the others that are now in process of erection, will meet the present needs of the city. The fact must not be overlooked, however, that these needs are constantly increasing at a rapid rate.

The schools of the West End were all more or less disturbed by the changes resulting from the opening of the Washington School — the largest grammar school building in the city. The greatest relief was afforded to the Wells District, but it was not sufficient to make the grammar school hall available for the purposes for which it was intended.

The hall in this school is still used for class-rooms, and is likely from present indications to be so occupied for the coming year. There is no opportunity for the assembling of the whole school, and the loss is deeply felt. In some other districts a similar con-

dition has prevailed, but the new buildings to be ready for occupancy in the fall will furnish relief.

There is no feature in modern school construction that is more indispensable than the hall in which the whole school can be assembled. It is a necessary and valuable adjunct in school administration. The frequent meetings of all the classes and all the teachers beget a love for a school as a whole on the part of both pupils and teachers, besides fostering a spirit of discipline and harmony, to the end that the best moral influences prevail. It has been noted, however, that the spacious halls in some school buildings are little used. Instead of being regarded as indispensable institutions for frequent, if not daily, use, they are looked upon merely as desirable conveniences for occasional resort. This is true of far too many schools.

The average work of the Boston elementary schools will not suffer in comparison with that of any other large city. Better work may here and there be found in favored communities, but Boston still leads in the general excellence of its elementary schools. This high standard is due in no small degree to the large amount of authority vested in the grammar masters, and the large liberty given them to accomplish results by methods which appeal to them most strongly and appear best adapted to the local conditions of their districts. But this large liberty is not without its disadvantages. Nominally there is one system. Nevertheless, in schools standing side by side there are wide differences in the interpretation of the course of study and in the emphasis placed upon particular lines of work.

Consistent and effective administration requires that these differences shall be removed, so far as that can be done without harmful interference with the individuality of the schools. It is unnecessary to discuss defects in detail, for desirable changes can most readily be secured without public notice by the quiet methods of efficient supervision. There are, however, a few points to which I desire to draw special attention.

Whatever the original reasons may have been for establishing separate primary and grammar schools for boys and girls, those reasons no longer exist. All primary and grammar school buildings should be re-adjusted so as to accommodate both boys and girls, and the pupils regrouped in mixed schools. Some districts would lend themselves to this redistribution more readily than others, but there are no serious difficulties to be met except the public sentiment which exists in some districts on account of differences in the attractiveness, or in the reputation of particular schools. Wherever this sentiment is justified by facts, changes should speedily be made so that these differences will no longer exist.

The complaints most frequently made concerning the grammar and primary schools refer to the large number of subjects taught. The course of study has been extended from time to time to meet the requirements of the people, and the studies added to the curriculum have been those for which there has been the most insistent public demand; but the results show that it would have been better if there had been more resistance to some of these demands. It is desirable that the course of study and the inter-

pretations put upon it should be carefully examined with a view to eliminating all factors which do not yield educational results to justify their cost in time and money. It is very important that such readjustments should be made that the length of time required by the average pupil to complete the elementary course will be reduced at least one year. This action would be in accord with a recent recommendation of the Board of Supervisors.

Again, too little account has been taken of the great differences in native ability, and too much insistence has been placed upon artificial standards of attainment as conditions for promotion. There should be a close relation between the onward movement of the course of study and the advancing age of average pupils. It is much better that dull pupils should be permitted to move on with relatively meager attainment than that they should be kept at work for a long time with classmates much younger than themselves. A minimum of attainment should be required of all pupils, while at the same time opportunity for much greater achievement should be furnished for brighter pupils.

The small amount of time allowed for study by the daily program is also one of the most serious defects of the grammar schools. In a report issued in 1900 the Board of Supervisors called attention to this matter as follows:

“It is most desirable that special study periods should be provided for in the daily programs. It is even more necessary that the pupils should be taught how to use them. Studying is an art to be learned like any other art, under instruction and by practice. Although there



are general principles underlying all, there is a special study art for each subject. The art of studying geography differs from the art of studying arithmetic, and the art of studying spelling differs from both. There appears to be much misapprehension on this point on the part of teachers. Too many put all their energy into teaching the subjects, instead of teaching the pupils how to study the subjects."

There should be at least two study periods every day for all the pupils, and the study and recitation periods should not exceed forty minutes. In this respect some improvement has recently been made, but the conditions which still exist in most schools are by no means satisfactory. Attention is so generally directed to increasing the pupils' fund of information that the schools fail to exercise their most important function, which is the development of self-reliance and the power of independent effort.

#### THE NO-SCHOOL SIGNAL ON STORMY MORNINGS.

A fairly satisfactory solution of the question of causing a suspension of the session of the schools on stormy mornings appears to have been reached. This question has been under discussion for a long time. As far back as 1876 a regulation providing for no morning session in stormy weather was adopted, but it was repealed after a trial of one year. In 1886 and in 1888 the question was again raised, and in both years the Board decided that it was impracticable to attempt anything of the kind because of the lack of facilities for giving the signal. In 1889 the Committee on Rules and Regulations reported in favor of a proposition requesting the City Council to instruct the Fire Com-



missioners to supply additional fire alarm bells in that section of the city in which the bells had been discontinued. The Fire Commissioners, however, continued to extend the system of still alarms, rendering the giving of the signal more difficult. This subject was again under consideration by the School Board in 1894 and in 1897. In 1901 the School Board made the following addition to the Rules and Regulations: "The Superintendent may suspend the morning sessions of the public schools on account of stormy weather by causing the same signal that is now given for the omission of the afternoon sessions to be sounded at 7.45 o'clock A.M." This regulation was in force until September 22, 1903, when it was repealed. The main reason for this repeal was the difficulty of giving the signal, the number of open fire bells being not sufficiently large to give the necessary information to any considerable number of pupils. The School Board again took up this matter on November 8, 1904, when it was ordered: "That the Superintendent be requested to have a signal sounded at 7.45 A.M. for the two school years, 1904-05 and 1905-06, on stormy mornings when in his opinion the morning sessions should be omitted, so that data may be obtained for amending section 211, chapter XVI., of the Rules and Regulations, which provides for the omission of the afternoon sessions only, this order not to apply to the high schools." Acting under this order, I have entered into an arrangement with twenty-eight manufacturing establishments provided with whistles or bells, which will repeat the "no-session" signal when requested, and I have found that this arrangement has worked quite satisfactorily. On three days during the present school

year this signal has been sounded, viz., on Wednesday, January 4, on Wednesday, January 25, and on Monday, February 6. On all of these days the weather was so stormy that it was necessary to suspend the afternoon as well as the morning session. On these days the attendance in the high schools, especially the mixed high schools, was so greatly reduced that the sessions were of comparatively little value. There appears to be no sufficient reason why the morning signal, if it is to be continued, should not be made to apply to the high schools.

#### KINDERGARTENS.

The total number of kindergartens in the city is 98, and the number of regularly employed teachers in them is 188. The average number of children belonging to these schools in January was 5,204. Since the kindergartens were adopted in 1888, the plan of organization has continued unchanged. The age at which children are admitted is from three and one-half years upwards, and the time for kindergarten instruction is practically limited to two years. Several phases of kindergarten education have been introduced into our system, but there are some that have never been attempted. One drawback to the kindergarten has been the lack of attention paid to the planning and equipment of the kindergarten rooms. In most of our schools two classes are conducted in one room, and each class is a source of disturbance to the other. The equipment also in many cases is inconsistent with kindergarten methods.

The kindergarten period of education is valuable on account of its socializing influence, and on account of

its power to acquaint children with the objects and laws of the physical world. The Boston kindergartens are generally successful in accomplishing the first of these objects, but in regard to the second they appear to need further development. The traditional Froebel outfit is wholly inadequate. The kindergarten should be furnished with objects of interest to children, a much greater number of natural and familiar forms should be introduced into these schools, and every effort should be made to bring the child into intimate relations with the life which surrounds him.

During the year several meetings of the masters were devoted to a consideration of the relation of the kindergarten to other public school education. The esteem in which the kindergarten is held in Boston was made evident in these discussions. It clearly commands confidence in its essential features and meets an acknowledged public demand. There is, however, an important difference of opinion in regard to the number of sessions per day which each child should attend.

This question of sessions affects the visits of kindergarten teachers to the homes of the children, the meetings of these teachers conducted by the director, the comparative value of life in and out of the school-room, and it challenges the notion that kindergarten instruction should continue through two years of the child's life.

In order to obtain evidence upon which to base an opinion, it has been proposed to establish afternoon classes made up of children attending kindergartens in the morning. By placing one such class in the district of each supervisor opportunity would be given for studying the problem under varying local conditions.

If this experiment be undertaken, the supervisor in charge and the director, after consultation with the master, should recommend the kindergarten to be chosen for the afternoon session; the afternoon session should be held in the kindergarten room, and should continue an hour and a half each school day; the class should not consist of more than twenty-five pupils; the instruction should include reading, writing, and elementary number work.

After due consideration, I am of the opinion that it is desirable to make an experiment along the lines proposed. In all its stages public instruction should inform as well as train the child. It may be questioned whether the kindergarten tends to over-emphasize training and to unduly minimize formal knowledge. Do its two years of instruction yield adequate results measured in terms of exact information? These and other important questions connected with kindergarten instruction should receive from those dealing with the earliest stages of school life the most earnest study and attention.

#### MANUAL TRAINING.

The report of the Committee on Manual Training, issued in December, 1904, gives a full and detailed account of the work in this department. Manual training is now understood to be an important and well established factor in the curriculum. The most pressing needs at the present time are greater definiteness of aim, a more satisfactory distribution of pupils and apportionment of the time of teachers, and better correlation with other branches of study. The able analysis of existing conditions in sewing and cookery



made for the Committee on Manual Training by the supervisor of those branches, Miss Ellor E. Carlisle, and embodied in substance in the report above mentioned, shows clearly the need of a more uniform and consistent method of distributing pupils and assigning teachers. An important step calculated to remove the most serious defects has been taken by vesting in the Board of Supervisors the assignments of teachers in these branches. The unfair method of paying sewing teachers on the basis of the uncertain units, called "divisions," is to be gradually abolished, and a satisfactory sliding scale adopted.

An important change in the curriculum of the high schools has been made during the past year by the addition of manual training to the list of elective subjects. The work has been begun in the Dorchester High School, the Brighton High School, and the East Boston High School, and it is expected that classes will be organized in all of the high schools next September. This new elective will not duplicate the work of the Mechanic Arts High School, but will furnish a limited amount of hand training to pupils who do not desire a more extended course. The exercises will probably be such as can be executed with hand tools only in various materials — wood, leather, sheet metal, etc. They should be closely related to the lessons in drawing, and adapted to develop the artistic sense rather than an appreciation of the applications of the mechanic arts. It is impracticable to formulate a course of study at the outset. The work must necessarily be experimental, and vary considerably in the different schools. Later, results can be systematized so that each school will profit by the experiences of all.



## MECHANIC ARTS EVENING HIGH SCHOOL.

The opening in the evening of the Mechanic Arts High School proved an interesting and instructive experiment. The sessions were held on Monday, Wednesday, and Friday evenings of each week, from September 26, 1904, to March 10, 1905. Classes were organized in elementary mechanical drawing, advanced mechanical drawing, wood-working, wood-turning, pattern-making, forging, and machine shop practice. The instruction was given mainly by the regular day teachers, and the organization of the school proved satisfactory. There were, at first, many more applicants for admission than could be accommodated, but it soon became evident that a considerable number had applied under a misapprehension concerning the character and necessary limitations of the school.

Inferences drawn from the work of the first season are liable to be modified by subsequent experience, but it appears to be well established that the demand for systematic instruction on the part of young mechanics is not as urgent as it was supposed to be. Only a limited number of earnest and faithful men were so impressed with the value of the opportunities offered as to make the necessary sacrifices to secure the instruction and practice. The differences of native ability and acquired skill were so great that a large amount of individual instruction was absolutely essential; and this necessity for individual instruction, coupled with the fact that many could not attend regularly, made the average cost of instruction per pupil much higher than the corresponding cost in the day school.

The admirable spirit shown by the majority of stu-

dents, and the high character of the work accomplished, indicate that the school can be made a valuable factor in the public school system. If funds were available to sustain adequately all of the forms of instruction which experience has shown to be valuable, no question could be raised concerning the desirability of continuing this school, but since it is evident that considerable economies must be effected or the regular work of the day schools must suffer, I recommend that the work of this school be suspended during the coming winter. The work should be resumed, however, as soon as the financial conditions will permit.

#### VACATION SCHOOLS.

The following statement gives the course of study and the statistics of the Vacation Schools for the season of 1904 :

#### COURSE OF STUDY.

1. School Studies :  
Any of the elementary studies for which there may be a reasonable demand.
2. Manual Training :  
Woodwork.  
Ironwork.  
Cardboard Construction.  
Cooking.  
Sewing.  
Dressmaking.
3. Basketry :  
Braiding, Weaving.
4. Drawing and Color Work.
5. Nature Study and Field Work :  
Excursions in connection with Geography, History, and the chief industries of out-of-door life.
6. Gymnastics :  
Games and other forms of physical exercises.
7. Music.

## SCHOOLS.

	Number of Teachers,	Number of Assistants.	Number Enrolled.	Average Number Belonging.	Average Daily Attendance.
Lyman School, East Boston.....	21	3	1,347	1,040	745
Warren School, Charlestown .....	13	4	957	720	614
Hancock School, North End.....	17	7	1,134	1,012	776
Bowdoin School, West End.....	32	10	2,299	1,335	1,017
Franklin School, South End.....	14	5	876	512	354
Shurtleff School, South Boston, No. 1....	24	2	1,905	1,678	976
Thomas N. Hart School, South Boston, No. 2.....	15	4	1,263	721	639
Comins School, Roxbury.....	20	8	1,098	864	733
Washington Allston School, Brighton...	16	1	975	905	573
William E. Russell School, Dorchester...	23	2	1,089	734	620
Totals.....	195	46	12,943	9,521	7,047

The first vacation school of which there is any record was established in this city in 1866. It was a private undertaking on the part of the First Church of Boston, in no way identified or connected with the public schools of the city. The first vacation school conducted as a part of a city school system was established in Newark, N. J., in 1883. During the past ten years vacation schools have received a great impetus and have been adopted as part of the public school systems in nearly all the large cities of the country. It was not, however, until after they were in successful operation in New York, Chicago, and many other places that they became a part of the school system here, where they speedily obtained unexampled

prominence and popularity. Unquestionably they are a great public benefit and an immense boon especially to the poorer children in the crowded localities, for whom the education of the street is the only alternative to that which the vacation school offers.

The object of the vacation school is to keep children from the pernicious influence of the streets, gratify their desires for rational amusement, and stimulate an interest in helpful occupations.

The schoolyards are open for playgrounds and the schoolrooms for recreation, study, and instruction. The physical well being of the pupils is cared for by exercises which are wisely planned and carefully directed; the subjects taught are those most attractive and practical; and the teaching is adapted to arouse interest, appeal to the higher motives, and produce most desirable mental and moral results.

So widespread and general has the movement become throughout the country that even in the small towns school committees are aiming to give the children something to do during the vacation period for the exercise of their surplus vitality, which might be expended in wrong directions. The movement has extended to England through the report of the educational commission which recently visited this country, and the experiments that have been made in London have met with such success and favor that, according to the London Times, an urgent demand has recently been made upon the London County Council for the general establishment of such schools in the crowded and poorer sections of the city. These facts indicate the esteem in which this comparatively new feature of educational work is generally held.

It is my desire to emphasize the value of the special educational service which these schools perform. In this city they are firmly established in popular favor, and the good which they have already done, and the possibilities of the inestimable benefit which may be derived from them, entitle them to the most serious consideration and generous support. They should be placed upon as permanent a basis as the other schools of the city.

#### EDUCATIONAL CENTRES.

The number of teachers employed in the educational centres this year was 132; the number of pupils registered, 8,948; and the average number belonging, 6,437.

The educational centres were opened October 24, 1904, and continued until March 10, 1905. Of the five centres, one was located in each of the following districts: East Boston, North End, West End, Roxbury, and South Boston.

The educational centres had been in existence for the two preceding years, during which time perfect freedom had been given to each one to meet, in its own way, the needs of the community in which it was located. Instruction was furnished in almost every study and industrial pursuit for which a sufficient demand appeared. Clearly defined notions in regard to the field of instruction which the centres should cover were gained from this period of experimentation. Rules and regulations for their administration and a well considered schedule of the features to be introduced were adopted in October, 1904. To avoid a duplication of the studies offered in the



evening schools this schedule was confined largely to industrial lines, such as instruction in domestic science and dressmaking, millinery, civil service, steam engineering, electricity, and mechanical drawing. Music and popular lectures and entertainments were given reasonable prominence.

The centres have become important social foci from which radiate cheerful influences to brighten the homes of many whose lives are devoted to daily toil. In their social aspect they present many interesting and valuable features. They encourage helpful association, enlarge acquaintance, and promote good-will among the people in the different neighborhoods in which they are located. The lectures attract large numbers of adults who appreciate the value of education, and gladly seek opportunities for culture and refinement.

The regular school work of many pupils has been greatly improved by the opportunities afforded in the centres for evening study periods with surroundings which naturally encourage studious effort. The boys' clubs gather from the street many who would not attend school, and engage them in useful activities which tend to cultivate manly thought and action.

The aims and methods of instruction in the centres differ fundamentally from those of the day schools, whose object is purely educational. There is the closest practicable connection between the instruction and the business and industries of actual life. The pupils are taught the rudiments of useful arts, and their time is employed in acquiring knowledge and skill likely to be of service in their daily occupations.

The centres supply needs not satisfied by the ordinary evening school. They furnish instruction to many who cannot be otherwise interested in school work. They increase the power of gaining a living, add wealth to the community, and enlarge the moral and intellectual resources of the people. Some advocates of the evening schools fear that the educational centres, with their varied programs, may attract many from substantial academic work. No rivalry should be permitted to exist between these two forms of educational effort. They should cooperate and be conjoined wherever practicable. The course of study in the evening schools should be extended so as to include the valuable features of the educational centres.

The establishment of educational centres, of vacation schools, and courses of free public lectures, all of which are now recognized to be within the functions of a metropolitan school department, has developed a grave financial problem. The annual increase in the amount allowed for the support of the schools has not been sufficient to provide for the normally increasing demands of the schools and for these additional activities which have now grown to such large proportions. A very serious financial question is thus presented of which the situation this year is fairly illustrative. Vacation schools will be possible this summer only by withdrawing funds from the evening school appropriation, and this will result in the curtailment of the evening school term. It must soon be determined from what source shall come the means of continuing these various meritorious works. It is evident that a more liberal

allowance must be made to the School Department from the general tax levy, or that these new and highly valuable educational features must be very materially restricted, if not entirely abandoned.

#### SUPERVISION.

The emphasis placed upon efficient supervision by all who have had large experience with schools is in accord with the ever increasing specialization and employment of expert knowledge and skill in every department of industrial and professional life.

The school system of a great city is a complex and delicate mechanism likely to be seriously injured by any action not guided by competent and conscientious experts. The schools are the most important safeguards of society, and their greatest efficiency can be secured only by utilizing most completely all available professional skill and expert knowledge. With this thought constantly in mind, I have endeavored to assign the work of individual supervisors, and direct the work of the Board so as to secure the highest measure of professional efficiency. The supervisors have held conferences with the headmasters, and with various groups of principals and teachers, touching both the curriculum and important details of administration and instruction. Unity of purpose and harmony in administration have been promoted by these meetings, and a laudable spirit of coöperation has prevailed.

In the assignment of schools the aim has been to centralize as much as possible the work of local supervision. The grammar and primary schools of the city are divided into nine divisions of unequal size. Four of the divisions have nine school districts

each, three have five each, one has six, and another four. To keep the divisions intact as far as possible all the schools of a division have been given to one supervisor, except in two sections of the city, where it was necessary in order to effect an equal distribution to apportion parts of divisions to different supervisors. The supervisors have established regular office hours at central schools in their districts, so that they may be readily consulted by teachers and masters. The existing divisions of the city should be discontinued and six divisions made with reference to a more economical plan of supervision. A supervisor should then be assigned to each division and made responsible for the work in all of its schools.

It has been my effort to relieve the supervisors of much time-consuming miscellaneous work which does not require their training and experience, and to concentrate their force upon the inspection of the schools. Inspection is the proper and legitimate function of the supervisor. He should make himself thoroughly familiar with the administration of each district, and inquire into the methods, characteristics, attainments, and efficiency of the teaching force.

The supervisor must understand fully the various sides of educational work. He must have proper standards in order to direct the work of others. His attitude towards all educational problems must be thoughtful and discriminating. It is his duty to set high ideals, to raise the standards of teaching, and to preserve, strengthen, and cultivate whatever is commendable.

By suggestion and advice, friendly criticism, encouragement, and support the supervisor's influence is exerted. The authority vested in the masters over the internal affairs of their schools makes their con-



trol and influence over methods of instruction and discipline more immediate and effective than can be exercised by any other school officer. They are accustomed to seek the advice and counsel of the supervisors and to act in accordance with their suggestions. Each recognizes and respects the responsibilities and functions of the other, and the heartiest coöperation exists.

#### CONCLUSION.

Large demands upon my time have been made by the miscellaneous duties of the office and by various meetings and conferences. Much time has also been devoted to personal interviews with candidates for positions as teachers and to the consideration of their qualifications. I have endeavored by as frequent visits as possible to become familiar with the condition of the schools. Many of them as yet I have found it impracticable to inspect, but in most of those that I have visited I have noted with pleasure a commendable professional spirit and a general excellence of work. Wherever conditions appeared to demand special attention I have made personally a thorough investigation.

By the rules of the School Committee, the Superintendent is specifically charged with the duty of enforcing all regulations of the public schools, and all orders of the School Committee concerning the supervision, instruction, and management of the schools. It has been my aim to construe the rules in a fair and liberal spirit, follow them consistently, and insist that the entire administration of the schools should be conducted in accordance with them. They conserve the experience of many years,



and are a safe guide under all ordinary circumstances. They can be of little use, however, if they are lightly set aside and are not generally regarded as a standard to which all must conform. If experience shows that any regulation, when properly enforced, affects the schools unfavorably, or works injustice, or causes hardship to individuals, the fact will be speedily noted. The rules should then be changed by the competent authority.

A rule may properly be suspended when conditions are met which were not contemplated when the rule was made, but I have felt that such action should be taken with great caution, because frequent suspensions of rules tend to make legislation inconsistent and ineffective. In the few cases in which extraordinary conditions existed I have called attention to the facts so that appropriate action might be taken.

As the supervisors and principals have been chosen to assist in the administration of the educational interests of Boston on account of their demonstrated professional ability, I have constantly sought their advice and suggestions so that the entire system might be improved and strengthened by their experience and judgment. Genuine professional success is their highest ambition, and unselfish devotion to the schools characterizes their work. To their hearty coöperation is due whatever measure of success has attended my efforts to secure substantial educational progress.

To the members of the School Board I extend my sincere thanks for their encouragement and support.

Respectfully submitted,

GEORGE H. CONLEY,  
*Superintendent of Public Schools.*



STATISTICS

FOR THE

HALF YEAR ENDING JANUARY 31, 1905.

## SCHOOL CENSUS.

September, 1904.

Number of children in Boston between the ages of 5 and 15.....	100,367
Number reported as attending public schools.....	75,376
Number reported as attending private schools.....	16,090

## SUMMARY.

January 31, 1905.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average No. of Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal .....	1	4	12	16	306	300	6	98.0	280
Latin and High.....	12	101	115	216	7,263	6,888	375	94.8	7,062
Grammar .....	61	133	869	1,002	45,916	42,736	3,180	93.1	45,870
Primary .....	703	.....	703	703	33,247	29,616	3,631	89.1	33,709
Kindergartens .....	98	.....	181	181	5,204	4,029	1,175	77.4	5,164
Totals.....	875	238	1,880	2,118	91,936	83,569	8,367	91.0	92,085

SPECIAL SCHOOLS.	No. of Schools.	No. of Regular Teachers.	Average No. of Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann .....	1	15	134	120	14	89.5	137
Spectacle Island .....	1	1	9	9	.....	100.0	9
Evening High :							
Monday, Wednesday, Friday ...	6	97	2,967	2,263	704	76.3	.....
Tuesday, Thursday.....	5	68	2,268	1,744	524	76.9	.....
Evening Elementary .....	13	232	4,640	3,276	1,364	70.6	.....
Evening Drawing.....	6	32	678	492	186	72.6	.....
Special classes .....	7	7	93	75	18	80.6	97
Totals .....	39	452	10,789	7,979	2,810	73.9	.....

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	2	4
East Boston High School.....	1	1	2
English High School.....	1		1
Girls' High School.....		4	4
Roxbury High School.....		1	1
South Boston High School.....		2	2
West Roxbury High School.....	1	1	2
Schools of Cookery: Instructors.....		26	26
Drawing: Director and Assistants.....	1	3	4
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: Roxbury High School.....		1	1
South Boston High School.....		1	1
German: Girls' Latin and Girls' High Schools.....	1		1
Household Arts and Sciences: Instructor.....		1	1
Household Science and Arts: Instructor.....		1	1
Kindergartning: Director.....		1	1
Military Drill: Instructor.....	1		1
Modern Languages: Assistant Instructors.....	2		2
Music: Director and Assistants.....	5	4	9
Physical Training: Director and Assistants.....	5		5
Girls' Latin School.....		1	1
Brighton High School.....		1	1
Dorchester High School.....		2	2
East Boston High School.....		1	1
Girls' High School.....		2	2
Roxbury High School.....		2	2
South Boston High School.....		1	1
West Roxbury High School.....		1	1
Sewing: Instructors.....		48	48
Wood-working: Principal, Instructors, and Assistant Instructors.....	10	32	42
Totals.....	33	150	183

NORMAL AND HIGH SCHOOLS.

Semi-annual Returns to January 31, 1905.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.	Spec'l Instruc'rs.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal.....	17	289	306	17	283	300	6	98	1	3			12			
Public Latin.....	563		563	548		548	15	97	1	13	6					
Girls' Latin.....		362	362		347	347	15	96		1			11			
Brighton High.....	105	222	327	98	208	306	21	94	1	1		1				
Charlestown High.....	72	162	234	69	150	219	15	94	1	1						
Dorchester High.....	374	769	1,143	354	719	1,073	70	94	1	1	6	1	18			
East Boston High.....	136	252	388	130	236	366	22	94	1	1			9			
English High.....	884		884	832		832	52	93	1	17	2					
Girls' High.....		1,091	1,091		1,033	1,033	58	95	1	1	1	1	24			
Mechanic Arts High.....	706		706	685		685	21	97	1	3	9		5	4	2	
Roxbury High.....	156	529	685	148	506	654	31	95	1	3	2	1	13			
South Boston High.....	179	333	512	168	316	484	28	95	1	3			11			
W. Roxbury High.....	91	277	368	85	256	341	27	92	1	1	1		9			
Totals.....	3,283	4,286	7,569	3,134	4,054	7,188	381	95	12	46	38	4	121	5	4	2





NORMAL, LATIN, AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1905.

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils.	Average No. of Pupils to a Regular Teacher.	
			Years.	Months.
Normal.....	15	306	20.4	
Public Latin.....	19	563	29.6	
Girls' Latin.....	12	362	30.1	
Brighton High.....	9	327	36.3	
Charlestown High.....	8	234	29.2	
Dorchester High.....	26	1,143	43.9	
East Boston High.....	12	388	32.3	
English High.....	25	884	35.3	
Girls' High.....	27	1,091	40.4	
Mechanic Arts High.....	23	706	30.6	
Roxbury High.....	19	685	36.0	
South Boston High.....	14	512	36.5	
West Roxbury High.....	11	368	33.4	
Totals.....	220	7,569	34.4	

ADMISSIONS, SEPTEMBER, 1904, NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Diploma Scholars, June, 1904.	Average Age.	
			Years.	Months.
Brighton High.....	5	5	19	.....
Charlestown High.....	9	7	18	7
Dorchester High.....	19	17	18	8
East Boston High.....	8	8	18	4
Girls' High.....	50	49	18	8
Roxbury High.....	19	19	19	1
South Boston High.....	11	9	18	8
West Roxbury High.....	10	10	18	7
Post Graduates.....	11	.....	21	4
Other sources.....	69	49	21	4
Totals.....	211	173	19	8

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From Other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Months.
Public Latin.....	181	.....	157	24	181	14	7
Girls' Latin.....	.....	124	86	38	124	14	3
Brighton High.....	49	99	140	8	148	15	.....
Charlestown High.....	42	66	86	22	108	15	1
Dorchester High.....	172	325	428	69	497	15	3
East Boston High.....	58	101	127	32	159	14	9
English High.....	439	.....	362	77	439	15	11
Girls' High.....	.....	558	458	100	558	15	.....
Mechanic Arts High.....	296	.....	266	30	296	14	7
Roxbury High.....	79	254	240	93	333	16	1
South Boston High.....	105	130	205	30	235	14	9
West Roxbury High.....	54	118	134	38	172	15	8
Totals.....	1,475	1,775	2,689	561	3,250	15	2

## GRAMMAR SCHOOLS.

Semi-annual Returns, January 31, 1905.

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 .....	328	272	600	303	246	549	51	91	1	1	1	11
Agassiz .....	767	88	855	719	82	801	54	94	1	2	1	13
Bennett .....	344	283	627	332	268	600	27	96	1	2	1	10
Bigelow .....	845	.....	845	786	.....	786	59	93	1	2	2	14
Blackinton .....	807	269	576	288	249	537	39	93	1	1	1	10
Bowditch .....	.....	683	683	.....	646	646	37	95	1	.....	2	12
Bowdoin .....	.....	442	442	.....	403	403	39	91	1	.....	2	9
Brimmer .....	598	.....	598	547	.....	547	51	93	1	2	1	9
Bunker Hill .....	278	246	524	261	226	487	37	93	1	1	2	8
Chapman .....	379	418	797	357	391	748	49	94	1	1	2	13
Charles Sumner .....	324	307	631	307	286	593	38	94	1	1	2	10
Christopher Gibson .....	588	606	1,194	548	562	1,110	84	93	1	2	2	20
Comins .....	293	320	613	278	299	577	36	94	1	1	2	9
Dearborn .....	507	432	939	468	383	851	88	91	1	1	1	15
Dillaway .....	.....	894	894	.....	827	827	67	92	1	.....	2	16
Dudley .....	902	.....	902	847	.....	847	55	94	1	3	1	14
Dwight .....	629	.....	629	582	.....	582	47	93	1	2	1	9
Edward Everett .....	330	350	680	306	317	623	57	92	1	1	2	11
Ellot .....	1,248	.....	1,248	1,170	.....	1,170	78	94	1	3	2	24
Emerson .....	369	346	715	338	310	648	67	91	1	1	2	12
Everett .....	.....	632	632	.....	576	576	56	91	1	.....	2	11
Franklin .....	.....	747	747	.....	705	705	42	94	1	.....	2	14
Frothingham .....	365	382	747	341	358	699	48	94	1	1	2	13
Gaston .....	.....	1,031	1,031	.....	960	960	71	93	1	.....	2	18
George Putnam .....	313	294	607	289	266	555	52	91	1	1	1	9
Gilbert Stuart .....	256	272	528	243	253	496	32	94	1	1	1	9
Hancock .....	.....	1,102	1,102	.....	1,021	1,021	81	93	1	.....	2	23
Harvard .....	299	310	609	282	291	573	36	94	1	1	2	10
Henry L. Pierce .....	414	468	882	380	423	803	79	91	1	1	2	15
Hugh O'Brien .....	569	413	982	541	392	933	49	95	1	1	2	16
Hyde .....	.....	650	650	.....	598	598	52	92	1	.....	2	10

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.						
Jefferson .....	270	241	511	253	226	479	32	94	1	1	1	8
John A. Andrew....	489	356	845	465	330	795	50	95	1	1	2	14
Lawrence .....	500	.....	500	463	.....	463	37	93	1	1	1	8
Lewis .....	484	509	993	452	466	918	75	92	1	1	2	18
Lincoln .....	868	.....	868	809	.....	809	59	94	1	2	1	14
Longfellow .....	283	256	539	269	236	505	34	94	1	1	2	8
Lowell .....	373	370	743	348	342	690	53	93	1	1	2	12
Lyman .....	535	445	980	489	405	894	86	91	1	2	2	17
Martin.....	291	266	557	277	250	527	30	95	1	1	2	9
Mary Hemenway....	383	427	810	357	391	748	62	92	1	2	2	12
Mather.....	581	509	1,090	536	468	1,004	86	92	1	2	2	19
Minot.....	195	212	407	179	189	368	39	90	1	1	1	6
Norcross .....	.....	582	582	.....	532	532	50	91	1	.....	2	11
Phillips.....	1,119	.....	1,119	1,060	.....	1,060	59	95	1	3	1	21
Phillips Brooks....	471	448	919	447	420	867	52	94	1	2	2	15
Prescott .....	262	284	546	244	264	508	38	93	1	1	1	9
Prince.....	316	391	707	298	366	664	43	94	1	1	2	11
Quincy .....	549	.....	549	495	.....	495	54	90	1	2	1	8
Rice .....	490	.....	490	457	.....	457	33	93	1	2	2	6
Robert G. Shaw....	238	232	470	218	210	428	42	91	1	1	3	6
Roger Wolcott .....	445	446	891	423	423	845	46	95	1	2	2	15
Sherwin .....	626	.....	626	577	.....	577	43	93	1	2	1	9
Shurtleff.....	.....	612	612	.....	557	557	55	91	1	.....	2	10
Thomas N. Hart. ....	664	.....	664	642	.....	642	22	97	1	2	1	10
Warren.....	316	332	648	299	315	614	34	95	1	1	2	11
Washington .....	498	444	942	472	418	890	52	94	1	1	2	15
Washington Allston,	630	642	1,272	593	593	1,186	86	93	1	2	2	22
Wells.....	.....	904	904	.....	851	851	53	94	1	.....	2	17
William E. Russell..	420	441	861	389	401	790	71	92	1	1	2	13
Winthrop.....	.....	768	768	.....	722	722	46	94	1	.....	2	14
Totals .....	23,542	22,374	45,916	22,024	20,712	42,736	3,180	93	61	72	104	765



## GRAMMAR SCHOOLS.

Number of Pupils in each Grade, whole Number and Ages, January 31, 1905.

SCHOOLS.	Number of Pupils in each Grade, whole Number and Ages, January 31, 1905.										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.	
	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Whole number.															
Adams	42	53	92	96	104	143	72	602	22	49	102	110	128	106	63	16	3	3	16	37	16	1	1
Agassiz	78	92	146	156	193	185	.....	850	38	91	149	165	142	132	78	37	1	1	42	8	1	1	1
Bennett	95	97	104	107	100	108	.....	620	0	67	77	104	131	104	76	42	8	1	1	42	8	1	1
Bigelow	95	88	144	136	130	142	97	832	5	84	156	169	168	132	59	23	3	.....	23	59	23	3	.....
Blackton	97	50	86	96	90	99	35	562	21	59	78	112	97	93	61	34	6	1	34	6	1	.....	.....
Bowditch	79	100	114	130	101	122	39	685	1	26	79	98	111	118	91	29	10	4	29	10	4	.....	.....
Bowdoin	45	53	49	76	79	106	42	450	.....	12	47	54	72	83	63	30	8	.....	30	8	.....	.....	.....
Brimmer	37	49	102	107	107	106	91	699	1	67	91	98	115	104	73	23	6	.....	73	23	6	.....	.....
Bunker Hill	45	46	83	100	108	106	24	512	19	70	78	81	95	81	46	29	7	3	46	29	7	3	.....
Chapman	97	109	141	140	160	113	34	794	2	101	119	137	128	133	98	36	9	.....	98	36	9	.....	.....
Charles Sumner	90	98	163	96	93	130	.....	610	2	61	90	84	102	106	72	31	13	7	31	13	7	.....	.....
Christopher Gibson	128	159	186	214	260	260	.....	1,207	49	144	197	219	176	175	147	73	22	4	147	73	22	4	1
Combs	67	90	98	162	105	97	39	598	2	67	102	118	111	107	51	16	2	.....	51	16	2	.....	.....
Dearborn	72	112	97	172	214	229	29	925	1	25	110	148	151	294	167	95	26	7	95	26	7	1	.....
Dillaway	94	104	145	149	177	217	.....	886	2	45	114	140	129	119	148	103	65	14	148	103	65	14	7
Dudley	92	105	155	173	178	164	47	914	1	39	88	145	166	164	103	45	14	3	103	45	14	3	.....
Dwight	74	81	108	107	111	116	42	630	12	64	108	97	118	105	77	43	11	1	77	43	11	1	3
Edward Everett	84	90	121	148	101	143	.....	687	40	89	90	98	127	111	77	40	15	.....	77	40	15	.....	.....
Ellot	51	65	66	174	293	271	402	1,232	83	114	196	226	236	261	102	43	17	.....	102	43	17	.....	.....





GRAMMAR SCHOOLS.—Concluded.

SCHOOLS.	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.
	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	35,449	62	1,477												
<i>Brought forward...</i>	3,469	4,252	5,483	6,356	6,827	7,207	2,055	35,449	62	1,477	3,983	5,554	6,073	6,255	5,879	3,850	1,700	511	80	15		
Prince .....	102	114	114	123	137	107	24	721	.....	15	89	112	135	116	103	85	46	16	4	.....		
Quincy .....	38	40	49	97	93	152	83	552	.....	17	62	87	98	99	88	57	31	9	3	1		
Rice .....	44	77	62	96	103	97	.....	479	.....	5	39	72	85	84	61	39	6	6	3	1		
Robert G. Shaw.....	46	92	58	89	78	105	.....	468	.....	15	62	77	75	79	52	24	5	5	2	.....		
Roger Wolcott.....	87	100	144	178	185	187	.....	881	4	44	114	128	156	145	122	110	40	15	3	.....		
Sherwin.....	63	58	86	101	128	146	35	617	1	18	66	84	99	120	92	88	38	6	4	1		
Shurtleff.....	64	56	82	195	103	106	.....	606	2	25	71	89	104	99	103	80	25	5	2	1		
Thomas N. Hart.....	61	91	116	128	107	156	.....	659	.....	44	73	100	117	105	116	67	26	10	1	.....		
Warren .....	64	64	96	151	113	145	16	649	1	30	82	90	107	112	106	78	29	12	1	1		
Washington.....	108	104	103	108	208	170	189	990	1	43	85	180	171	193	166	108	35	8	.....	.....		
Washington Allston..	129	170	243	189	250	211	84	1,276	.....	58	161	220	225	210	193	143	56	9	1	.....		
Wells.....	74	74	121	149	138	227	126	909	3	54	97	155	146	168	154	86	34	12	.....	.....		
William E. Russell.....	87	101	135	164	191	177	.....	855	3	43	121	147	138	169	116	86	40	10	2	.....		
Winthrop .....	68	75	103	107	160	108	138	759	.....	17	83	135	143	139	130	70	32	9	.....	.....		
<b>Totals.....</b>	<b>4,504</b>	<b>5,468</b>	<b>6,995</b>	<b>8,231</b>	<b>8,621</b>	<b>9,301</b>	<b>2,750</b>	<b>45,870</b>	<b>77</b>	<b>1,905</b>	<b>5,198</b>	<b>7,230</b>	<b>7,862</b>	<b>8,083</b>	<b>7,529</b>	<b>5,021</b>	<b>2,195</b>	<b>643</b>	<b>106</b>	<b>21</b>		

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principal, January 31, 1905.

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 . . . . .	13	600	46.1	John A. Andrew	17	845	49.7
Agassiz . . . . .	16	855	53.4	Lawrence . . . . .	10	500	50.0
Bennett . . . . .	13	627	48.2	Lewis . . . . .	21	993	47.2
Bigelow . . . . .	18	45	46.9	Lincoln . . . . .	17	868	51.0
Blackinton . . . . .	12	576	48.0	Longfellow . . . . .	11	539	49.0
Bowditch . . . . .	14	683	48.7	Lowell . . . . .	15	743	49.5
Bowdoin . . . . .	11	442	40.2	Lyman . . . . .	21	980	46.6
Brimmer . . . . .	12	598	49.8	Martin . . . . .	12	557	46.4
Bunker Hill . . . . .	11	524	47.6	Mary Hemenway	16	810	50.6
Chapman . . . . .	16	797	49.8	Mather . . . . .	23	1,090	47.3
Charles Sumner..	13	631	48.5	Minot . . . . .	8	407	50.8
Ch's't'r Gibson...	24	1,194	49.7	Norcross . . . . .	13	582	44.7
Comins . . . . .	12	613	51.0	Phillips . . . . .	25	1,119	44.7
Dearborn . . . . .	17	939	55.2	Phillips Brooks.	19	919	48.3
Dillaway . . . . .	18	894	49.6	Prescott . . . . .	11	546	49.6
Dudley . . . . .	18	902	50.1	Prince . . . . .	14	707	50.5
Dwight . . . . .	12	629	52.4	Quincy . . . . .	11	549	49.9
Edward Everett..	14	680	48.5	Rice . . . . .	10	490	49.0
Ellot . . . . .	29	1,248	43.0	Robert G. Shaw.	10	470	47.0
Emerson . . . . .	15	715	47.6	Roger Wolcott...	19	891	46.9
Everett . . . . .	13	632	48.6	Sherwin . . . . .	12	620	51.6
Franklin . . . . .	16	747	46.6	Shurtleff . . . . .	12	612	51.0
Frothingham . . . . .	16	747	46.6	Thomas N. Hart.	13	664	51.0
Gaston . . . . .	20	1,031	51.5	Warren . . . . .	14	648	46.2
George Putnam ..	11	607	55.1	Washington . . . . .	18	942	52.3
Gilbert Stuart . . . . .	11	528	48.0	Wash. Allston...	26	1,272	48.9
Hancock . . . . .	25	1,102	44.0	Wells . . . . .	19	904	47.5
Harvard . . . . .	13	609	46.8	Wm. E. Russell..	16	861	53.8
Henry L. Pierce..	18	882	49.0	Winthrop . . . . .	16	768	48.0
Hugh O'Brien . . . . .	19	982	51.6				
Hyde . . . . .	12	650	54.1	Totals . . . . .	941	45,916	48.7
Jefferson . . . . .	10	511	51.1				

## GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1904. Number of these Admitted to High and Latin Schools, September, 1904.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams.....	19	16	35	17	Jefferson.....				
Agassiz.....	49		49	32	John A. Andrew...	35	18	53	27
Bennett.....	41	40	81	54	Lawrence.....	45		45	23
Bigelow.....	93		93	51	Lewis.....	48	56	104	76
Blackinton.....					Lincoln.....	72		72	38
Bowditch.....		86	86	46	Longfellow.....	31	21	52	34
Bowdoin.....		47	47	29	Lowell.....	53	58	111	64
Brimmer.....	38		38	18	Lyman.....	42	40	82	42
Bunker Hill.....	19	17	36	15	Martin.....	27	33	60	41
Chapman.....	40	43	83	59	Mary Hemenway..	34	47	81	57
Charles Sumner.....	53	38	91	55	Mather.....	60	75	135	80
Christopher Gibson...	50	59	109	90	Minot.....	28	35	63	29
Comins.....	29	46	75	30	Norcross.....		41	41	18
Dearborn.....	31	33	64	35	Phillips.....	104		104	75
Dillaway.....		87	87	60	Phillips Brooks...	52	64	116	81
Dudley.....	69		69	42	Prescott.....	18	29	47	27
Dwight.....	40		40	20	Prince.....	30	56	86	59
Edward Everett.....	42	48	90	70	Quincy.....	31		31	18
Elliot.....	50		50	19	Rice.....	38		38	25
Emerson.....	54	44	98	48	Robert G. Shaw....	22	20	42	27
Everett.....		77	77	51	Roger Wolcott....	44	43	87	66
Franklin.....		54	54	27	Sherwin.....	44		44	19
Frothingham.....	50	46	96	51	Shurtleff.....		63	63	41
Gaston.....		87	87	47	Thomas N. Hart...	46		46	25
George Putnam.....	26	23	49	36	Warren.....	19	19	38	30
Gilbert Stuart.....	34	38	72	58	WashingtonAllston	57	92	149	105
Hancock.....		47	47	21	Wells.....		94	94	44
Harvard.....	24	23	47	27	William E. Russell.	22	31	53	35
Henry L. Pierce.....	38	39	77	65	Winthrop.....		47	47	33
Hugh O'Brien.....	33	52	85	55	Totals.....	1,924	2,116	4,040	2,493
Hyde.....		44	44	26					

## PRIMARY SCHOOLS.

*Semi-annual Returns to January 31, 1905.*

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 .....	12	280	274	554	246	236	482	72	87	459	85	544
Agassiz .....	9	221	180	401	203	162	365	36	91	346	65	411
Bennett .....	9	206	162	368	190	146	336	32	91	330	45	375
Bigelow .....	12	307	241	548	274	207	481	67	88	478	91	569
Blackinton .....	8	218	188	406	200	169	369	37	91	330	62	392
Bowditch.....	13	346	319	665	313	286	599	66	90	576	86	662
Bowdoin.....	9	239	222	461	209	190	399	62	87	388	100	488
Brimmer .....	7	184	157	341	163	140	303	38	89	292	55	347
Bunker Hill....	10	180	180	360	162	159	321	39	89	308	58	366
Chapman.....	10	262	226	488	229	193	422	66	86	438	54	492
Charles Sumner,	9	191	208	399	175	189	364	35	91	360	39	399
Christ'r Gibson,	20	507	482	989	459	428	887	102	90	911	127	1,038
Comins .....	8	201	204	405	175	169	344	61	85	358	47	405
Dearborn.....	21	517	445	962	465	391	856	106	89	777	202	979
Dillaway.....	14	330	319	649	292	280	572	77	88	576	81	657
Dudley.....	17	394	351	745	354	306	660	85	89	627	135	762
Dwight.....	11	276	271	547	249	242	491	56	90	483	72	555
Edward Everett,	10	250	251	501	220	216	436	65	87	430	68	498
Eliot.....	16	439	324	763	407	295	702	61	92	628	149	777
Emerson.....	8	253	212	465	222	179	401	64	86	430	53	483
Everett.....	9	209	229	438	182	194	376	62	86	365	85	450
Franklin.....	13	365	357	722	330	321	651	71	90	632	109	741
Frothingham....	11	285	271	556	262	241	503	53	90	504	43	547
Gaston.....	11	237	256	493	213	225	438	55	89	431	52	483
George Putnam,	10	246	239	485	218	207	425	60	88	423	70	493
Gilbert Stuart...	7	188	136	324	168	116	284	40	88	288	36	324
Hancock.....	25	526	626	1,152	483	569	1,052	100	91	990	176	1,166
Harvard.....	11	234	196	430	205	170	375	55	87	394	60	454
Henry L. Pierce,	5	115	128	243	104	114	218	25	90	244	11	255
Hugh O'Brien...	11	364	219	583	337	199	536	47	92	487	90	577



PRIMARY SCHOOLS. — *Concluded.**Semi-annual Returns to January 31, 1905.*

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	227	226	453	201	196	397	56	88	395	92	487
Jefferson.....	7	196	157	353	177	139	316	37	90	297	46	343
John A. Andrew....	12	238	222	460	206	189	395	65	86	419	49	468
Lawrence.....	12	405	177	582	366	157	523	59	90	470	101	571
Lewis.....	13	339	276	615	300	242	542	73	88	566	61	627
Lincoln.....	14	437	277	714	393	239	632	82	89	654	58	712
Longfellow.....	9	195	206	401	178	184	362	39	90	337	63	400
Lowell.....	12	275	257	532	248	225	473	59	89	453	98	551
Lyman.....	15	412	365	777	370	328	698	79	90	701	113	814
Martin.....	9	171	145	316	150	126	276	40	87	278	34	312
Mary Hemenway....	11	232	230	462	206	196	402	60	87	399	64	463
Mather.....	17	437	372	809	379	319	698	111	86	714	82	796
Minot.....	6	142	140	282	122	114	236	46	84	246	41	287
Norcross.....	11	170	384	554	153	340	493	61	89	444	113	557
Phillips Brooks.....	18	428	362	790	385	323	708	82	90	706	104	810
Prescott.....	9	197	195	392	181	171	352	40	90	352	47	399
Prince.....	9	210	225	435	183	193	376	59	86	396	71	467
Quincy.....	11	345	269	614	314	244	558	56	91	488	136	624
Rice.....	6	122	111	233	113	101	214	19	92	183	65	243
Robert G. Shaw.....	6	136	113	249	119	94	213	36	86	221	28	249
Roger Wolcott.....	15	348	346	694	307	300	607	87	87	609	82	691
Sherwin.....	11	257	280	537	228	243	471	66	88	440	97	537
Shurtleff.....	8	193	169	362	176	152	328	34	91	300	63	363
Thomas N. Hart....	12	394	237	631	365	214	579	52	92	572	62	634
Warren.....	8	180	199	379	164	176	340	39	90	324	47	371
Washington.....	16	474	477	951	440	443	883	68	93	832	111	943
Washington Allston,	18	457	408	865	417	362	779	86	90	766	108	874
Wells.....	32	729	648	1,377	674	588	1,262	115	91	1,255	154	1,409
William E. Russell..	13	338	319	657	300	277	577	80	88	617	63	680
Winthrop.....	7	149	179	328	126	152	278	50	85	298	35	333
Totals.....	703	17,403	15,844	33,247	15,650	13,966	29,616	3,631	89	29,015	4,694	33,709

## PRIMARY SCHOOLS.

*Number of Pupils in each Grade, whole Number, and Ages,  
January 31, 1905.*

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 .....	115	169	260	544	90	111	138	120	59	19	4	3	....
Agassiz .....	119	118	174	411	63	100	96	87	40	15	5	1	4
Bennett .....	95	95	185	375	39	109	107	75	32	7	4	2	....
Bigelow .....	169	166	234	569	77	158	134	109	62	21	4	4	....
Blackinton ....	125	121	146	392	61	85	101	83	40	17	3	2	....
Bowditch .....	211	197	254	662	98	143	182	153	63	18	2	2	1
Bowdoin .....	137	139	212	488	58	140	96	94	60	31	9	....	....
Brimmer .....	98	107	142	347	43	97	69	83	39	15	1	....	....
Bunker Hill...	109	102	155	366	70	81	94	63	39	12	5	2	....
Chapman.....	149	149	194	492	75	123	127	113	44	8	2	....	....
Chas. Sumner,	149	123	127	399	55	103	110	92	33	6	....	....	....
Chris. Gibson,	331	318	389	1,038	153	246	302	210	98	20	5	3	1
Comins.....	96	109	200	405	84	111	84	79	32	11	3	....	1
Dearborn .....	257	314	408	979	103	226	243	205	104	62	19	14	3
Dillaway .....	221	182	254	657	119	151	172	134	50	29	1	....	1
Dudley .....	234	245	283	762	109	158	175	185	94	29	7	5	....
Dwight.....	142	183	230	555	84	130	131	138	58	13	1	....	....
Edw. Everett .	153	146	199	498	64	128	118	120	51	13	4	....	....
Eliot .....	184	231	362	777	134	178	165	151	87	42	15	4	1
Emerson .....	110	162	211	483	84	126	122	98	43	8	1	....	1
Everett.....	136	129	185	450	29	103	119	114	58	24	3	....	....
Franklin .....	155	192	394	741	102	173	175	182	74	27	6	1	1
Frothingham..	163	171	213	547	105	140	150	109	35	7	1	....	....
Gaston .....	157	150	176	483	75	135	136	85	35	13	3	1	....
Geo. Putnam..	136	145	212	493	69	119	130	105	46	19	1	3	1
Gilbert Stuart.	103	104	117	324	43	80	99	66	29	5	2	....	....
Hancock .....	224	379	563	1,166	202	257	300	231	131	33	9	3	....
Harvard.....	119	130	205	454	82	116	128	68	45	14	1	....	....
H. L. Pierce...	68	71	116	255	50	86	79	29	10	1	....	....	....
Hugh O'Brien,	142	190	245	577	92	134	147	114	54	23	10	3	....

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 .....	162	151	174	487	60	119	104	112	59	28	4	....	1
Jefferson.....	93	98	152	343	60	78	88	71	33	9	2	1	1
J. A. Andrew,	161	147	160	468	67	126	134	92	27	14	8	....	....
Lawrence ....	134	183	254	571	102	124	128	116	60	25	13	1	2
Lewis .....	205	180	242	627	87	180	162	137	45	15	1	....	....
Lincoln .....	226	221	265	712	119	197	199	139	42	7	6	2	1
Longfellow ...	103	141	156	400	57	83	94	103	46	13	3	....	1
Lowell .....	161	158	232	551	67	138	133	115	67	24	3	3	1
Lyman .....	200	276	338	814	125	193	220	163	81	21	6	4	1
Martin .....	82	104	126	312	56	68	85	69	22	11	...	....	1
Mary Hemenway .....	126	139	198	463	48	111	134	106	48	15	1	....	....
Mather .....	276	245	275	796	130	197	205	182	58	19	5	....	....
Minot .....	91	71	125	287	34	73	68	71	28	9	2	2	....
Norcross .....	147	188	222	557	73	138	126	107	66	24	12	3	8
P'l'ps Brooks..	254	243	313	810	132	207	208	159	77	17	7	1	2
Prescott .....	106	120	173	399	67	102	108	75	23	21	1	1	1
Prince .....	142	143	182	467	67	122	108	99	44	22	5	....	....
Quincy .....	192	162	270	624	97	134	132	125	101	29	6	....	....
Rice .....	87	83	78	248	20	49	67	47	37	17	8	3	....
Rob't G. Shaw,	88	78	83	249	29	65	60	67	22	5	1	....	....
Roger Wolcott,	219	179	293	691	100	183	198	128	55	20	5	2	....
Sherwin.....	155	170	212	537	70	128	132	110	70	21	5	1	....
Shurtleff .....	108	115	140	363	46	87	89	78	46	10	6	....	1
Thos. N. Hart,	206	222	206	634	98	170	152	152	48	12	2	....	....
Warren .....	103	121	147	371	31	99	112	82	29	14	4	....	....
Washington....	200	270	473	943	189	231	220	192	80	28	3	....	....
Washington Allston.....	246	301	327	874	100	230	234	202	79	21	8	....	....
Wells.....	363	434	612	1,409	272	347	344	292	113	35	4	2	....
Wm.E.Russell,	204	234	242	680	122	174	186	135	47	14	1	1	....
Winthrop .....	46	101	186	333	61	77	89	71	22	10	3	....	....
Totals.....	9,493	10,315	13,901	33,709	5,098	8,277	8,548	7,092	3,220	1,092	266	80	36

PRIMARY SCHOOLS.

*Number of Pupils to a Teacher, January 31, 1905.*

DISTRICTS.	Number of Teachers.	Average Whole Number of Pupils.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Average Whole Number of Pupils.	Number of Pupils to a Teacher.
Adams .....	12	554	46.1	Jefferson.....	7	353	50.4
Agassiz .....	9	401	44.5	John A. Andrew	12	460	38.3
Bennett .....	9	368	40.8	Lawrence .....	12	582	48.5
Bigelow.....	12	548	45.6	Lewis.....	13	615	47.3
Blackinton.....	8	406	50.7	Lincoln.....	14	714	51.0
Bowditch .....	13	665	51.1	Longfellow.....	9	401	44.5
Bowdoin.....	9	461	51.2	Lowell.....	12	532	44.3
Brimmer .....	7	341	48.7	Lyman .....	15	777	51.8
Bunker Hill.....	10	360	36.0	Martin.....	9	316	35.1
Chapman.....	10	488	48.8	MaryHemenway	11	462	42.0
Charles Sumner...	9	399	44.3	Mather.....	17	809	47.6
Christoph'rGibson	20	989	49.4	Minot .....	6	282	47.0
Comins.....	8	405	50.6	Norcross.....	11	554	50.3
Dearborn. ....	21	962	45.8	Phillips Brooks,	18	790	43.8
Dillaway.....	14	649	46.3	Prescott .....	9	392	43.5
Dudley.....	17	745	43.8	Prince .....	9	435	48.3
Dwight.....	11	547	49.7	Quincy .....	11	614	55.8
Edward Everett ..	10	501	50.1	Rice .....	6	233	38.8
Ellot.....	16	763	47.6	Robert G. Shaw,	6	249	41.5
Emerson .....	8	465	58.1	Roger Wolcott..	15	694	46.2
Everett.....	9	438	48.6	Sherwin .....	11	537	48.8
Franklin .....	13	722	55.5	Shurtleff.....	8	362	45.2
Frothingham .....	11	556	50.5	Thomas N. Hart,	12	631	52.5
Gaston .....	11	493	44.8	Warren.....	8	379	47.3
George Putnam...	10	485	48.5	Washington....	16	951	59.4
Gilbert Stuart....	7	324	46.2	Wash. Allston ..	18	865	48.0
Hancock .....	25	1,152	46.0	Wells .....	32	1,377	43.0
Harvard .....	11	430	39.0	Wm. E. Russell,	13	657	50.5
Henry L. Pierce..	5	243	48.6	Winthrop.....	7	328	46.8
Hugh O'Brien ....	11	583	53.0				
Hyde.....	10	453	45.3	Totals.....	703	33,247	47.2

## PRIMARY SCHOOLS.

*Number of Pupils Promoted to Grammar Schools for the Five Months ending January 31, 1905.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams .....	59	56	115	Jefferson .....	65	48	113
Agassiz .....	61	46	107	John A. Andrew...	104	72	176
Bennett .....	57	53	110	Lawrence .....	75	45	120
Bigelow .....	85	67	152	Lewis .....	99	83	182
Blackinton .....	49	41	90	Lincoln .....	120	91	211
Bowditch .....	98	103	201	Longfellow .....	41	50	91
Bowdoin .....	63	52	115	Lowell .....	113	92	205
Brimmer .....	48	36	84	Lyman .....	113	92	205
Bunker Hill .....	52	49	101	Martin .....	55	34	89
Chapman .....	63	57	120	Mary Hemenway ..	60	62	122
Charles Sumner....	84	65	149	Mather .....	127	106	233
Christopher Gibson,	149	134	283	Minot .....	36	34	70
Comins .....	46	44	90	Norcross .....	42	58	100
Dearborn .....	133	115	248	Phillips Brooks....	125	97	222
Dillaway .....	65	79	144	Prescott .....	43	52	95
Dudley .....	113	114	227	Prince .....	54	75	129
Dwight .....	61	60	121	Quincy .....	58	48	106
Edward Everett...	68	66	134	Rice .....	48	35	83
Eliot .....	75	57	132	Robert G. Shaw...	43	41	84
Emerson .....	65	67	132	Roger Wolcott....	111	90	201
Everett .....	66	81	147	Sherwin .....	63	72	125
Franklin .....	72	92	164	Shurtleff .....	25	21	46
Frothingham .....	65	66	131	Thomas N. Hart....	126	71	197
Gaston .....	90	61	151	Warren .....	48	49	97
George Putnam....	54	63	117	Washington .....	47	54	101
Gilbert Stuart....	38	52	90	Wash. Allston....	82	78	160
Hancock .....	115	125	240	Wells .....	180	170	350
Harvard .....	69	79	148	William E. Russell,	72	101	173
Henry L. Pierce...	48	39	87	Winthrop .....	9	27	36
Hugh O'Brien .....	107	44	151	Totals .....	4,472	4,078	8,540
Hyde .....	70	67	137				



KINDERGARTENS.

*Semi-annual Returns to January 31, 1905.*

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....	4	55	53	108	41	39	80	28	74	79	31	110
Agassiz.....	4	54	44	98	43	31	74	24	75	57	46	103
Bennett.....	3	42	49	91	36	39	75	16	82	37	60	97
Blackinton....	2	45	52	97	33	39	72	25	74	73	29	102
Bowditch.....	4	61	37	98	49	29	78	20	79	56	49	105
Bowdoin.....	3	49	52	101	38	37	75	26	74	86	21	107
Brimmer.....	2	33	19	52	27	14	41	11	79	34	14	48
Bunker Hill...	1	23	13	36	17	8	25	11	70	29	7	36
Chapman.....	4	49	48	97	38	34	72	25	74	64	29	93
Chas. Sumner,	4	51	49	100	42	37	79	21	79	65	31	96
Chrs. Gibson,	6	79	107	186	59	79	138	48	74	135	59	194
Comins.....	6	83	79	162	67	60	127	35	78	82	83	165
Dearborn.....	2	23	38	61	17	30	47	14	77	39	20	59
Dillaway.....	4	44	61	105	36	49	85	20	81	51	37	88
Dudley.....	4	53	53	106	45	41	86	20	81	80	26	106
Dwight.....	4	48	56	104	37	41	78	26	75	74	35	109
Edw. Everett..	2	26	26	52	20	19	39	13	75	22	33	55
Ellot.....	2	28	32	60	23	26	49	11	82	50	6	56
Emerson.....	2	35	39	74	28	27	55	19	74	62	13	75
Everett.....	2	23	28	51	15	20	35	16	69	21	23	44
Franklin.....	2	32	25	57	25	20	45	12	79	47	8	55
Frothingham..	2	36	30	66	32	26	58	8	88	53	11	64
Gaston.....	2	30	28	58	26	24	50	8	86	35	22	57
Geo. Putnam..	2	37	24	61	30	19	49	12	80	28	29	57
Gilbert Stuart,	3	44	29	73	35	23	58	15	79	47	26	73
Hancock ..	10	112	143	255	91	118	209	46	82	186	75	261
Harvard.....	2	40	39	79	29	30	59	20	76	68	18	86
H. L. Plerce ..	2	31	26	57	24	21	45	12	79	38	24	62
Hugh O'Brien,	2	44	19	63	37	17	54	9	86	44	16	60
Hyde.....	2	30	33	63	22	25	47	16	75	44	20	64
Jefferson.....	2	59	56	115	44	43	87	28	75	54	44	98
J. A. Andrew,	2	22	29	51	16	22	38	13	75	25	31	56

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	55	44	99	40	30	70	29	71	70	24	94
Lewis.....	3	34	57	91	28	44	72	19	79	61	27	88
Lincoln.....	2	37	21	58	30	16	46	12	79	40	16	56
Longfellow ...	1	30	27	57	24	21	45	12	78	29	28	57
Lowell.....	4	58	50	108	42	36	78	30	72	71	46	117
Lyman.....	7	97	95	192	71	68	139	53	72	134	38	172
Martin.....	2	22	34	56	18	27	45	11	80	42	8	50
Mary Hemen- way.....	2	36	31	67	29	24	53	14	79	20	51	71
Mather.....	2	30	30	60	24	24	48	12	80	42	19	61
Minot.....	1	23	23	46	18	15	33	13	72	14	32	46
Norcross.....	2	27	17	44	20	14	34	10	77	17	14	31
PhillipsBrooks	3	62	58	120	51	47	98	22	82	81	31	112
Prescott.....	2	29	29	58	22	22	44	14	76	28	33	61
Prince.....	2	26	25	51	22	20	42	9	82	43	27	70
Quincy.....	4	56	48	104	46	37	83	21	80	87	17	104
Rice.....	2	25	19	44	20	15	35	9	80	16	30	46
Robert G. Shaw	3	31	48	79	26	35	61	18	77	36	43	79
Roger Wolcott,	5	72	65	137	54	47	101	36	74	77	52	129
Sherwin.....	4	58	55	113	45	43	88	25	77	74	33	112
Shurtleff.....	3	44	59	103	33	43	76	27	74	82	19	101
Thos. N. Hart,	4	60	41	101	51	31	82	19	81	66	27	93
Warren.....	4	48	54	102	35	41	76	26	74	42	59	101
Washington...	2	31	27	58	26	23	49	9	84	56	.....	56
Washington Allston.....	6	77	84	161	63	67	130	31	81	104	60	164
Wells.....	6	83	91	174	67	70	137	37	73	99	69	168
William E. Russell.....	2	27	24	51	20	17	37	14	73	40	11	51
Winthrop.....	1	15	18	33	8	10	18	15	55	21	12	33
Totals.....	181	2,614	2,590	5,204	2,055	1,974	4,029	1,175	77	3,357	1,807	5,164

## KINDERGARTENS.

*Number of Pupils Promoted to Primary Schools for the Five Months ending January 31, 1905.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams .....	39	45	84	John A. Andrew....	28	17	45
Agassiz .....	45	27	72	Lawrence.....	32	42	74
Bennett.....	11	18	29	Lewis.....	49	32	81
Blackinton .....	7	10	17	Lincoln.....	31	8	39
Bowditch.....	49	44	93	Longfellow.....	18	26	44
Bowdoin .....	31	26	57	Lowell .....	33	37	70
Brimmer.....	22	17	39	Lyman.....	89	60	149
Bunker Hill.....	14	15	29	Martin .....	11	20	31
Chapman.....	31	31	62	Mary Hemenway....	24	15	39
Charles Sumner....	39	40	79	Mather .....	18	22	40
Christopher Gibson,	64	48	112	Minot.....	20	13	33
Comins.....	44	34	78	Norcross .....	15	14	29
Dearborn.....	19	26	45	Phillips Brooks....	50	42	92
Dillaway.....	41	41	82	Prescott.....	14	23	37
Dudley.....	36	35	71	Prince.....	17	27	44
Dwight.....	31	30	61	Quincy .....	32	35	67
Edward Everett....	24	17	41	Rice .....	13	18	31
Eliot.....	18	28	46	Robert G. Shaw....	13	19	32
Emerson .....	30	23	53	Roger Wolcott.....	45	40	85
Everett.....	13	12	25	Sherwin.....	37	33	70
Franklin.....	17	19	36	Shurtleff .....	34	32	66
Frothingham.....	28	17	45	Thomas N. Hart....	41	28	69
Gaston .....	20	23	43	Warren.....	32	32	64
George Putnam....	18	23	41	Washington.....	28	34	62
Gilbert Stuart.....	44	24	68	Washington Allston,	71	45	116
Hancock .....	66	79	145	Wells.....	45	42	87
Harvard.....	18	14	32	William E. Russell..	8	13	21
Henry L. Pierce....	20	28	48	Winthrop.....	12	6	18
Hugh O'Brien.....	24	22	46				
Hyde .....	18	17	35	Totals.....	1,762	1,628	3,390
Jefferson.....	21	20	41				

## 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. ....	.....	.....	.....	.....	.....	1
		Girls. ....	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys. ....	.....	.....	.....	.....	.....	4
		Girls. ....	.....	.....	.....	.....	.....	8
	Sixth Grade .. {	Boys. ....	.....	.....	.....	.....	3	84
		Girls. ....	.....	.....	.....	.....	3	74
	Fifth Grade... {	Boys. ....	.....	.....	.....	1	58	675
		Girls. ....	.....	.....	.....	.....	48	714
	Fourth Grade. {	Boys. ....	.....	.....	.....	33	826	1,641
		Girls. ....	.....	.....	.....	37	827	1,641
	Ungraded .... {	Boys. ....	.....	.....	.....	4	72	201
	Girls. ....	.....	.....	.....	2	68	155	
Totals .....	.....	.....	.....	.....	<b>77</b>	<b>1,905</b>	<b>5,198</b>	
Primary Schools.	Third Grade .. {	Boys. ....	.....	.....	28	972	2,032	1,250
		Girls. ....	.....	.....	32	1,042	1,913	1,089
	Second Grade. {	Boys. ....	.....	11	1,203	2,285	1,348	423
		Girls. ....	.....	13	1,252	1,989	1,184	339
	First Grade... {	Boys. ....	12	2,634	3,087	1,186	332	71
		Girls. ....	27	2,401	2,675	1,074	283	48
Totals .....	.....	<b>39</b>	<b>5,050</b>	<b>8,277</b>	<b>8,518</b>	<b>7,092</b>	<b>3,220</b>	
Kinder- garters.	All Classes... {	Boys. ....	277	1,428	837	67	4	.....
		Girls. ....	277	1,375	834	63	2	.....
	Totals .....	.....	<b>554</b>	<b>2,803</b>	<b>1,671</b>	<b>130</b>	<b>6</b>	.....
Totals by Ages ...	.....	<b>554</b>	<b>2,842</b>	<b>6,730</b>	<b>8,407</b>	<b>8,631</b>	<b>8,997</b>	<b>8,418</b>

TO AGE AND TO GRADE, JANUARY 31, 1905.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	7	29	63	83	106	121	78	39	16	542
.....	3	15	32	49	86	71	63	23	12	354
.....	<b>10</b>	<b>44</b>	<b>95</b>	<b>132</b>	<b>192</b>	<b>192</b>	<b>141</b>	<b>62</b>	<b>28</b>	<b>890</b>
.....	.....	.....	.....	.....	.....	20	54	72	63	209
.....	.....	.....	.....	.....	2	33	109	112	84	340
.....	.....	.....	.....	6	52	147	161	118	51	535
.....	.....	.....	.....	6	56	219	240	130	41	692
.....	.....	.....	5	56	132	251	181	67	22	734
.....	.....	.....	4	72	263	351	173	55	17	935
.....	.....	5	104	273	409	252	86	24	6	1,159
.....	.....	1	110	403	549	359	113	22	5	1,562
.....	.....	<b>6</b>	<b>223</b>	<b>816</b>	<b>1,183</b>	<b>1,632</b>	<b>1,117</b>	<b>600</b>	<b>280</b>	<b>6,166</b>
.....	12	157	483	703	540	179	31	6	.....	2,111
.....	9	145	532	862	545	235	42	3	.....	2,393
10	98	508	947	720	317	63	10	4	.....	2,678
11	63	533	969	777	342	85	7	3	.....	2,790
118	629	1,115	1,014	520	139	18	2	1	.....	3,560
70	591	1,136	969	492	127	31	9	2	.....	3,435
604	1,259	1,149	721	281	65	10	3	.....	.....	4,179
685	1,302	1,094	608	241	32	11	1	1	.....	4,052
1,402	1,201	665	354	124	17	1	1	.....	.....	4,499
1,395	1,052	562	276	62	11	2	.....	.....	.....	4,122
1,225	613	282	151	46	9	1	.....	.....	.....	4,827
1,105	476	224	116	39	9	.....	.....	.....	.....	4,474
369	316	287	214	98	28	6	.....	.....	.....	1,595
236	241	226	155	56	14	1	.....	1	.....	1,155
<b>7,230</b>	<b>7,862</b>	<b>8,083</b>	<b>7,529</b>	<b>5,021</b>	<b>2,195</b>	<b>643</b>	<b>106</b>	<b>21</b>	.....	<b>45,870</b>
467	103	29	11	.....	.....	.....	.....	.....	.....	4,892
388	96	29	12	.....	.....	.....	.....	.....	.....	4,601
109	29	7	1	.....	.....	.....	.....	.....	.....	5,416
90	20	7	5	.....	.....	.....	.....	.....	.....	4,899
22	7	5	2	.....	.....	.....	.....	.....	.....	7,358
16	11	3	5	.....	.....	.....	.....	.....	.....	6,543
<b>1,092</b>	<b>266</b>	<b>80</b>	<b>36</b>	.....	.....	.....	.....	.....	.....	<b>33,709</b>
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,613
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,551
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	<b>5,164</b>
<b>8,322</b>	<b>8,138</b>	<b>8,213</b>	<b>7,883</b>	<b>5,960</b>	<b>3,870</b>	<b>2,467</b>	<b>1,364</b>	<b>683</b>	<b>317</b>	<b>91,805</b>





SCHOOL DOCUMENT NO. 8—1905

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SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS

JUNE, 1905



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905

## REGISTRATION. — 1904-1905.

Pupils registered in the public schools during the year ending June 30, 1905.

DAY SCHOOLS.	Boys.	Girls.	Totals.
Normal, Latin, and High.....	3,531	4,584	8,115
Grammar .....	25,504	24,191	49,695
Primary .....	19,635	18,167	37,802
Kindergartens .....	3,552	3,502	7,054
Special schools and special classes.....	108	106	214
<b>Totals—Day Schools.....</b>	<b>52,330</b>	<b>50,550</b>	<b>102,880</b>
EVENING SCHOOLS.			
High .....	6,089	4,539	10,628
Elementary.....	6,781	2,723	9,504
Drawing .....	941	195	1,136
<b>Totals—Evening Schools.....</b>	<b>13,811</b>	<b>7,457</b>	<b>21,268</b>
<b>Grand totals.....</b>	<b>66,141</b>	<b>58,007</b>	<b>124,148</b>

## EXPENDITURES. — 1905.

Salaries of instructors.....		\$2,631,358 47
“ “ officers.....		81,923 58
“ “ janitors.....		212,423 76
Fuel and light.....		159,164 65
Supplies and incidentals:		
Books .....	\$41,975 48	
Printing .....	11,311 14	
Stationery and drawing materials.....	30,781 39	
Miscellaneous items .....	94,495 14	
		178,563 15
School-house repairs, rents, etc.....		357,305 73
Expended from appropriation.....		\$3,620,739 34
From income of Gibson and other funds.....		2,644 10
Total expenditures .....		\$3,623,383 44
School-houses and lots (special).....		2,114,851 23
Total gross expenditures.....		\$5,738,234 67

## INCOME.

Tuition of non-resident pupils.....	\$22,840 33	
Trust funds.....	29,327 35	
Sale of books.....	660 00	
Sale of badges to licensed minors.....	613 75	
State of Massachusetts, travelling expenses.....	3,351 58	
Sale of old material.....	420 80	
		57,213 81
<b>Total net expenditures for public schools.....</b>		<b>\$5,681,020 86</b>

SUMMARY.

June 30, 1905.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR TEACHERS.			Average No. of Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal .....	1	5	10	15	266	260	6	97.7	265
Latin and High.....	12	98	117	215	6,732	6,286	446	93.3	6,366
Grammar .....	62	134	875	1,009	44,665	41,109	3,556	92.0	43,622
Primary .....	718	.....	718	718	33,345	29,430	3,915	88.3	33,070
Kindergartens .....	100	.....	187	187	5,398	4,063	1,335	75.1	5,510
Totals .....	893	237	1,907	2,144	90,406	81,148	9,258	89.8	88,833

SPECIAL SCHOOLS.	No. of Schools.	No. of Regular Teachers.	Average No. of Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Horace Mann .....	1	15	139	124	15	89.2	145
Spectacle Island .....	1	1	5	5	.....	100.0	7
Evening High :							
Monday, Wednesday, Friday ...	6	93	2,730	2,097	633	76.8	.....
Tuesday, Thursday.....	5	66	2,080	1,626	454	78.2	.....
Evening Elementary .....	13	196	4,361	3,114	1,247	71.4	.....
Evening Drawing.....	6	32	647	460	187	71.1	.....
Special classes .....	7	7	95	72	23	75.8	95
Totals .....	39	410	10,057	7,498	2,559	74.5	.....

## 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	2	4
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.....		26	26
Drawing: Director and Assistants.....	1	3	4
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: Roxbury High School.....		1	1
South Boston High School.....		1	1
German: Girls' Latin and Girls' High Schools.....	1		1
Household Arts and Sciences: Roxbury High School..		1	1
Household Science and Arts: Normal and High Schools.		1	1
Kindergarting: Director.....		1	1
Manual Training and Mechanical Drawing: Dorches-			
ter High School.....	1		1
Military Drill: Instructor.....	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.....		2	2
East Boston High School.....		1	1
Girls' High School.....		2	2
Roxbury High School.....		2	2
South Boston High School.....		1	1
West Roxbury High School.....		1	1
Physical Training: Director and Assistants.....	5		5
Sewing: Instructors.....		47	47
Wood-working: Principal, Instructors, and Assistant			
Instructors.....	9	32	41
Totals.....	33	148	181

## NORMAL, LATIN, AND HIGH SCHOOLS.

Semi-annual Returns to June 30, 1905.

SCHOOLS.	AVERAGE NUM- BER OF PUPILS BELONGING.			AVERAGE ATTENDANCE.			Average Absence, Per cent. of Attendance.	Head-Masters.	Junior-Masters. Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.	Special Instructors.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal.....	16	250	266	16	244	260	6	98	1	3		11			
Public Latin.....	527		527	507		507	20	96	1	12	6				
Girls' Latin.....		347	347		326	326	21	94		1		11			
Brighton High.....	98	213	311	89	200	289	22	93	1	1	1				
Charlestown High..	66	148	214	60	185	195	19	91		1					
Dorchester High...	329	698	1,027	310	649	959	68	93	1	1	6	18			
East Boston High..	123	231	354	115	212	327	27	92	1	1	2	9			
English High.....	836		836	766		766	70	92	1	17	9				
Girls' High.....		1,008	1,008		931	931	77	92	1	1	1	24			
Mechanic Arts High	652		652	626		626	26	96	1	3	9		5	4	
Roxbury High.....	141	435	636	132	458	590	46	93	1	2	9	1	13		
South Boston High,	163	314	477	152	298	450	27	94		3	1	11			
W. Roxbury High..	80	263	343	76	244	320	23	93	1	1	1	9			
Totals.....	3,031	3,967	6,998	2,849	3,697	6,546	452	93	11	43	40	5	120	5	4



NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1905.

STATISTICS.

SCHOOLS.	Whole number at																		
	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	
Normal.....	132	133	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3	40	75	69	77	
Public Latin.....	73	61	66	98	58	60	94	510	.....	.....	.....	.....	.....	99	53	15	4	4	
Girls' Latin.....	20	18	56	78	47	36	81	336	.....	.....	.....	.....	.....	80	37	12	4	2	
Brighton High.....	120	85	54	31	.....	.....	.....	290	.....	.....	.....	.....	.....	63	36	22	5	1	
Charlestown High.....	86	60	43	12	.....	.....	.....	201	.....	.....	.....	.....	.....	38	18	7	2	1	
Dorchester High.....	346	208	205	94	.....	.....	.....	963	.....	.....	.....	.....	.....	211	116	58	15	7	
East Boston High.....	135	101	66	30	.....	.....	.....	332	.....	.....	.....	.....	.....	67	29	8	.....	.....	
English High.....	313	224	209	33	.....	.....	.....	779	.....	.....	.....	.....	.....	177	98	44	12	5	
Girls' High.....	458	218	203	83	.....	.....	.....	962	.....	.....	.....	.....	.....	190	105	46	13	6	
Mechanic Arts High.....	249	181	145	43	.....	.....	.....	618	.....	.....	.....	.....	.....	171	115	58	12	5	
Roxbury High.....	288	182	129	54	.....	.....	.....	603	.....	.....	.....	.....	.....	137	97	41	14	5	
South Boston High.....	193	124	84	44	.....	.....	.....	445	.....	.....	.....	.....	.....	103	58	11	3	.....	
West Roxbury High.....	117	101	71	38	.....	.....	.....	327	.....	.....	.....	.....	.....	74	36	18	5	2	
Totals.....	2,580	1,706	1,331	638	105	96	175	6,631	2	34	166	572	1,982	1,652	1,394	888	415	161	115

## NORMAL, LATIN, AND HIGH SCHOOLS.

*Number of Pupils to a Teacher, excluding Principal, June 30, 1905.*

SCHOOLS.	Number of Regular Teachers.	Average Number of Pupils Belonging.	Average No. of Pupils to a Regular Teacher.
Normal.....	14	266	19.0
Public Latin.....	18	527	29.3
Girls' Latin.....	12	347	28.9
Brighton High.....	9	311	34.5
Charlestown High.....	8	214	26.7
Dorchester High.....	26	1,027	39.5
East Boston High.....	12	354	29.5
English High.....	26	836	32.1
Girls' High.....	27	1,008	37.3
Mechanic Arts High.....	23	652	28.3
Roxbury High.....	18	636	35.3
South Boston High.....	15	477	31.8
West Roxbury High.....	11	343	31.1
Totals.....	219	6,998	31.9

*Graduates, June, 1905.*

SCHOOLS.	REGULAR COURSE.		FOUR YEARS' COURSE.		Totals.
	Men.	Women.	Men.	Women.	
Normal.....	16	117	.....	.....	133
Public Latin.....	58	.....	.....	.....	58
Girls' Latin.....	.....	33	.....	.....	33
Brighton High.....	22	41	6	18	87
Charlestown High.....	11	27	1	8	47
Dorchester High.....	55	124	21	59	259
East Boston High.....	21	39	7	14	81
English High.....	132	.....	27	.....	159
Girls' High.....	.....	201	.....	76	277
Mechanic Arts High.....	144	.....	39	.....	183
Roxbury High.....	24	103	8	44	179
South Boston High.....	20	68	12	30	130
West Roxbury High.....	10	62	3	20	95
Totals.....	513	815	124	269	1,721

## GRAMMAR SCHOOLS.

*Number of Pupils to a Teacher, excluding Principal, June 30, 1905.*

SCHOOLS.	Number of Teachers.	Average Number of Pupils Belonging.	Number of Pupils to a Teacher.	SCHOOLS.	Number of Teachers.	Average Number of Pupils Belonging.	Number of Pupils to a Teacher.
Adams . . . . .	13	581	44.7	John A. Andrew	17	811	47.7
Agassiz . . . . .	15	829	55.3	Lawrence . . . . .	11	488	44.3
Bennett . . . . .	13	611	47.0	Lewis . . . . .	21	985	46.9
Bigelow . . . . .	18	816	45.3	Lincoln . . . . .	15	678	45.2
Blackinton . . . . .	12	553	46.1	Longfellow . . . . .	11	525	47.7
Bowditch . . . . .	14	666	47.5	Lowell . . . . .	15	713	47.5
Bowdoin . . . . .	10	450	45.0	Lyman . . . . .	20	964	48.2
Brimmer . . . . .	13	568	43.7	Martin . . . . .	13	595	45.8
Bunker Hill . . . . .	11	491	44.6	Mary Hemenway	17	823	48.4
Chapman . . . . .	15	755	50.3	Mather . . . . .	23	1,063	46.2
Charles Sumner . . . . .	13	607	46.7	Minot . . . . .	8	402	50.2
Ch'st'r Gibson . . . . .	24	1,196	49.8	Norcross . . . . .	13	566	43.5
Comins . . . . .	12	626	52.1	Oliver Hazard Perry . . . . .	8	434	54.2
Dearborn . . . . .	17	903	53.1	Phillips . . . . .	25	1,093	43.7
Dillaway . . . . .	18	826	45.9	Phillips Brooks . . . . .	19	897	47.2
Dudley . . . . .	18	847	47.0	Prescott . . . . .	11	527	47.9
Dwight . . . . .	13	629	48.4	Prince . . . . .	14	691	49.3
Edward Everett . . . . .	14	680	48.6	Quincy . . . . .	10	556	55.6
Eliot . . . . .	29	1,180	40.7	Rice . . . . .	10	452	45.2
Emerson . . . . .	15	712	47.4	Robert G. Shaw . . . . .	10	464	46.4
Everett . . . . .	13	594	45.7	Roger Wolcott . . . . .	19	862	45.4
Franklin . . . . .	16	712	44.5	Sherwin . . . . .	12	585	48.7
Frothingham . . . . .	16	717	44.8	Shurtleff . . . . .	12	596	49.7
Gaston . . . . .	16	765	47.8	Thomas N. Hart . . . . .	13	688	49.1
George Putnam . . . . .	12	578	48.2	Warren . . . . .	14	622	44.4
Gilbert Stuart . . . . .	11	514	46.7	Washington . . . . .	20	991	49.5
Hancock . . . . .	25	959	38.4	Wash. Allston . . . . .	26	1,242	47.8
Harvard . . . . .	13	587	45.1	Wells . . . . .	19	891	46.9
Henry L. Pierce . . . . .	18	859	47.7	Wm. E. Russell . . . . .	17	849	49.9
Hugh O'Brien . . . . .	19	939	49.4	Winthrop . . . . .	16	757	47.3
Hyde . . . . .	13	650	50.0				
Jefferson . . . . .	9	505	56.1	Totals . . . . .	947	42,665	45.1

## GRAMMAR SCHOOLS.

*Semi-annual Returns, June 30, 1905.*

SCHOOLS.	AVERAGE NUMBER OF PUPILS BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams .....	321	260	581	293	234	527	54	91	1	1	1	11
Agassiz .....	744	85	829	689	78	767	62	93	1	2	1	12
Bennett .....	336	275	611	324	259	583	28	95	1	2	1	10
Bigelow .....	816	.....	816	757	.....	757	59	93	1	2	2	14
Blackinton .....	296	257	553	272	232	504	49	91	1	1	1	10
Bowditch .....	.....	666	666	.....	614	614	52	92	1	.....	2	12
Bowdoin .....	.....	450	450	.....	390	390	60	87	1	.....	2	8
Brimmer .....	568	.....	568	510	.....	510	58	90	1	2	1	10
Bunker Hill .....	263	228	491	246	210	456	35	93	1	1	2	8
Chapman .....	351	404	755	332	376	708	47	94	1	1	2	12
Charles Sumner .....	308	299	607	289	275	564	43	93	1	1	2	10
Christopher Gibson,	581	615	1,196	547	566	1,113	83	93	1	2	2	20
Comins .....	313	313	626	292	294	586	40	94	1	1	2	9
Dearborn .....	490	413	903	450	366	816	87	90	1	1	2	14
Dillaway .....	.....	826	826	.....	751	751	75	91	1	.....	2	16
Dudley .....	847	.....	847	794	.....	794	53	94	1	3	1	14
Dwight .....	629	.....	629	569	.....	569	60	90	1	2	1	10
Edward Everett .....	333	347	680	302	310	612	68	90	1	1	2	11
Ellot .....	1,180	.....	1,180	1,074	.....	1,074	106	91	1	3	2	24
Emerson .....	366	346	712	333	311	644	68	90	1	1	2	12
Everett .....	.....	594	594	.....	532	532	62	90	1	.....	2	11
Franklin .....	.....	712	712	.....	661	661	51	93	1	.....	2	14
Frothingham .....	342	375	717	320	352	672	45	94	1	1	2	13
Gaston .....	.....	765	765	.....	714	714	51	93	1	.....	2	14
George Putnam .....	300	278	578	278	255	533	45	92	1	1	1	10
Gilbert Stuart .....	250	264	514	236	244	480	34	93	1	1	1	9
Hancock .....	.....	959	959	.....	856	856	103	89	1	.....	2	23
Harvard .....	292	295	587	273	276	549	38	94	1	1	2	10
Henry L. Pierce .....	407	452	859	379	410	789	70	92	1	1	2	15
Hugh O'Brien .....	544	395	939	512	369	881	58	94	1	1	2	16
Hyde .....	.....	650	650	.....	588	588	62	90	1	.....	2	11

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	AVERAGE NUMBER OF PUPILS BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	First Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Jefferson.....	266	239	505	250	224	474	31	94	1	....	1	8
John A. Andrew....	476	335	811	446	305	751	60	93	1	1	2	14
Lawrence.....	488	.....	488	450	.....	450	38	92	1	1	1	9
Lewis.....	479	506	985	446	457	903	82	92	1	1	2	18
Lincoln.....	678	.....	678	635	.....	635	43	94	1	2	2	11
Longfellow.....	276	249	525	263	230	493	32	94	1	1	2	8
Lowell.....	355	358	713	333	329	662	51	93	1	1	2	12
Lyman.....	527	437	964	474	396	870	94	90	1	2	2	16
Martin.....	315	280	595	296	261	557	38	94	1	1	2	10
Mary Hemenway....	389	434	823	362	396	758	65	92	1	2	2	13
Mather.....	559	504	1,063	520	465	985	78	93	1	2	2	19
Minot.....	193	209	402	180	196	376	26	94	1	1	1	6
Norcross.....	.....	566	566	.....	513	513	53	91	1	....	2	11
Oliver Hazard Perry	167	267	434	159	250	409	25	94	1	....	1	7
Phillips.....	1,093	.....	1,093	997	.....	997	96	91	1	3	1	21
Phillips Brooks....	460	437	897	431	406	837	60	93	1	2	2	15
Prescott.....	254	273	527	233	250	483	44	92	1	1	1	9
Prince.....	310	381	691	290	351	641	50	93	1	1	2	11
Quincy.....	556	.....	556	476	.....	476	80	85	1	2	1	7
Rice.....	452	.....	452	409	.....	409	43	90	1	2	2	6
Robert G. Shaw....	235	229	464	216	205	421	43	91	1	1	3	6
Roger Wolcott.....	427	435	862	404	407	811	51	94	1	2	2	15
Sherwin.....	585	.....	585	544	.....	544	41	93	1	2	1	9
Shurtleff.....	.....	596	596	.....	556	556	40	93	1	....	2	10
Thomas N. Hart....	638	.....	638	616	.....	616	22	96	1	2	1	10
Warren.....	298	324	622	279	304	583	39	94	1	1	2	11
Washington.....	525	466	991	476	415	891	100	90	1	1	2	17
Washington Allston,	611	631	1,242	567	579	1,146	96	92	1	2	2	22
Wells.....	.....	891	891	.....	810	810	81	91	1	....	2	17
William E. Russell..	411	438	849	370	385	755	94	89	1	1	2	14
Winthrop.....	.....	757	757	.....	703	703	54	93	1	....	2	14
Totals.....	22,900	21,765	4,665	21,193	19,916	41,109	3,556	92	62	71	107	769



GRAMMAR SCHOOLS.

Number of Pupils in each Class, whole Number and Ages, June 30, 1905.

SCHOOLS.	Whole number.													Eighteen years and over.						
	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.		Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	
Adams .....	41	51	78	86	98	135	68	557	9	40	84	113	116	96	75	17	5	2	.....	
Agassiz .....	71	86	138	152	193	179	.....	819	17	60	131	172	153	117	103	40	25	.....	1	
Bennett .....	92	94	97	102	105	106	.....	596	2	42	78	95	110	110	80	57	15	6	.....	1
Bigelow .....	90	84	135	129	143	153	73	807	4	65	130	160	159	145	84	35	7	.....	.....	
Blackinton .....	96	48	81	87	94	98	35	539	10	44	84	87	92	105	64	43	9	1	.....	.....
Bowditch .....	71	96	108	120	97	118	38	648	11	60	96	89	116	113	99	49	9	6	.....	.....
Bowdoin .....	45	47	48	74	79	99	48	440	.....	10	38	55	76	75	49	35	22	4	.....	.....
Brimmer .....	36	43	95	105	99	94	77	549	.....	14	53	85	80	89	67	27	9	.....	.....	.....
Bunker Hill .....	42	43	74	100	100	98	20	477	.....	7	51	72	73	98	70	61	14	3	.....	.....
Chapman .....	91	98	126	122	148	103	28	716	.....	15	66	106	109	135	120	86	63	12	2	2
Charles Sumner .....	90	93	97	101	91	134	.....	606	1	15	66	75	98	91	102	89	39	18	11	1
Christopher Gibson .....	127	157	171	208	255	249	.....	1,167	.....	22	107	172	216	180	183	156	89	34	6	2
Comins .....	62	84	102	100	106	107	43	604	1	12	48	102	115	131	114	56	21	4	.....	.....
Dearborn .....	74	99	134	168	152	218	29	874	.....	12	66	146	143	180	167	100	44	10	6	.....
Dillaway .....	91	93	128	131	166	192	.....	801	1	24	80	127	129	112	123	98	78	19	10	.....
Dudley .....	81	93	137	152	169	158	39	820	.....	20	61	126	141	146	147	100	55	19	4	1
Dwight .....	75	75	98	105	108	110	32	603	.....	9	43	90	109	99	108	71	49	15	7	3
Edward Everett .....	78	86	117	150	96	143	.....	670	.....	14	70	94	118	108	123	81	50	11	1	.....
Elliot .....	49	67	50	141	179	239	393	1,118	.....	20	68	172	227	213	224	126	52	16	.....	.....



GRAMMAR SCHOOLS.—*Concluded.*

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.
<i>Brought forward...</i>	3,335	3,947	4,982	5,872	6,237	6,829	1,966	33,168	21	703	3,018	4,962	5,791	5,890	5,644	4,088	2,157	695	173	26
Prescott.....	48	73	56	104	111	96	21	509	.....	4	48	85	91	81	79	72	30	14	4	1
Prince.....	102	108	113	116	131	96	21	687	.....	6	59	92	119	128	94	106	51	27	5	.....
Quincy.....	36	34	43	107	101	153	70	544	.....	16	62	75	98	106	95	54	32	10	4	2
Rice.....	38	64	46	83	96	93	.....	420	.....	.....	25	60	64	90	89	45	38	7	1	1
Robert G. Shaw.....	46	89	57	87	75	103	.....	457	.....	8	39	64	84	84	77	57	29	13	1	1
Roger Wolcott.....	83	139	140	172	129	190	.....	853	1	21	91	130	146	148	125	119	45	17	9	1
Sherwin.....	56	53	69	93	115	142	35	563	.....	8	50	74	93	108	100	82	36	8	2	2
Shurtleff.....	61	49	77	180	107	105	.....	579	.....	10	55	71	119	119	86	79	31	6	2	1
Thomas N. Hart.....	61	81	102	121	104	150	.....	619	.....	23	61	91	117	96	109	70	41	8	3	.....
Warren.....	53	63	83	125	108	135	24	591	.....	12	58	98	90	115	85	82	30	17	3	1
Washington.....	114	97	100	96	207	163	211	988	6	22	94	140	182	188	163	111	59	17	1	.....
Washington Allston..	125	157	223	196	234	194	81	1,210	2	17	116	216	224	188	192	159	76	19	1	.....
Wells.....	73	70	109	143	129	208	132	864	2	23	79	142	140	149	168	113	35	20	3	.....
William E. Russell.....	86	94	122	161	188	181	.....	832	2	14	101	122	144	146	143	88	54	13	4	1
Winthrop.....	70	60	93	101	149	122	143	738	.....	12	64	122	139	147	121	79	39	12	2	1
Totals.....	4,387	5,178	6,415	7,757	8,221	8,960	2,704	43,622	34	899	4,010	6,544	7,641	7,783	7,365	5,404	2,783	903	216	38

## GRAMMAR SCHOOLS.

*Graduates, June, 1905.*

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams .....	21	20	41	Lawrence.....	37	.....	37
Agassiz .....	63	.....	63	Lewis.....	46	54	100
Bennett.....	44	47	91	Lincoln.....	70	.....	70
Bigelow.....	90	.....	90	Longfellow.....	25	25	50
Blackinton.....	41	48	89	Lowell.....	33	50	83
Bowditch.....	.....	71	71	Lyman.....	53	49	102
Bowdoin.....	.....	45	45	Martin.....	18	30	48
Brimmer.....	36	.....	36	Mary Hemenway...	31	53	84
Bunker Hill.....	19	24	43	Mather.....	54	63	117
Chapman.....	43	48	91	Minot.....	26	27	53
Charles Sumner....	43	46	89	Norcross.....	.....	47	47
Christopher Gibson,	52	73	125	Phillips.....	44	.....	44
Comins.....	19	40	59	Phillips Brooks....	48	65	113
Dearborn.....	37	37	74	Prescott.....	18	28	46
Dillaway.....	.....	83	83	Prince.....	39	62	101
Dudley.....	78	.....	78	Quincy.....	36	.....	36
Dwight.....	72	.....	72	Rice.....	44	.....	44
Edward Everett....	36	39	75	Robert G. Shaw....	26	20	46
Eliot.....	47	.....	47	Roger Wolcott.....	37	44	81
Emerson.....	33	45	78	Sherwin.....	56	.....	56
Everett.....	.....	60	60	Shurtleff.....	.....	55	55
Franklin.....	.....	55	55	Thomas N. Hart....	61	.....	61
Frothingham.....	24	27	51	Warren.....	21	32	53
Gaston.....	.....	98	98	Washington.....	56	58	114
George Putnam....	23	24	47	Washington Allston,	44	67	111
Gilbert Stuart.....	26	33	59	Wells.....	.....	73	73
Hancock.....	.....	46	46	William E. Russell..	41	44	85
Harvard.....	27	43	70	Winthrop.....	.....	61	61
Henry L. Pierce....	37	62	99	Horace Mann.....	.....	1	1
Hugh O'Brien.....	45	52	97	Spectacle Island...	1	.....	1
Hyde.....	.....	48	48				
Jefferson.....	24	35	59	Totals.....	1,975	2,279	4,254
John A. Andrew....	30	22	52				

## 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. ....	.....	.....	.....	.....	.....	.....
	Totals .....	.....	.....	.....	.....	.....	.....	.....
Grammar Schools.	Ninth Grade..	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	.....
	Eighth Grade.	Boys. ....	.....	.....	.....	.....	.....	1
		Girls. ....	.....	.....	.....	.....	.....	.....
	Seventh Grade	Boys. ....	.....	.....	.....	.....	.....	.....
		Girls. ....	.....	.....	.....	.....	.....	1
	Sixth Grade ..	Boys. ....	.....	.....	.....	.....	2	38
		Girls. ....	.....	.....	.....	.....	1	36
	Fifth Grade...	Boys. ....	.....	.....	.....	.....	27	331
		Girls. ....	.....	.....	.....	.....	15	355
	Fourth Grade.	Boys. ....	.....	.....	.....	8	390	1,458
		Girls. ....	.....	.....	.....	11	379	1,506
	Ungraded ....	Boys. ....	.....	.....	.....	13	49	168
	Girls. ....	.....	.....	.....	2	36	116	
Totals .....	.....	.....	.....	.....	34	899	4,010	
Primary Schools.	Third Grade..	Boys. ....	.....	.....	4	433	1,757	1,584
		Girls. ....	.....	.....	7	429	1,807	1,433
	Second Grade.	Boys. ....	.....	4	512	2,111	1,782	689
		Girls. ....	.....	3	527	2,010	1,499	579
	First Grade...	Boys. ....	17	1,374	3,317	1,773	510	140
		Girls. ....	25	1,266	2,974	1,587	514	99
	Totals .....	.....	42	2,647	7,341	8,343	7,869	4,524
Kinder- gartens.	All Classes....	Boys. 133	1,035	1,422	182	12	.....	.....
		Girls. 133	1,006	1,338	237	12	.....	.....
	Totals .....	266	2,041	2,760	419	24	.....	.....
Totals by Ages ...		266	2,083	5,407	7,760	8,401	8,768	8,534



TO AGE AND TO GRADES, JUNE 30, 1905.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	.....	23	46	64	103	99	99	53	23	510
.....	2	9	27	37	65	80	61	37	18	336
.....	<b>2</b>	<b>32</b>	<b>73</b>	<b>101</b>	<b>168</b>	<b>179</b>	<b>160</b>	<b>90</b>	<b>41</b>	<b>846</b>
.....	.....	.....	.....	.....	.....	5	33	48	62	148
.....	.....	.....	.....	.....	.....	13	77	107	117	314
.....	.....	.....	.....	1	32	90	166	135	104	528
.....	.....	.....	.....	.....	29	139	267	180	66	681
.....	.....	.....	1	20	97	204	193	88	36	639
.....	.....	.....	.....	30	159	327	239	73	27	855
.....	.....	2	48	167	322	284	120	38	6	987
.....	.....	.....	44	253	475	410	136	39	11	1,368
.....	.....	<b>2</b>	<b>93</b>	<b>471</b>	<b>1,114</b>	<b>1,472</b>	<b>1,231</b>	<b>708</b>	<b>429</b>	<b>5,520</b>
.....	6	57	312	676	638	257	71	10	.....	2,027
.....	2	71	327	828	714	322	88	8	.....	2,360
.....	5	49	349	870	761	392	91	10	7	2,535
.....	3	31	314	855	868	411	136	22	3	2,643
.....	55	399	988	997	584	173	27	3	1	3,227
.....	39	387	957	1,022	542	193	30	13	4	3,188
.....	364	1,090	1,186	819	324	84	11	6	.....	3,924
.....	378	1,170	1,166	688	317	61	13	2	1	3,833
.....	1,218	1,251	868	442	134	29	3	.....	1	4,304
.....	1,211	1,223	661	340	86	22	2	.....	2	3,917
.....	1,437	778	356	178	55	7	2	.....	.....	4,669
.....	1,290	649	281	122	42	9	2	.....	.....	4,291
.....	303	357	281	206	111	31	5	2	.....	1,526
.....	241	249	248	187	76	19	2	1	1	1,178
<b>6,544</b>	<b>7,641</b>	<b>7,783</b>	<b>7,365</b>	<b>5,404</b>	<b>2,783</b>	<b>903</b>	<b>218</b>	<b>38</b>	.....	<b>43,622</b>
.....	682	187	54	17	.....	.....	.....	.....	.....	4,718
.....	589	164	46	16	.....	.....	.....	.....	.....	4,491
.....	196	35	14	5	.....	.....	.....	.....	.....	5,348
.....	152	34	10	5	.....	.....	.....	.....	.....	4,819
.....	39	9	6	2	.....	.....	.....	.....	.....	7,187
.....	23	12	6	1	.....	.....	.....	.....	.....	6,507
<b>1,681</b>	<b>441</b>	<b>136</b>	<b>40</b>	.....	.....	.....	.....	.....	.....	<b>33,070</b>
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,784
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,726
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	<b>5,510</b>
<b>8,225</b>	<b>8,084</b>	<b>7,953</b>	<b>7,577</b>	<b>5,976</b>	<b>4,065</b>	<b>2,554</b>	<b>1,609</b>	<b>836</b>	<b>470</b>	<b>88,568</b>

## PRIMARY SCHOOLS.

*Number of Pupils to a Teacher, June 30, 1905.*

DISTRICTS.	Number of Teachers.	Average Number of Pupils Belonging.	Number of Pupils to a Teacher.	DISTRICTS.	Number of Teachers.	Average Number of Pupils Belonging.	Number of Pupils to a Teacher.
Adams .....	10	532	53.2	Jefferson.....	8	385	49.4
Agassiz .....	9	402	44.7	John A. Andrew	12	489	40.7
Bennett .....	9	377	41.9	Lawrence .....	12	575	47.9
Bigelow.....	12	558	46.5	Lewis.....	13	587	45.1
Blackinton.....	8	403	50.4	Lincoln.....	15	702	46.8
Bowditch .....	13	658	50.6	Longfellow....	9	403	44.8
Bowdoin.....	10	473	47.3	Lowell.....	12	540	45.0
Brimmer .....	7	338	48.3	Lyman .....	16	775	48.4
Bunker Hill.....	10	361	36.1	Martin.....	9	315	35.0
Chapman.....	10	488	48.8	Mary Hemenway	11	469	42.6
Charles Sumner...	9	397	44.1	Mather.....	18	835	46.4
Christoph'r Gibson	22	970	44.1	Minot. ....	6	287	47.8
Comins .....	8	404	50.5	Norcross.....	11	556	50.5
Dearborn. ....	21	975	46.4	Phillips Brooks,	18	788	43.8
Dillaway.....	14	671	47.9	Prescott .....	9	393	43.7
Dudley.....	17	757	44.5	Prince .....	9	411	45.7
Dwight.....	12	560	46.7	Quincy .....	12	607	50.6
Edward Everett ..	10	495	49.5	Rice .....	6	250	41.7
Eliot.....	16	760	47.5	Robert G. Shaw,	6	248	41.3
Emerson .....	9	470	52.2	Roger Wolcott..	15	685	45.7
Everett.....	10	437	43.7	Sherwin .....	11	540	49.1
Franklin .....	14	716	51.1	Shurtleff.....	8	374	46.7
Frothingham .....	11	523	47.5	Thomas N. Hart,	12	635	52.7
Gaston .....	11	474	43.1	Warren.....	8	365	45.6
George Putnam...	11	526	47.8	Washington.....	20	936	46.8
Gilbert Stuart.....	7	329	47.0	Wash. Allston ..	19	868	45.7
Hancock .....	25	1,120	44.8	Wells .....	31	1,371	44.2
Harvard .....	10	443	44.3	Wm. E. Russell,	13	677	52.1
Henry L. Pierce..	6	275	45.8	Winthrop.....	7	329	47.0
Hugh O'Brien ....	11	577	52.4				
Hyde.....	10	481	48.1	Totals.....	718	33,345	46.4

## PRIMARY SCHOOLS.

*Semi-annual Returns, June 30, 1905.*

DISTRICTS.	Teachers.	AVERAGE NUMBER OF PUPILS BELONGING.			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	262	270	532	221	232	453	79	85	420	117	537
Agassiz .....	9	223	179	402	202	157	359	43	89	322	85	407
Bennett .....	9	211	166	377	192	149	341	36	90	303	73	376
Bigelow .....	12	312	246	558	281	214	495	63	89	416	134	550
Blackinton .....	8	215	188	403	195	172	367	36	91	315	92	407
Bowditch.....	13	343	315	658	306	279	585	73	89	509	136	645
Bowdoin.....	10	242	231	473	203	189	392	81	83	373	103	476
Brimmer .....	7	179	159	338	163	143	306	32	91	247	78	325
Bunker Hill....	10	180	181	361	161	159	320	41	89	287	73	360
Chapman.....	10	259	229	488	230	198	428	60	88	395	93	488
Charles Sumner,	9	195	202	397	176	178	354	43	89	359	72	431
Christ'r Gibson,	22	496	474	970	442	415	857	113	88	795	193	988
Comins .....	8	201	203	404	174	165	339	65	84	342	63	405
Dearborn.....	21	520	455	975	454	390	844	131	87	708	268	976
Dillaway....	14	327	344	671	289	297	586	85	87	518	140	658
Dudley.....	17	402	355	757	360	314	674	83	89	573	180	753
Dwight.....	12	283	277	560	251	244	495	65	88	439	107	546
Edward Everett,	10	249	246	495	224	213	437	58	88	386	99	485
Eliot.....	16	450	310	760	412	283	695	65	91	525	210	735
Emerson.....	9	252	218	470	220	187	407	63	87	376	80	456
Everett.....	10	208	229	437	173	191	364	73	83	302	112	414
Franklin.....	14	364	352	716	319	305	624	92	87	555	139	694
Frothingham....	11	269	254	523	244	228	472	51	90	438	80	518
Gaston.....	11	232	242	474	215	218	433	41	91	401	70	471
George Putnam,	11	269	257	526	239	226	465	61	88	396	104	500
Gilbert Stuart...	7	190	139	329	173	121	294	25	89	270	61	331
Hancock .....	25	515	605	1,120	453	535	988	132	88	837	233	1,070
Harvard. ....	10	237	206	443	211	183	394	49	89	376	77	453
Henry L. Pierce,	6	134	141	275	121	124	245	30	89	229	32	261
Hugh O'Brien...	11	367	210	577	336	192	528	49	91	443	135	578

PRIMARY SCHOOLS. — *Concluded.**Semi-annual Returns, June 30, 1905.*

DISTRICTS.	Teachers.	AVERAGE NUMBER OF PUPILS BELONGING.			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	241	240	481	208	204	412	69	86	343	120	463
Jefferson.....	8	216	169	385	192	149	341	44	89	292	82	374
John A. Andrew....	12	253	236	489	218	203	421	68	86	390	97	487
Lawrence.....	12	401	174	575	362	152	514	61	89	443	135	578
Lewis.....	13	321	266	587	287	234	521	66	89	496	94	590
Lincoln.....	15	433	269	702	393	237	630	72	90	595	97	692
Longfellow.....	9	192	211	403	176	191	367	36	91	313	90	403
Lowell.....	12	286	254	540	253	219	472	68	87	400	127	527
Lyman.....	16	402	373	775	361	334	695	80	90	617	153	770
Martin.....	9	167	148	315	150	127	277	38	88	277	53	330
Mary Hemenway....	11	241	228	469	210	195	405	64	86	377	99	476
Mather.....	18	445	390	835	396	338	734	101	88	688	147	835
Minot.....	6	146	141	287	129	115	244	43	85	227	61	288
Norcross.....	11	179	377	556	164	338	502	54	90	429	130	559
Phillips Brooks.....	18	418	370	788	370	324	694	94	88	622	151	773
Prescott.....	9	196	197	393	178	171	349	44	89	321	74	395
Prince.....	9	202	209	411	176	181	357	54	87	331	89	420
Quincy.....	12	334	273	607	291	239	530	77	87	464	148	612
Rice.....	6	133	117	250	116	101	217	33	87	173	77	250
Robert G. Shaw.....	6	135	113	248	116	95	211	37	85	200	53	253
Roger Wolcott.....	15	339	346	685	303	306	609	76	89	567	122	689
Sherwin.....	11	261	279	540	226	237	463	77	86	397	156	553
Shurtleff.....	8	192	182	374	175	163	338	36	90	259	90	349
Thomas N. Hart.....	12	394	241	635	365	220	585	50	92	522	110	632
Warren.....	8	180	185	365	162	159	321	44	88	292	69	361
Washington.....	20	472	464	936	417	410	827	109	88	729	185	914
Washington Allston,	19	453	415	868	408	368	776	92	89	697	168	865
Wells.....	31	724	647	1,371	643	568	1,211	160	89	1,036	254	1,340
William E. Russell...	13	347	330	677	305	289	594	83	88	572	94	666
Winthrop.....	7	153	176	329	127	145	272	57	83	263	64	332
Totals.....	718	17,442	15,903	33,345	15,517	13,913	29,430	3,915	88	26,242	6,818	33,070

STATISTICS.

19

PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,  
June 30, 1905.*

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 .....	110	167	260	537	45	110	141	124	72	36	6	3	....
Agassiz .....	119	120	168	407	19	96	109	98	56	13	10	5	1
Bennett .....	95	94	187	376	19	81	101	102	51	16	2	3	1
Bigelow .....	172	163	215	550	31	115	165	105	79	43	6	4	2
Blackinton ....	128	122	157	407	42	79	96	98	59	23	8	2	....
Bowditch .....	209	201	235	645	48	140	152	169	88	39	6	2	1
Bowdoin .....	138	129	209	476	29	102	114	128	62	36	4	1	....
Brimmer .....	89	96	140	325	21	94	55	77	55	22	1	....	....
Bunker Hill...	103	103	154	360	39	78	79	91	42	19	8	4	....
Chapman.....	148	145	195	488	30	111	121	124	73	18	2	....	....
Chas. Sumner,	147	140	144	431	30	97	118	114	56	14	1	1	....
Chris. Gibson,	308	308	372	988	63	237	262	233	148	32	8	3	2
Comins.....	81	108	216	405	51	113	94	84	47	15	1	....	....
Dearborn .....	257	302	417	976	40	199	233	236	133	82	33	14	6
Dillaway .....	219	182	257	658	67	147	147	157	95	35	10	....	....
Dudley .....	223	240	290	753	64	148	185	176	117	46	11	4	2
Dwight.....	135	185	226	546	50	117	116	156	83	23	1	....	....
Edw. Everett.	156	140	189	485	24	105	122	135	65	25	6	3	....
Ellot .....	175	221	339	735	82	134	145	164	114	55	30	10	1
Emerson .....	107	158	191	456	37	108	135	96	54	23	3	....	....
Everett.....	124	113	177	414	16	70	110	106	71	33	8	....	....
Franklin .....	138	220	336	694	52	147	161	195	97	32	7	2	1
Frothingham..	153	159	206	518	37	134	139	128	63	14	3	....	....
Gaston .....	151	148	172	471	28	116	141	116	44	15	8	1	2
Geo. Putnam..	133	157	210	500	48	103	119	126	61	33	6	4	....
Gilbert Stuart.	103	107	121	331	19	84	90	77	48	12	1	....	....
Hancock .....	207	345	518	1,070	98	239	264	236	157	61	10	5	....
Harvard.....	119	127	207	453	47	114	109	106	62	21	3	1	....
H. L. Pierce...	93	55	113	261	33	50	87	59	26	6	....	....	....
Hugh O'Brien,	142	190	246	578	53	109	149	132	77	34	14	9	1



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 .....	150	145	168	463	23	107	98	115	75	32	11	1	1
Jefferson .....	91	97	186	374	49	90	83	70	52	19	8	2	1
J. A. Andrew,	166	150	171	487	51	92	133	114	65	19	10	3	....
Lawrence ....	128	182	268	578	53	150	120	120	80	31	18	4	2
Lewis .....	188	171	231	590	48	153	169	126	72	19	3	....	....
Lincoln .....	197	242	253	692	59	177	192	167	73	16	7	1	....
Longfellow ...	103	139	161	403	32	77	88	116	69	16	4	1	....
Lowell .....	149	158	220	527	28	127	124	121	91	26	5	2	3
Lyman .....	188	266	316	770	59	175	187	196	110	28	13	2	....
Martin .....	78	97	155	330	56	64	83	74	37	14	2	....	....
Mary Hemenway .....	126	139	211	476	38	90	124	125	67	26	6	....	....
Mather .....	273	247	315	835	88	180	217	203	108	26	11	2	....
Minot .....	87	71	130	288	18	57	75	77	40	13	5	3	....
Norcross .....	145	191	223	559	56	123	135	115	71	32	15	7	5
P'l'ps Brooks..	246	235	292	773	76	166	210	170	106	31	7	2	5
Prescott .....	102	117	176	395	38	93	106	84	49	23	1	....	1
Prince .....	128	134	158	420	21	97	103	110	48	29	10	1	1
Quincy .....	195	206	211	612	55	122	145	142	85	50	12	....	1
Rice .....	87	83	80	250	6	35	71	61	39	19	11	6	2
Rob't G. Shaw,	90	77	86	253	23	46	57	74	44	8	...	1	....
Roger Wolcott,	217	175	297	689	57	142	213	155	79	33	7	3	....
Sherwin.....	153	183	217	553	45	104	134	114	98	44	13	1	....
Shurtleff .....	111	107	131	349	30	57	89	83	64	18	2	4	2
Thos. N. Hart,	202	218	212	632	28	163	164	167	85	20	4	....	1
Warren .....	106	126	129	361	23	76	96	97	47	17	5	....	....
Washington....	192	256	466	914	79	260	206	184	112	63	10	....	....
Washington Allston.....	242	290	333	865	41	198	266	192	125	32	10	1	....
Wells.....	345	416	579	1,340	136	316	329	305	178	63	9	4	....
Wm.E.Russell,	197	208	261	666	74	149	178	171	67	22	2	2	1
Winthrop .....	45	96	191	332	28	78	89	73	43	16	3	2	....
Totals.....	9,209	10,167	13,694	33,070	2,689	7,341	8,343	7,869	4,524	1,681	441	136	46

STATISTICS.

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KINDERGARTENS.

*Semi-annual Returns to June 30, 1905.*

DISTRICTS.	Teachers.	AVERAGE NUMBER OF PUPILS 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	62	56	118	47	36	83	35	69	45	79	124
Agassiz .....	4	60	42	102	48	28	76	26	75	21	68	89
Bennett .....	3	49	54	103	41	41	82	21	79	23	84	107
Blackinton....	3	47	62	109	36	47	83	26	76	66	46	112
Bowditch .....	4	63	45	108	49	35	84	24	78	35	72	107
Bowdoin .....	3	53	52	105	36	29	65	40	62	49	55	104
Brimmer .....	2	32	25	57	24	15	39	18	68	27	38	65
Bunker Hill..	1	26	12	38	18	8	26	12	68	22	16	38
Chapman .....	4	50	47	97	40	36	76	21	78	46	60	106
Chas. Sumner,	4	50	45	95	38	33	71	24	75	59	58	117
Chris. Gibson,	6	80	109	189	59	74	133	56	70	81	105	186
Comins.....	6	97	87	184	78	67	145	39	79	60	148	208
Dearborn .....	2	21	38	59	16	30	46	13	78	19	40	59
Dillaway .....	4	49	54	103	38	41	79	24	77	41	75	116
Dudley.....	4	55	52	107	46	40	86	21	80	52	56	108
Dwight.....	4	50	55	105	36	39	75	30	71	47	56	103
Edw. Everett..	2	27	26	53	21	19	40	13	75	14	35	49
Ellot .....	4	51	51	102	40	40	80	22	78	44	58	102
Emerson .....	2	36	42	78	28	30	58	20	74	20	59	79
Everett.....	2	24	22	46	15	16	31	15	67	19	24	43
Franklin .....	2	31	25	56	24	20	44	12	79	35	19	54
Frothingham..	2	34	26	60	29	22	51	9	85	23	34	57
Gaston .....	2	30	27	57	27	22	49	8	86	23	29	52
Geo. Putnam..	2	35	22	57	29	17	46	11	81	19	37	56
Gilbert Stuart,	3	52	30	82	39	24	63	19	77	42	51	93
Hancock .. ...	9	114	155	269	88	120	208	61	77	140	126	266
Harvard .....	4	44	58	102	35	45	80	22	78	74	36	110
H. L. Pierce ..	2	29	25	54	24	19	43	11	80	25	33	58
Hugh O'Brien,	2	37	19	56	31	16	47	9	84	22	33	55
Hyde.....	2	26	34	60	20	25	45	15	75	35	24	59
Jefferson.....	3	55	45	100	43	33	76	24	76	46	49	95
J. A. Andrew,	2	24	29	53	16	21	37	16	70	16	37	53

KINDERGARTENS. — *Concluded.*

DISTRICTS.	Teachers.	AVERAGE NUMBER OF PUPILS 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.....	3	57	45	102	43	30	73	29	72	74	32	106
Lewis.....	3	33	54	87	25	42	67	20	77	31	56	87
Lincoln.....	2	38	23	61	29	15	44	17	72	32	28	60
Longfellow ...	1	29	28	57	19	15	34	23	60	16	44	60
Lowell.....	4	58	53	111	44	39	83	28	75	47	56	103
Lyman.....	7	96	98	194	73	69	142	52	73	97	101	198
Martin ... ..	2	21	26	47	15	19	34	13	72	35	5	40
Mary Hemen- way.....	2	40	30	70	30	24	54	16	77	12	59	71
Mather.....	2	32	29	61	23	23	46	15	75	17	43	60
Minot.....	1	23	23	46	15	15	30	16	65	11	35	46
Norcross.....	2	27	19	46	21	16	37	9	80	28	26	54
PhillipsBrooks	4	54	51	105	42	40	82	23	78	36	66	102
Prescott.....	2	33	28	61	25	21	46	15	75	12	49	61
Prince.....	2	29	28	57	23	22	45	12	79	25	46	71
Quincy.....	4	55	46	101	41	36	77	24	76	63	35	98
Rice.....	2	23	25	48	16	19	35	13	73	14	28	42
Robert G. Shaw	3	30	50	80	23	34	57	23	71	35	45	80
Roger Wolcott,	5	69	68	137	49	47	96	41	70	54	87	141
Sherwin.....	4	60	58	118	47	44	91	27	77	48	70	118
Shurtleff.....	3	47	56	105	38	42	80	25	76	52	60	112
Thos. N. Hart,	4	66	42	108	54	34	88	20	81	45	73	118
Warren.....	4	49	53	102	36	40	76	26	74	18	84	102
Washington...	3	54	49	103	41	37	78	25	76	39	73	112
Washington Allston.....	6	82	83	165	67	65	132	33	80	66	106	172
Wells.....	6	91	81	172	70	60	130	42	76	59	116	175
William E. Russell.....	2	29	27	56	23	20	43	13	77	30	30	60
Winthrop.....	1	18	16	34	9	7	16	18	47	21	10	31
Totals.....	187	2,736	2,662	5,398	2,100	1,963	4,063	1,335	75	2,307	3,203	5,510

## EVENING SCHOOLS.

October, 1904—March, 1905.

## HIGH AND ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	Average Number of Pupils Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Men.	Women.	Total.		
Central High:								
* Division I.....	64	3,197	917	436	334	770	28	29
* Division II.....	43	.....	846	325	383	708	24	30
Charlestown High:								
* Division I.....	64	1,420	391	128	139	267	13	22
* Division II.....	43	.....	295	81	141	222	12	20
East Boston High:								
* Division I.....	64	1,147	267	120	78	198	8	28
* Division II.....	43	.....	189	56	95	151	7	25
Mechanic Arts High...	64	511	146	123	2	125	11	13
Roxbury High:								
* Division I.....	63	2,158	480	151	148	299	17	19
* Division II.....	39	.....	278	78	100	178	9	20
South Boston High:								
* Division I.....	64	2,195	529	239	199	438	16	29
* Division II.....	43	.....	472	165	202	367	14	28
Bowdoin.....	107	525	276	.....	202	202	14	16
Dearborn.....	107	326	103	39	23	67	6	13
Elliot.....	107	1,992	750	618	.....	618	42	15
Franklin.....	107	1,069	594	221	197	418	21	21
Hancock.....	107	649	334	29	180	209	13	17
Lincoln.....	107	186	112	53	34	87	6	16
Lyman.....	107	1,320	699	235	157	392	17	24
Mather.....	107	278	110	50	21	71	7	12
Quincy.....	107	680	317	150	67	217	15	15
Sherwin.....	107	506	249	88	64	152	9	19
Warren.....	107	277	244	91	84	175	11	17
Washington Allston....	107	381	172	89	48	137	10	15
Wells.....	107	1,315	501	369	.....	369	25	15
Totals.....	1,985	20,132	9,171	3,934	2,903	6,837	355	21

\* Division I. met Monday, Wednesday and Friday evenings; and Division II. met Tuesday and Thursday evenings.

## EVENING DRAWING SCHOOLS.

October, 1904—March, 1905.

SCHOOLS.	Number of Sessions.	Whole Number Registered.	Average Number of Pupils Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher exc. Principal.
				Men.	Women.	Total.		
Charlestown .....	66	257	172	91	11	102	6	20
Columbus avenue.....	67	171	103	82	1	83	6	17
Design .....	66	55	35	13	12	25	2	25
East Boston.....	65	216	113	65	7	72	6	14
Roxbury.....	66	256	127	89	17	106	7	17
Warren avenue.....	67	181	97	44	28	72	5	18
<b>Totals.....</b>	<b>397</b>	<b>1,136</b>	<b>647</b>	<b>384</b>	<b>76</b>	<b>460</b>	<b>32</b>	<b>18</b>



SCHOOL DOCUMENT NO. 9—1905.

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# ANNUAL REPORT

OF THE

## COMMITTEE ON THE HORACE MANN SCHOOL.



BOSTON:  
MUNICIPAL PRINTING OFFICE.  
1905.



# REPORT.

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IN SCHOOL COMMITTEE,  
BOSTON, October 24, 1905.

The Committee on the Horace Mann School herewith submit their annual report for the year 1904-1905.

The school year began September 14, 1904, with an enrolment of one hundred and thirty-three pupils — sixty-eight boys and sixty-five girls. During the year nine pupils were withdrawn and twenty-two were added, making the number at the close of the year in June, 1905, one hundred and forty-six.

The steadily increasing number of pupils requiring the special instruction afforded by this school is the reason for urging immediate action, as we of this committee feel that we must, in providing a larger building and more ample space for yard room. When the school was moved into its present building, in 1890, it numbered eighty pupils, and, in the opinion of persons who had watched its growth for twenty years, accommodations for one hundred pupils would be sufficient for the future. The ten rooms then provided have long since been outgrown, and the attic floor has been utilized for class-rooms, and every available portion of the house has been called into requisition to meet unexpected demands. In answer to the inquiry, why not continue to use to the utmost every part of the building, your committee wish to say that, as but two floors were originally designed for class-room purposes, the attic floor does not possess proper means of ventilation, nor any way of relief from the excessive heat that often comes in May and June. In addition to these conditions of discomfort, there is a more serious objection in the lack of

safety in case of fire, or other cause for a possible panic. The assurance that constant and ever watchful supervision was exercised to guard against any danger from the occupation of the attic floor influenced our predecessors in charge of this school to delay action in securing better conditions until such time as relief might be found through permission from the State to sell the land now occupied. The proceeds from the sale of this, with that from the sale of the house, it is thought will probably nearly cover the cost of a new and larger building in a part of the city where a yard of proper size can be obtained.

Last April, a committee appointed by this Board presented the needs of the school to the Legislature, with a request for permission to sell the land, with the following result:

CHAPTER 467. ACTS OF 1905.

*Be it enacted, etc., as follows:*

SECTION 1. All the proprietary right, title and interest by way of reversion, right of re-entry, or otherwise, remaining to the Commonwealth in that tract of land situated on Newbury street in Boston and described as follows:—Beginning at a point on the southerly line of Newbury street eighty-four feet easterly from Exeter street, thence easterly on the southerly line of Newbury street seventy-five feet; thence southerly one hundred and twelve feet to a passageway sixteen feet wide; thence westerly on the northerly side of said passageway seventy-five feet; thence northerly one hundred and twelve feet to the southerly line of Newbury street; containing eighty-four hundred square feet; also all that part of said passageway that lies northerly of its centre line and between the easterly and westerly lines of said lot extended, which the city of Boston is authorized by chapter two hundred and one of the Acts of the year eighteen hundred and eighty-five to hold, occupy and control, is hereby released to the said city, its successors and assigns, and the said city shall hereafter hold said parcel of land in fee, subject to the rights, if any, of other parties, and to the restrictions contained in conveyances heretofore made by the Commonwealth of its lands upon said Newbury street between Dartmouth and Exeter streets.

SECT. 2. In consideration of said release as hereinbefore provided, if and whenever the city of Boston shall sell or convey the property so released the entire proceeds of such sale or conveyance shall be used for the purchase of another suitable site and for the erection of necessary buildings to furnish accommodation for the education of deaf mutes. All of the above conditions shall be subject to the approval of the state board of education, and such property shall be used exclusively for the purpose of maintaining a school for the education of the deaf; but the purchaser of said property shall not in any event be bound to see to the application of the purchase money.

SECT. 3. This act shall take effect upon its passage.

*(Approved May 26, 1905.)*

There seems now to be no need to further postpone definite action for meeting the wants of this worthy school.

Reference to the passage of the Legislative Act of 1885 will bring to the minds of many of our number the heartiness and zeal of the late James C. Davis, Esq., in his efforts to secure by that act relief from the congested conditions in the Warrenton-street School-house. Although he withdrew from service upon the Board many years ago, his interest in and for the school never ceased. Only a few weeks before his death he suggested a plan for attracting attention to the work of the Parents' Association connected with this school, in order to increase its funds.

We record with sorrow the death of Miss Martha Forbes French, for a long term of years an excellent teacher of sewing in this and in other schools. The respect and love that she inspired for plain hand-sewing were unmistakable evidences of her power as a teacher; and her ability and skill in producing dainty, artistic fabrications with her needle were strong incentives to high achievement in art needle work.

The recent death of the distinguished philologist, Prof. Alexander Melville Bell, recalls his courteous response, in 1870, to an invitation from the committee on this school to



visit it and tell the teachers how his system of phonetic writing, named by him Visible Speech, could be made useful in the development of the speech of deaf children. Perhaps we can make no greater acknowledgment of indebtedness to Prof. Bell and to his System of Visible Speech than to say that it continues to be the basis of all instruction in speech in this school. The result of his visit was the employment of his son, Alexander Graham Bell, as a special instructor in the school for a period of three months.

When, in 1894, the twenty-fifth anniversary of the opening of this school was observed, Dr. Bell alluded to his work here. He said, "I am proud, indeed, to think that twenty-three years ago I was myself a teacher in this school." He also said, "It is only right that it should be known that the telephone is one of the products of the work of the Horace Mann School for the Deaf, and resulted from my attempts to benefit the children of this school."

A close adherence to the idea of helping deaf children to attain to as high a standard of excellence in study and conduct as is maintained in the best schools for hearing pupils has marked the work of this school in all its departments throughout the entire year. In this effort the pupils have, as a rule, heartily co-operated. It is noteworthy that in a school which includes children of all ages — kindergarten, primary, and grammar — so much harmony in thought and unity in action prevails.

The words of a former chairman, "The charm of the Horace Mann School is its consideration for each of its pupils," were recalled by a recent address made by President Eliot. In defining education in a commonwealth he said, "To my thinking, it is the discovery and development of the inborn capacities and powers of each individual, and the increase, through increased efficiency and serviceableness, of his happiness, of his enjoyment of the solid, human satisfactions — health, productive labor, and social and domestic life. The Commonwealth, in all provisions for education,

should incessantly regard the individual. It should seek to discover every gifted individual, to lift him out of the ordinary mass, and to give him free play for his powers. It should seek to diversify as much as possible the average children, giving each the advantage of any special capacity, however small. It should try to quicken the dull and defective by special methods and appliances. Its object should be to increase the efficiency of each unit, and therefore of the whole mass. The public power should promote individual efficiency."

President Eliot's belief that the child's will power should be developed in freedom — "under motives which spring from within himself, and are not imposed on him from without" — is shared by our teachers, who appreciate the great responsibility of giving direction to the young lives entrusted to their care.

The resignation, in November, of Miss Martha C. Kincaide, to be married, was followed by the appointment of Miss Helen A. Fernald.

We have pleasure in acknowledging the gift of a set of Chase & Sanborn's tea and coffee exhibits. This is a valuable addition to the school cabinet.

Lessons for the correction of the defective speech of hearing school children, begun last year at the Horace Mann School, were resumed on the first day of October, 1904, and continued for nearly six months. Fifty-two pupils were enrolled, but the attendance of many was irregular, owing, in part, to the continued coldness of the weather and to the distance of their homes from the school-house. While the needs of each required a certain amount of individual care and attention, classwork was possible, and, in some particulars, very desirable. The progress of all was satisfactory — a gratifying testimony to the value of a single hour's work once a week.

Your committee wish to acknowledge obligations to car conductors, motormen and policemen, who are uniformly kind

and courteous in their care for the comfort and safety of our pupils. On one occasion a conductor sent a note to the principal of the school apologizing for the tardiness of a pupil, saying that he forgot to leave the child at the point nearest the school. A member of the Mosely Commission in his report upon his visit to this country says, "To me one of the most curious and touching sights was to watch the burly American policeman, armed with his baton devised to defy riotous crowds, doing gentle duty morning and afternoon as the protector of the infant citizens trying to cross the terrible streets of their native towns on their way to and from school."

Respectfully submitted,

LOUIS SONNABEND, *Chairman*,  
MARY A. DIERKES,  
FRANK F. ERNST,  
WILLIAM T. KEOUGH,  
JOSEPH A. SHEEHAN.

APPENDIX.





GRADUATE, 1905

MARION HUTCHINS LOWE

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 co-operation 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.

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### 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. 10.—1905

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# CATALOGUE

OF THE

# BOSTON NORMAL SCHOOL

FOR THE YEAR

1905



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905



# SCHOOL COMMITTEE

## 1905.

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Term expires January, 1906.

ELLERY H. CLARK,	FRANCIS W. FALVEY,
GRAFTON D. CUSHING,	HERBERT J. KEENAN,
MARY A. DIERKES,	WILLIAM T. KEOUGH,
DAVID A. ELLIS,	JAMES A. McDONALD.

Term expires January, 1907.

ANDREW A. BADARACCO,	FRANK F. ERNST,
J. PORTER CROSBY,	DANIEL S. HARKINS,
ARTHUR G. DAVIS,	JOHN H. KENNEALY,
JULIA E. DUFF,	LOUIS SONNABEND.

Term expires January, 1908.

JOHN A. BRETT,	WINTHROP M. MERRILL,
JOHN D. DRUM,	WILLIAM F. MERRITT,
WILLIAM S. KENNY,	JOHN A. RYAN,
CHARLES H. KIP,	JOSEPH A. SHEEHAN.

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### COMMITTEE ON NORMAL SCHOOL.

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JULIA E. DUFF, *Chairman*,  
MARY A. DIERKES,  
DAVID A. ELLIS,  
FRANCIS W. FALVEY,  
DANIEL S. HARKINS.

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### SUPERINTENDENT OF SCHOOLS.

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GEORGE H. CONLEY.

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### SUPERVISOR OF NORMAL SCHOOL.

---

WALTER S. PARKER.

# FACULTY.

WALLACE CLARKE BOYDEN, A.M., *Head-Master*,  
Principles of Education.

COLIN ALEXANDER SCOTT, Ph.D., *Master*,  
Psychology.

ROBERT EMMET BURKE, B.S., *Master*,  
Geography and Mathematics.

ALBERT PERRY WALKER, A.M., *Master*,  
History.

HENRY WARREN POOR, A.M.,  
Drawing.

KATHARINE HAMER SHUTE,  
English.

DORA WILLIAMS,  
Natural Science.

LAURA SUSANNA PLUMMER,  
Physiology and Physical Training.

ALICE MABEL DICKEY,  
English.

FANNY ELIZA COE,  
English.

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.

CAROLINE DAVIS ABORN,  
Kindergarten Training.

† GERTRUDE WEEKS,  
Physiology and Natural Science.

† SARAH ANNA LYONS,  
Geography.

CLARA J. A. SMITH,  
Clerk.

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\* Resigned May 10, 1905.

† Appointed September 13, 1905.



# CALENDAR.

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## THIRTY-FOURTH SCHOOL YEAR, 1905-1906.

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### 1905.

First Entrance Examination . . .	Friday, Saturday, June 9 and 10.
Graduation . . . . .	Monday, June 26, 9.30 A.M.
Second Entrance Examination . . .	Wednesday, Thursday, September 13 and 14.
School Year begins . . . . .	Friday, September 15, 9 A.M.
Annual Meeting of Boston Normal School Association . . . . .	Saturday, October 28, 4 P.M.
Thanksgiving Recess . . . . .	November 29, 12 M., to December 3, inclusive.
Christmas Recess . . . . .	December 23, to January 1, 1906, inclusive.

### 1906.

Fall Term ends . . . . .	Wednesday, January 31.
Spring Term begins . . . . .	Thursday, February 1.
Spring Recess . . . . .	April 1 to April 8, inclusive.
First Entrance Examination . . .	Friday, Saturday, June 8 and 9.
Second Entrance Examination . . .	Wednesday, Thursday, September 12 and 13.

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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.

In 1894 women graduates of colleges and universities were admitted without examination to a special course of one year. In 1904 men graduates of colleges and universities were admitted to this course.

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.

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### 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.

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### 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.  
    Translations 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, Astron-  
    omy, 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 \$100. 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.

The completion of this course carries with it a Grammar B teacher's certificate.

## 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 kindergarten and lowest primary grades.

#### COURSES FOR COLLEGE GRADUATES.

Graduates of a university or college, and women graduates 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 special course are placed 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.

## 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 History  
 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. Those who take the courses in Manual Training, Cooking, and Sewing, by continuing the work in a post-graduate course of about a half-year, can secure a special teacher's certificate in the subject studied.

## 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 in 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 the 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 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 three others have been added, so that now there are four active, vigorous clubs offering excellent and attractive opportunities for study and the discussion of educational topics; the Biological Club, the English Club, the Dunton Educational Club, and the Choral 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 of 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, Edinburgh, 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”; Professor Richard G. Moulton, “The Scientific Treatment of Biblical Literature.”

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 following authors have been thus considered: Tennyson, Jane Austen, Charlotte Brontë, Mrs. Gaskell, George Eliot, Shakspeare, Hawthorne, Dickens, Thackeray, Robert Browning, Emerson, Lowell, Kipling, and Stevenson.

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.

Shakspeare, 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.

Personal Reminiscences of Stevenson, by Prof. Charlton Black of Boston University.

#### 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 its work the club has read and discussed such books as,

Hughes's Froebel's Educational Laws.  
James's Talk to Teachers on Psychology.  
Butler's Meaning of Education.  
Davidson's History of Education.  
Hyde's Practical Idealism.

Co-operative Education has been the special topic of study for two years.

Professor Horne's recent book, "The Philosophy of Education," has been chosen for study during the coming year.

The aim of the club is to increase the professional spirit and professional devotion of the teaching force in Boston.

#### THE CHORAL CLUB.

In the fall of 1903 the Choral Club was organized. Any teacher with ability to sing is eligible to membership. Many of the members took the special course in music while students at the school, some belong to the large singing societies of the city, a few have won distinction in public singing, and all are music lovers. The director is the teacher





EXERCISE IN USE OF COLD FRAME BY NORMAL STUDENTS.

in charge of the music department of the Normal School. There is an executive board, consisting of the director and four other members of the club.

Rehearsals take place twice a month. The aim of the members is to promote a love for choral music and to furnish an interesting musical program at the annual meeting of the alumni in October. At each rehearsal some time is spent in technical work, with the purpose of making a serious study of beauty of tone and artistic finish. The work for the next season includes the study of a cantata and a selected list of works performed by the pianola.

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### 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. 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, 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 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.





NORMAL STUDENTS AT WORK ON PLANT ECOLOGY.

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 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





THINNING OUT AND TRANSPLANTING LETTUCE.



LESSON IN PRUNING BY NORMAL STUDENT.



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:

George H. Perrin, Manchester, England —“ The Work of the Peace Congress.”

Rev. Edward Cummings —“ The Curve of Progress.”

Miss Sarah L. Arnold —“ The Spirit of the Teacher.”

Supervisor J. E. Burke —“ Literature in Elementary Schools.”

Dr. H. B. Frizzell —“ The Work of Hampton Institute, Virginia.”

Professor Wilson L. Gill —“ The School City.”

Hon. John D. Long —“ Our late Senator, George Frisbie Hoar.”

Dr. Clarence J. Blake —“ The Care of the Ear.”

Mrs. Lucia Ames Mead —“ An Appeal for Peace.”

Miss Alice M. Jordan —“ The Public Library and the Public School.”

Hon. Joseph H. O'Neil —“ Memorial Day Address.”

Rev. Edward Cummings — Graduation Address, “ The Art of Living.”

# GRADUATES

OF THE

## BOSTON NORMAL SCHOOL.

### CLASS OF 1905.

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; e. s., elementary science; d. drawing; m., music; m. t., manual training; c., cooking; s., sewing.

Name.	Residence.
Edith L. Abbott, m. t. . . .	18 <i>Birch Street, Dor.</i>
Jessie A. Adams, k. p. . . .	65 <i>Murdock Street, B.</i>
Annicc A. Anderson, g. . . .	189 <i>Webster Street, E. B.</i>
Mary T. Baker, m. . . . .	76 <i>Monument Street, C.</i>
Margaret M. Brennan, g. . . .	12 <i>Oscar Street, Rox.</i>
Mary L. Brennan, m. . . . .	306 <i>Broadway, S. B.</i>
Ellen J. Brosnahan . . . . .	100 <i>I Street, S. B.</i>
Alice S. Bryant, m. t. . . . .	16 <i>Holborn Street, Rox.</i>
Esther M. Buchan, d. . . . .	19 <i>Essex Street, C.</i>
Mary A. Burke ( <sup>Radcliffe</sup> <sub>College</sub> ) . . . . .	69 <i>Concord Avenue, Camb.</i>
Jaqueline Carroll, k. p. . . . .	30 <i>Saunders Street, A.</i>
Caroline G. Chard, m. t. . . . .	111 <i>Addison Street, Chelsea.</i>
Estelle C. Chase, g. . . . .	537 <i>Fourth Street, S. B.</i>
Mary K. Corbett, e. s. . . . .	866 <i>East Fifth Street, S. B.</i>
Mary E. Cosgrove ( <sup>Radcliffe</sup> <sub>College</sub> ) . . . . .	33 <i>McLean Street.</i>
Margaret A. F. Cotter, c. . . . .	4 <i>Leeds Street, S. B.</i>
Margaret C. Cotter ( <sup>Radcliffe</sup> <sub>College</sub> ) . . . . .	9 <i>Mascot Street, Dor.</i>
Eleanor P. Cox, s. . . . .	93 <i>Clifton Street, Dor.</i>
Mary V. Cronin, s. . . . .	117 <i>Dale Street, Rox.</i>
James A. Crowley ( <sup>Boston</sup> <sub>College</sub> ) . . . . .	512 <i>East Fourth Street, S. B.</i>
Katherine E. Cufflin ( <sup>Radcliffe</sup> <sub>College</sub> ) . . . . .	20 <i>Faneuil Street, B.</i>
John J. Cummings ( <sup>Boston</sup> <sub>College</sub> ) . . . . .	52 <i>Mapleton Street, B.</i>



Name.	Residence.
Elizabeth E. Dacey, s. . . .	8 <i>Lexington Street, C.</i>
Annie E. Dennis, c. . . .	<i>Hillside Street, Milton.</i>
Geraldine I. Donoghue, s. . . .	618 <i>Sixth Street, S. B.</i>
Helen M. Donohue . . . .	8 <i>Allston Street.</i>
Mary A. Dorgan, s. . . .	632 <i>E. Third Street, S. B.</i>
Michael J. Downey ( <sup>Boston</sup> College) . . . .	10 <i>Fenwick Street, Rox.</i>
Margaret M. Downing, c. . . .	273 <i>Broadway, S. B.</i>
Gertrude F. Dunn, k. p. . . .	10 <i>Newport Street, Dor.</i>
Margaret R. Dwyer, e. s. . . .	42 <i>Fuller Street, Dor.</i>
Ellen E. Ellis, e. s. . . .	19 <i>Mt. Vernon Avenue, B.</i>
Margaret C. Estabrook ( <sup>Smith</sup> College) . . . .	29 <i>Longwood Avenue, Brookline.</i>
Maurice Ferber ( <sup>Harvard</sup> University) . . . .	89 <i>Waumbeck Street, Rox.</i>
Amy Della Ferguson, d. . . .	39 <i>Homestead Street, Rox.</i>
Francis J. Field ( <sup>Institute of</sup> Technology) . . . .	216 <i>Dorchester Street, S. B.</i>
Agnes G. R. Fitzsimmons, s. . . .	35 <i>Woodward Street, S. B.</i>
Frances M. Flanagan, c. . . .	77 <i>Ashland Street, Ros.</i>
David Fliegelman ( <sup>Harvard</sup> University) . . . .	89 <i>Chambers Street.</i>
Florence M. Fogarty, d. . . .	110 <i>Brook Avenue, Rox.</i>
Helen M. Fogarty ( <sup>Radcliffe</sup> College) . . . .	14 <i>Savin Street, Rox.</i>
Arthur J. Fotch ( <sup>Harvard</sup> University) . . . .	900 <i>Broadway, S. B.</i>
Geraldine U. Fox, k. p. . . .	18 <i>Cumberland Street.</i>
Elsie M. Gannon, k. p. . . .	10 <i>Pembroke Street.</i>
Grace M. Goodrich, g. . . .	4 <i>Moultrie Street, Dor.</i>
Helen G. Gormley, k. p. . . .	81 <i>School Street, Rox.</i>
Hazel Phelps Gore, g. . . .	185 <i>Chestnut Street, Camb.</i>
Jennie M. Gray, m. . . .	57 <i>G Street, S. B.</i>
Julia V. Guiney, d. . . .	62 <i>Troy Street.</i>
Laura Frances Haley, d. . . .	95 <i>Brown Avenue, Ros.</i>
Grace D. Hall, m. t. . . .	95 <i>Gainsborough Street.</i>
Anna Harris, k. p. . . .	6 <i>Burr Street, J. P.</i>
Regina M. Hart, s. . . .	51 <i>Pleasant Street, C.</i>
Mary A. A. Haverty, d. . . .	48 <i>Regent Street, Rox.</i>
Mary Margaret Hayes, g. . . .	28 <i>Mead Street, C.</i>
Helen E. Hermes, s. . . .	85 <i>Highland Street, Rox.</i>
Catherine A. Hogan, s. . . .	86 <i>Baldwin Street, C.</i>
Elizabeth L. Hopkins, g. . . .	35 <i>Ridgemont Street, A.</i>
Marion Howland, d. . . .	108 <i>Eliot Avenue, W. Newton.</i>
Teresa C. Hoye, e. s. . . .	1016 <i>Washington Street, Dor.</i>
Katherine E. Hurley, c. . . .	24 <i>Monument Avenue, C.</i>

Name.	Residence.
Mary E. Keenan, m. . . . .	9 St. Margaret Street, Dor.
Thomas E. Kelley ( <sup>Boston</sup> College) . . . . .	1 Conrad Street, Dor.
Frances E. Kelley, m. t. . . . .	31 Pembroke Street.
Mary L. Kelly, d. . . . .	70 Bloomfield Street, Dor.
Louise C. Keyes, d. . . . .	595 E. Fifth Street, S. B.
Harriet E. Kingsbury, m. . . . .	12 Oswald Street, Rox.
Amy V. Kingston ( <sup>Boston</sup> University) . . . . .	Corey Road, A.
Mary E. Kinsley, c. . . . .	573 Columbus Avenue.
Eleanor A. Larivee, c. . . . .	2 Maywood Terrace, Rox.
Alice E. Leavens, k. p. . . . .	49 Elmora Street, Rox.
*John F. Lee ( <sup>Holy Cross</sup> College) . . . . .	11 Whitney Street, Rox.
Mary H. Levey, c. . . . .	20 Mansur Street, Rox.
Rena Lewis, k. p. . . . .	41 Munroe Street, Rox.
Vera W. Littlefield ( <sup>Radcliffe</sup> College) . . . . .	28 St. Stephen Street.
Dora L. Lourie ( <sup>Salem Normal</sup> School) . . . . .	30 Allen Street.
Theobald A. Lynch ( <sup>Dartmouth</sup> College) . . . . .	776 Broadway, S. B.
Lavinia M. MacLean, c. . . . .	22 Annabel Street, Dor.
Agnes M. Mahoney, e. s. . . . .	235 Saratoga Street, E. B.
Grace W. Maloney, e. s. . . . .	42 East Newton Street.
Mary E. McCarthy, k. p. . . . .	285 Bunker Hill Street, C.
Anna E. McDonough ( <sup>Boston</sup> University) . . . . .	115 Walnut Avenue, Rox.
Hugh J. McElaney ( <sup>Boston</sup> College) . . . . .	33 Northfield Street, Rox.
Eleanor L. McGourty, m. . . . .	70 Francis Street, Rox.
Alice F. Moore, m. t. . . . .	10 Rock Terrace, Dor.
Edward L. Moore ( <sup>Holy Cross</sup> College) . . . . .	70 Francis Street, Rox.
Mary L. Moran, s. . . . .	39 G Street, S. B.
Edward J. Muldoon ( <sup>Harvard</sup> University) . . . . .	18 Bellflower Street, Dor.
Stephen J. Murdock ( <sup>Boston</sup> College) . . . . .	33 Rutherford Avenue, C.
Anna E. Murphy, d. . . . .	887 East Fourth Street, S. B.
Katherine R. Murphy, d. . . . .	124 Eustis Street, Rox.
Lottie M. Murphy, m. . . . .	843 Broad Street, E. Weymouth.
Alice M. Murray ( <sup>Boston</sup> University) . . . . .	25 Arcadia Street, Dor.
Ella F. Murray, g. . . . .	26 Sussex Street, Rox.
Eva M. Neth, d. . . . .	322 West Fourth Street, S. B.
Agnes T. Nolan, m. . . . .	65 Dorchester Street, S. B.
Catharine J. Norton, d. . . . .	7 Olney Street, Dor.
Martha A. Norton, d. . . . .	7 Olney Street, Dor.
Linda C. O'Dowd, c. . . . .	142 Bunker Hill Street, C.

Name.	Residence.
Aloyse M. Owen, e. s. . . . .	251 Princeton Street, E. B.
Minnie D. Penzanski, m. . . . .	68 Cross Street.
Clara A. Perkins, k. p. . . . .	1112 Adams Street, Dor.
Hazel Erma Poole, g. . . . .	Cheever Street, Milton.
Gertrude A. Poor, g. . . . .	459 Massachusetts Avenue.
Gertrude A. Power, c. . . . .	415 Fourth Street, S. B.
M. Cecilia Power, d. . . . .	58 Wales Place, Dor.
Rosemary Purcell, m. . . . .	275 Heath Street, Rox.
Charlotte Rafter, e. s. . . . .	41 Bradlee Street, New Dor.
John W. Regan ( <sup>Harvard</sup> University) . . . . .	49 Winchester Street.
John C. Riley ( <sup>Boston</sup> College) . . . . .	15 Fabian Street.
Edith M. Robertson, e. s. . . . .	rear 928 Fourth Street, S. B.
Mary Cooney Rogers, m. . . . .	11 Seaverns Avenue, J. P.
Cora L. Rouillard ( <sup>Boston</sup> University) . . . . .	3 Allston Street.
Alice M. Russell, d. . . . .	85 Chestnut Avenue, J. P.
Alice Gertrude Ryan, e. s. . . . .	106 Sheridan Street, J. P.
M. Teresa Sheerin, m. . . . .	78 Conant Street, Rox.
Rebecca F. Silbert, e. s. . . . .	28 Devon Street, Rox.
Clara A. L. Smith, e. s. . . . .	5 Carleton Street.
Maude Sprague, k. p. . . . .	469 Meridian Street, E. B.
Sarah E. Stock, d. . . . .	14 Worcester Street.
Sarah G. Stowers ( <sup>Radcliffe</sup> College) . . . . .	120 Regent Street, Rox.
Agnes G. Strong, e. s. . . . .	329 Paris Street, E. B.
Mary V. Sullivan ( <sup>Radcliffe</sup> College) . . . . .	183 Union Street, B.
Ethel F. Swan ( <sup>Smith</sup> College) . . . . .	1058 Adams Street, Dor.
Grace A. Tully, e. s. . . . .	86 Washington Street, C.
Elizabeth J. Turnbull, m. . . . .	26 Marion Street, C.
Laura F. Wentworth, g. . . . .	562 East Street, Dedham.
Catharine T. Whalen ( <sup>Radcliffe</sup> College) . . . . .	46 East Newton Street.
Bernadette M. White, e. s. . . . .	8 Cedar Street, C.
Edna L. Williams, d. . . . .	15 Maxwell Street, New Dor.
Frances E. Woods, c. . . . .	19 Union Street, B.
Clara S. Ziersch, m. . . . .	2 Eliot Place, J. P.

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Number of graduates in 1905 . . . . .	132
Number of previous graduates . . . . .	2,315
Total . . . . .	<u>2,447</u>

SCHOOL DOCUMENT NO. 11 — 1905.

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

1905



BOSTON  
MUNICIPAL PRINTING OFFICE  
1905





## REPORT.

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In compliance with the Revised Laws 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 1905 respectfully submit the following:

### SCHOOL SYSTEM.

The public school system of Boston comprises<sup>1</sup> one Normal School, two Latin Schools (one for boys and one for girls), nine High Schools, the Mechanic Arts High School (for boys), sixty-two Grammar Schools, seven hundred eighteen Primary Classes, seven Special Classes, one hundred Kindergartens, one School for the Deaf, six Evening High Schools and thirteen Evening Elementary Schools, six Evening Drawing Schools, a special School on Spectacle Island, forty-six Manual Training Schools, and thirty-six Schools of Cookery.

### STATISTICS.<sup>2</sup>

The following statistics are for the year ended June 30, 1905, 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, 1905:

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<sup>1</sup> June 30, 1905.

<sup>2</sup> Other and more complete statistics may be found in School Documents Nos. 7 and 8, 1905.

Number of children in Boston between the ages of five and fifteen Sept. 1, 1905 . . . . .	101,865
Number attending public schools Sept. 1, 1905 . . . . .	75,368
Number attending private schools Sept. 1, 1905 . . . . .	15,913
Whole number of different pupils registered in the public day schools during the year ended June 30, 1905 :	
Boys, 52,330; girls, 50,550; total . . . . .	102,880

## REGULAR SCHOOLS.

*Normal School.*

Number of teachers . . . . .	17
Average number of pupils belonging . . . . .	286
Average attendance . . . . .	280

*Latin and High Schools.*

Number of schools . . . . .	12
Number of teachers . . . . .	269
Average number of pupils belonging . . . . .	6,998
Average attendance . . . . .	6,587

*Grammar Schools.*

Number of schools . . . . .	62
Number of teachers . . . . .	1,128
Average number of pupils belonging . . . . .	45,291
Average attendance . . . . .	41,923

*Primary Schools.*

Number of schools . . . . .	711
Number of teachers . . . . .	716
Average number of pupils belonging . . . . .	33,296
Average attendance . . . . .	29,523

*Kindergartens.*

Number of schools . . . . .	99
Number of teachers . . . . .	185
Average number of pupils belonging . . . . .	5,301
Average attendance . . . . .	4,046

SPECIAL SCHOOLS.<sup>1</sup>*Horace Mann School for the Deaf.*

Number of teachers . . . . .	15
Average number of pupils belonging . . . . .	137
Average attendance . . . . .	122

*Evening Schools.<sup>2</sup>*

Number of schools . . . . .	19
Number of teachers . . . . .	282
Average number of pupils belonging . . . . .	9,171
Average attendance . . . . .	6,837

*Evening Drawing Schools.*

Number of schools . . . . .	6
Number of teachers . . . . .	32
Average number of pupils belonging . . . . .	647
Average attendance . . . . .	460

*Spectacle Island School.*

Number of teachers . . . . .	1
Average number of pupils belonging . . . . .	7
Average attendance . . . . .	7

*Special Classes.*

Number of classes . . . . .	7
Number of teachers . . . . .	7
Average number of pupils belonging . . . . .	94
Average attendance . . . . .	74

<sup>1</sup> There are forty-six Manual Training Schools and thirty-six Schools of Cookery, but as the pupils of the regular public schools attend them they are not included in these tables.

<sup>2</sup> Five of the Evening High Schools are organized in two divisions, Division I. holding sessions on Monday, Wednesday and Friday evenings; Division II. on Tuesday and Thursday evenings. Thus there are practically two sets of pupils and but one set of teachers. For statistical purposes, the two sets of pupils are added together, while the teachers are counted but once.

## RECAPITULATION.

## Number of schools :

Regular . . . . .	885
Special <sup>1</sup> . . . . .	34

## Number of teachers :

In regular schools . . . . .	2,315
In special schools <sup>1</sup> . . . . .	337

## Average number of pupils belonging :

In regular schools . . . . .	91,172
In special schools <sup>1</sup> . . . . .	10,056

## Average attendance :

In regular schools . . . . .	82,359
In special schools <sup>1</sup> . . . . .	7,500

The annual report of the School Committee usually consists of a review of the more important matters that have engaged the attention of the Board during the year that it covers, with such comments and suggestions relating to the school system in general as seem opportune and useful. This year, however, your committee find that the recently issued report of the Superintendent has so fully covered this field that there is little, if anything, to add to what has already been said by him.

Previous to the reorganization of the School Committee in 1875, Boston, with its 342,000 inhabitants, administered its school affairs through a Board consisting of one hundred sixteen persons. At the same time the School Board of London, with a population of over 3,000,000, numbered but fifty members, and Birmingham, with approximately the same population as Bos-

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<sup>1</sup> Special classes included.

ton, had a Board of but thirty. In the spring of 1875, an act was passed by the Legislature providing that at the annual election occurring in that year twenty-four persons, inhabitants of the city, should be elected to constitute, with the Mayor as chairman *ex officio*, the School Committee. One of the reasons assigned for this change was "to facilitate the transaction of business," a remark which perhaps refers to delays occasioned by the absence of a quorum, which not infrequently made postponements of the meetings of the former Board necessary. In 1885 an act was passed amending the City Charter, and providing, among other things, that the Mayor should not be a member, nor preside at any of the meetings, nor appoint any of the committees of either the Board of Aldermen or of the School Committee. Since then, until the present year, this organization has remained undisturbed, and eight persons have been elected annually to serve on the committee for a term of three years, excepting in infrequent cases when the death or retirement of a member necessitated the election of a successor for the remainder of an unexpired term.

The present Board of twenty-four members has therefore existed thirty years, in which time it has initiated many reforms and accomplished much for the advancement of the system as a whole. Perhaps a word of praise may be said of the faithful and unselfish service rendered by men and women of great ability and high ideals who have served upon the School Committee during this period from a sense of civic duty, and often at a considerable sacrifice of their personal interests. The appreciation of their fellow-citizens has not infrequently been expressed by repeated re-elections,



and one of our number this year completes a service upon the School Committee of this and of a neighboring annexed municipality extending over twenty-two years, of which the last fifteen have been consecutive. This long service has been marked by untiring and zealous effort, and by a sincere desire to advance the interests committed to his charge.

Under the new law (Chap. 349, Acts of 1905), at the municipal election held in December of the present year, two members were elected to serve for a term of three years, two for a term of two years, and one for a term of one year, and thereafter at each annual municipal election there are to be elected, for the term of three years, so many persons as may be necessary to fill the places of the member or members whose term or terms are about to expire. Thus the elective system still continues, although an effort was made to induce the Legislature to establish a committee whose members should be appointed by the Mayor.

#### APPLICATION OF MODERN BUSINESS METHODS TO EDUCATIONAL ACTIVITIES.

In this era of great business and financial enterprises, the success of which depends in many cases upon superiority of output, economical administration, and elimination of waste, it seems pertinent to consider whether some, at least, of the methods adopted by successful corporations could not be employed to advantage in our school system. In other words, are all the by-products of our schools, so to speak, utilized to the fullest possible degree; is our administrative machinery economical and efficient, and

does our product meet the requirements of the community which absorbs each year thousands of boys and girls from the public schools, each of whom must find a place in domestic, business or professional life? If this product were such as to come into direct and open competition with the goods from other markets; were its value a concrete thing that could be weighed or measured by accepted standards; could we know how much it cost to produce each of its units, the problem of an efficient and economical management of the school system could easily be reduced to a mere mathematical formula; but it goes without saying that such a thing is impossible. We can, however, arrive at a more or less definite conclusion, aided largely perhaps by the experience of other cities, as to whether our administrative methods are reasonably sound and efficient.

Everyone is in agreement that certain fundamental educational training is essential. A child should be taught to read, to write, to spell, to perform certain elementary processes in arithmetic, and to have some knowledge of grammar, geography, and perhaps be acquainted with the main facts of history, especially of the United States. The law of the State requires that every child between the ages of seven and fourteen years shall attend school. The law also provides that certain subjects in addition to those named, such as bookkeeping, drawing, music, manual training, foreign languages, ethics, the elements of the natural sciences, etc., shall, or may be, taught to an extent and thoroughness not definitely prescribed, and that opportunities for high and evening school instruction shall be provided under certain defined condi-

tions. It then rests upon the school authorities to work out their own salvation with the financial means placed at their disposal.

From time to time this situation presents itself: The cost of the schools exceeds, or threatens to exceed, the appropriation. It is alleged on the one hand that the administration of the system is needlessly extravagant — too many fads and frills — and on the other, that the schools are what the public demands, and that their cost cannot be reduced without serious injury to the system and great detriment to the community. If expenses must be cut, the first thought is apt to be what can be saved in the compensation of the teachers, because this item represents about 75 per cent. of the total expenditure, and a saving here is immediate, tangible and elementary in its simplicity. A cut of 5 per cent. produces so much gross saving; a 10 per cent. reduction doubles this amount, and so on as far as figures go, making it exceedingly easy to cut the coat to fit the cloth.

It may also be suggested that certain departments are needlessly costly, and could be discontinued without serious injury to the system as a whole. Beyond this point we rarely go. In some way the crisis is tided over, and we continue as before, adding, from time to time, a little here, a little there, to our expense account in improvements and extensions, not always because these things are urged by teachers or those employed in the system, but because they are demanded by the community, or forced upon us by the growing complexity of modern life. A railroad manager knows, for exam-

ple, within a comparatively narrow margin, what percentage of his gross or net receipts should go for operating expenses. If that rate be exceeded there is extravagance. If it be unduly diminished the physical condition of his road is being impaired. We know only that the average cost per pupil varies from year to year, with a distinct tendency to advance. We may not be able to tell just what it should cost in dollars and cents to instruct children in any given subject, nor what the flat returns are from that instruction, as it eventually benefits or fails to benefit the community at large, but a study could be made of the several departments under our charge, and an estimate formed of what they accomplish of real value to the system as a whole. Such studies or investigations carried on carefully and persistently for a series of years should prove of material assistance in the determination of future policies. Why should not a careful examination of the units of our system yield valuable information? We now have sixty-four grammar schools. The average cost per pupil in the grammar schools for the last financial year was \$34.72. Now if this average cost is largely exceeded in certain schools, what is the reason for it, and is it a good and sufficient reason? The great steel corporation carefully ascertains the cost of production at its various plants, and insists upon the reduction of unnecessary expense wherever it may be discovered, and its methods in this respect could well be applied to school administration problems.

To illustrate: Suppose it be found that the cost per pupil in a certain school largely exceeds the average



cost in other schools; does this not indicate that some local economies might well be effected? Of course a considerable variation might properly exist owing to the fact that more teachers in one district than in another, because of long service, are drawing the maximum salary of their rank, and, if such be the case, there is no more to be said; but other and less satisfactory reasons may be operative. The coal consumption may be excessive; there may be an undue number of special assistants and temporary teachers; the organization itself may be extravagant and wasteful where it should be efficient and economical; or a variety of causes may operate to bring about an excess of cost, all of which may be corrected under proper methods of inspection and control. Of course the location of the day-school plant is fixed; but, so far as the evening schools are concerned, it might be found that the occupancy of one building in preference to another in the same neighborhood was economical or the reverse. It is true that the adoption of methods of this general character, with others which would naturally follow, would in themselves involve considerable expense; but we believe the results which might reasonably be expected from them would be of sufficient value to justify any reasonable expenditure in this direction.

A great deal of attention has been paid for years to improving methods of instruction and discipline with a view to increasing the educational efficiency of the schools, and no one questions that this time and effort have been well expended. Investigation and comparison of methods of organization as illustrated in the different schools and departments of the system,



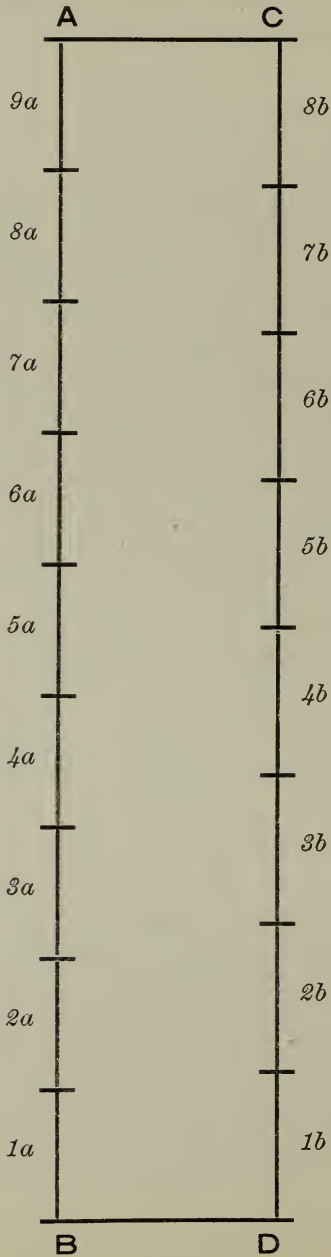
continued systematically from year to year with particular reference to cost, should be equally productive in a more material way.

GROUP SYSTEM OF PROMOTION IN PRIMARY AND  
GRAMMAR SCHOOLS.

The public school system is not infrequently compared to a great machine fed by a continuous stream of children who pass more or less automatically through its various convolutions, and emerge in a prescribed number of years equipped with a greater or less amount of knowledge. It is criticised because it groups its pupils into too large classes and pays too little attention to the needs of the individual; yet the constant tendency is towards smaller classes, and progress in this direction is checked only by financial considerations. It costs the city a certain amount for each pupil who passes through the school system, beginning with the kindergarten and ending with the Latin, high or normal school. The longer a pupil remains, the greater the expense. If his passage can be shortened without detriment to himself, the greater the gain both to the community and the child.

A plan to accomplish this end, which your committee believe could be put into operation to the advantage of the system and the pupils as well, was suggested last year, the salient features of which, from a financial point of view, may be summarized as follows:

## DIAGRAM.



Let the line A B represent the amount of work outlined in the established course of study. If this is divided into nine equal parts, each division, *1a*, *2a*, etc., will represent the work done in one year. The recommended plan proposes that the more able pupils shall be kept in separate groups and allowed to work faster than the slower ones. At the end of the first year such pupils will have completed more than the slower section as shown by the distance marked *1b* on the line C D. By the end of the first year they will have completed the regular first grade work and made some start upon second grade work. If kept in a separate section during the second year, they can complete the regular second grade work and make a larger advance upon third. Since the purpose is to have them gain one year in eight, their entire course is represented by the line C D, and the amount of gain will thus average five weeks per year.

After such a system is in full operation, there will be in each room two groups of approximately twenty-five each; for example, *6a* and *6b*, or *6a* and *5b*. From this condition various advantageous results arise:

Under the proposed grouping neither the point of beginning nor the point of ending with any particular group is arbitrarily determined in advance. Neither is the amount of work determined for the purpose of fitting the average pupil, nor by any exigencies of administration, but solely by the educational needs and educational possibilities of the particular group under consideration. Each teacher may begin with each group of children where she finds them, give them the instruction fitted to their needs, and take them as far as they can go with profit.

The division into grades is determined by financial conditions, and the number of pupils assigned to each teacher has been set at fifty. Under the proposed plan, when once fifty children have been assigned to a room, they may be made into groups, with no other consideration than that of placing together those who can most nearly progress at the same rate of speed.

The plan provides for a close assorting into groups containing pupils of the same ability and rapidity of acquisition. At any given time of the year, instead of nine grades, a school will have its pupils assigned to at least seventeen groups, having different degrees of advancement. This provides many easy

gradations, renders possible transfers from group to group, and avoids the tremendous loss often entailed by compelling a pupil to repeat an entire year's work. For example, a pupil in *4b* doing work which, though fair, is not sufficient to enable him to proceed with *5b*, will not be required to repeat the entire work of *4b*, but will be promoted to *5a*. This will transfer him to another teacher and place him with a class working at a slower rate of speed. Furthermore, he will repeat in *5a* the latter half of the work covered in *4b*, an amount of review sufficient to enable him to maintain himself.

The plan recognizes the principle that some children can with profit go faster than others, and provides a way by which the abler pupils may shorten the time in the grammar school by one year. Its adoption will furnish a satisfactory solution of the question of reducing the number of grades to eight.

Furthermore, it should be emphasized that this gain of one year made by the bright pupils is distributed over the entire course; that is, the pupil does all the work at a slightly increased rate of speed.

In so far as it enables pupils to complete the course in less time, the plan would save money for the city. It is impossible to say what proportion of the pupils will be able to shorten the time in the grammar school. In some districts the proportion will be much higher than in others, but by the flexibility of the system each school could adapt its work to the needs of its pupils. Observation of schools working under the system leads to the belief that after it has been in operation long enough to enable pupils to profit by its advantages through their entire school course, at least 60 per cent. of the pupils will cover the work in eight years.

Undoubtedly the saving of a year will be of much financial advantage to parents upon whom the burden of sending their children to school rests heavily. This saving of a year will increase the number of grammar school graduates by enabling some of those who can attend but eight years to complete the entire course. The bulk of experience the country over has shown that the system, once established, is practical and effective.

A fuller and more complete explanation of the foregoing plan and of its educational advantages appears in the supplement to the report of the Superintendent for 1904, pages 73-82.

The average cost per pupil per annum in the grammar schools during the past six years has been \$34.69. Had 60 per cent. of the 4,387 pupils in the ninth grade last June been able to save the one year's time contemplated by the plan above described, the city would have gained about \$91,000. This gain would be an annual one as successive groups of pupils pass through the grades, and would increase in proportion with the natural growth of the school system. As to the estimate of the number of pupils who would profit by this plan, it may be said that in another city where a somewhat less desirable and flexible scheme to the same end is in operation, experience has shown conclusively that the saving is at least as great as this estimate.

#### COST OF BOOKS, DRAWING MATERIALS AND STATIONERY.

A study of certain regular expenditures that bear, or should bear, a close relation to the number of pupils in the schools, should yield valuable results in determining whether or not the cost of a given item or items is at a normal rate from year to year. To illustrate: The cost of books, drawing materials and stationery would naturally vary according to the number of pupils, but an examination of this item for a period of five years discloses some interesting features, as shown by the following table:



*Books, Drawing Materials and Stationery.*

YEAR.	Total Cost.	Total Pupils Day and Evening.	Increased Expense in Per cent.	Increase in No. of Pupils in Per cent.
1900-01.....	\$85,368 28	88,852	5.8	2.5
1901-02.....	94,728 91	91,271	11.0	2.7
1902-03.....	105,987 89	94,871	11.9	3.9
1903-04.....	71,131 69	99,133	*32.9	4.5
1904-05.....	72,096 87	102,725	1.4	3.6

\* Decrease.

It appears that for the first three years covered by the above statement the cost of books and stationery increased in an ascending ratio largely exceeding the gain in pupils. In 1903-04 this item shows a very large decrease, followed in the succeeding year by a small increase. It is evident that a great saving was made in one particular year, and doubtless for good reasons, but if all items of expenditures could be graphically portrayed by charts, any marked and abnormal variation in the curve showing the expenditure for any particular purpose would readily be noted, and the reason for it could then be ascertained, thus tending to ensure a harmonious increase or decrease in all departments.

We would recommend that all text, reference and supplementary books be charged to the principals of the schools or districts concerned, and not to individual teachers. This plan would, we think, not only simplify the accounts, but would place the responsibility for such material where it belongs and tend to economy, as the principals would then be able better to watch the stock of books on hand in their

respective districts, and a surplus in the hands of one teacher could be more readily transferred to meet a demand on the part of another instructor in the same district.

#### COMPENSATION AND EFFICIENCY OF INSTRUCTORS.

It is to the manifest advantage of each individual teacher that the highest degree of efficiency in the force be maintained from purely selfish motives, if for no higher reason. The employment of incompetent or inefficient instructors who cannot properly govern and instruct a full quota of pupils tends to increase the number of teachers employed, and, indirectly, to decrease the compensation of all those employed in the service. As the late Mayor Collins once said, the city does not own the purse of Fortunatus, and as the amount that can be expended for the salaries of instructors is, and always will be, subject to pretty well defined limitations, the more there are employed, the less the individual will be paid. On the other hand, too few teachers means a serious impairment of the service rendered the pupil, and a consequent deterioration in the product of the system.

It is probably impossible to prevent surplus instructors, or to quote the language of the regulations, "teachers for whose continued service no special necessity exists," from accumulating in the system to some extent, but every regular grade teacher appointed costs the system at least \$552 a year, and a distinct saving would result from transferring to the first available vacancy a teacher already in the service who is not actually needed in the place she occupies, instead of employing a new one.

As an example of how a slight and apparently trivial change grows in a short time to large proportions, the following illustration is given:

*Special Assistants.*

On May 27, 1902, the rules were amended to provide that special assistants might be appointed in any grade, grammar or primary, the previous rule permitting such appointments only in the first grade. The estimated expense of the change was from \$8,000 to \$10,000. The actual expense has been as follows:

YEAR.	Number of Regular Grade Teachers.	Increase over Preceding Year.	COST OF SPECIAL ASSISTANTS.		
			Grammar.	Primary.	Total.
1897-98.....	1,331	47	.....	\$7,414 00	\$7,414 00
1898-99.....	1,381	50	.....	7,981 50	7,981 50
1899-1900.....	1,406	25	.....	9,497 50	9,497 50
1900-01.....	1,501	95	.....	11,035 50	11,035 50
1901-02.....	1,586	85	.....	10,347 25	10,347 25
		Av. 60			
1902-03.....	1,653	67	\$1,388 00	12,501 00	13,889 00
1903-04.....	1,674	21	7,398 50	11,423 25	18,821 75
1904-05.....	1,710	36	17,530 64	16,209 25	33,739 89
		Av. 41			

The average number of permanent teachers appointed during the past three years is nineteen less than for the preceding five years. If this number of teachers were appointed, say on their second year, the expense would be \$11,400 for one year. Deduct this amount from \$33,739.89, and the remainder, \$22,339.89, would appear to be the present cost of special assistants as compared with \$10,000 or \$11,000 four years ago.

## COST PER PUPIL.

The following statement shows the cost per pupil in the various grades of schools for the year 1904-05 as compared with 1894-95, ten years previous:

	High.	Grammar.	Primary.	Kinder- garten.	Evening.	Evening Drawing.
1894-95.....	\$82 91	\$29 98	\$19 73	\$25 40	\$10 59	\$26 09
1904-05.....	95 91	34 75	28 64	29 18	11 81	29 39

Expressed in percentages, these increases show a wide variation, which is not fully to be accounted for by changes in the schedule of salaries of instructors, for example:

	High.	Grammar.	Primary.	Kinder- garten.	Evening.	Evening Drawing.
Increased cost per pupil.....	15.7	15.9	45.2	14.9	11.5	12.6

It would therefore appear that while the cost per pupil in the high and grammar schools and kindergartens has increased at a nearly uniform rate, the cost per pupil in the primary schools has increased to a far greater extent. It would also seem to indicate that in the development and extension of their work the evening schools and evening drawing schools have hardly kept pace with the day schools.

## EMPLOYMENT OF CLERKS IN HIGH AND GRAMMAR SCHOOLS.

The exercise of a false economy usually results in an ultimate cost far greater than would be caused by a

business-like dealing with the proposition involved. If a \$1,000 employee is made to devote his time to work that can be done equally well by one who is paid but \$500, the waste is considerable, not alone so far as the direct expenditure of money is concerned, but also in the indirect loss to the employer of the benefit of the growth in skill and ability of the better paid man who can do ordinary routine work no better than the person drawing half his salary. The head-masters of our high schools are paid \$3,780 per annum. The salary of a grammar master ranges from a minimum of \$2,580 to a maximum of \$3,180. Obviously the time of these principals is far too valuable to be spent in the preparation of routine reports and correspondence, nor is it true economy to require such service of their assistants who could be far more profitably employed in teaching. The growing complexity of the system results in constantly increasing demands for reports and statistics. Requirements of this nature, which are neither unnecessary nor unreasonable, never diminish, but tend always to increase in number. The principals of the various schools, especially the head-masters of high schools, have long felt that little if any part of their time should be devoted to merely clerical work, and yet of necessity they have been obliged to spend time and effort in this direction that could far better be expended in the discharge of administrative duties. There are now twelve high and Latin schools, seven of which have severally more than five hundred pupils in attendance, and two more than one thousand. The clerical work connected with the administration of such schools, especially under the elective system of study now in effect, is enormous. Yet not one of these



schools has a clerk to attend to such matters. One principal who strongly urged that his school be allowed a matron intimated that such an appointment would probably result in certain of his instructors giving more time to teaching and less time to making out reports and statistics.

Would it not be true economy to employ a clerk in each of these schools where instructors are necessarily required to render clerical service, and thus free principal and teachers for other and more important duties which they are really employed to discharge? If it should then be discovered that instructors whose time is not fully occupied are serving in any school, such readjustment should be made as might be found necessary by transfers or reassignment of duties. The adoption of such a plan would tend to reduce the expenditure for salaries of instructors by enabling those already employed to devote their whole time to teaching.

The same argument applies with scarcely less force to the grade schools. There are now sixty-four grammar districts. In ten of these districts there are severally from 700 to 1,000 pupils, in 38 from 1,000 to 1,500 pupils, in 10 from 1,500 to 2,000 pupils, and 6 have more than 2,000 pupils. The regulations prescribe that the principals shall have special charge of the ninth grade; shall give an average of at least two hours a day to instruction; shall visit the primary schools and kindergartens under their charge at least once a week, and shall devote the remainder of their time to the general duties of their office. In one of these districts it would take the master over seven hours to make a call of but ten minutes on

each class in his main building, and if he should spend that time in each room occupied by grammar and primary classes and kindergartens throughout his district, and began his visits at 9 o'clock in the morning, he would not reach the last room until 7 o'clock that night, assuming that he kept steadily on the move and that each class remained continuously in session awaiting his call. The district used in this illustration, while in one of the suburbs, is territorially very compact, and with but short distances separating the various school buildings. The administration of such districts is a task demanding tact, skill, and efficiency, and these qualities, which our principals possess in such large measure, can be better exercised if they are relieved of simple, routine work that takes time rather than a high degree of intelligence for its execution.

#### GAS AND ELECTRIC LIGHT.

Twenty years ago the cost of lighting of school buildings was an insignificant item, but of late years the cost of such service has rapidly increased. Last year there was expended for gas and electric lighting more than \$28,000, and that amount will probably be considerably exceeded this year. Here again the trouble and expense of putting into operation a system whereby the cost of this item in the various buildings, making due allowances for size, location, and whether or not occupied by evening classes, could be given critical and continued examination, would probably be fully justified, especially with relation to the use of electricity, for there is a certain "fatal facility" in turning on an incandescent bulb that tempts even the most careful

person to an unnecessary use of this modern convenience. A morning visit to a class occupying a well lighted room having an easterly exposure in one of our school buildings found the window curtains closely drawn to exclude the rays of the morning sun, and the pupils pursuing their tasks by the aid of the full complement of electric lights — at least sixteen — with which the room was equipped. The corridors of the same building were also unnecessarily lighted by electricity, and here the lights turned off by the surprised visitor were found, on his return, to have been again turned on by unseen hands. An instance such as this of petty waste may seem a trifling thing, and yet the change of a mere fraction of a cent in rate diverts the course of mighty streams of traffic, and one enterprise fails and another succeeds because the latter practices small economies while the former does not. We are informed that in a large building in another city it has been found that a distinct saving has resulted from the employment of a man whose sole duty it is to patrol the various rooms and corridors, turning off, as he goes his rounds, each light that is not actually needed for some definite purpose. This plan may not be adapted to our conditions, but it shows how the problem of securing economy in the use of electric light has been met elsewhere.

#### FUEL.

It would seem desirable to place a direct responsibility in the furnishing of fuel upon the Schoolhouse Custodian, and to require that officer to exercise a careful oversight of its consumption in each building. The production of a maximum number of heat units from a given quantity of coal depends largely upon

careful firing, and as not all janitors are equally skilled in this portion of their duties, a comparison of the methods of those who succeed in sufficiently heating their buildings with a minimum quantity of coal might be utilized for the benefit of all. During the last financial year there was sent to the different schools 21,386 tons of coal which cost \$123,870.48. Ten years ago the average consumption of coal per pupil was 363 pounds. Last year the average consumption was 416 pounds per pupil. This increase, no doubt, is largely due to the adoption of modern methods of heating and ventilation, but it would be well to adopt a system that would disclose whether or not the consumption in any particular building is excessive. If ample provision were made to house in each school building a full year's supply of fuel, there would undoubtedly be a considerable saving of labor and expense, a saving that would continue from year to year as long as the building is in use, and thus justify a slight additional initial expense in the providing of such accommodations.

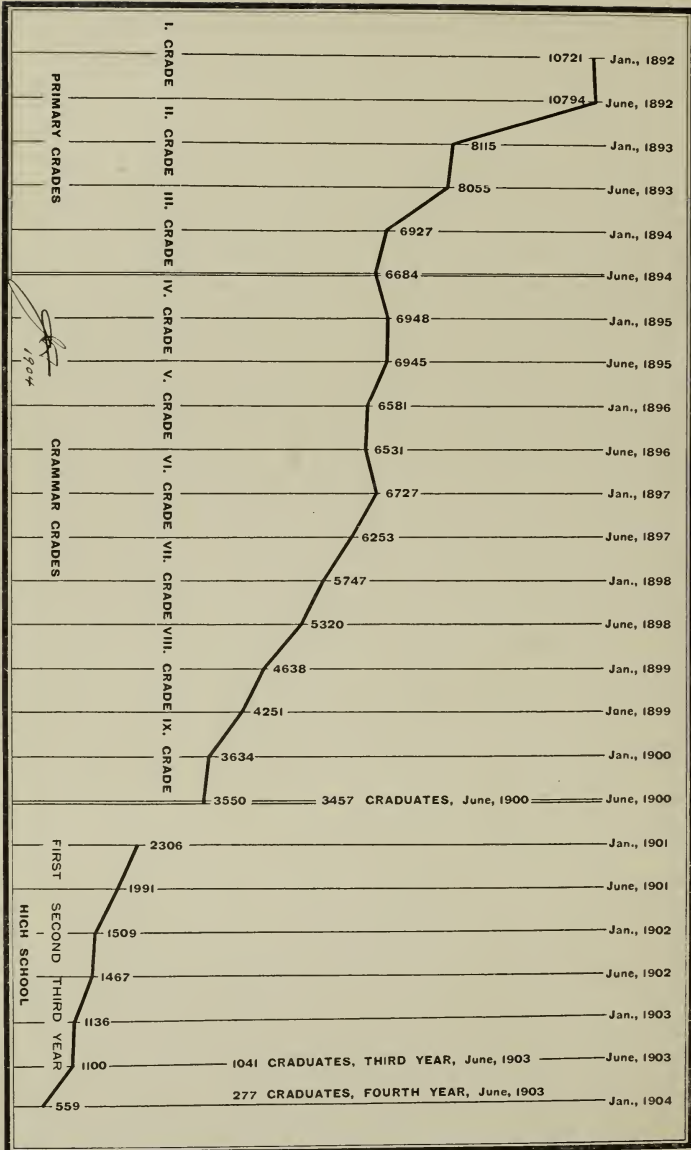
#### SUMMARY.

These are merely superficial comments intended to indicate what might be accomplished by the adoption of a system of comparison and reference by which the comparative and actual cost not only of educating a pupil, but also of the various departments, could be ascertained and traced from year to year, thus aiding in determining whether the cost is justified by results, and whether the expenditure for any given purpose bears a just proportion to the cost of





CHART SHOWING THE LOSS IN PUPILS IN A CLASS PASSING THROUGH ALL GRADES OF THE PUBLIC SCHOOLS.



the whole system, and, further, whether such cost is increasing or decreasing, and at what rate.

If our school system is to remain a living, vital force; if it is to accomplish fully the purpose for which it was created and is maintained, it must conform to the two essentials governing the conduct of all successful modern business enterprises — economy and efficiency.

#### SHRINKAGE IN NUMBER OF PUPILS BETWEEN THE PRIMARY AND HIGH SCHOOLS.

It is perhaps generally assumed that most of the pupils who enter the primary schools ultimately are graduated from the grammar schools, and, in view of the striking and interesting growth of our high schools during recent years, that a very considerable number continue in the system until the completion of a three or four years' course in the high schools. How far this is from the truth a glance at the chart upon the opposite page will disclose. This chart first appeared in another report (Document No. 3, 1905, page 65), and was plotted to show the loss in attendance during the progress of a body of pupils who might have entered the first grade of our primary schools in 1892, and have been graduated at the end of a three years' course in the high schools in 1903. The figures, which were taken from the official statistics, show clearly the loss in attendance which here takes place after January, 1897, when, in the sixth grade, many pupils reach the age when school attendance is no longer compulsory, and enter industrial life.

If this chart correctly reveals the real situation, it certainly indicates the importance of concentrating the most earnest and intelligent study on means and methods by which those pupils who do not progress beyond the grammar schools may acquire such essentials of education as will best fit them to meet the conditions that must inevitably confront them at an early age. The voice of the industrial and commercial world sounds no uncertain summons to the boys and girls of to-day, and many of them must obey at an early age. If the boy born in the country responds to the call of the city, still more does the urban boy feel the influences that draw him from school to the inexorable necessity of gaining a livelihood in an era of sharp competition. The public school system that can best equip him for his place in life is what he has a right to demand, and upon us rests the responsibility of meeting his reasonable requirements.

#### APPROPRIATIONS.

Under the present system of making appropriations for meeting the current expense of school maintenance, which is based upon the taxable valuation of the city, and not on the number of pupils, it is practically impossible to frame an annual budget in pursuance of a definite policy of developing the school system along certain lines for a number of years. If through a marked increase in the average valuation of the city during one period the school appropriation is swelled sufficiently to allow some little extension and expansion, a lower rate of increase in subsequent years, making it necessary to retrench and curb expendi-

tures to meet such conditions, emphasizes the difficulty of regulating expenditures to conform to appropriations depending upon changes in property valuations. The school population grows from year to year without any reference to changes in the taxable valuation of the city, and if the increase in valuation fails to keep pace with the additional number of pupils, it follows that the amount to be expended for the benefit of the individual pupil decreases, and that the efficiency of the whole system, as measured by expenditures, is also diminished. If the appropriation increased in the same ratio as the number of pupils, about \$30,000 additional would have been available for each of the two last years, making a total of \$60,000 to meet the increasing cost of the school system.

#### RULES AND REGULATIONS.

It will of course be necessary to recast the present rules of the Board to conform to the new conditions that will attend the reorganization of the School Committee in January next.

We would suggest that at the same time it would be highly desirable to rearrange the regulations which relate to the general conduct of the schools, and prescribe the duties of instructors and other persons in the employ of the Board not included under the designation of officers. The present regulations, admirable in many respects, and the fruit of long experience and careful study, are not well arranged, nor in all respects harmonious. They have been subjected to so many amendments that the original pattern upon which they were framed has largely disappeared, and diligent search is sometimes necessary before those

who consult them, and upon whom they are supposed to be binding, can be altogether positive of some of their requirements. It would add largely to the convenience of all persons in the service having occasion to refer to them if these regulations should be rearranged, codified, and, if possible, simplified.

Another suggestion in this same connection we deem worth the making. When the Board has once adopted a satisfactory set of rules and regulations it should, so far as possible, abstain from changing them, and, more important still, insist that they shall be implicitly observed. The practice in past years has tended to so many changes that few persons in the system have been able to keep well informed with regard to them. For example, in one year the rules were amended twenty-three times, in another year twenty-five times, and so on. The natural result has been to minimize their importance and to decrease the respect in which they are held. Any regulation once adopted should be impartially and consistently enforced, and violations thereof should not be allowed to pass unnoticed and unproved.

Such a policy is peculiarly essential in Boston because of the manner in which its school system has developed. In former years, largely because of the annexation of neighboring municipalities each jealous of its own school traditions, and under the old system of practical school control by small division committees, many of the schools were in effect "petty duchies" belonging, it is true, to a general federation, but clinging tenaciously to what might be termed "ancient rights and privileges." Little by little the doctrine of centralization has prevailed, the bands



that hold the schools and districts together have been strengthened, the different units brought into close and harmonious relations, until to-day the whole system is far more homogeneous than ever before, to its great and manifest advantage.

#### PRIVATE SCHOOLS *vs.* PUBLIC SCHOOLS.

It is interesting to note that the number of children of school age, which for statistical purposes is between five and fifteen years, who attend the public schools, as compared with those of the same ages who attend the private schools, preserves a fairly constant ratio from year to year.

As the city grows in population and wealth, it is natural to expect that the number of pupils in private schools will increase rapidly, unless the public school system is performing its functions to the community in a manner to merit its respect and confidence. The following statement, however, which has been compiled from the annual school census returns for the past ten years, shows that the private schools contain about one-fifth as many children as the public schools, and that this proportion varies but little from year to year :

## SCHOOL CENSUS.

*Children 5 to 15 Years.*

CENSUS TAKEN.	Number in Public Schools.	Number in Private Schools.	Relation of Private to Public School Membership in Per cent.
May, 1896.....	53,783	12,231	20.8
May, 1897.....	61,850	12,272	19.8
May, 1898.....	63,493	12,681	19.9
September, 1899.....	66,221	13,515	20.4
September, 1900.....	69,260	14,083	20.3
September, 1901.....	72,257	14,051	19.4
September, 1902.....	71,532	15,601	21.8
September, 1903.....	74,312	16,254	21.8
September, 1904.....	75,376	16,090	21.3
September, 1905.....	75,368	15,913	21.1

The figures above presented would seem to indicate that although the public school system does not meet the requirements of a considerable number of people who for one reason or another may prefer to send their children to private schools, yet during a period of ten years there has developed no new or strong current of opinion to draw pupils from the public to the private schools.

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Mr. John O. Norris, head-master of the Charlestown High School, who died June 14, 1905, was born at Chester, N. H., November 22, 1843. Mr. Norris entered the Boston service as usher in the Brimmer School in December, 1868; was appointed sub-master in the English High School in December, 1870, and as master, in the same school, was in charge of its branch in East Boston. He organized and was the first principal of the East Boston High School, and became head-master of the Charlestown High School September 7, 1885. His useful activities were not confined alone to his school. For ten years he served as Chairman of the School Committee of Melrose, where he lived. He was prominent both as a member and as a speaker in various educational and religious clubs and associations. His absolute integrity and fidelity to duty were characteristics that added essentially to his success as a master, and potent influences in obtaining and holding the friendship and esteem of those with whom he came in contact.

Miss Sarah J. Baker, principal of the Dillaway District, died March 11, 1905. Miss Baker became principal of the Dudley School for girls (later the Dillaway School), in Roxbury, in 1861, continuing as such after the annexation of Roxbury in 1868, and was at the time of her death the senior grammar master in point of service in that position. She was the first, and for many years the only, woman holding the position of principal of a grammar district in this city, and administered the interests committed to her care with marked ability and zeal. Of refined character, dignified in

deportment, well equipped in all the qualities essential to success in her profession, Miss Baker achieved an enviable reputation for herself and her school, and enjoyed not only the affection of her pupils and teachers, but the confidence and esteem of the community whose educational interests were her constant and unremitting care. She was able to continue the work in which she so delighted until very near her end, and departed, loved, honored, and respected, leaving a record of a noble life to inspire those who knew her best.

Just as the year and the term of the present Board were drawing to a close came the unexpected and melancholy tidings of the death of Superintendent Conley, which took place on December 20. Only the day before he had been at his office, attending to the customary routine of his duties, apparently in full health and vigor. The dread summons came to him in the prime of life, when years of splendid fruition seemed to stretch before him.

Dr. George H. Conley was born in Lowell, Mass., October 11, 1853, and received his early education in the public schools of that city. He was graduated from the College of the Holy Cross in the class of 1874, and was recently honored by his alma mater with the degree of LL.D. Subsequently he attended the seminary of St. Sulpice, in Montreal, and spent some time in travel and study in Europe. He then became master of the Horace Mann Grammar School in Lowell, and was later transferred to a similar position in the Benjamin F. Butler School of that city. He was elected Superintendent of the Public Schools

in Lowell in 1883, and resigned in 1886 to become a member of the Board of Supervisors of the Boston Public Schools, to which position he was elected on March 9 of that year. On September 1, 1904, he assumed the duties of Superintendent of the Public Schools of Boston, having been elected thereto in the preceding July.

He was President of the Middlesex County Teachers' Association in 1885. For many years he was active in the work of the National Educational Association, especially in the Department of Superintendence, in which he held high office. He had been a member of the Massachusetts State Board of Education since 1893. He was lately honored by Tufts College, which conferred upon him the degree of Litt. D.

It is difficult to speak adequately of Dr. Conley's personal and educational qualities. He was a gentleman of the finest instincts, an accomplished scholar, a faithful public officer, a wise and admirably equipped educational leader.

Generous, whole-souled, and genial, always courteous in bearing, ever considerate of the rights and feelings of others, the personal attributes that win the love and respect of our fellows were his in largest measure, and beneath all there was a character of solid worth, actuated only by the highest principles of morality, honesty and justice.

He brought to the position of Superintendent sound scholarship, long experience, and the ripened judgment of a mature mind in the full zenith of its powers. His extended service as Supervisor necessarily gave him an intimate acquaintance with our public



schools, and strengthened his grasp upon the many problems that continually present themselves in the administration of a large school system. He was always easily master of his work, and his mental horizon was wide enough to enable him to discharge with unfailing skill and sagacity the manifold duties and responsibilities that rested upon him.

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Respectfully submitted,

MARY A. DIERKES,  
*Chairman,*  
JOHN D. DRUM,  
FRANCIS W. FALVEY.



