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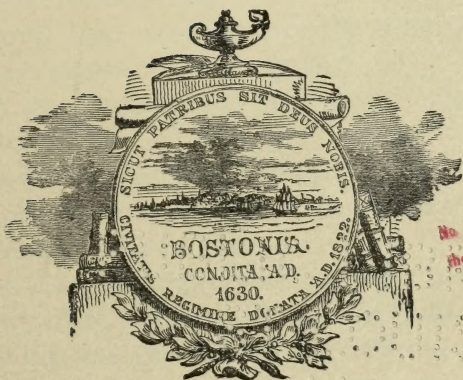
OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

FOR THE YEAR 1907



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1907

DOCUMENTS

SCHOOL COMMITTEE

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SCHOOL DOCUMENT NO. 1—1907.

EXPENDITURES FOR THE PUBLIC SCHOOLS.

FINANCIAL REPORT

OF

SCHOOL COMMITTEE.



335515

BOSTON :

MUNICIPAL PRINTING OFFICE.

1907.



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FINANCIAL REPORT.

EXPENDITURES FOR THE PUBLIC SCHOOLS — FINANCIAL YEAR 1906-1907.

MASON STREET, BOSTON, March, 1907.

To the School Committee :

The undersigned herewith submits the following report of the receipts and expenditures for carrying on the Public Schools for the financial year 1906-1907.

Respectfully submitted,

WILLIAM J. PORTER,

Auditor.

Under date of April 2, 1906, the School Committee appropriated for the running expenses of the schools the sum of \$3,744,200; of this amount \$267,400 was set apart for Rents and Repairs of School-houses, leaving a balance of \$3,476,800.

Under date of November 19, 1906, and of January 7, 1907, the following orders were passed by the School Committee respectively :

Ordered, That the sum of fifty seven hundred dollars (\$5,700) is hereby transferred from the amount appropriated under the head of "Fuel and Light," School Committee, to the item "Rents of Hired School Accommodations," School-house Department.

Ordered, That the sum of fifteen thousand dollars (\$15,000) is hereby transferred from the amount appropriated under the head of "Fuel and Light," School Committee, to the item "Repairs and Alterations of School Buildings," Schoolhouse Department.

These transfers reduced the appropriation for expenditures by the School Committee to \$3,456,100, divided among the various items as follows:

Salaries of instructors	\$2,802,000 00
Salaries of officers	87,700 00
Salaries of janitors	231,000 00
Fuel and light	146,300 00
Supplies and incidentals	189,100 00
Total	<u>\$3,456 100 00</u>

The following was the cost for maintaining the Public Schools the past year:

Salaries of instructors	\$2,821,314 52
Salaries of officers	86,929 49
Salaries of janitors	227,268 09
Fuel and light	135,575 11
Supplies and incidentals:	
Books	\$56,700 87
Printing	10,019 68
Stationery and drawing materials	30,821 13
Miscellaneous items	82,866 77
	<u>180,408 45</u>
School-house repairs, rents, etc.	288,100 00
Expended from appropriation	\$3,739,595 66
From income of Gibson and other funds	4,050 64
Total expenditure	<u>\$3,743,646 30</u>
Total income	56,420 11
Net expenditure	<u>\$3,687,226 19</u>
Net expenditure brought down	\$3,687,226 19
Net cost of new school-houses (special)	713,457 77
Total net cost	<u>\$4,400,683 96</u>

The net ordinary expenses, compared with those for 1905-1906, show an increase of \$66,656.56.

The average number of pupils belonging to the different grades the past year was 108,186. The average cost per pupil amounted to \$34.08, a decrease, as compared with that for the previous year, of two cents per pupil.

The number of instructors, including 6 teachers on half pay, on the pay-rolls January 1, 1907, was 2,323, divided among the several grades of schools as follows : High Schools, 250 ; Grammar Schools, 1,049 ; Primary Schools, 734 ; Horace Mann School, 16 ; Kindergartens, 204 ; Wood-working, 43 ; Cookery, 27 ; making an increase of 42 instructors since January 1, 1906.

In addition there have been 91 temporary teachers and 268 special assistants employed in the day schools, an average of 363 instructors in the Evening and Evening Drawing Schools, and 136 special instructors, including 49 teachers of sewing, making a total of 3,181 instructors on the pay-rolls during the year.

The gross expenses, compared with those for 1905-06 show a variation in the different items of the appropriation under the charge of the School Committee as follows :

Salaries of instructors increased	\$144,313 96
Salaries of officers "	3,357 42
Salaries of janitors "	4,534 47
	<u>\$152,205 85</u>
Fuel and light decreased	\$27,728 42
Supplies and incidentals decreased	9,910 15
	<u>37,638 57</u>
Increase for the year, gross	<u>\$114,567 28</u>

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

Normal School	\$132 72	English High School	\$82 97
Latin School	94 94	Girls' High School	51 70
Girls' Latin School	55 78	High School of Commerce	40 30
Brighton High School	79 52	Mechanic Arts High School,	84 32
Charlestown High School,	80 56	Roxbury High School	73 81
Dorchester High School	49 54	South Boston High School,	59 00
East Boston High School	72 02	West Roxbury High School,	69 10
Average cost, \$70.04.			

The average salary paid during the year to each regular

High School instructor was	\$2,009 67
Grammar School instructor was	1,103 21
Primary School instructor was	865 85
Kindergarten instructor was	652 44

During the year \$152,442.55 was paid for instruction by special teachers, as follows:

Sewing: 49 teachers, 531 divisions	\$42,239 67
Music: director	3,050 00
8 assistants	14,073 38
Drawing and Manual Training:	
director	2,860 00
4 assistants	6,744 18
4 special teachers, Manual Training and Mechanical	
Drawing, Dorchester High School	3,327 23
special teacher, English High School	2,525 58
Roxbury High School	1,242 20
South Boston High School	1,048 17
West Roxbury High School	1,220 00
Modern Languages: 5 assistants	7,891 00
Physical Training: director	3,050 00
4 assistants	5,791 36
Military Drill: instructor and armorer	3,087 17
Kindergarten Methods: director	2,087 00
Vocal and Physical Training and Reading: 11 instructors	11,768 49
Commercial branches: 18 instructors	24,697 92
Special assistants, Mechanic Arts High School	3,161 66
Chemistry: instructor, Girls' High School	1,647 00
assistant, Girls' High School	963 60
Medical Inspector	267 96
Director of Evening and Vacation Schools	418 00
Supervisor of Substitutes	936 33
Household Science and Arts: 1 instructor	1,118 32
Special ungraded classes	7,226 33
 Total for special instructors	 <u>\$152,442 55</u>

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with 1905-06.

REPORT OF EXPENDITURES.

7

High Schools, pupils increased	90; salaries increased	\$38,567 15
Grammar " " "	1,714; " "	69,397 24
Primary " " "	122; " "	26,522 08
Kindergartens " " "	145; " "	20,508 82
Horace Mann School, pupils decreased	13; " "	636 34
Manual Training Schools, salaries increased	.	5,574 75
		<u>\$161,207 28</u>

Evening Schools, pupils decreased 69; salaries decreased	.	\$3,071 50
Evening Drawing Schools, pupils increased 26; salaries decreased	.	3,028 00
Educational Centres, salaries decreased	.	9,477 25
Vacation Schools " "	.	656 75
Special classes and special teachers (pupils included in grammar schools), salaries decreased	.	659 82
Spectacle Island, pupils decreased 4.		
		<u>16,893 32</u>
Total increase in pupils, 2,011; in salaries	.	<u>\$144,313 96</u>

In compliance with the rules the city deducted during the year for absences of instructors \$28,571.66 and paid for substitutes \$21,608.79, showing a financial gain to the city of \$6,962.87. The following shows the absences by grades :

	Number of Instructors Absent.	Amount Deducted.	Number of Substitutes Employed.	Amount Paid.
Normal, Latin and High Schools.....	79	\$4,640 42	25	\$2,446 92
Grammar Schools.....	739	12,963 64	418	10,077 35
Primary Schools	448	8,185 22	390	7,118 67
Kindergartens.	116	1,413 35	59	1,044 30
Horace Mann School.	8	153 00	6	89 70
Special Instructors.	35	1,216 03	20	831 85
Totals.....	1,425	\$28,571 66	918	\$21,608 79

The following shows the Expenditures and Income in detail:

SALARIES OF INSTRUCTORS.

High Schools.

Normal	\$32,251 52	
Public Latin	58,290 19	
Girls' Latin	23,483 24	
Brighton High	22,423 90	
Charlestown High	22,959 88	
Dorchester High	60,489 34	
East Boston High	28,446 91	
English High	81,394 36	
Girls' High	59,501 03	
High School of Commerce	5,561 35	
Mechanic Arts High	60,708 52	
Roxbury High	47,456 96	
South Boston High	30,737 49	
West Roxbury High	28,329 33	
	<hr/>	
Total for High Schools		\$562,034 02

Grammar Schools.

Adams	\$17,131 53	
Agassiz	22,330 52	
Bennett	17,813 42	
Bigelow	22,281 36	
Blackinton	15,850 01	
Bowditch	17,842 50	
Bowdoin	14,750 33	
Brimmer	16,217 05	
Bunker Hill	16,908 21	
Chapman	19,868 81	
Charles Sumner	17,806 29	
Christopher Gibson	15,917 94	
Comins	16,631 75	
Dearborn	23,227 79	
Dillaway	20,152 69	
Dudley	23,175 16	
Dwight	16,624 88	
Edward Everett	19,558 93	
Eliot	30,141 22	
Emerson	19,916 68	
Everett	16,291 54	
Franklin	18,802 34	
	<hr/>	
<i>Carried forward</i>	\$419,240 95	\$562,034 02

REPORT OF EXPENDITURES.

<i>Brought forward</i>	\$419,240 95	\$562,034 02
Frothingham	19,849 58	
Gaston	20,944 63	
George Putnam	15,237 89	
Gilbert Stuart	15,664 38	
Hancock	26,755 70	
Harvard	16,643 52	
Henry L. Pierce	18,869 61	
Hugh O'Brien	23,582 26	
Hyde	17,240 68	
Jefferson	13,513 83	
John A. Andrew	21,483 80	
Lawrence	14,840 60	
Lewis	24,867 88	
Lincoln	17,207 17	
Longfellow	18,473 65	
Lowell	19,849 17	
Lyman	24,972 44	
Martin	18,123 46	
Mary Hemenway	22,628 91	
Mather	29,489 11	
Minot	12,220 45	
Norcross	16,580 61	
Oliver Hazard Perry	14,192 00	
Oliver Wendell Holmes	22,117 23	
Phillips	27,748 72	
Phillips Brooks	22,813 03	
Prescott	15,668 73	
Prince	19,077 66	
Quincy	16,611 60	
Rice	15,265 06	
Robert G. Shaw	15,964 11	
Roger Wolcott	24,394 89	
Sherwin	16,479 20	
Shurtleff	16,032 58	
Thomas Gardner	18,079 26	
Thomas N. Hart	17,203 31	
Warren	17,585 02	
Washington	20,503 68	
Washington Allston	15,287 26	
Wells	20,957 89	
William E. Russell	19,980 69	
Winthrop	19,025 86	
 	<hr/>	
Total for Grammar Schools		1,223,268 06
<i>Carried forward</i>		\$1,785,302 08

Brought forward \$1,785,302 08

Primary Schools by Districts.

Adams District	\$9,974 25	
Agassiz "	7,475 05	
Bennett "	8,754 92	
Bigelow "	10,880 28	
Blackinton "	7,841 12	
Bowditch "	13,097 22	
Bowdoin "	9,858 09	
Brimmer "	6,522 32	
Bunker Hill District	8,970 58	
Chapman "	9,120 38	
Charles Sumner "	9,148 56	
Christopher Gibson District	5,082 85	
Comins District	7,405 83	
Dearborn "	17,390 32	
Dillaway "	12,877 62	
Dudley "	15,133 10	
Dwight "	11,898 13	
Edward Everett District	8,584 03	
Eliot District	15,254 39	
Emerson "	8,476 35	
Everett "	8,990 21	
Franklin "	13,277 89	
Frothingham District	10,064 06	
Gaston "	7,425 06	
George Putnam "	9,102 35	
Gilbert Stuart "	5,696 11	
Hancock "	21,955 22	
Harvard "	9,708 58	
Henry L. Pierce "	6,715 55	
Hugh O'Brien "	11,386 09	
Hyde "	8,277 55	
Jefferson "	6,128 58	
John A. Andrew "	9,914 86	
Lawrence "	12,465 32	
Lewis "	11,523 87	
Lincoln "	6,722 55	
Longfellow "	5,764 62	
Lowell "	10,593 59	
Lyman "	14,672 19	
Martin "	6,214 55	
Mary Hemenway District	9,693 12	
Mather District	15,501 13	
<i>Carried forward</i>	\$425,538 44	\$1,785,302 08

<i>Brought forward</i>	\$425,538 44	\$1,785,302 08
Minot District	5,486 17	
Norcross "	10,544 34	
Oliver Hazard Perry District	8,947 14	
Oliver Wendell Holmes "	14,111 42	
Phillips District	1,488 67	
Phillips Brooks District	15,157 91	
Prescott District	7,904 69	
Prince "	8,348 29	
Quincy "	11,246 31	
Rice "	5,439 35	
Robert G. Shaw District	5,809 00	
Roger Wolcott "	12,271 69	
Sherwin "	11,315 84	
Shurtleff "	6,576 84	
Thomas Gardner "	10,684 87	
Thomas N. Hart "	11,479 63	
Warren "	7,506 36	
Washington "	17,407 72	
Washington Allston District	5,831 58	
Wells District	26,534 18	
William E. Russell District	11,676 05	
Winthrop District	6,936 64	
	<hr/>	
Total for Primary Schools		648,243 13

Special Schools.

Horace Mann	\$22,250 80	
Kindergartens, including maids,	142,021 17	
Manual Training	68,841 56	
Vacation	6,256 25	
	<hr/>	
		\$239,369 78

Evening High Schools.

Central	\$12,826 50	
Charlestown	4,146 00	
East Boston	3,564 50	
Roxbury	6,510 50	
South Boston	6,593 00	
	<hr/>	
		33,640 50

Evening Elementary Schools.

Bigelow	\$5,250 00	
Bowdoin	4,626 00	
Eliot	8,791 50	
Franklin	4,534 50	
Hancock	5,554 00	
	<hr/>	
<i>Carried forward</i>	\$26,756 00	\$273,010 28
		\$2,433,545 21

<i>Brought forward</i>	\$26,756 00	\$273,010 28	\$2,433,545 21
Lincoln	1,598 00		
Lyman	4,786 00		
Mather	2,238 00		
Quincy	2,966 00		
Sherwin	4,049 00		
Warren	2,308 00		
Washington Allston	2,526 50		
Wells	5,233 50		
	<hr/>	52,461 00	

Evening Drawing Schools.

Charlestown	\$2,024 00		
East Boston	1,978 00		
Mechanic Arts High	2,274 00		
Roxbury	2,940 00		
Warren-av.	2,232 00		
Warren-av. Design	976 00		
	<hr/>	12,424 00	

Special Instructors.

Director of Kindergartens	\$2,087 00		
Director of Evening and Vacation Schools	418 00		
Supervisor of Substitutes	936 33		
Drawing	8,768 18		
Military Drill	3,087 17		
Music	17,123 38		
Physical Training	8,841 36		
Special Classes	7,226 33		
Household Science and Arts	1,118 32		
Medical Inspector	267 96		
	<hr/>	49,874 03	

Total for Special Schools and Special Instructors 387,769 31

Total for School Instructors \$2,821,314 52

SALARIES OF OFFICERS.

Superintendent	\$4,666 67
Superintendent's clerks (four)	4,594 00
Superintendent's temporary clerks	502 33
Assistant Superintendents (five)	20,996 00
Clerk to Assistant Superintendents	213 50
Temporary clerks to Assistant Superintendents	317 50
Secretary	3,515 00
Secretary's assistants (four)	3,337 67
	<hr/>
<i>Carried forward</i>	\$38,142 67

REPORT OF EXPENDITURES.

<i>Brought forward</i>	\$38,142 67
Auditor	3,515 00
Auditor's assistants (two)	2,012 00
Assistant in offices of Secretary and Auditor	854 00
Copyist in office of Auditor	1,024 80
Business Agent	441 00
Assistants, Supply Department (three)	2,820 00
Schoolhouse Custodian	2,037 40
Schoolhouse Custodian's Clerk	498 00
City Treasurer, as Custodian	1,525 00
Messengers (five)	3,626 88
Truant Officers (twenty-three), including Chief	30,432 79
Total for Officers	<u><u>\$86,929 49</u></u>

SALARIES OF JANITORS.

High Schools	\$34,009 34
Grammar Schools	92,312 53
Primary Schools	92,125 64
Kindergartens	1,024 00
Horace Mann	1,519 50
Evening Schools	4,607 87
Evening Drawing Schools	482 38
Manual Training Schools	547 13
Vacation Schools	639 70
Total for Janitors	<u><u>\$227,268 09</u></u>

For further details of the cost for Salaries of Janitors, see pages 34-35-36 of this report.

SUPPLIES AND INCIDENTALS.

Text-books	\$42,955 96	
Writing books	7,913 46	
Reference books	936 47	
Record books	501 73	
Books for supplementary reading	4,393 25	
		\$56,700 87
Stationery, including postage	\$22,477 62	
Drawing materials	8,343 51	
Blackboard materials	427 19	
Manual training supplies	22,793 28	
Sewing materials	334 57	
Pianos, covers and repairs	2,613 25	
Tuning and care of pianos	1,320 00	
<i>Carried forward</i>	\$58,309 42	\$56,700 87

<i>Brought forward</i>	\$58,309 42	\$56,700 87
Kindergarten supplies	1,654 60	
Philosophical, chemical, and mathematical apparatus and supplies	5,823 33	
Globes, maps, and charts	674 39	
Typewriters and supplies	1,814 97	
Supplies for Vacation Schools	712 13	
Supplies for Special Classes	78 65	
Supplies for Nursing Classes	19 80	
Subscriptions, Post and Advertiser	9 00	
	<hr/>	69,096 29
Diplomas	\$2,368 26	
Military drill: arms, lunch for regiment, etc.	1,214 19	
Badges for licensed minors.	374 20	
	<hr/>	3,956 65
School census	\$1,600 00	
Tuition paid town of Brookline.	1,753 50	
Tuition paid Massachusetts cities and towns for Boston wards	5,731 25	
	<hr/>	9,084 75
Car and ferry tickets (refunded by State, \$2,128 80).	\$5,463 55	
Janitors' and other supplies	9,997 85	
Removing ashes	1,800 00	
New flags and repairing of old	362 13	
	<hr/>	17,623 53
Annual festival	\$2,593 54	
Reports of proceedings, School Committee, Carriage hire	1,846 24	
Refreshments, School Committee	27 00	
Refreshments, School Committee	96 15	
Rent of office, Schoolhouse Custodian	62 50	
	<hr/>	4,625 43
Printing and stock	\$10,019 68	
Cost of work for delivering supplies, includ- ing salaries, expenses of teaming, etc.	3,189 49	
Express and cartage	308 65	
Extra labor and clerk hire	425 30	
Extra labor, teachers' examinations	200 00	
Advertising	239 53	
District telegraph and telephone	471 71	
Bath expenses: towels and washing same, Wrapping paper and twine.	925 23	
Emergency supplies	80 64	
Emergency supplies	2 89	
Legal expenses: Charles M. Clay and George C. Mann	240 00	
	<hr/>	<hr/>
<i>Carried forward</i>	\$16,103 12	\$161,087 52

REPORT OF EXPENDITURES.

<i>Brought forward</i>	\$16,103 12	\$161,087 52
Reporting investigation, Washington School	2,554 40	
Transparency	15 00	
	<hr/>	18,672 52
Exhibit in Bowdoin School	\$84 13	
Flowers and engrossing memorials	47 35	
Travelling expenses: Superintendent, Supervisors, and Instructors	412 30	
Incidental expenses: Lectures	38 00	
Sundry small items	66 63	
	<hr/>	648 41
Total for Supplies and Incidentals		<u><u>\$180,408 45</u></u>

FUEL AND LIGHT.

13,513 tons of coal from Marston Coal Co.		\$59,345 42
5,466 " " " " Metropolitan Coal Co.		27,121 80
1,933 " " " " Massachusetts Wharf Coal Co.		8,368 91
858 " " " " Batchelder Bros.		4,806 07
300 " " " " John Morrison Co.		1,676 22
186 " " " " Curran & Burton Coal Co.		792 29
	<hr/>	
22,256 tons in all, costing		\$102,110 71
(Average cost per ton, \$4.59.)		
Expenses checking weight of coal		220 00
363 cords of wood from Overseers of the Poor		3,944 45
(Average cost per cord, \$10.87)		
Electric power		2,974 83
Electric light	\$18,319 16	
Gas	8,005 96	
	<hr/>	26,325 12
Total for Fuel and Light		<u><u>\$135,575 11</u></u>

The schools were supplied with coal as follows:

HIGH SCHOOLS.

	Tons.		Tons.
Latin and English High	672	Roxbury High	241
Mechanic Arts High	535	Brighton High	180
Dorchester High	358	Charlestown High (Copley School)	105
Girls' High	343	Girls' Latin (Copley square),	60
South Boston High	300	High School of Commerce	23
West Roxbury High	273		
East Boston High	245	Total	<u><u>3,335</u></u>

GRAMMAR SCHOOLS.

	Tons.		Tons.
Mather	382	Gilbert Stuart	126
Washington	375	Henry L. Pierce	125
Dearborn	325	Lowell	125
Thomas Gardner	295	Bunker Hill	121
Oliver Wendell Holmes	287	Charles Sumner	121
Jefferson	260	Edward Everett	120
Bowdoin	245	Eliot	117
Oliver Hazard Perry	231	Everett	116
Bigelow	226	Dillaway	115
Phillips Brooks	221	Emerson	115
Chapman	215	Thomas N. Hart	113
Sherwin	210	Winthrop	113
William E. Russell	207	Washington Allston	112
Roger Wolcott	195	Wells	110
Mary Hemenway	176	Warren	109
Hyde	172	George Putnam	105
Hugh O'Brien	167	Longfellow	105
Gaston	165	Martin	105
Shurtleff	165	Blackinton	100
Lyman	164	Brimmer	100
Hancock	163	Dwight	100
Christopher Gibson	160	Harvard	100
Lewis	155	John A. Andrew	100
Agassiz	151	Norcross	100
Bowditch	151	Phillips	99
Quincy	148	Prescott	96
Dudley	145	Bennett	90
Lincoln	145	Prince	87
Franklin	144	Comins	86
Adams	137	Robert G. Shaw	75
Lawrence	135	Minot	46
Rice	135		
Frothingham	127		
		Total	<u>9,831</u>

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

	Tons.
High Schools	3,335
Grammar Schools	9,831
Primary and Special Schools	9,090
Total number of tons	<u>22,256</u>

During the year, February 1, 1906, to February 1, 1907, the following sums were appropriated for and expended by the Schoolhouse Department for furniture, repairs, alterations, rents, and expenses of the Commission :

February 1, 1906, appropriation	\$267,400 00
November 19, 1906, additional appropriation	5,700 00
January 7, 1907, additional appropriation	15,000 00
	<hr/>
	<u>\$288,100 00</u>

FURNITURE, REPAIRS, ETC.

Carpentry, lumber, and hardware	\$51,259 17
Furniture	33,593 48
Heating apparatus	31,262 28
Salaries of inspectors	12,482 18
Roofing and gutters	11,739 40
Painting and glazing	11,007 25
Masonry, paving, and drains	10,560 72
Plumbing	9,664 17
Electric wiring and fixtures	6,643 37
Electric bells and telephone systems	6,296 34
Salaries, Engineering Department	5,364 67
Grading yards and building retaining walls	5,163 55
Rental and care auxiliary fire-alarm boxes	4,991 86
Blackboards, new slate, and setting up	4,760 37
Asphalting	3,306 78
Gas fitting and fixtures	3,752 20
Ventilation (galvanized-iron work)	3,610 30
Iron fences and wire-screen work	3,286 42
Whitening and plastering	3,278 35
Printing, stationery, and postage	2,583 17
Automobile expenses	2,545 09
Cleaning building and janitors' supplies	1,618 76
Locksmithing	1,543 37
Care of lawns and planting	1,497 57
Electric clock systems	1,461 71
Blackboards, repairs	1,255 51
Travelling expenses	1,182 98
Teaming	962 14
Flag-staffs, new, and care of old	707 28
Electric motors and engines	706 56
Gymnasium apparatus	478 66
Horse keeping	433 60
	<hr/>
<i>Carried forward</i>	\$238,999 26

<i>Brought forward</i>	\$238,999 26
Rubber stair treads	384 35
Boiler insurance	282 91
Expert services on sale of school buildings	200 00
Plans, blue printing and advertising	121 16
	<hr/> \$239,987 68

RENTALS, ETC.

Beech-street lot, Roslindale	\$125 00
Bennington-street lot, East Boston	195 00
Brooks street, Brighton	600 00
Centre-street lot, Dorchester	200 00
27 Chambers street, West End	200 00
38 Chambers street (St. Andrew's Chapel)	630 00
Chauncy Hall, Copley square	11,105 00
147 Columbus avenue	1,083 33
484 East Fourth street, South Boston	613 00
Eliot street, Jamaica Plain, Trustee Building, Germania Hall, 1448 Columbus avenue, Roxbury	1,800 00
Greenwood Hall, Glenway, Dorchester	240 00
17 Hewlett street, Roslindale	240 00
170 Lauriat avenue, Dorchester	1,200 00
20 Parmenter street (North End Union)	1,700 00
32 Parmenter street	183 34
8 Pearl street, Charlestown	733 00
399 Saratoga street, East Boston	300 00
238 Tremont street	1,110 44
1508 Tremont street, Roxbury	100 00
1518 Tremont street, Roxbury	100 00
Unitarian Church, South street, Roslindale	600 00
727 Walk Hill street, Dorchester	60 00
63-63A Warrenton street, City proper	1,590 82
1008 Washington street, City proper	50 00
2307 Washington street, Roxbury	521 34
	<hr/> \$25,580 27

ADMINISTRATION EXPENSES.

Salaries	\$15,930 10
Rental of offices	4,200 00
Care of office and electric light	1,035 50
Messenger service and telephone	767 08
Stationery	392 68
Repairs and furniture	206 69
	<hr/> 22,532 05
Total for furniture, repairs, rents, etc.	<hr/> <u>\$288,100 00</u>

The following statements show the money available under the control of the Schoolhouse Department, and the expense incurred by it, under authority granted, for completing and furnishing school buildings, and land and buildings for schools, for the financial year 1906-07 :

AMOUNT AVAILABLE.

February 1, 1906, balance of appropriation . . .	\$1,653,800 89
Amount received from sale of old buildings . . .	3,025 00
	<hr/>
	\$1,656,825 89

EXPENDITURES.

Sanitation:

Cottage-place School . . .	\$1,452 03	
Hyde School . . .	14,344 20	
Painting latrines . . .	1,063 70	
	<hr/>	\$16,859 93

Fire protection:

Putting extension bolts on front doors —		
Andrew School . . .	\$31 50	
Common-street School . . .	16 90	
Dorchester High School . . .	66 93	
Gaston School . . .	40 75	
Phillips-street School . . .	28 00	
Polk-street School . . .	37 45	

Fire-gongs:

Hawes Hall and Simonds		
Schools . . .	114 76	
Sharp School . . .	50 10	
Skinner School . . .	49 65	

Fire-proofing cellar stairs:

Sharp School . . .	93 00	
Fire extinguishers . . .	128 40	

Fire escapes:

Agassiz School . . .	179 55	
Sharp School . . .	1,765 00	
Tileston School . . .	150 00	
	<hr/>	2,751 99

Sites, erecting, grading and planting of lots, and furnishing of new buildings:

Addition, Dorchester High School —		
Building . . .	1,800 00	

Charlestown High School:

Building . . .	204,638 42	
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Elementary School, Bennett District:

Site (advertising) . . .	28 70	
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<i>Carried forward</i> . . .	<hr/>	<hr/>
	\$226,079 04	\$1,656,825 89

<i>Brought forward</i>	\$226,079 04	\$1,656,825 89
Mechanic Arts High School, extension:		
Building	8,163 68	
Dearborn School:		
Building	\$51,053 72	
Furnishing	3,614 35	
	<hr/>	54,668 07
Oliver Wendell Holmes School :		
Building	\$173 83	
Furnishing	393 30	
	<hr/>	567 13
Thomas Gardner School:		
Building	\$1,958 53	
Furnishing	203 00	
	<hr/>	2,161 53
Normal and Latin School group:		
Building	311,954 27	
William E. Endicott School:		
Building	\$18,893 09	
Furnishing	2,482 42	
	<hr/>	21,375 51
John Greenleaf Whittier School :		
Building	\$2,554 19	
Furnishing	79 30	
	<hr/>	2,633 49
Nathaniel Hawthorne School :		
Building	\$41,198 63	
Furnishing	1,853 30	
	<hr/>	43,051 93
Samuel W. Mason School :		
Building	\$472 36	
Furnishing	161 00	
	<hr/>	633 36
Sarah J. Baker School :		
Building	\$26,008 90	
Furnishing	3,423 70	
	<hr/>	29,432 60
Tuckerman School :		
Building	719 74	
Miscellaneous :		
Engineering expenses	\$8,557 68	
Incidental expenses	6,484 74	
	<hr/>	15,042 42
 Total expenditure of 1906-07	 \$716,482 77	
Amount voted and set aside, but not expended to date, for fire protection, engineering, office expenses, sites, construction and furnishing of new buildings	752,600 92	
Balance of appropriation, undisturbed	187,742 20	
	<hr/>	
	<u>\$1,656,825 89</u>	<u>\$1,656,825 89</u>

The following gives the expenditures for the various grades of schools:

NORMAL, LATIN, AND HIGH SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the High Schools during the financial year 1906-07:

Salaries of instructors	\$562,034 02
Expenditures for text-books, maps, globes, drawing materials, stationery, etc.	29,931 50
Salaries of janitors	34,009 34
Fuel and light	17,592 91
	<hr/>
	\$643,567 77
Rent, furniture, repairs, etc.	46,212 29
	<hr/>
Total expense for High Schools	<u>\$689,780 06</u>

Number of instructors in High Schools, exclusive of temporary teachers and special instructors	250
Salaries paid the same	\$502,417 95
Average amount paid each instructor	\$2,009 67
Temporary teachers employed	10
Salaries paid the same	\$1,290 50
Average number of pupils belonging	8,025
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	\$58,325 57
Average cost of each pupil	\$85 95
Average number of pupils to a regular instructor, including principal	32
The original cost of the buildings and land for the several High Schools to January 1, 1907, amounted in the aggregate to about	\$4,305,000 00

GRAMMAR SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the Grammar Schools for the financial year 1906-07 :

Salaries of instructors	\$1,223,268	06
Salaries of janitors	92,312	53
Books, drawing materials, and stationery	47,298	18
Apparatus	185	52
Fuel and light	56,754	89
Janitors' supplies	4,257	60
Miscellaneous items	3,933	65
	<hr/>	
	\$1,428,010	43
Rent, furniture, repairs, etc.	96,311	46
	<hr/>	
Total expense for Grammar Schools	\$1,524,321	89

Number of instructors in Grammar Schools, exclusive of temporary teachers and instruc- tors in sewing		1,049
Salaries paid the same	\$1,157,267	89
Average amount paid each instructor	\$1,103	21
Temporary teachers employed		55
Salaries paid the same	\$6,451	00
Special assistants employed		131
Salaries paid the same	\$17,309	50
Average number of pupils belonging		49,021
Average cost of each pupil	\$31	10
Average number of pupils to an instructor, including principal, and exclusive of special instructors mentioned		47

Forty-nine instructors in sewing were employed, who taught 531 divisions. Total amount paid to sewing instructors, \$42,239.67 ; average amount to each, \$862.03.

PRIMARY SCHOOLS.

Expenditures made by the School Committee and the Schoolhouse Department for the Primary Schools for the financial year 1906-07:

Salaries of instructors	\$648,243 13
Salaries of janitors	92,125 64
Books, drawing materials, and stationery	13,391 11
Apparatus	19 92
Fuel and light	47,623 64
Janitors' supplies	4,252 54
Miscellaneous items	1,059 86
	<hr/>
	\$806,715 84
Rents, furniture, repairs, etc.	63,411 43
	<hr/>
Totals expense for Primary Schools	<u>\$870,127 27</u>

Number of instructors in Primary Schools, exclusive of temporary teachers and special assistants	734
Salaries paid the same	\$635,532 13
Average amount paid to each instructor	\$865 85
Temporary teachers employed	13
Salaries paid the same	\$1,004 50
Special assistants employed	103
Salaries paid the same	\$11,706 50
Average number of pupils belonging	33,407
Average cost to each pupil	\$26 05
Average number of pupils to an instructor	46
The original cost of the several buildings, with the land, used for Grammar and Primary Schools, to January 1, 1907, amounted in the aggregate to about	\$16,205,000 00

KINDERGARTENS.

Salaries of instructors, including services of maids	\$142,021 17
Kindergarten materials, etc.	1,444 60
Books, drawing materials, and stationery	116 41
Salaries of janitors	1,024 00
Fuel and light	581 24
Miscellaneous items	408 09
Repairs, furniture, etc.	9,245 17
Total expense for Kindergartens	<u>\$154,840 68</u>

Average number of pupils belonging, 5,635.

Average cost of each pupil, \$27.48

Number of instructors, 204.

Average number of pupils to an instructor, 28.

Amount paid for maid service, \$8,923.50.

Average amount paid to each instructor, \$652.44.

HORACE MANN SCHOOL FOR THE DEAF.

Salaries of instructors	\$22,250 80
Books, stationery, etc.	92 01
Car-fares and miscellaneous items	3,194 10
Salaries of janitors	1,519 50
Fuel and light	402 83
Furniture, repairs, etc.	1,191 93
Total expense for the school	<u>\$28,651 17</u>

Number of instructors, 16.

Average number of pupils belonging, 141.

Average number of pupils to an instructor, 9.

Average cost of each pupil, \$203.20

The city received from the State on account of tuition the past year \$17,735.34, which was at the rate of \$100 for each city pupil, and \$150 for each out-of-town pupil.

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$86,101 50	
Books, stationery, etc.	1,560 27	
Salaries of janitors	4,607 87	
Fuel and light	10,110 75	
Apparatus	45 38	
Janitors' supplies, etc.	195 25	
Furniture, repairs, etc.	2,453 55	
		<hr/>
Total expense for Evening Schools		\$105,074 57

Average number of pupils attending, 11,231.

Average number of instructors, 334.

Average cost of each pupil for the term, \$9.36.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$12,424 00	
Drawing materials, stationery, models, boards, etc.	854 16	
Salaries of janitors	482 38	
Fuel and light	680 27	
Rent, furniture, repairs, etc.	5,131 26	
		<hr/>
Total expense for Evening Drawing Schools,		19,572 07

Average number of pupils attending, 718.

Number of instructors, 29.

Average cost of each pupil for the term, \$27.26.

Aggregate expense for all Evening Schools		<hr/> <hr/> \$124,646 64
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MANUAL TRAINING SCHOOLS.

Salaries of instructors	\$68,841 56
Salaries of janitors	547 13
Fuel and light	893 20
Lumber, hardware, kitchen materials, etc.	20,261 06
Miscellaneous items	2,477 66
Furniture, repairs, etc.	5,678 44
	<hr/>
Total expense for Manual Training Schools,	<hr/> <hr/> \$98,699 05

VACATION SCHOOLS.

Salaries of instructors	\$6,256 25
Salaries of janitors	639 70
Supplies, including cost of material taken from stock	832 62
Total expense for Vacation Schools	<u>\$7,728 57</u>

The pupils attending the Manual Training Schools 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.

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries paid Superintendent, Supervisors, Secretary, Auditing Clerk, City Treasurer as Custodian, Schoolhouse Custodian, Clerks, and Messengers	\$56,496 70
Salaries paid twenty-three Truant Officers	30,432 79
“ “ Music Director and Assistants	17,123 38
“ “ Drawing Director and Assistants	8,768 18
“ “ Director and Instructors Physical Training	8,841 36
“ “ Military Instructor and Armorer	3,087 17
Salary paid Director of Kindergartens	2,087 00
“ “ Instructor Household Science	1,022 00
“ “ Medical Inspector	267 96
“ “ Director Evening and Vacation Schools	418 00
“ “ Supervisor of Substitutes	936 33
“ “ Supervisor of Household Science and Arts	96 32
Salaries paid seven special teachers (special classes)	7,226 33
Stationery and record-books for School Committee and officers, and office expenses	592 93
Fuel and light	935 38
Total	<u>\$138,331 83</u>

INCIDENTAL EXPENSES.

These expenditures are made for items not chargeable to any particular school, and consist chiefly of expenses for delivering supplies, printing, advertising, carriage hire, tuning pianos, etc.

Annual Festival	\$2,593 54
Horse and carriage hire	27 00
Advertising	239 53
Census of school children	1,600 00
Printing, printing stock, and binding	10,019 68
Diplomas	2,368 26
Extra labor and clerk hire	425 30
Military drill expenses, including lunch for Boston School Cadets	853 50
Teaming and expressage, including fares	308 65
Tuning pianos	1,320 00
Expenses delivering supplies	3,189 49
District telegraph and rent of telephones	471 71
Car and ferry tickets for pupils, messengers, and Truant Officers	2,258 31
Exhibit Bowdoin School	84 13
Reporting proceedings, School Committee	1,846 24
Removing ashes	1,800 00
Tuition of Boston pupils, Brookline schools	1,753 50
Tuition of Boston wards in Massachusetts towns,	5,731 25
Washing towels	82 95
Refreshments, School Committee	96 15
Expenses, lectures	20 00
Travelling expenses, school officials	412 30
Postage	1,295 00
Investigation, Washington School	2,554 40
Legal expenses	240 00
Services, teachers' examination	200 00
Badges for licensed minors	374 20
Sundry items	329 10
Expenses connected with school-house repairs not charged to any particular school	58,464 47
Total	<u>\$100,958 66</u>

SPECIAL EXPENDITURES.

Cost for new school-houses for the financial year 1906-07	<u>\$716,482 77</u>
(See pages 19-20 for full detailed statement.)	

INCOME IN DETAIL.

Refunded by State, travelling expenses	\$2,128 80
From State, for pupils Horace Mann School	17,735 34
non-residents	4,677 80
Gibson Fund	3,247 50
Bowdoin Fund	180 00
Horace Mann School Fund	129 00
Franklin Medal Fund	35 00
Eastburn School Fund	435 00
Smith Fund	324 00
Stoughton Fund	212 00
sale of books	513 12
sale of badges	761 00
rents of school buildings	543 43
other sources	25,498 12
Total ordinary income for the financial year 1906-07	<u>\$56,420 11</u>

Of the above income collected, \$4,026.50 was received on account of the Gibson, Bowdoin, Horace Mann, Eastburn, and Franklin Medal funds, which amount was available for and limited to expenditures under the provisions of these funds.

The balance, \$52,393.61 (less the amount estimated at the beginning of the year, \$51,012.65) has been carried forward and is included in the amount that the School Committee can appropriate and expend for general purposes during the financial year 1907-08.

RECAPITULATION.

TOTAL EXPENDITURE.

High Schools	\$689,780 06
Grammar Schools	1,524,321 89
Primary Schools	870,127 27
Kindergartens	154,840 68
Horace Mann School	28,651 17
Manual Training Schools	98,699 05
Evening Schools	105,074 57
Evening Drawing Schools	19,572 07
Vacation Schools	7,728 57
Officers and Special Instructors	138,331 83
Incidentals	100,958 66
Expended from income, Gibson and other funds,	4,050 64
Stock purchased during the year but not delivered,	1,509 84
	<hr/>
Gross expenditure	\$3,743,646 30
Less income	56,420 11
	<hr/>
Net expenditure	\$3,687,226 19

SPECIAL EXPENDITURES.

High Schools, new buildings	\$518,486 12
Grammar and Primary Schools, new buildings	197,996 65
	<hr/>
	\$716,482 77
Less income, sale school property,	3,025 00
	<hr/>
Net special expenditure	713,457 77
	<hr/>
Total net expenditure for the Public Schools for the financial year 1906- 1907	\$4,400,683 96
	<hr/> <hr/>

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, rents, repairs, and new school-houses, since 1876-1877 :

YEAR.	Expenditures.	Income.	Net Expenditures.	Number of Pupils.	Rate per Pupil.
1876-77.....	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78.....	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79.....	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80.....	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81.....	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82.....	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83.....	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84.....	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85.....	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86.....	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87.....	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88.....	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89.....	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90.....	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91.....	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92..... } nine months }	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93.....	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94.....	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92
1894-95.....	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96.....	1,964,760 76	39,181 66	1,925,579 10	74,666	25 79
1896-97.....	2,077,377 56	39,500 83	2,037,876 73	78,167	26 07
1897-98.....	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10
1898-99.....	2,425,997 42	42,210 35	2,383,787 07	83,008	28 72
1899-1900.....	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
1905-06.....	3,341,116 17	57,165 48	3,283,950 69	106,175	30 93
1906-07.....	3,455,546 30	56,163 11	3,399,383 19	108,186	31 42

From this table it will be seen that for the year just closed the running expenses (exclusive of repairs, etc.) were forty-nine cents more per pupil than for the year preceding.

The following table shows the net amount expended for each of the five items under the charge of the School Committee during the past thirty 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	55,789 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	60,566 83	110,669 83	77,872 75	91,176 52
1893-94.....	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95.....	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535 02
1895-96.....	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
1896-97.....	1,628,510 68	66,290 84	131,560 50	82,804 09	128,710 62
1897-98.....	1,779,039 35	69,385 00	139,220 29	96,016 29	128,537 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
1905-06.....	2,628,848 51	83,572 07	222,733 62	163,303 58	185,492 96
1906-07.....	2,773,148 40	86,929 49	227,268 09	135,575 11	176,462 10
Total.....	\$48,900,375 08	\$2,010,365 33	\$3,781,317 10	\$2,632,985 94	\$3,488,386 00
Average.....	\$1,577,431 45	\$64,850 49	\$121,977 97	\$84,935 03	\$112,528 58

In comparing expenses the fact that the average annual increase in pupils was 1,929 should be considered.

The following table shows the expenditures for repairs, furniture, and hired accommodations since 1876-1877 :

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
1905-06.....	336,700 00	81 06	336,618 94	106,175	3 17
1906-07.....	288,100 00	257 00	287,843 00	108,186	2 66

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

REPORT OF EXPENDITURES.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars.

FINANCIAL YEAR.	No. of Day Scholars Belonging.	No. of Evening Scholars Belonging.	Total No. of Scholars Belonging.	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of New School-houses.*	Total Expenditures.
1877-78.....	47,675	4,084	51,759	\$1,215,782 03	\$366,334 06	\$1,582,116 09	\$30,109 31	\$1,552,006 78	\$29 99	\$174,324 75	\$1,756,440 84
1878-79.....	49,700	3,662	53,362	1,172,489 69	347,173 23	1,519,662 92	32,145 54	1,487,517 38	27 93	240,222 98	1,750,855 90
1879-80.....	50,851	3,130	53,981	1,162,258 61	353,108 23	1,515,366 84	49,090 28	1,466,276 56	27 16	186,878 45	1,652,245 29
1880-81.....	51,542	3,170	54,712	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 15	215,359 64	1,775,037 15
1881-82.....	52,611	3,027	55,638	1,165,629 71	405,349 36	1,570,979 07	69,591 58	1,501,387 49	26 98	139,126 88	1,710,105 95
1882-83.....	54,590	2,964	57,554	1,180,193 73	422,968 76	1,603,162 49	73,509 56	1,529,652 93	26 58	179,628 73	1,680,791 22
1883-84.....	55,640	3,148	58,788	1,206,683 23	433,023 33	1,639,706 56	79,364 66	1,560,341 90	26 54	268,879 72	1,608,586 28
1884-85.....	55,988	3,818	59,706	1,230,771 71	474,681 43	1,705,453 14	39,574 76	1,665,878 38	27 90	278,114 05	1,983,567 19
1885-86.....	57,180	4,079	61,259	1,251,403 29	422,269 54	1,673,672 83	31,350 84	1,642,321 99	26 81	362,796 15	2,036,468 98
1886-87.....	58,266	3,993	62,259	1,269,545 91	386,880 09	1,656,425 00	33,684 20	1,622,691 80	26 06	125,687 45	1,782,063 45
1887-88.....	58,310	3,916	62,226	1,296,192 42	483,468 46	1,779,660 88	37,313 81	1,742,347 07	28 00	127,875 90	1,907,536 78
1888-89.....	60,224	4,360	64,584	1,332,506 17	516,179 08	1,848,685 25	39,738 52	1,808,946 73	28 01	121,328 95	1,970,014 20
1889-90.....	60,478	5,625	66,003	1,390,868 87	525,867 09	1,916,735 96	40,762 50	1,875,973 46	28 42	349,602 82	2,266,338 78
1890-91.....	61,019	6,003	67,022	1,424,988 20	524,232 24	1,949,220 44	41,417 06	1,907,803 38	28 47	172,523 90	2,121,744 34
For the nine months end-											
ing January 31, 1892.....	61,763	5,933	67,696	1,079,848 59	421,477 02	1,501,325 61	31,352 81	1,469,972 80	21 71	537,429 10	2,028,754 71
1892-93.....	63,347	5,623	68,970	1,485,411 12	505,480 05	1,990,891 17	37,443 66	1,953,447 51	28 32	569,700 75	2,560,591 92
65,256	6,239	71,495	1,532,074 37	480,542 95	2,012,617 32	40,709 13	38,629 35	1,971,908 19	27 58	279,356 81	2,291,374 13
1893-94.....	67,707	5,896	73,603	1,590,600 15	500,189 70	2,099,789 85	40,679 35	2,061,160 50	28 00	397,983 62	2,497,773 43
1895-96.....	69,088	5,578	74,666	1,647,021 50	567,246 39	2,214,267 89	39,181 66	2,175,086 23	29 14	513,735 61	2,728,603 50
1896-97.....	71,773	6,394	78,167	1,730,083 58	573,267 94	2,303,351 52	40,438 51	2,262,912 81	28 95	739,655 37	3,083,006 69
1897-98.....	75,227	6,411	81,638	1,886,603 00	597,843 77	2,484,446 77	42,287 16	2,442,159 61	29 91	930,716 40	3,415,163 17
1898-99.....	77,378	5,630	83,008	2,033,900 46	642,070 65	2,675,971 11	42,210 35	2,633,760 76	31 73	626,515 98	3,302,487 04
1899-1900.....	80,463	6,252	86,719	2,132,357 03	684,140 05	2,816,697 08	45,681 35	2,771,015 73	31 96	822,107 37	3,638,804 45
1900-01.....	82,230	6,622	88,852	2,261,766 60	715,515 85	2,977,282 45	48,455 07	2,928,827 38	32 96	737,183 81	3,714,466 26
1901-02.....	84,251	7,020	91,271	2,383,308 11	785,881 49	3,169,189 60	45,998 80	3,123,190 80	34 22	898,074 64	4,007,264 24
1902-03.....	87,184	7,687	94,871	2,507,577 66	861,090 56	3,368,768 22	50,003 04	3,318,738 18	34 98	945,089 34	4,313,857 56
1903-04.....	89,269	8,864	98,133	2,611,520 61	946,590 22	3,558,110 83	47,962 82	3,510,148 01	35 41	1,440,665 91	4,998,766 14
1904-05.....	92,172	10,553	102,725	2,713,282 05	910,101 39	3,623,383 44	57,213 81	3,566,169 63	34 72	2,114,851 23	5,738,934 67
1905-06.....	94,183	11,992	106,175	2,760,572 63	917,243 54	3,677,816 17	57,246 54	3,620,569 63	34 10	1,033,829 17	4,711,645 34
1906-07.....	96,237	11,949	108,186	2,905,244 01	835,646 30	3,743,646 30	56,420 11	3,687,226 19	34 08	716,452 77	4,460,122 07

* Includes permanent improvements, paid from loans.

SALARIES PAID JANITORS.

High Schools.

Latin and English High:		Girls' High and two portable buildings :	
Janitor, Latin	\$1,920	Janitor	\$2,364
Janitor, English High	4,200	Janitor	960
Girls' Latin	960	High School of Commerce,	444
Brighton High	1,620	Mechanic Arts High :	
Charlestown High and Drill Hall	1,504	Janitor	1,752
Dorchester High and three portable buildings :		Engineer	1,524
Janitor	3,708	Roxbury High and annex,	2,472
Matron	540	South Boston High :	
East Boston High :		Janitor	3,492
Janitor	2,976	Matron	540
Matron	540	West Roxbury High :	
		Janitor	2,976
		Matron	540

Grammar Schools.

Mather	\$2,796	Sherwin	\$1,308
Washington :		Hyde	1,296
Janitor	2,784	John A. Andrew	1,284
Matron	540	Emerson	1,272
Oliver Wendell Holmes	2,208	Shurtleff	1,272
Bigelow	2,160	Lyman	1,236
Dearborn	1,968	Old East Boston High (branch of Lyman)	768
William E. Russell	1,848	Thomas N. Hart	1,236
Chapman	1,812	Frothingham	1,212
Thomas Gardner	1,728	Bowditch	1,164
Roger Wolcott	1,644	Longfellow	1,164
Christopher Gibson	1,620	Harvard	1,140
Phillips Brooks	1,548	Hancock	1,128
Oliver Hazard Perry	1,500	Lincoln	1,128
Hugh O'Brien	1,476	Adams	1,116
Jefferson	1,476	Norcross	1,116
Bennett and Branch	1,464	Robert G. Shaw	1,116
Gaston	1,464	Lewis	1,116
Agassiz	1,452	Prince	1,104
Dudley	1,440	Wells	1,080
Gilbert Stuart	1,428	Dillaway	1,068
Henry L. Pierce	1,416	Franklin	1,056
Bowdoin	1,380	Everett	1,044
Mary Hemenway	1,380	Bunker Hill	1,032
Martin	1,332	Dwight	1,032
Lowell	1,308	Warren	1,032
Rice	1,308		

George Putnam	\$1,008	Allston Club House	
Lawrence	1,008	(branch of Washington	
Charles Sumner	996	Allston)	\$468
Edward Everett	984	Comins	960
Minot	984	Quincy	960
Phillips	984	Blackinton	936
Grant (branch of Phillips),	420	Winthrop	876
Washington Allston	984	Brimmer	864
William Wirt Warren		Prescott	792
(branch of Washington		Eliot	780
Allston)	864	Substitute janitor	600

Primary Schools.

Salaries where the amount paid exceeds \$300 per annum.

Paul Revere, Janitor	\$2,124	Francis Parkman	\$852
Matron	540	Frederic A. Whitney	852
Sarah J. Baker	1,608	Thetford-st.	852
Christopher Columbus	1,380	Tuckerman	852
Farragut	1,332	Benjamin Cushing	828
Mayhew	1,272	Lucretia Crocker	828
Winship	1,224	Wyman	828
Marshall	1,128	Joshua Bates	816
Roger Clap	1,128	Charles C. Perkins	804
Ellis Mendell	1,104	West Concord-st.	804
William Bacon	1,080	Aaron Davis	792
Paul Jones	1,068	Samuel G. Howe	792
Plummer	1,068	Miles Standish	780
John Boyle O'Reilly	1,032	Asa Gray	768
Old Mather (Dor.)	1,032	Cyrus Alger	768
Winchell	1,032	Nathaniel Hawthorne	768
Cudworth	1,008	Choate Burnham	756
Samuel W. Mason	1,008	Hull	756
Cushman	996	William H. Kent	756
James Otis	984	Benjamin Pope	744
John Greenleaf Whittier	924	Benjamin Dean	732
William E. Endicott	900	Margaret Fuller	732
Appleton-st.	888	Noble	732
Hawes Hall and Simonds,	888	Stephen M. Weld	732
Harris	876	Atherton	720
Ira Allen	876	Kenilworth-st.	720
Elbridge Smith	876	Capen	696
Tileston	876	Tappan	696
W. L. P. Boardman	876	Benjamin F. Tweed	684
Andrews	864	Albert Palmer	672
Copley, Janitor	864	Phillips-st. (Rox.)	672
Matron	540	Abby W. May	660

Clinch	\$660	Savin Hill	\$504
Florence-st.	660	George-st.	492
Henry Vane	660	Bailey-st.	480
Parkman	660	Common-st.	480
Dorchester-av.	648	Old Agassiz	480
Stoughton	648	Cook	468
Polk-st.	636	Bunker Hill-st.	456
Walnut-st.	636	North Harvard-st. (Bri.) .	456
Wait	624	Old Edward Everett	456
Brewster	612	Way-st.	456
Harvard Hill	612	Bartlett-st. (Rox.)	420
Phineas Bates	612	Freeman	420
Sharp	600	Washington-st. (F. H.)	420
Howard-av.	564	Pormort	408
Rutland-st.	564	Adams-st.	396
Drake	552	Auburn	396
Oak-sq.	552	Chestnut-av.	396
Aberdeen	540	Hobart-st.	396
Harbor View-st.	540	Mead-st	396
Mt. Vernon-st.	540	Quincy-st. (Mather)	396
Old Gibson	540	Medford-st.	384
Baldwin	528	Everett (Brighton)	372
Hillside	528	Adams and Chestnut sts.,	348
Skinner	528	Canterbury-st.	348
Somerset-st.	528	Heath-st.	324
Emerson (Poplar st.)	516	Washington-st. (German-	
Old Horace Mann	516	town)	324
Tyler-st.	516	Thornton-st.	312
Williams	516	Substitute janitor	492

Janitors received during the year for care of

Kindergartens	\$1,024 00	Manual Training	
School Committee		Schools	\$547 13
Building	3,414 66	Vacation Schools	639 70
Horace Mann School	1,519 50		
Evening Schools	4,607 87	Total	<u>\$12,235 24</u>
Evening Drawing			
Schools	482 38		

The number of books charged January 1, 1907, used as text-books by the pupils of the several grades, was as follows:

HIGH SCHOOLS.

	Number Books.	Number Pupils.	Av. Number of Books per Pupil.
Normal School.....	3,818	243	15.7
Public Latin School.....	22,421	614	36.5
Girls' Latin School.....	12,801	421	30.4
Brighton High School.....	8,300	282	29.4
Charlestown High School.....	6,271	285	22.0
Dorchester High School.....	21,862	1,221	17.
East Boston High School.....	8,008	395	20.3
English High School.....	19,478	981	19.9
Girls' High School.....	27,287	1,151	23.7
High School of Commerce.....	1,811	138	13.1
Mechanic Arts High School.....	11,846	720	16.5
Roxbury High School.....	18,692	643	29.0
South Boston High School.....	12,957	521	24.9
West Roxbury High School.....	8,383	410	20.4
Total number in High Schools....	183,935	8,025	22.9

GRAMMAR SCHOOLS.

	Number Books.	Number Pupils.	Av. Number of Books per Pupil.
Adams	5,499	683	8.1
Agassiz	8,364	1,031	8.1
Bennett	6,098	626	9.7
Bigelow	7,388	923	8.0
Blackinton	5,508	631	8.7
Bowditch	6,285	714	8.8
Bowdoin	4,487	522	8.6
Brimmer	5,168	611	8.5
Bunker Hill	4,914	520	9.5
Chapman	7,448	793	9.4
Charles Sumner	6,180	632	9.8
Christopher Gibson	5,952	638	9.3
Comins	5,560	713	7.8
Dearborn	8,981	984	9.1
Dillaway	8,136	931	8.7
Dudley	8,231	923	8.9
Dwight	4,940	675	7.3
Edward Everett	6,150	803	7.7
Eliot	7,589	1,218	6.2
Emerson	7,284	760	9.6
Everett	5,813	679	8.6
Franklin	6,050	744	8.1
Frothingham	6,398	742	8.6
Gaston	7,268	830	8.8
George Putnam	4,556	659	6.9
Gilbert Stuart	5,741	547	10.5
Hancock	6,667	1,020	6.5
Harvard	5,734	589	9.7
Henry L. Pierce	6,502	659	9.9
Hugh O'Brien	8,058	1,012	8.0
Hyde	5,951	720	8.3
Jefferson	4,922	475	10.4
John A. Andrew	6,573	838	7.8
Lawrence	5,115	546	9.4
Lewis	9,331	951	9.8
Lincoln	6,651	669	9.9
Longfellow	5,423	570	9.5
Lowell	6,808	779	8.7
Lyman	8,121	1,065	7.6
Martin	5,960	689	8.6
Mary Hemenway	7,811	874	8.9
Mather	10,436	1,230	8.5
Minot	3,738	459	8.1

	Number Books.	Number Pupils.	Av. Number of Books per pupil.
Norcross	4,829	603	8.0
Oliver Hazard Perry	5,564	714	7.8
Oliver Wendell Holmes	9,624	1,052	9.1
Phillips	8,192	1,333	6.1
Phillips Brooks	8,995	1,126	8.0
Prescott	5,825	618	9.4
Prince	6,587	668	9.9
Quincy	4,457	569	7.8
Rice	4,040	521	7.8
Robert G. Shaw	4,349	487	8.9
Roger Wolcott	9,860	957	10.3
Sherwin	5,067	642	7.9
Shurtleff	5,337	605	8.8
Thomas Gardner	6,476	771	8.4
Thomas N. Hart	7,061	694	10.2
Warren	5,725	631	9.1
Washington	7,704	1,118	6.9
Washington Allston	5,681	590	9.6
Wells	6,993	941	7.4
William E. Russell	7,518	912	8.2
Winthrop	5,690	792	7.2
Total number of books, Grammar Schools	<u>415,363</u>	<u>49,021</u>	<u>8.5</u>

PRIMARY SCHOOLS.

Text-books charged January 1, 1907, to primary teachers, 125,017.

Average number of books to an instructor, 170.

Average number to each pupil, about 4.

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-four years :

1873-74	\$67,937 47	1890-91	\$52,988 28
1874-75	78,181 67	1891-92 (9 months) .	50,201 01
1875-76	72,372 35	1892-93	47,723 15
1876-77	75,629 76	1893-94	42,116 13
1877-78	61,057 13	1894-95	53,856 82
1878-79	63,473 78	1895-96	65,014 08
1879-80	76,621 67	1896-97	77,784 56
1880-81	21,003 26	1897-98	72,093 34
1881-82	7,569 57	1898-99	77,476 43
1882-83	15,309 74	1899-1900.	80,707 78
1883-84	14,107 76	1900-01	85,368 28
1884-85	80,779 82	1901-02	94,728 91
1885-86	58,760 77	1902-03	105,987 89
1886-87	42,890 13	1903-04	71,131 69
1887-88	43,721 29	1904-05	72,096 87
1888-89	46,087 54	1905-06	85,531 00
1889-90	50,182 82	1906-07	87,008 88

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	183,935 books at a cost of .	\$91,967 50
Grammar Schools	415,363 " " " " .	186,913 35
Primary Schools	125,017 " " " " .	25,003 40
Evening Schools	24,150 " " " " .	8,050 00
Total number	<u>748,465</u> books, costing .	<u>\$311,934 25</u>

This shows a net increase of 13,491 books, as against 29,639 last year.

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

High Schools	370
Grammar Schools	1,639
Primary Schools	692
Evening Schools	901
	<hr/>
Total number reported lost	3,602
The average number reported lost each year since 1885-86 (a period of twenty-one years) was 2,107, a total for the twenty-one years of	
	44,250
	<hr/>
Total number of books lost in twenty-two years	<u>47,852</u>

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

High Schools	15,971
Grammar Schools	40,188
Primary Schools	12,447
	<hr/>
Total number reported worn out	68,606
The average number reported worn out each year since 1885-86 (a period of twenty-one years) was 40,788, a total for the twenty-one years of	
	856,544
	<hr/>
Total number of books worn out in twenty-two years,	<u>925,150</u>

In addition, 1,023 books were destroyed for fear of contagion, and 9,984 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 1,834,487 text-books. Of this number 748,465 are still in use in the schools, and the balance, 1,086,022, has either been lost or returned to Mason street as worn out or displaced.

Comparative statement of net expenditures of the School Committee for the past thirty-one years, under the item "Supplies and Incidentals," which includes 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 months.)	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	173,937 82	102,725	1 69
1905-06	185,492 96	106,175	1 75
1906-07	176,462 10	108,186	1 63

The total amount expended during the year, exclusive of salaries, was paid to the following-named parties :

Marston Coal Co.	\$59,345 42	Town of Brookline	\$1,753 50
Metropolitan Coal Co.,	27,121 80	A. J. Wilkinson & Co.,	1,748 22
Edison Electric Illuminating Co. of Boston	20,559 50	Houghton, Mifflin & Co.	1,685 75
American Book Co.	16,530 90	John Morrison Co.	1,676 22
Carter, Rice & Co.	16,409 26	Edward W. Harnden,	1,664 76
Ginn & Co.	9,144 33	John W. Slavin	1,600 00
Massachusetts Wharf Coal Co.	8,368 91	Wadsworth, Howland & Co.	1,475 21
Boston Consolidated Gas Co.	7,143 33	Longmans, Green & Co.,	1,368 49
Printing Department.	6,917 34	Boston Feather Duster Co.	1,357 32
J. L. Hammett Co.	6,658 76	United States	1,342 50
Silver, Burdett & Co.,	5,996 64	Perkins Institution	1,341 00
Blacker & Shepard Co.	5,087 59	Charlestown Gas & Electric Co.	1,255 04
Batchelder Brothers	4,806 07	The M. Steinert & Sons Co.	1,180 00
Overseers of the Poor, Wood Account	3,944 45	Oliver Typewriter Co.,	1,156 27
D. C. Heath & Co.	3,831 08	The Carter's Ink Co.,	1,146 95
Eagle Pencil Co.	3,800 88	John L. Whiting & Son Co.	1,098 91
Edward E. Babb & Co.	3,650 03	Edward MacMulkin	1,075 00
Palmer, Parker & Co.,	3,272 29	Frost & Adams Co.	964 97
Services in Supply Room	3,192 49	Eastern Drug Co.	940 37
Sarah Fuller	3,163 59	Chickering & Sons	900 00
Kenney Bros. & Wolkins	2,946 38	The Estate of T. D. Cook	875 84
John M. Woods & Co.	2,807 92	The Boston Bank Note Co.	870 45
L. E. Knot Apparatus Co.	2,799 13	James Lynch	824 65
Thompson, Brown & Co.	2,400 76	Union Bookbinding Co.	824 21
Joseph Dixon Crucible Co.	2,333 99	Curran & Burton Coal Co.	792 29
Prang Educational Co.,	2,095 87	Charles Scribner's Sons	725 17
Boston Daily Advertiser	1,876 25	William Ware & Co.	687 00
P. Sullivan	1,800 00	E. L. Brown	681 13
Boston Elevated Railway Co.	1,772 17	Milton Bradley Co.	648 99
		J. Fred. Sayer, Jr.	618 42
		Blodgett, Ordway & Webber	567 91

Hopkinson & Holden,	\$561 97	City of Boston,	
Sexton Can Co. . . .	545 22	Street Dept., Ferry	
E. J. Powers	542 90	Division	\$320 00
Allyn & Bacon	538 56	D. Appleton & Co. . .	303 88
Honora C. Hanson . .	530 58	Maynard, Merrill &	
Remington Type-		Co.	294 04
writer Co.	525 00	Bausch & Lomb Opti-	
Chandler & Barber . .	463 58	cal Co.	279 83
Murphy, Leavens &		Massachusetts Chari-	
Co.	457 93	table Mechanic As-	
Tileston & Livermore		sociation	279 50
Co.	454 38	Cook-Vivian Co. . . .	277 34
Henry F. Miller &		Town of Medway . . .	257 00
Sons Piano Co.	452 00	Oliver Ditson Co. . . .	251 89
Benjamin H. Sanborn		Fred Theise M'fg	
& Co.	450 20	Co.	242 78
New England Tele-		Lothrop, ee & Shep-	
phone and Tele-		ard Co.	240 90
graph Co.	449 46	Neostyle Co.	239 45
Shepard, Clark & Co.,	432 96	Christopher Sower	
Samuel E. Jordan		Co.	239 24
Brush Co.	423 13	Baldwin & Robbins	
University Publishing		Co.	236 43
Co.	414 60	La Bree & Bumpus . .	236 35
Arthur W. Hall Scien-		A. K. Allstine	223 36
tific Co.	413 74	Town of Orleans . . .	221 15
Esterbrook Steel Pen		Town of Williams-	
M'f'g Co.	390 25	burg.	215 50
Samuel E. Jordan . . .	386 01	Grace D. Bachelder . .	208 73
Wm. M. L. MacAdams,	385 54	Carter's Band	208 00
The John Robbins		Julia M. Murphy . . .	206 28
M'f'g Co.	385 20	Dame, Stoddard & Co.,	203 73
Fred E. Hall	384 49	The Lincoln-Dillaway	
H. M. Connor	383 19	Co.	196 33
William H. Claflin &		Keyes, The Stationer,	195 42
Co., Inc.	374 49	Margaret A. Fay . . .	194 06
Lee C. Dale	373 99	Town of Rutland . . .	191 50
The Hoyt Co.	368 00	Globe Rubber Works,	190 15
Cobb, Aldrich & Co. .	366 80	Town of Marshfield . .	190 00
J. A. Hendrie Bros. &		Thomas Hearn & Co.,	189 25
Co.	365 50	Town of Holliston . .	188 50
Town of Dover	353 85	Margaret Hughes . . .	185 22
De Wolf, Fiske & Co.,	349 35	J. G. Bassett	184 00
East Boston Gas Co. .	342 08	George E. Byford . . .	184 00
Henry Holt & Co. . . .	340 40	Town of Middle-	
Little, Brown & Co. . .	333 87	borough	183 50

William Read & Sons,	\$182 40	Angeline M. Weaver .	\$131 40
Town of Oakham . .	180 00	Grace B. Nichols . .	131 27
George A. La Bree .	177 90	Town of Spencer . .	128 50
Standard Oil Co. of		A. Morton & Co. . .	127 36
New York	177 70	Thornton D. Apol-	
Josephine Morris . .	177 34	lonio	127 06
Town of Hingham . .	174 00	Annie M. Eaton . . .	127 00
John C. C. Harris . .	171 00	N. Florence Treat . .	125 95
The Forbes Litho-		Elizabeth D. Chadwell,	125 87
graph M'f'g Co. . .	169 87	Emeline E. Torrey . .	125 15
Annie F. Gray	169 09	Marion L. T. Buck-	
Brown, Durrell & Co.,	165 47	nam	125 00
Charles M. Clay . . .	165 00	James A. Houston Co.	124 62
Maurice P. White . . .	164 83	Anna E. Muldoon . . .	124 57
Boston Leather Bind-		Margaret W. Howard,	122 37
ing Co.	163 14	Brown-Wales Co. . . .	120 83
Educational Publish-		Town of Saugus	119 50
ing Co.	163 07	Charlotte F. Clark . .	119 41
Town of Dedham . . .	156 50	American Bank Note	
Althea W. Linden-		Co.	118 75
berg	152 44	Mary C. Mitchell . . .	118 18
Harvard University . .	151 69	Bent & Bush	117 00
The N. K. Fairbank		Catharine F. Clifford,	116 79
Co.	150 32	Robertta M. Cummins,	112 60
Library Bureau	149 13	Julia T. Crowley . . .	110 52
Mary Cunningham . . .	148 29	John H. Tearle	109 15
Town of Eastham . . .	148 05	Town of Norwood . . .	108 50
Julia A. Hughes	147 65	Atkinson, Mentzer &	
Town of Townsend . . .	146 15	Grover	107 80
William Robinson &		R. Blum	107 09
Co.	145 76	C. C. Birchard & Co.,	105 12
Town of Westwood . . .	145 00	Massachusetts Bible	
Phonographic Insti-		Society	104 18
tute Co.	144 00	Abner C. Hatfield . . .	104 00
Jones, McDuffee &		St. Augustine's Band,	104 00
Stratton Co.	142 25	A. T. Thompson &	
Vacuum Oil Co.	141 41	Co.	102 50
Heaney M'f'g Co. . . .	139 50	Jordan, Marsh Co. . . .	102 01
American Watch Co.		Rhodes Brothers Co. . .	100 79
Band	136 00	Town of Wakefield . . .	100 50
S. S. Lurvey	136 00	Charles A. Neuert . . .	100 00
Anna U. Foley	135 68	Town of Berkley	98 00
Alice R. Merrick	134 06	Eastern Salt Co.	97 75
Emily H. Hawes	133 89	Town of Stoughton . . .	97 00
Margaret Mountain . .	133 50	Town of Harwich	96 00
Genevieve Huff	133 26	Ellen B. Murphy	93 68
Charles J. Lincoln . . .	131 62	Underhill Brothers . . .	93 39

Fred R. Miller . . .	\$92 10	Ellor E. Carlisle . .	\$62 50
George G. Hall . . .	91 20	James M. Sullivan .	61 60
Charles E. Adams & Co.	90 58	Cobb, Bates & Yerxa Co.	61 11
Christina A. McCarty	90 00	The Kehew-Bradley Co.	60 20
Mabel E. Woodworth, Andrew F. Leather- bee	90 00	City of Cambridge .	60 00
Nellie B. Driscoll . .	89 75	Winthrop S. Davis .	60 00
George H. Kelley . .	88 63	James E. Gannon . .	60 00
Town of Concord . .	88 00	Town of Lexington .	60 00
Jeremiah E. Burke .	84 50	Hooper, Lewis & Co.,	59 05
Augustine L. Rafter .	84 85	Town of Framingham,	58 50
W. S. Burbank Co. . .	83 00	Calvin N. Kendall .	58 50
New England Towel Supply Co.	83 00	Thomas T. Tracy . .	58 28
Town of Barre	82 98	Town of Canton . .	58 00
B. F. Sturtevant Co. .	82 95	George H. Bartlett .	57 00
The Elliott Company, Town of Rockland . .	82 00	Town of Hamilton .	57 00
Seth Burrill & Son . .	82 00	J. W. Washington .	56 63
Mary T. Galvin	82 00	Elizabeth P. Palmer .	56 46
E. W. Doyle	79 88	Albert L. Ware . . .	56 25
City of Quincy	79 00	Vera Chemical Co. .	55 86
Town of Foxborough, Alice L. Manning . .	78 97	E. & F. King & Co. .	55 50
Eagle Chemical Co. . .	78 85	Waldo Brothers . . .	53 75
George C. Mann	78 00	F. E. Dodge Co. . . .	53 49
Merrimac Chemical Co.	78 00	City of Northampton,	52 00
D. Blakely Hoar . . .	77 00	Town of Warren . .	51 50
Ames Plow Co.	75 43	Frances R. Newcomb,	50 60
American Glue Co. . .	75 00	William McNamara .	50 50
Town of Ashfield . . .	75 00	Dudley Clapp	50 00
James A. Houston . . .	74 71	City of Everett . . .	50 00
J. O. Wetherbee Co. . .	74 10	Francis A. Hurley . .	50 00
Star Printing Co. . . .	73 13	Alice J. F. Kane . . .	50 00
Metropolitan Mailing and Messenger Co.,	72 00	T. H. Castor & Co. .	49 30
Crucible Steel Co. . . .	72 00	E. J. Reardon	49 00
A. W. Chesterton & Co.	72 00	William Ridlon	48 50
F. E. Johnson Co. . . .	71 04	Nathaniel J. Young .	47 85
Jordan Paper Co. . . .	70 62	Town of Conway . . .	47 50
Dennison Mfg. Co. . . .	70 50	Town of Pembroke . .	47 50
Oliver Ames, Samuel Carr, Oliver W. Mink, trustees	69 99	Hobbs & Warren Co.	46 05
	66 61	Alexander Miller . . .	46 00
	66 38	Miller Bros. Cutlery Co.	45 50
	65 98	Town of Wellfleet . .	45 50
	64 00	W. S. Carr & Co. . . .	45 31
	62 92	Town of Needham . .	45 00
		Wright & Ditson . . .	45 00
		The Hawkes-Jackson Co.	44 00

Town of Sudbury	\$44 00	The Boston Ice Co.	\$31 96
Town of Wenham	43 50	Town of Granville	30 50
Town of Holden	43 20	Annie L. Bennett	30 00
John A. Boyle & Co.	43 09	William T. Campbell,	30 00
Vestal Oil Co.	42 81	William I. Corthell	30 00
Burdett College	42 75	Town of Plainfield	30 00
Valley Paper Co.	42 20	Michael E. Fitzgerald,	29 86
Town of Easthampton	40 90	William H. Guild &	29 65
Hub Engraving Co.	40 89	Co.	29 50
Dorchester Pottery	40 71	Town of Avon	29 50
Works	40 65	City of Waltham	29 50
F. A. Horle	40 65	D. J. Green & Co.	29 25
John Alexander	40 00	The Garlock Packing	29 18
Edmands & Hooper	40 00	Co.	29 10
Camille Ried	40 00	Journal Newspaper	29 10
Laura B. White	40 00	Co.	28 35
Town of Amherst	39 00	Edwin L. Slocomb	27 36
Town of Chesterfield,	39 00	George D. Bussey	27 00
Town of New Brain-	39 00	C. E. Baker & Co.	27 00
tree	39 00	Town of Franklin	27 00
Town of Norfolk	39 00	Ellen O'Connell	27 00
J. Engle & Co.	38 90	Margaret D. Tschaler,	27 00
W. Howard Fuller	38 79	The Boston Traveler	26 99
Town of Holbrook	38 00	Co.	26 26
C. F. W. Schlimper	37 90	Boston Evening Rec-	26 00
Boston Public Library,	37 40	ord	26 00
The Schoenhof Book	36 71	City of Lynn	26 00
Co.	36 05	Town of North Attle-	26 00
Arthur E. Hirst	36 05	boro	25 20
Charles L. Adams	36 00	Town of Braintree	25 15
Town of Wayland	36 00	Baldwin, Robbins &	25 00
Town of Whately	36 00	Co.	25 00
Dean, Foster & Co.	35 96	Henry W. B. Arnold	25 00
City of Newton	35 50	W. C. Burnham	25 00
Town of Sherborn	35 00	The Century Co.	25 00
The "Chic" Hat	34 50	Loretta Currier	25 00
Frame Co.	34 50	Louise Dayman	25 00
Emerette O. Patch	33 32	Chester A. Dunham	25 00
E. M. Cundall & Son,	33 25	Town of Medfield	25 00
Town of Walpole	33 25	Town of Randolph	25 00
New England Deco-	33 00	D. Frank Sweeney	25 00
rating Co.	33 00	Margaret P. Tighe	25 00
Thorp & Martin Co.	32 95	Edward C. Wren	25 00
The Army & Navy	32 70	Sundry bills less than	
Journal	32 15	\$25	2,028 46
Abby M. Thompson	32 00		
Town of Goshen	32 00		
Town of Truro	32 00		
		Total expenditure	<u>\$315,983 56</u>

SCHOOLS.

APPROPRIATION, 1907-1908.

MASON STREET, BOSTON, February 18, 1907.

To the School Committee :

The undersigned would state that the Board of Assessors has certified that the average taxable valuation of the city on which the sum allowed the School Committee is based amounts to \$1,252,810,110.

The School Committee is authorized by statute to appropriate "for the support of the public schools" and "for repairs and alterations of school buildings" three dollars (\$3) upon each \$1,000 of the taxable valuation of the city. This amounts this year to \$3,758,430.33. The School Committee may also appropriate for these purposes an additional sum of \$57,569.67, derived from the estimated income for 1907-08 (\$51,584.37), the excess of income for the year 1906-07 over the amount estimated (\$1,380.96), and the balance unexpended for 1906-07 (\$4,604.34). This makes the total amount which the School Committee may appropriate for the maintenance of the schools and for the maintenance of school buildings during the current year \$3,816,000. Of this amount, not less than \$313,202.53 (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.

The appropriation, as recommended, is based upon the following :

\$3 per thousand on \$1,252,810,110 equals	\$3,758,430 33
Unexpended balance, 1906-07	4,604 34
Excess of income over the amount estimated, 1906-07	1,380 96
Estimated income for 1907-08	51,584 37
	\$3,816,000 00

It would seem from a careful estimate of the amount that would be required to carry on the schools as they at present exist, that the funds available will prove insufficient for the purpose.

While it may be possible, with the utmost economy and without radical departure from present methods, to restrict expenditures within the amount available, it can be done only with the earnest co-operation of all having any control of school expenses.

In accordance with section 1, chapter 448, of the Acts of 1901, and Acts in addition thereto or amendments thereof, the passage of the accompanying order is recommended.

Respectfully submitted,

WILLIAM J. PORTER,

Auditor.

ESTIMATES OF EXPENDITURES, 1907-1908.

SALARIES OF INSTRUCTORS.

Normal School.

1 Head-master		\$3,780	
1 Master		3,204	
1 "		3,060	
1 "		2,340	
8 Assistants	\$1,620	12,960	
1 Assistant		1,560	
1 "		1,320	
1 "		1,260	
1 "		1,140	
1 Instructor in Drawing		2,508	
1 Clerical Assistant		504	
			\$33,636

*Latin and High Schools.***Masters and Junior-Masters.**

1 Head-master		\$4,200	
10 Head-masters	\$3,780	37,800	
38 Masters	3,060	116,280	
1 Master		2,916	
5 Junior-masters	2,916	14,580	
6 " "	2,772	16,632	
1 Junior-master		2,628	
2 Junior-masters	2,484	4,968	
3 " "	2,340	7,020	
1 Junior-master		2,196	
1 " "		2,052	
4 Junior-masters	1,908	7,632	
6 " "	1,764	10,584	
6 " "	1,620	9,720	
1 Junior-master		1,476	
Lectures, High School of Commerce		250	
			240,934

Assistant Principals and Assistants.

4 Assistant Principals	\$1,836	\$7,344	
1 Assistant Principal		1,764	
62 Assistants	1,620	100,440	
<i>Carried forward</i>		\$109,548	\$274,570

<i>Brought forward</i>		\$109,548	\$274,570
3	Assistants	\$1,548	4,644
3	"	1,476	4,428
8	"	1,404	11,232
7	"	1,332	9,324
11	"	1,260	13,860
4	"	1,188	4,752
6	"	1,116	6,696
5	"	1,044	5,220
5	"	972	4,860
1	Assistant		900
1	Instructor		1,272
1	Permanent Substitute		1,116
9	Special Assistants	540	4,860
1	Special Assistant		600
			<hr/>
			183,312

Mechanic Arts High School.

1	Head-master		\$3,780
4	Masters	\$3,060	12,240
1	Junior-master		2,916
2	Junior-masters	2,772	5,544
1	Junior-master		2,484
4	Junior-masters	1,908	7,632
1	Instructor in Metal Working		2,580
3	Instructors	2,340	7,020
1	Instructor		1,860
1	Assistant Instructor		1,620
1	"	"	1,404
1	"	"	1,260
1	"	"	1,188
1	"	"	1,116
1	Special Assistant Instructor		960
1	"	"	816
1	Tool-keeper		480
1	Special Assistant		540
	Temporary special assistant service		2,180
	Additional compensation for extra work of instructors named above		3,700
			<hr/>
			61,320

*Grammar and Primary Schools.***Masters and Sub-Masters, Grammar Schools.**

47	Masters	\$3,180	\$149,460
3	"	3,060	9,180
5	"	2,940	14,700
			<hr/>
<i>Carried forward</i>		\$173,340	\$519,202

	<i>Brought forward</i>		\$173,340	\$519,202
5	Masters		\$2,820	14,100
4	"		2,700	10,800
2	Sub-masters		2,460	4,020
36	"		2,340	84,240
4	"		2,220	8,880
5	"		2,100	10,500
5	"		1,980	9,900
4	"		1,860	7,440
10	"		1,740	17,400
7	"		1,620	11,340
2	Masters on half pay			2,120
				<hr/>
				354,980

Assistants, Grammar and Primary Schools.

53	Masters' Assistants		\$1,212	\$64,236
2	"	"	1,164	2,328
1	"	Assistant		1,116
6	"	Assistants	1,068	6,408
1	"	Assistant		1,020
26	First Assistants, Grammar		1,212	31,512
1	"	Assistant	"	1,164
5	"	Assistants	"	1,116
8	"	"	"	1,068
2	"	"	"	1,020
447	Assistants, Grammar		936	418,392
61	"	"	888	54,168
49	"	"	840	41,160
56	"	"	792	44,352
42	"	"	744	31,248
34	"	"	696	23,664
45	"	"	648	29,160
37	"	"	600	22,200
28	"	"	552	15,456
2	"	"		936
70	First Assistants in charge		1,116	78,120
6	"	"	1,068	6,408
5	"	"	1,020	5,100
7	First Assistants, Primary		1,080	7,560
1	First Assistant	"		984
354	Assistants, Primary		936	331,344
48	"	"	888	38,184
49	"	"	840	41,160
50	"	"	792	39,600
37	"	"	744	27,528
				<hr/>
	<i>Carried forward</i>		\$1,380,672	\$874,182

<i>Brought forward</i>	\$1,380,672	\$874,182
27 Assistants, Primary	\$696	18,792
34 " "	648	22,032
27 " "	600	16,200
20 " "	552	11,040
2 " " on half pay		936
50 Temporary teachers, 40 days	\$4,000	
50 Special Assistants, 60 days	4,500	
	<u>\$8,500</u>	
Less amount city will receive from absent teachers	4,000	<u>4,500</u>
		1,454,172
<i>Kindergartens.</i>		
Director	\$1,500	
79 First Assistants	\$792	62,568
15 " "	744	11,160
6 " "	696	4,176
4 " "	648	2,592
34 Assistants	624	21,216
16 "	576	9,216
30 "	528	15,840
22 "	480	10,560
Special Assistant service		300
100 Attendants, 184 days		9,200
		<u>148,328</u>
<i>Horace Mann School for the Deaf.</i>		
Principal	\$3,180	
1 Assistant Principal		1,440
11 Assistants	\$1,284	14,124
1 Assistant		1,140
1 "		1,068
1 "		924
Special Assistant service		300
		<u>22,176</u>
<i>School on Spectacle Island.</i>		
Teacher	\$600	600
Supervisor of Substitutes	\$2,940	<u>2,940</u>
<i>Modern Languages.</i>		
2 Assistant Instructors	\$1,800	\$3,600
1 Special Instructor in German, Girls' High and Girls' Latin Schools		1,800
<i>Carried forward</i>	\$5,400	<u>\$2,502,398</u>

REPORT OF EXPENDITURES.

53

<i>Brought forward</i>	\$5,400	\$2,502,398
1 Special Instructor in French, Roxbury High School	1,200	
1 Special Instructor in French, South Boston High School	1,200	
	<hr/>	7,800
<i>Music.</i>		
Director	\$3,000	
1 Assistant Director	2,652	
3 Assistant Directors	\$2,364	7,092
3 Assistants	1,188	3,564
1 Assistant	1,092	
	<hr/>	17,400
<i>Drawing and Manual Training.</i>		
Director	\$3,000	
Assistant Director	2,508	
Assistant to Director in Manual Training	1,500	
3 Assistants to Director in Drawing	\$1,500	4,500
1 Special Instructor in Drawing, English High School	2,508	
1 Special Instructor in Drawing and Manual Training, Dorchester High School	1,740	
1 Special Instructor in Drawing and Manual Training, East Boston High School	1,440	
2 Special Assistant Instructors in Drawing, Dorchester High School	2,304	
1 Special Assistant Instructor in Drawing, Roxbury High School	1,332	
1 Special Assistant Instructor in Drawing, South Boston High School	900	
1 Special Assistant Instructor in Drawing, West Roxbury High School	1,200	
9 Instructors in Manual Training, Elementary Schools	\$1,200	10,800
18 Assistant Instructors in Manual Training, Elementary Schools	996	17,928
9 Assistant Instructors in Manual Training, Elementary Schools	948	8,532
4 Assistant Instructors in Manual Training, Elementary Schools	900	3,600
2 Assistant Instructors in Manual Training, Elementary Schools	852	1,704
1 Assistant Instructor in Manual Training, Elementary Schools	804	
	<hr/>	66,300
<i>Carried forward</i>		<hr/>
		\$2,593,898

<i>Brought forward</i>					\$2,593,898
<i>Household Science and Arts.</i>					
Supervisor					\$1,284
15 Instructors in Cookery			\$936		14,040
2 " "			840		1,680
1 Instructor					792
3 Instructors			696		2,088
2 " "			648		1,296
3 " "			600		1,800
1 Instructor					552
					23,532
<i>Sewing.</i>					
48 Teachers, 534 Divisions				\$41,833	
					41,833
<i>Chemistry.</i>					
Special Instructor, Girls' High School				\$1,620	
Special Assistant Instructor, Girls' High School				972	
					2,592
<i>Physical Training.</i>					
Director					\$3,000
Assistant Director					2,280
" "					1,800
Instructor in Athletics					1,116
Assistant Instructor in Athletics					756
Special Instructor, Girls' Latin School					1,044
" " Brighton High School					1,044
" " Dorchester High School					1,200
" " East Boston High School					972
" " " " " "					900
" " Girls' High School					1,200
" " Roxbury High School					1,200
" " South Boston High School					1,200
" " West Roxbury High School					1,200
Special Assistant Instructor, Charlestown High School					684
" " " Dorchester High School					900
" " " Girls' High School,					900
" " " Roxbury High School					900
					22,296
<i>Carried forward</i>					\$2,684,151

REPORT OF EXPENDITURES.

55

Brought forward \$2,684,151

Military Drill.

Instructor	\$2,004	
Armorer	1,050	
	<hr/>	3,054

Commercial Branches.

1 Special Instructor, Charlestown High School .	\$1,920	
2 Special Instructors, Dorchester High School .	3,960	
1 Special Instructor, East Boston High School .	1,800	
1 Special Instructor, English High School . . .	1,680	
1 Special Instructor, Roxbury High School . . .	1,320	
1 Special Instructor, West Roxbury High School,	1,320	
2 Special Assistant Instructors, Brighton High		
School	2,808	
1 Special Assistant Instructor, Charlestown High		
School	1,332	
2 Special Assistant Instructors, Dorchester High		
School	2,316	
1 Special Assistant Instructor, East Boston High		
School	1,404	
4 Special Assistant Instructors, Girls' High		
School	5,112	
1 Special Assistant Instructor, South Boston		
High School	1,260	
	<hr/>	26,232

Special Classes.

Medical Inspector	\$1,008	
7 Assistants	\$1,032	7,224
1 Teacher, Disciplinary Class	1,032	
	<hr/>	9,264
<i>Vacation Schools</i>		7,000
<i>Director of Evening and Vacation Schools</i>		1,980

Evening High Schools.

1 Head-master, 22 weeks	\$1,100	
4 Head-masters, 22 weeks	2,640	
65 Assistants, 22 weeks	28,600	
5 Special Assistants	1,628	
Pianists and other Assistants	1,250	
Matrons	322	
	<hr/>	35,540
<i>Carried forward</i>		\$2,767,221

Brought forward \$2,767,221

Evening Elementary Schools.

12 Principals, 22 weeks	\$6,600	
1 Principal, 22 weeks	440	
15 First Assistants, 22 weeks	4,125	
190 Assistants, 22 weeks	41,800	
		52,965

Evening Drawing Schools.

2 Masters, 66 evenings	\$1,320	
3 Principals, 66 evenings	1,584	
20 Assistants 66 evenings	7,920	
1 Assistant 66 evenings	330	
5 Curators	660	
		11,814

\$2,832,000

Necessary reduction on account of insufficient appropriation, 10,000

Total for Instructors \$2,822,000

SALARIES OF OFFICERS.

Superintendent	\$6,000	
Clerks to Superintendent (6)	6,060	
Six Assistant Superintendents	\$4,500	27,000
Clerk to Assistant Superintendents		660
Secretary		3,780
Clerks to Secretary (4)		3,420
Auditor		3,780
Clerks to Auditor (2)		1,728
Business Agent		3,780
Clerks to Business Agent (2)		2,160
Messengers (6)		4,008
Truant Officers (23)		32,700
City Treasurer, Custodian		1,500
Schoolhouse Custodian		2,004
Clerk to Schoolhouse Custodian		600
Assistants, Supply Department (3)		2,820
		\$102,000

SALARIES OF JANITORS.

High Schools.

Latin and English High :	High School of Commerce,	\$444
Janitor, Latin	Mechanic Arts High:	
Janitor, English High	Janitor	1,752
Girl's Latin	Engineer	1,524
Brighton High	Roxbury High	2,304
Charlestown High	Roxbury High Annex	168
Charlestown High, Drill	South Boston High:	
Hall	Janitor	3,492
Dorchester High and 3	Matron	540
portable buildings :	West Roxbury High:	
Janitor	Janitor	2,976
Matron	Matron	540
East Boston High:		
Janitor	Total for High	
Matron	Schools	<u>\$35,032</u>
Girls' High and 2 portable		
buildings:		
Janitor		
Janitor		
12 high schools as enumerated above		\$35,032
64 grammar schools		86,200
147 primary schools		87,300
82 portable buildings		6,500
35 special and evening schools		9,000
Mason-street building (4)		3,548
Substitute janitors (2)		1,092
Estimate for additional buildings to be acquired and		
temporary accommodations that may be needed dur-		
ing the year		2,328
Total for janitors		<u>\$231,000</u>

FUEL AND LIGHT.

24,000 tons of coal at \$4.60 (including weighing)	\$110,400
Electric power	3,000
400 cords of wood at \$11 (including sawing, splitting, and	
housing)	4,400
Gas and electric lighting	27,200
Total under head of "Fuel and Light"	<u>\$145,000</u>

SUPPLIES AND INCIDENTALS.

Text books, reference books, and exchange of books	\$50,500
Books for supplementary reading	9,000
Globes, maps, and charts	3,000
Music expenses: Instruments, repairs, and covers	2,000
Printing, and stock used for same, including reports of School Committee meetings	10,500
Philosophical, chemical, and mathematical apparatus and supplies	7,000
School census	1,700
Stationery, drawing materials, and record books	31,000
Commercial course in High Schools, typewriting ma- chines, etc.	1,000
Diplomas, blackboard materials, etc.	3,000
Advertising	400
Military drill: Arms, repairs, and expenses of annual parade	1,400
Removing ashes from school-houses and snow from yards	2,000
Flags for school-houses	500
Janitors' and other supplies (including disinfectants)	11,000
Supplies for Vacation Schools	700
Supplies for Manual Training	24,000
Supplies for Kindergartens	2,000
Cost of work for delivering supplies, including salary of teamster and assistants, use of two horses, wagon, and extra help	3,300
Tuition of Boston pupils in the schools of Brookline, Everett, and Winthrop	2,000
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)	3,000
Car tickets for Truant Officers, Schoolhouse Custodian, Instructor of Military Drill, and pupils in special classes,	3,000
Travelling expenses, officers and instructors	600
Materials for study of natural history, including stereop- ticon slides	400
Carriage hire and refreshments	200
Miscellaneous, including 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	4,000
Exhibit at Jamestown Exposition	2,500
Total for "Supplies and Incidentals"	<u>\$185,700</u>

SCHOOLHOUSE DEPARTMENT.

Repairs and alterations of school buildings	\$313,300
Rents of hired school accommodations	17,000
	<hr/>
Total for Schoolhouse Department	<u>\$330,300</u>

Ordered. That to meet current expenses of the School Committee and provide funds for repairs and alterations of school buildings and for rents of hired school accommodations during the financial year beginning February 1, 1907, and ending January 31, 1908, the following sums be appropriated for the purposes stated :

Salaries of instructors	\$2,822,000
Salaries of officers	102,000
Salaries of janitors	231,000
Fuel and light	145,000
Supplies and incidentals	185,700
Repairs and alterations of school buildings	313,300
Rents of hired school accommodations	17,000
	<hr/>
Total amount appropriated	<u>\$3,816,000</u>

The above order appropriating the sum of \$3,816,000 for the purposes stated was passed by the School Committee under date of March 19, 1907, and sent to His Honor the Mayor.

SCHOOL DOCUMENT NO. 2 — 1907.

REPORT OF THE COMMISSION

APPOINTED JUNE, 1906,

TO REPORT ON MATTERS RELATING

TO THE

HEALTH OF CHILDREN

ATTENDING THE FIRST THREE GRADES.

JANUARY, 1907.



BOSTON:
MUNICIPAL PRINTING OFFICE,
1907.

IN SCHOOL COMMITTEE,
January 26, 1907.

Ordered to be printed as a school document.

Attest:

THORNTON D. APOLLONIO,
Secretary.

BOSTON, January 25, 1907.

The Commission appointed by the Boston School Committee in June, 1906, "To report their opinion as to the desirable length of session, periods of recess, curriculum, and on all other matters relating to the health of children attending the first three grades," herewith respectfully presents its report.

REPORT.

The Commission as originally named by the School Committee consisted of seven members, five of whom accepted the invitation to serve. The five members met at the School Committee rooms in June, and outlined the work as follows: First, a study of the literature pertaining to the investigation; second, visiting some of the primary schools in the different sections of the city; third, conferences with the Committee of the Masters appointed by the School Committee; and fourth, a conference with the Chairman of the Boston Board of Health.

The Commission was keenly aware of its ignorance of practical educational matters, and on this account felt that the scope of its investigations must be sharply limited to consideration of those matters only which really pertained to the health of the children. Therefore no attempt has been made to pass judgment on the various studies or methods of teaching.

The Commission includes among its members men devoted to various special branches of medicine, so that the welfare of the children has been considered along

broad lines. We have approached the subject without preconceived ideas, and with no theories of our own to work out.

The report is divided into three parts :

- I. A description of the methods employed in making the investigation.
- II. A discussion of the results of the investigation :
and
- III. The recommendations.

I. (1.) The literature pertaining to the subject was found instructive and suggestive. The Assistant Librarian of the Boston Medical Library looked up for us the titles of articles published in the various magazines, and to each member of the committee a portion of these was assigned for review. The summer months were utilized in the study of this literature, and in the reading of the best books on school hygiene. The information gained from these sources has been of distinct value in our direct study of the primary schools of the city. The recommendations made at the close of the report are based, however, not on information obtained from the literature, but from knowledge acquired in our visits to the schools.

(2.) In the first three grades of the public schools there are about forty thousand pupils. Obviously it was impossible to examine all of these pupils, or even to visit, with the time at our disposal, all of the schools. No attempt was made to examine the pupils individually. Schools were visited in all parts of the city. Both the older and the newer buildings were inspected; those in the most crowded parts of the

city, and those in more out-lying districts. The toilets, halls, closets for clothes, yards, and the school-rooms were all examined. The children were closely watched in the rooms while at work at their seats, during their exercises, and at recesses; on clear days and on stormy days. They were seen during both the morning and afternoon sessions, on the early days of the week, and on Fridays. All possible conditions obtainable during the early months of the year were utilized in our investigations to enable us to form a just opinion of the real conditions under which their work was being carried on.

The classes were found to be divided into sections, usually three in number. While one section was at work with the teacher at the board or desk the others were doing so-called "busy work" at their desks. A careful study was made of these sections: one actively engaged in interesting work, the others marking time, as it were, at their desks, with rather dull and oftentimes useless work. Special attention was paid to the seating of the children, to their desks, to the lighting and ventilation of the rooms. The physical development, nutrition, clothing, and cleanliness were considered, so far as it was possible to do so without individual examination. A careful study of the present medical inspection of schools was made, to determine, if possible, its thoroughness and efficiency, and many consultations with both teachers and masters were held on this subject. So far as possible the Commission took into consideration all things appealing to physicians as in any way influencing the physical welfare of the children.

(3.) In addition to our own investigations we have consulted with the teachers whose rooms were visited, and have discussed with them the many conditions influencing the health of the pupil. While there was some diversity of opinions among the many teachers, nevertheless on the more important matters relating to the welfare of their charges there was remarkable agreement.

(4.) Following the inspection of the schools, two conferences were held with the Committee of Masters appointed by the School Board. The matters thought to be important to discuss with the Masters' Committee were carefully considered beforehand and presented in the form of questions. The discussion covered all the matters investigated. In the conclusions reached from our investigations, and in the suggestions to be made, we have the most cordial support of this committee.

(5.) A conference was held with the Chairman of the Boston Board of Health in regard to the medical inspection of schools. In our suggestions of ways for increasing the efficiency of the present inspection we have his earnest support.

It may be said that our conclusions are based upon insufficient evidence. That without an individual examination of the pupils it is impossible to tell the real degree of health or ill health, or what things affect badly the physical welfare. It was, of course, impossible for us to make or to have made a complete physical examination of all the children, or of any considerable part of the whole number, and such an examination did not seem essential or even desirable for the purpose of our investigation.

The trained observer can find much of value on which to base an opinion of bodily health by close observation of the child. It seems safe and fair to believe that children who look well nourished, have good color and good facial expression, who are alert in body and mind, sitting at their desks, or standing, or at play, erect, and with every appearance of normal development, must be in satisfactory physical health. It is on these observations of the children that we base our opinions of their physical conditions. We realize that perfectly just criticism may be made of our work, but we present the results of our observations firmly believing that they are of value. Much of the criticism of our schools has been by those who have no personal knowledge of them, or of the conditions that prevail in them.

II. (1.) A discussion of the results of the investigation, based on visits to twenty-four schools, follows:

The children in the first three grades are from five to eight years of age. Some of them have had kindergarten training, but the majority have not. They appeared as a whole bright and intelligent, earnest in their work, interested and enthusiastic. Their appearance made a most favorable impression, and was suggestive of excellent health. We were forcibly impressed with the variations in size occurring in the same classrooms, but the smaller children did not compare unfavorably with the larger in the appearance of health or mental vigor. Even in the poorer sections of the city we were impressed with the good physical condition of the children. At play during recess the children gave evidence of the joy of youthful health,

and returned to the school-rooms invigorated and enlivened. The manner of performing the physical exercises in the school-room was such as denoted a satisfactory physical condition. Some teachers seemed to inspire their children very greatly; others to possess almost no inspiration, and the tone of the school-room and the physical demeanor of the children corresponded strikingly to this inspiration or lack of it.

As between the morning and afternoon sessions, the children appeared physically more alert in the morning. We could determine very little evidence of fatigue in this session. Surely not enough to retard the work or call for any change in program. Even on stormy days the morning session was not usually fatiguing. In some of the older school buildings, badly located for daylight, and without, or with very inadequate, artificial light, the children became somewhat restless towards noon.

The afternoon session presented a different picture. In early fall and spring months, the hours are from two to four; during the late fall and winter months, from half-past one to half-past three. During the first hour the children are active and attentive, but noticeably less so than in the morning session. Yet this hour, the teachers feel, is of value. In this first hour the children are attentive, and show little evidence of fatigue. The last hour is different. In all the grades the pupils become restless, inattentive, and show unmistakable signs of distress. This is particularly true in the first grade. On stormy or cloudy days, this restlessness and inability to fix the attention are even more marked, and oftentimes the scheduled work is abandoned. This is the child's

expression of beginning fatigue, and is a signal of distress which ought to be observed. In recognition of this afternoon fatigue, the teachers have so arranged their schedules that only the easiest subjects are taken up. In the very hot days of late spring, the teachers informed us, the children become too tired in the afternoon to remain in the school-rooms without evidence of great fatigue. On such days it would seem wise to dismiss the school.

It is our opinion, however, from observation of the children during the last hour of the afternoon session, that this fatigue is not severe enough or protracted sufficiently to work a physical harm. It seems rather that a change of program is called for, and this we advise.

The routine work of the school-room even at its easiest becomes difficult and tiresome for these little ones towards the close of the day. For reasons to be given later, we do not think it wise to dismiss the primary schools an hour earlier, and it is equally unwise to continue the present arrangement. It has seemed to us, and to those with whom we have consulted, that the introduction of directed play or games or of some form of manual work would be advantageous. If, however, the whole class were compelled to do the same thing, chosen by the teacher, it would be but the substitution of one fatiguing exercise for another. The element of real play, of fun, of self-chosen play, must be allowed. This would, of course, necessitate groups of children, and different games or plays going on at the same time. It is as true as it is sad that many of the children of foreign parentage do not know games, and the teacher would have to

show these children how to play. The same is true of manual work. If the whole class must do the same thing at the same time, it becomes tiresome. So far as possible the children should be allowed to choose the work. This will mean different groups doing different things at the same time. If the child is interested in something he is doing, and takes pride in it, it means a good deal to him. It is not another task set by teacher, and therefore it is enjoyable and not so fatiguing. We think the introduction of manual work or directed play feasible and important, and earnestly recommend it.

Shall there be one or two sessions a day? This question was given most careful consideration and discussed with the teachers' and the Masters' Committee. Those favoring a single session suggest, some a three-hour session, and others one of four hours. Five hours a day is claimed to be too much for these very young children. The advocates of the single session claim that the whole afternoon is thus left free for healthful out-of-doors play, and that the curriculum can be as satisfactorily covered as with the present two sessions. The few teachers who favored this argued that in addition to the benefits accruing to the children their own energies would be conserved and better teaching follow.

The Commission is of the opinion that the present arrangement of two sessions is wise, and ought not to be changed. Our reasons for so thinking are as follows:

- (1.) These very young children cannot go to and from school alone, but must be attended by older persons. In the majority of cases the attendant is

an older brother or sister attending school, and it is essential for this arrangement, therefore, that the sessions should be of equal length, and begin and end at the same time.

(2.) In the majority of working families a noon meal is prepared by the mother, and it would work a decided hardship for her to have to prepare another meal.

(3.) The children will be better provided for under the present arrangement, having a hot noon meal.

(4.) In the crowded quarters of the city it is better in every way for the children to be at school, where the environment is good and better than the conditions to which they might be subjected elsewhere.

(5.) There is no evidence to show that the two sessions are harmful to the children.

The curriculum and recesses seemed to be wisely arranged. The periods of work are not over twenty minutes, as a rule, when a change is made. Exercises are frequently given to rest the children from desk-work. The morning recess of twenty minutes we found well used, by sending the children out of doors to play. The afternoon recess of ten minutes is too short. In most of the schools it is used merely to send the children to the toilets and back to the rooms without play. It seems to us that a longer recess, giving the children an opportunity to play out of doors, is needed. In some of the older buildings, and a few of the newer ones, the yard accommodations are almost wanting. In others they are so shut in by buildings as to be without sunlight. The mere mention of these evils suggests the remedy: new buildings, with better yard accommodations.

In discussing the school buildings, two divisions must be made, the new and the old.

The newest buildings are admirably arranged. They are well ventilated, have sufficient artificial light from electricity, ample hallways, closets for clothes, excellent modern toilets, and usually ample yards. The older buildings naturally lack many of the advantages possessed by the new ones. They are frequently overcrowded, have small hallways and yards, and often no closets for clothes. There is inadequate artificial light, or frequently no artificial light at all.

The school-rooms we found usually attractive and arranged with all possible consideration for the pupils' comfort. In some buildings so great was the overcrowding that extra seats were added, often in very undesirable positions, and extra rooms were made and often the hallways utilized.

This overcrowding has been partially remedied by the erection of portable schools. There are certain objections, however, to these. They fill up the none too large yards, and where, as is often the case, there are two or three, there is little yard room left. They are without artificial light, and on cloudy days some of them are so dark as to cause severe eye strain. They are heated by stoves, which give a very unequal temperature in different parts of the room, and must use up a great deal of the available oxygen of the room.

The light available in the rooms is a matter of great importance. Some buildings are so located that daylight is always abundant, except on the darkest days of winter in the afternoon. There are other buildings,

however, where many of the rooms receive but scanty light, even on the sunniest of days. In many of the older school buildings there is no provision made for artificial lighting. In several buildings the only artificial light obtainable was from a few gas jets, without globes, placed over the children's heads. This arrangement of lighting gives very insufficient light to all, and annoying shadows to many. Gas, too, uses much of the oxygen necessary for the children. This lack of proper light must be a large factor in the production of eye-strain, which is so prevalent in our schools. It seems to the Commission wrong to keep children at work in rooms so dark that even the large writing on the blackboards is not visible half-way across the rooms.

The toilets likewise should be well lighted, many of which are not at present. No improvement is more urgently needed than the efficient artificial lighting of all the school-rooms and toilets.

Anything adding to the quantity of light obtainable is of importance. The condition of the windows demands our attention. According to the present rule the windows are washed in the summer and again in April. Between these infrequent periods of cleaning they become exceedingly dirty, and keep out a considerable amount of light. This is particularly striking in the winter months, when the days are shortest and cloudy days most frequent. Cleanliness has, too, some educational value, and adds to the cheerfulness of the surroundings.

To the seating of the children special consideration was given. In most of the schools visited we found the unadjustable seats and desks, with a few adjustable ones scattered through the building. In

the newest buildings adjustable seats and desks were found. In the rooms with unadjustable seats and desks there were usually two heights, one for the smaller, the other for the larger pupils. In the case of the very small children blocks of wood were placed on the floor under the seats, on which they rested their feet. Where the adjustable seats and desks prevailed they were fitted to the pupils by the janitor early in the year.

We realized the importance of proper seating, and had carefully in mind its relation to the production of spinal curvature. Adjustable seats and desks are undoubtedly more desirable than unadjustable ones, and are being used in the newest buildings, and to some extent are being installed in the older buildings. However, the work at the desks is rarely longer than twenty minutes at a time, when a change is introduced, the children leaving their seats for section work or play. The seats themselves seemed comfortable, and fairly correct in design, and it is our opinion that spinal curvature is not frequent among these pupils, and not invited certainly in these grades by the manner of seating.

The number of pupils in the public schools has increased faster than efficient accommodations. This works a hardship, especially in the primary grades. Classes of forty-five are common, and in some instances as many as sixty or seventy are present in one room. It is impossible for one teacher to manage efficiently such large classes, even with an assistant, and it is bad for the children. It necessitates the division of the classes into more or larger sections. In either case, the time devoted to so-called "busy work"

at the desks is lengthened unduly. This desk work is tiresome and uninteresting, and when unduly prolonged causes restlessness and fatigue. More than in the higher grades, the primary grades need the constant attention of the teacher, and in the larger classes her attention to each pupil is too limited. We are of the opinion that the present classes are too large. In the first grade, the ideal class would be twenty-five; in the second grade, thirty-five; in the third grade, forty. These figures were suggested by the Masters' Committee and met with our hearty approval.

Whatever hampers the teacher in her efforts, hinders the progress and injures the welfare of the children. In any class the presence of one backward child greatly retards the progress of the other children.

The effort should be made to develop these children before they reach the grammar school, because the more plastic age from seven to ten years is the time when such effort is most likely to be successful. Their removal from the ordinary classes would increase very much the efficiency of the grade work. The solution of this problem must be left to practical experts in educational matters; but it seems to us desirable either to increase considerably the number of special classes or to employ special assistants to coach individuals or small groups in separate rooms without severing their connection with the grade classes where they are found.

MEDICAL INSPECTION OF SCHOOLS.

The physical welfare of the children is looked after by a corps of physicians whose duty it is to visit the

schools daily and examine any pupils considered by the teachers to need the physician's services. No special room is provided for this examination. The inspector visits the rooms only on special request. The children selected for examination are sent to him when he calls. The examination is made and the advice given to the teacher or master, who notifies the parents, if requested to do so, of the diagnosis, and what had best be done. The inspector does not treat the patients.

It seems to the Commission that this is not an inspection by physicians, but by teachers. Yet the medical profession is held responsible. A great difference was found in the attitude of the teachers towards it. In some schools the inspection was good, the teachers being watchful of their children and anxious to carry out their part of the work. In other schools there was apparent indifference. In one school of 300 children there had been no call for the physician's services this year, and it seemed incredible to us that there were none needing help.

One of the principal duties of the medical inspection is the detection of the contagious diseases of childhood, especially diphtheria, scarlet fever, and measles. Many people believed when the work was begun in 1894, and still believe, that the schools are the great sources of infection for these diseases. A study of the Reports of the Medical Inspection of Schools, published by the Boston Board of Health, is interesting and instructive. Eleven reports are available, the first being issued in 1895, the last one in 1906 for the year 1905. In the public schools of Boston there are approximately 100,000 pupils.

The cases of diphtheria, scarlet fever, and measles reported as found in the public schools are as follows :

YEAR.	Diphtheria.	Scarlet Fever.	Measles.
1895	77	28	116
1896	26	8	59
1897	30	31	100
1898	8	16	26
1899	13	5	85
1900	23	23	121
1901	9	9	25
1902	7	2	69
1903	32	29	121
1904	11	10	264
1905	1	9	16

There undoubtedly were other cases not detected, but they were probably few in number, as there has been no epidemic of these diseases during these years. The cases escaping detection might have been found by a more thorough system of inspection. Surely the Boston public schools, at least judging from the reports of the school inspectors during the past eleven years, have not been such marked centres for the spread of these three most serious contagious diseases of childhood as has been supposed. The health reports show that the same conditions prevailed with regard to the less severe diseases, as mumps, chicken pox, and whooping cough.

As a matter of fact, the inspectors' work has de-

veloped along very broad lines. It is now made to include almost everything pertaining to the welfare of the children. The teachers who are alert and interested in their children consult the physicians concerning a host of ills, most of them of minor importance. But whether serious or not the inspector's duty ends with the examination and suggestions of what had best be done. No provision is made for treatment, or for seeing that it is carried out where provided, beyond notifying the parents. The advice given is too often ignored, and children remain away from school weeks at a time for trivial ailments because not treated. The child's welfare suffers and valuable school time is lost.

The Commission has carefully considered ways to improve the inspection of schools, and the care of those needing treatment. It does not seem to us a practical thing to have a physical examination made of every pupil in the public schools. Yet this is the only way physical defects can be accurately determined. The vision and hearing of the pupils are already being systematically tested by the teachers under the provisions of a law passed by the Legislature in 1906. Regarding the other ills children may suffer, it seems to us possible to detect these, where they are giving rise to symptoms, without subjecting all the pupils to a physical examination. We would suggest that a properly qualified nurse, acting with the teacher as her helper, would not only find the children showing symptoms of physical distress, but would see to it that they were quickly and properly treated, and returned to school at the earliest possible moment.

The trained nurse in our public schools is no longer an experiment. For the past year there have been

two on service — one in the West End the other in the South End. They have amply demonstrated their value. In these school districts a much larger number of pupils needing medical assistance has been found. Treatment has been carried out efficiently, either through the family physicians or the hospitals. The parents have welcomed the nurse and appreciated her services. The greatest value of the nurse's service is outside the school buildings, at the homes of the pupils. She explains to the parents the physical defects of the child, and advises them as to what had best be done. The family physician may be called, in which case the nurse helps him by seeing that his orders are carried out, or the child may be taken to a hospital. If the parents are too busy, as is often the case, to take the child to a hospital, the nurse does it for them. The parents are taught how to carry out the treatment advised by the physicians, and actual demonstrations are given to them by the nurse.

In the kindergarten the teachers keep in close touch with their pupils by frequent visits to the homes. This is not the case in the primary schools, owing largely to the two sessions. School life and home life seem two distinct things. It seems to us that the nurse may become a connecting link of great importance between school and home. To the parents a closer acquaintance with the school life will follow, and to the teacher a better knowledge of the home surroundings. It seems inevitable that the nurse will by her instruction of the parents regarding the care of the child educate the parents in the simpler rules of hygiene.

We most earnestly recommend the introduction of nurses in the public schools. It is of the greatest importance, however, for the success of this movement that thoroughly trained nurses, who are women of tact and good judgment and experience, should be selected.

The Commission, with the unanimous approval of the Masters' Committee, has the honor to present for your consideration the following recommendations:

I. Regarding the school buildings:

(1.) That efficient artificial lighting be installed in all school-rooms and toilets.

(2.) That until such efficient artificial lighting be installed, the masters be empowered to dismiss on dark afternoons those rooms where the light is so dim as to strain the eyes of the pupils.

(3.) That the windows be cleaned more frequently, especially during the winter months.

(4.) That smooth pavement be laid on the streets adjoining school buildings to lessen the noise.

II. Regarding the sessions and recesses:

(1.) That the present rule of two sessions be continued.

(2.) That the afternoon recess be lengthened and devoted to play.

III. Regarding the curriculum:

That games and manual training, so far as possible chosen by the pupils, be introduced in place of the present schedule during the last hour of the afternoon session.

IV. That the classes of the first grade be limited to twenty-five members, of the second grade to thirty-five, and of the third grade to forty members.

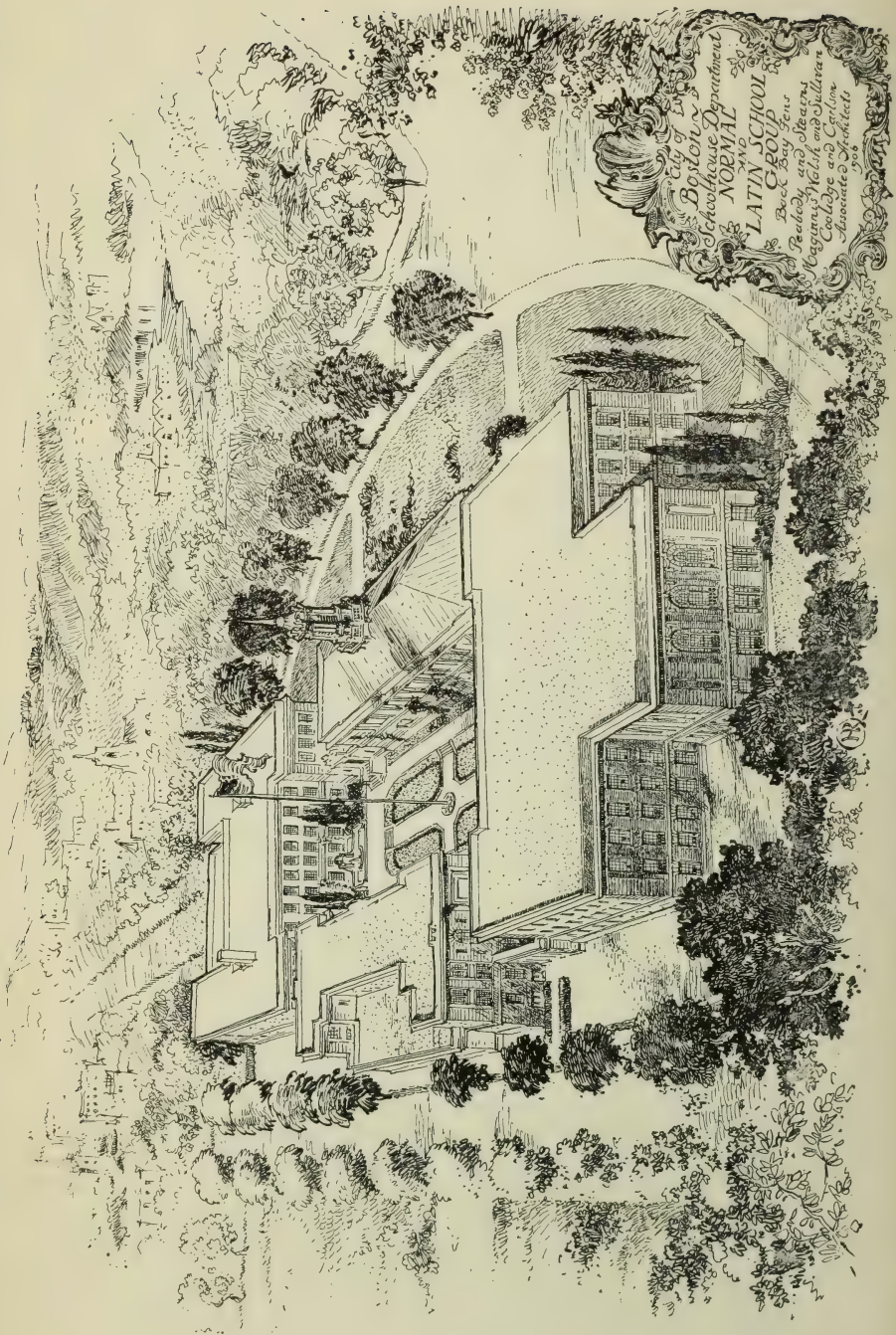
V. That special provision be made for the care and study of the backward children, especially in these grades.

VI. That competent trained nurses be appointed to supplement the work of the medical inspectors.

Respectfully submitted,

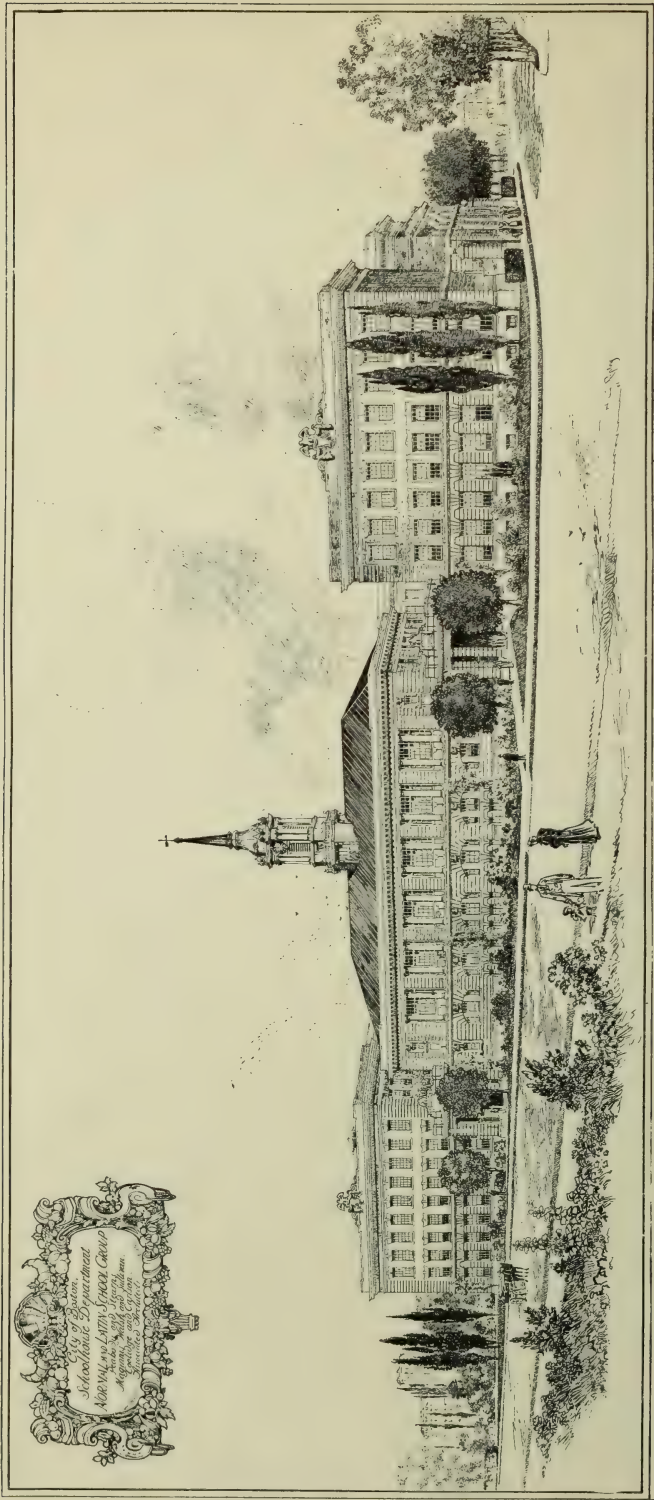
GEORGE S. C. BADGER, M.D.,
JOEL E. GOLDTHWAIT, M.D.,
ARTHUR C. JELLY, M.D.,
LOUIS P. O'DONNELL, M.D.,
JAMES S. STONE, M.D.





City of Boston
Scolastic Department
NORMAL
LATIN SCHOOL
AND
GYMNASIUM
BOSTON, MASS.
1908

GIRLS' LATIN SCHOOL.
MODEL SCHOOL.
GYMNASIUM.



City of Boston
 School District Department
 Normal and Latin School Girls
 Building, with and without
 Gymnasium, October 1907

NORMAL SCHOOL.

GYMNASIUM.

GIRLS' LATIN SCHOOL.

SCHOOL DOCUMENT NO. 3.—1907.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1906



BOSTON
MUNICIPAL PRINTING OFFICE
1907

SCHOOL COMMITTEE
1906.

JAMES J. STORROW, *Chairman.*

GEORGE E. BROCK,

THOMAS J. KENNY,

DAVID A. ELLIS,

WILLIAM S. KENNY.

SUPERINTENDENT OF SCHOOLS.

STRATTON D. BROOKS.

ASSISTANT SUPERINTENDENTS.

WALTER S. PARKER,

JEREMIAH E. BURKE,

ELLOR E. CARLISLE,

AUGUSTINE L. RAFTER,

MAURICE P. WHITE,

ROBERT E. BURKE.

DIRECTORS.

WALTER SARGENT,
Drawing and Manual Training.

CAROLINE D. ABORN,
Kindergartens.

JAMES M. McLAUGHLIN,
Music.

JAMES B. FITZGERALD, M.D.,
Physical Training.

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.

LILLIAN MAY TOWNE,
Physiology, Physical Training and Science.

MARY CHAPLIN SHUTE,
Kindergarten Training.

ROSE ALOYSIA CARRIGAN,
Music.

‡ CAROLINE DAVIS ABORN,
Kindergarten Training.

GERTRUDE WEEKS, A.B.,
Physiology and Science.

SARAH ANNA LYONS,
Geography.

CLARA J. A. SMITH,
Clerk.

* Appointed Assistant Superintendent, January 14, 1907.

† Absent on leave, Sarah L. O'Toole, substitute.

‡ Appointed Director of Kindergartens, December 1, 1906.

CALENDAR.

SCHOOL YEAR, 1906-1907.

1906.

School Year begins	Wednesday, September 12, 9 A.M.
Annual Meeting of Boston Normal School Association	Saturday, October 27, 4 P.M.
Thanksgiving Recess	November 28, 12 M., to December 2, inclusive.
Christmas Recess	December 22, to January 1, 1907, inclusive.

1907.

Fall Term ends	Thursday, January 31.
Spring Term begins	Friday, February 1.
Spring Recess	March 23-March 31, inclusive.
Entrance Examination	Friday, Saturday, June 7 and 8.
School Year begins	Wednesday, September 11, 9 A.M.

The entrance 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.

In 1906 work was begun on new buildings for the accommodation of the Normal School, situated on Huntington avenue, near the Fenway. It is expected that these buildings will be ready for occupancy in September, 1907. Architects' sketches of the group of buildings are given in this catalogue.

Persons who were graduates of high schools outside of Boston have been admitted upon satisfactorily passing an entrance examination, and the payment of the annual tuition fee.

LOCATION.

The Normal School occupies the upper floor and part of the first and second floors of the school building at the corner of Dartmouth and Appleton streets. The Principal's office and the Assembly Hall are on the third floor.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must be at least eighteen years of age, unless an exception is made for reasons satisfactory to the Board of Supervisors, and must have good health and a good moral character.

They must have completed a four-years' course of study in a Boston High School, or an equivalent course of study, with diploma.

All candidates for admission, except graduates of a university or college, or of a State Normal School, approved by the Board of Supervisors, are required to take the entrance examination.

The record in the high school forms a part of the record in this examination.

WRITTEN EXAMINATION.

The written examination will include papers upon the following subjects :

1. Language :
 Written English.
 English Literature.
 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.

All candidates will be expected to bring to the examination (1) a certificate of character, (2) a certificate of health. In addition candidates who are not graduates of a Boston High school, will bring (3) a certificate or diploma of graduation from a high school or other elementary school having a four-years' course of study, (4) a statement of scholarship standing in that school.

TIMES OF EXAMINATION.

There is but one examination each year, held on the second Saturday and preceding Friday in June.

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 school in September.

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 preceding Easter Sunday; Memorial day; the seventeenth of June; and from the close of school 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 child nor one who has only a temporary residence in the city shall be allowed to enter or remain in any school, unless his parent, guardian, or some responsible person has executed an agreement to pay the tuition of such child, or until a statement from the business agent, permitting such child to attend the school, has been received by the principal thereof.”

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 an Elementary School 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.

The completion of this course carries with it the Elementary School Special 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, 2.

Second Term.

Psychology, 4.
English, 4.
Arithmetic, 3.
Elementary Science, 4.
Drawing, form and color, 2.
Gymnastics Theory, 2.
Manual Training, 1.
Observation and Practice in Public Schools, 4 weeks.

SECOND YEAR.

Third Term.

Principles of Education, 3.
English, 2.
History, 2.
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, 4.
Geography, 3.
Field work in Science, 2.
Kindergarten Methods, 1.
Manual Training, 1.
School Hygiene, 1.
Music, 1.
Observation and Practice, 4 weeks.

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 observe 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 instruction in the Normal School, only one-half of the class being absent from 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 five others have been added, so that now there are six 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, the Choral Club, the Kindergarten Club, and the History Club. 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.

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:

Dr. Clarence J. Blake — "The Professional Spirit."

Dr. Albert E. Winship — "Professional Responsibility."

Judge Ben B. Lindsey — "The Work of the Juvenile Court."

William R. George — "The George Junior Republic."

Dr. James P. Haney — "Manual Training."

Dr. R. W. Lovett — "Spinal Curvature."

Edwin D. Mead —“ Benjamin Franklin.”

Dr. R. G. Loring —“ The Eye.”

Miss Alice M. Jordan —“ The Public Library and the Public School.”

Schuyler Matthews —“ Birds and their Music.”

Col. William M. Olin —“ Memorial Day Address.”

Hon. George H. Martin — Graduation Address, “ Trade, Art, or Profession.”

GRADUATES
OF THE
BOSTON NORMAL SCHOOL.

CLASS OF 1906.

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.
Violet E. Barry, e. s.	26 <i>Regent Street, Rox.</i>
Katherine M. Beebe (Smith College)	<i>Franklin Terrace, Hyde Park.</i>
Marion H. Bell, g.	1 <i>Dabney Place, Rox.</i>
Katherine C. Brady, m. t.	7 <i>Fenton Place, Dor.</i>
Marguerite V. Brickley, m.	10 <i>Mystic Street, C.</i>
Helen I. Bridge, m. t.	17 <i>Sydney Street, Dor.</i>
Miriam J. Bronski, m. t.	1082 <i>Washington Street.</i>
Bertha R. Brown, m.	29 <i>Harwich Street.</i>
Alice L. Brummett, k. p.	49 <i>Holborn Street, Rox.</i>
Emma A. Brust, d.	1199 <i>Tremont Street, Rox.</i>
Anna E. Burke (Trinity College)	24 <i>Mayfield Street, Dor.</i>
Frances Burnce (Boston University)	76 <i>Allen Street.</i>
Helen T. Carmody, m. t.	39 <i>Kent Street, Brookline.</i>
Mary C. Carr, m. t.	1183 <i>Bennington Street, E. B.</i>
Rebecca E. Carson, s.	55 <i>Roxbury Street, Rox.</i>
Anna A. Cassidy, g.	24 <i>Newburg Street, Ros.</i>
Grace M. Cavanagh, s.	59 <i>Olney Street, Dor.</i>
Helen S. Chapman, d.	14 <i>Wellington Street.</i>
Helen T. Clayton, g.	17 <i>Bennett Street, B.</i>
Ethel M. Coleman, k. p.	25 <i>Gaylord Street, Dor.</i>
A. Margaret Conley, s.	20 <i>Sargent Street, Dor.</i>

Name.	Residence.
M. Estelle Conlin, m.	195 Trenton Street, E. B.
Elinor C. Cowan, d.	10 Trenton Street, C.
Samuel A. Cragin (Boston University)	59 Pinckney Street.
Mary M. Crampton, d.	8 Fremont Avenue, Rox.
Grace F. Cunningham, g.	53 Thomas Park, S. B.
Madalene I. Curry, c.	106 Cedar Street, Rox.
Frances E. Dailey, c.	44 East Dedham Street.
Jessie C. Davidson, d.	12 Nixon Street, Dor.
Bertha E. Davis, g.	24 Dustin Street, B.
Louise M. De Voto, m. t.	164 Salem Street.
Emma F. Ditchett, g.	5 Sagamore Street, Dor.
Frances G. Dixon, s.	4 Davidson Avenue, Dor.
Louise Dodge (Smith College)	195 Bunker Hill Street, C.
Charlotte E. Dogherty, e s.	345 Harvard Street, Cambridge.
Elizabeth A. Donahue, m. t.	68 Callender Street, Dor.
Genevieve R. Dore, c.	40 Howland Street, Rox.
Rosanna M. Dowd, d.	13 Worthington Street, Rox.
Katherine L. Driscoll, m.	283 Walnut Avenue, Rox.
Edith A. Duclos, m. t.	9 Haley Street, Rox.
Joseph M. Duffy (Boston College)	788 Broadway, S. B.
J. Florence Eldredge, k. p.	3292 Washington Street, J. P.
Susan S. Faden, d.	122 Huntington Avenue.
Sara G. Fay, c.	80 West Rutland Square.
Mabel G. Finlay, k. p.	230 East Eagle Street, E. B.
Louise M. Fitzpatrick, m.	287 Walnut Avenue, Rox.
Alice M. Flanagan, c.	77 Ashland Street, Ros.
Mary E. Flynn, k. p.	25 Greenwich Place, Dor.
Annie C. Forbes, m. t.	15 Calder Street, Rox.
Mary A. Ford, c.	988 Tremont Street, Rox.
Mary A. Fouhy, c.	21 Wall Street, C.
Mary M. French, g.	135 School Street, Rox.
Helen E. Fries (Radcliffe College)	2 Wabon Street, Rox.
Pauline M. Garey (Smith College)	144 Chandler Street.
Edward M. Giblin (Boston College)	4 Cross Street, C.
Mary M. Glennon, d.	65 Regent Street, Rox.
Gertrude M. Glynn, k. p.	122 Radcliffe Street, Dor.
Anna F. Gorman, m. t.	726 Eighth Street, S. B.
Louise Graham, m. t.	40 Kenwood Street, Dor.

Name.	Residence.
Lavina M. Grimes, g.	423 <i>Massachusetts Avenue.</i>
Fannie M. Gueth, k. p.	36 <i>Decatur Street, E. B.</i>
Josephine M. Haney, m.	117 <i>Pinckney Street.</i>
Mabel A. Harris (^{Swarthmore} College)	188 <i>West Brookline Street.</i>
Rose G. Harris, e. s.	16 <i>Elm Street, Chelsea.</i>
Marian B. Healey (^{Radcliffe} College)	7 <i>Pearl Street, Dor.</i>
Eunice C. Hearn, m. t.	3 <i>Morse Street, Dor.</i>
Dorothy Hill, k. p.	20 <i>Webster Street, A.</i>
Alice L. Hopkins, (^{Smith} College)	35 <i>Ridgemont Street, A.</i>
Constance Horsford, g.	130 <i>Bird Street, Rox.</i>
Eleanore E. Hubbard, g.	15 <i>Bennett Street, B.</i>
T. Agnes Hurley, s.	118 <i>Border Street, Dedham.</i>
Martha L. Ireland, m.	132 <i>Hudson Street.</i>
Mary E. Jenkins, m.	6 <i>Monument Square, C.</i>
Martha B. Johnson, d.	279 <i>Poplar Street, Ros.</i>
Catherine G. Kelleher, m.	18 <i>Mt. Vernon Street, Dor.</i>
Vincent L. Kelley (^{Boston} College)	4 <i>Cross Street, C.</i>
Marguerite R. Kenneally, m. t.	31 <i>Crescent Avenue, Dor.</i>
Margaret M. Kenney, e. s. (^{Salem} Normal)	22 <i>Tremont Street, C.</i>
Marie J. Kreutz, k. p.	<i>Stamford, Ct., Miss Lowe's School.</i>
Marguerite F. Lalley, m.	73 <i>Stetson Street, Ros.</i>
Sigrid T. Larson, d.	15 <i>Mascot Street, Dor.</i>
Helen L. Leahy, g.	186 <i>Leyden Street, E. B.</i>
F. Rita LeBlanc, d.	47 <i>Prentiss Street, Rox.</i>
Florence A. Lincoln, e. s.	32 <i>Cordis Street, C.</i>
Sarah E. L'Orange, k. p.	123 <i>West Concord Street.</i>
Jennie G. Maguire, c.	14 <i>Jess Street, J. P.</i>
Elinor Maher, e. s.	139 <i>Blue Hill Avenue, Rox.</i>
Cecilia V. Mara, m.	35 <i>Clayton Street, Dor.</i>
Gertrude L. McCormick, d.	3090 <i>Washington Street, Rox.</i>
Margaret E. McCoy, d.	13 <i>Hecla Street, Dor.</i>
Helena McGinnis, e. s.	56 <i>Bartlett Street, Rox.</i>
Mary M. McLaughlin, g.	4 <i>Harvest Terrace, Dor.</i>
Frances A. McMahan, c.	392 <i>Fourth Street, S. B.</i>
Esther L. McNellis, m.	12 <i>Sackville Street, C.</i>
Josephine A. Merrick, d.	671 <i>Washington Street, Dor.</i>
William T. Miller (^{Boston} College)	413 <i>Shawmut Avenue, Boston.</i>
Mary I. F. Montgomery, k. p.	19 <i>Sunnyside Street, Rox.</i>

Name.	Residence.
Eleanor F. Morris, m.	66 <i>Tudor Street, S. B.</i>
Mary A. Mullin, e. s.	<i>Neponset Street, Canton Junction.</i>
Florence M. Murphy, e. s.	12 <i>Judson Street, Rox.</i>
M. Louise Murphy, s.	419 <i>Fourth Street, S. B.</i>
Violet M. Nevins, g.	226 <i>Saratoga Street, E. B.</i>
Mercy O. Newton (^{Boston} University)	62 <i>Trenton Street, E. B.</i>
Margaret M. O'Brien, m.	806 <i>Parker Street, Rox.</i>
John A. O'Keefe, Jr. (^{Harvard} University)	414 <i>Broadway, Lynn.</i>
Mary J. O'Neil, g.	15 <i>Edgeworth Street, C.</i>
Mary J. O'Neill, m.	18 <i>Shirley Street, Rox.</i>
Eleanor M. Osterberg, k. p.	53 <i>Hillside Street, Rox.</i>
Ethel A. Owen, g.	251 <i>Princeton Street, E. B.</i>
Lillian G. Pattinson, c.	<i>Arlington Heights.</i>
Elizabeth L. Prendergast, m.	108 <i>Parker Hill Avenue, Rox.</i>
Elizabeth M. Quigley, m. t.	58 <i>Monument Avenue, C.</i>
Mary G. L. Quinlan, m.	137 <i>Walnut Street, Brookline.</i>
Mary R. Quinn, m.	21 <i>Circuit Street, Rox.</i>
Florence Rice, c.	135 <i>Savin Hill Avenue, Dor.</i>
Florence C. Ritchie, d.	16 <i>Dean Street, Dor.</i>
Mary J. Rogers (^{Smith} College)	6 <i>Robinwood Avenue, J. P.</i>
Katherine L. Ryan, k. p.	88 <i>Howard Avenue, Rox.</i>
Louise C. Scannell, g.	28 <i>Gay Head Street, J. P.</i>
Annie C. Shea, k. p.	196 <i>Green Street, J. P.</i>
Nellie F. Sheehan, m.	<i>West Newton.</i>
Mary T. Sherry, c.	146 <i>Dorchester Street, S. B.</i>
A. Lillian Smith, k. p.	51 <i>Boylston Street, J. P.</i>
Mary E. Smith, s.	217 <i>Cabot Street, Rox.</i>
Edith M. Snow, s. (^{Providence, R. I.} Normal)	291 <i>Lamartine Street, J. P.</i>
Helen K. Somers, m.	<i>Mansfield.</i>
Mary R. Stapleton, d.	27 <i>Old Harbor Street, S. B.</i>
Gertrude P. Stephan, m.	104 <i>Brook Avenue, Rox.</i>
Catherine J. Sullivan, m.	423 <i>Fourth Street, S. B.</i>
Eileene A. Sweeney, c.	321 <i>Athens Street, S. B.</i>
Caroline J. Trömmer, d.	6 <i>Grant Street, Dor.</i>
Jennie A. Tyrrell, m.	83 <i>Medford Street, C.</i>
Mary L. Veazie, s.	71 <i>Tonawanda Street, Dor.</i>
Nellie B. Vinal, e. s.	497 <i>Blue Hill Avenue, Rox.</i>
Ida F. Wall, c.	169 <i>Sixth Street, S. B.</i>

Name.	Residence.
Mary A. C. Ward, m.	10 Belfort Street, Dor.
Lillian M. Watts, m.	863 Boylston Street.
Gertrude E. Welch, d.	48 Haverhill Street, C.
Marian S. Wentworth (^{Boston} _{University})	South Weymouth.
Grace L. White, k. p.	5 Houghton Street, Dor.
Harriet White, m. t.	10 Blackwood Street.
Alice C. Whittemore, m.	16 Harbor View Street, Dor.
Mary F. Wilbar (^{Radcliffe} _{College})	56 Dix Street, Dor.
Margaret G. Wilder (^{Smith} _{College})	53 Fairmont Avenue, Newton.
Jessie M. G. Wilkinson, k. p.	23 West Cottage Street, Rox.
Maizie E. Wilson, g.	95 Topliff Street, Dor.
Nellie G. Wiseman, e. s.	4 Gore Street, Cambridge.
Helen E. Wray, d.	20 Brent Street, Dor.

Number of graduates in 1906	148
Number of previous graduates	2,447
Total	<u>2,595</u>



SCHOOL DOCUMENT No. 4—1907

SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS

JANUARY, 1907



BOSTON
MUNICIPAL PRINTING OFFICE
1907

SEMI-ANNUAL STATISTICAL REPORT.

To the School Committee of the City of Boston :

I respectfully submit the statistics of the public schools for the five months ending January 31, 1907. These are preceded by tables showing the growth of the schools during the corresponding months of the four preceding years. These tables differ from preceding tables of similar character in that the distinction between grammar and primary schools has been dropped, and all the grades are grouped under one head as elementary schools, in which are included the pupils in ungraded, special and disciplinary classes.

These tables are as follows:

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

	1903.	1904.	1905.	1906.	1907.
Normal School.....	226	231	280	324	238
Latin and High Schools...	6,337	6,646	7,062	7,376	7,484
Elementary Schools.....	75,561	77,167	79,676	81,228	82,378
Kindergartens.....	4,760	4,802	5,164	5,594	5,520
Total.....	86,884	88,846	92,182	94,522	95,620

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

	1903.	1904.	1905.	1906.	1907.
Normal School.....	227	240	306	331	243
Latin and High Schools...	6,555	6,860	7,263	7,604	7,782
Elementary Schools.....	75,409	77,085	79,256	80,592	82,428
Kindergartens.....	4,862	4,946	5,204	5,490	5,635
Total.....	87,053	89,131	92,029	94,017	96,088

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:

	1903.	1904.	1905.	1906.	1907.
Horace Mann School for the Deaf...	120	131	134	154	141
Evening High Schools.....	2,892	4,711	5,235	5,423	3,913
Evening Elementary Schools.....	4,051	4,396	4,640	5,877	7,318
Evening Drawing Schools.....	744	757	678	692	718
Spectacle Island School.....	11	7	9	12	8
Total.....	7,818	10,002	10,696	12,158	12,098

The whole number of pupils belonging to the regular day schools on January 31, 1907, was 1,098 greater than the whole number belonging on January 31, 1906; this is less than one-half the average annual increase for the period covered by the table.

In the same schools the average number of pupils belonging during the half year ending January 31, 1907, was 2,071 greater than the average number belonging for the same period of the preceding school year; this number falls below the average increase for the same months of the specified years by 187.

During the five months covered by this report there has not been put in use any addition to the school accommodations owned by the city. In the Normal School there are two teachers less than the number in that school a year ago; in the Latin and High Schools there are sixteen more teachers; in the Elementary Schools there are thirty-seven more teachers; and in the Kindergartens there are seven more teachers; a net total of additional teachers of fifty-eight, not including two teachers in woodworking who are not assigned to special schools. This increase in regular teachers is largely due to the limited employment of temporary teachers, all vacancies having been filled, so far as was practicable, with permanent appointees.

Appended are tables giving in detail the statistics for the half year ending January 31, 1907.

STRATTON D. BROOKS,
Superintendent of Public Schools.

SCHOOL CENSUS.

September, 1906.

Number of children in Boston between the ages of 5 and 15.....	104,018
Number reported as attending public schools.....	77,552
Number reported as attending private schools.....	16,026

SUMMARY.

January 31, 1907.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR, ADDITIONAL AND SPECIAL TEACHERS.			Average No. of Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	Number at Date.
		Men.	Women.	Total.					
Normal	1	4	11	15	243	239	4	98.4	238
* Latin and High.....	13	119	157	276	7,782	7,373	409	94.7	7,484
Elementary	64	143	1,642	1,785	82,428	75,177	7,251	91.2	82,378
Kindergartens	108	.....	206	206	5,635	4,227	1,408	74.8	5,520
Totals	186	266	2,016	2,282	96,088	87,016	9,072	90.6	95,620

* Attention is called to a change in stating the number of teachers in the high schools. Heretofore only regular high school teachers have been entered in this table; now all teachers employed in these schools, regular, additional and special, are included.

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	16	141	126	15	89.4	142
Spectacle Island	1	1	8	7	1	87.5	5
Evening High : Central							
Monday, Wednesday, Friday ..	1	30	955	796	159	83.4	.....
Tuesday, Thursday.....	1	28	848	719	129	84.8	.....
Other Evening High.....	4	57	2,110	1,231	879	58.3	.....
Evening Elementary	13	261	7,318	4,564	2,754	62.4	.....
Evening Drawing	6	30	718	503	215	70.1	.....
Totals.....	27	423	12,098	7,946	4,152	65.7	.....

SPECIAL TEACHERS.
Not Included in the Preceding Tables.

	Men.	Women.	Totals.
Drawing and Manual Training: Director and Assistants,	9	41	50
Evening and Vacation Schools: Director.....	1	.....	1
German: Girls' Latin and Girls' High Schools.....	1	.....	1
Household Science and Arts: Supervisor and Teachers,		74	74
Kindergartens: 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
Special Classes: Medical Inspector.....	1	.....	1
Substitutes: Supervisor		1	1
Totals	25	121	146

NORMAL, LATIN, AND HIGH SCHOOLS.

Semi-annual Returns, January 31, 1907.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Normal.....	1	242	243	1	238	239	4	98
Public Latin.....	614	.....	614	594	.....	594	20	97
Girls' Latin.....	.....	421	421	.....	402	402	19	95
Brighton High.	74	208	282	70	195	265	17	94
Charlestown High.....	80	205	285	73	192	265	20	93
Dorchester High.....	369	852	1,221	354	806	1,160	61	95
East Boston High.....	131	264	395	124	244	368	27	93
English High.....	981	.....	981	916	.....	916	65	93
Girls' High.....	.....	1,151	1,151	.....	1,082	1,082	69	94
High School of Commerce,	138	.....	138	132	.....	132	6	96
Mechanic Arts High.....	720	.....	720	704	.....	704	16	98
Roxbury High.....	134	509	643	126	480	606	37	94
South Boston High.....	165	356	521	155	340	495	26	95
West Roxbury High.....	97	313	410	89	295	384	26	94
Totals.....	3,504	4,521	8,025	3,338	4,274	7,612	413	95

STATISTICS.

Number and Rank of Teachers, Number of Pupils to a Teacher, excluding Principal, January 31, 1907.

SCHOOLS.	Head Masters.	Masters.	Junior Masters.	Assistant Principals.	Assistants.	Instructors.	Assistant Instructors.	Special Instructors.	Special Assistant Instructors.	Whole Number of Teachers.	Average Number of Pupils.	Average Number of Pupils to a Teacher, excluding Principal.
Normal.....	1	2	.....	.....	11	1	.....	.....	.....	15	243	17.4
Public Latin.....	1	11	9	.....	.....	.....	.....	.....	.....	21	614	30.7
Girls' Latin.....	.....	1	1	.....	10	.....	.....	1	.....	13	421	32.4
Brighton High.....	1	.....	1	1	7	.....	.....	1	2	13	282	23.5
Charlestown High.....	1	1	.....	.....	7	.....	.....	1	3	12	285	26.0
Dorchester High.....	1	1	6	1	21	.....	1	4	5	40	1,221	31.3
East Boston High.....	1	1	2	.....	8	.....	.....	3	1	16	395	26.3
English High.....	1	16	10	.....	.....	1	2	2	.....	32	981	31.6
Girls' High.....	1	1	1	1	27	.....	.....	2	6	39	1,151	30.3
High School of Commerce.....	1	1	3	.....	.....	.....	.....	.....	.....	5	138	34.5
Mechanic Arts High.....	1	4	7	.....	.....	5	4	.....	2	23	720	32.7
Roxbury High.....	1	2	2	1	14	.....	1	3	2	26	643	25.7
South Boston High.....	1	.....	3	1	11	.....	.....	2	2	20	521	27.4
West Roxbury High.....	1	1	1	.....	10	.....	.....	2	1	16	410	27.3
Totals, Latin and High Schools.....	12	40	46	5	115	6	8	21	23	276	7,782	29.5

Attention is called to a change in stating the number of teachers in the high schools. Heretofore only regular high school teachers have been entered in this table; now all teachers employed in these schools, regular, additional, and special, are included; this will account for the seeming decrease in the number of pupils for each teacher.

ADMISSIONS, SEPTEMBER, 1906, NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Diploma Scholars, June, 1906.	Average Age.	
			Years.	Months.
Girls' Latin.....	2	2	18	10
Brighton High.....	1	1	19	7
Charlestown High.....	2	2	19	11
Dorchester High.....	4	4	21	2
East Boston High.....	7	7	19	1
Girls' High.....	49	49	18	6
Roxbury High.....	13	13	18	5
South Boston High.....	9	9	18	6
West Roxbury High.....	10	10	18	5
Other High and Latin Schools.....	4	4	18	5
Normal Schools and Colleges.....	8	5	23	1
Totals.....	109	106	19	.....

ADMISSIONS, SEPTEMBER, 1906, LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From Other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Months
Public Latin.....	191	.....	156	35	191	14	.....
Girls' Latin.....	.....	158	116	42	158	14	3
Brighton High.....	24	68	87	5	92	15	2
Charlestown High.....	49	102	116	35	151	14	10
Dorchester High.....	155	355	439	71	510	15	.....
East Boston High.....	51	116	130	37	167	14	7
English High.....	424	.....	364	60	424	15	6
Girls' High.....	.....	532	453	79	532	15	2
High School of Commerce.....	141	.....	86	55	141	15	10
Mechanic Arts High...	287	.....	265	22	287	14	8
Roxbury High.....	70	222	233	59	292	15	8
South Boston High.....	67	134	161	40	201	14	6
West Roxbury High...	44	147	168	23	191	15	1
Totals.....	1,503	1,834	2,774	563	3,337	15	.....

ELEMENTARY SCHOOLS.

Semi-annual Returns, January 31, 1907.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Adams	686	596	1,282	614	529	1,143	159	89
Agassiz	1,077	351	1,428	1,010	317	1,327	101	93
Bennett	560	476	1,036	519	432	951	85	92
Bigelow	1,205	257	1,462	1,121	228	1,349	113	92
Blackinton	543	488	1,031	502	442	944	87	92
Bowditch	319	1,013	1,332	288	939	1,227	105	92
Bowdoin	287	794	1,081	247	700	947	134	88
Brimmer	795	162	957	725	147	872	85	91
Bunker Hill	454	438	892	418	395	813	79	91
Chapman	617	652	1,269	573	596	1,169	100	92
Charles Sumner	524	512	1,036	489	469	958	78	92
Christopher Gibson	454	458	912	424	417	841	71	93
Comins	554	557	1,111	513	507	1,020	91	92
Dearborn	1,032	888	1,920	916	777	1,693	227	88
Dillaway	316	1,237	1,553	283	1,133	1,416	137	91
Dudley	1,277	334	1,611	1,180	291	1,471	140	91
Dwight	941	286	1,227	860	248	1,108	119	90
Edward Everett	676	648	1,324	615	583	1,198	126	90
Eliot	1,717	358	2,075	1,584	325	1,909	166	92
Emerson	648	613	1,261	594	551	1,145	116	91
Everett	212	911	1,123	185	821	1,006	117	90
Franklin	371	1,148	1,519	324	1,037	1,361	158	90
Frothingham	642	643	1,285	599	595	1,194	91	93
Gaston	223	1,032	1,255	206	964	1,170	85	93
George Putnam	582	587	1,169	537	538	1,075	94	92
Gilbert Stuart	472	399	871	441	365	806	65	93
Hancock	467	1,594	2,061	411	1,436	1,847	214	90
Harvard	531	520	1,051	489	474	963	88	92
Henry L. Pierce	510	539	1,049	479	498	977	72	93
Hugh O'Brien	1,025	592	1,617	962	546	1,508	109	93
Hyde	235	929	1,164	204	836	1,040	124	89
Jefferson	451	388	839	423	361	784	55	93
John A. Andrew	751	576	1,327	694	523	1,217	110	91

ELEMENTARY SCHOOLS. — *Concluded.*

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Lawrence	930	201	1,131	857	177	1,034	97	91
Lewis	777	748	1,525	711	680	1,391	134	91
Lincoln	878	117	995	815	103	918	77	92
Longfellow	497	497	994	447	440	887	107	89
Lowell	656	614	1,270	616	564	1,180	90	93
Lyman	1,000	886	1,886	909	795	1,704	182	90
Martin	504	438	942	469	403	872	70	93
Mary Hemenway	655	680	1,335	599	621	1,220	115	91
Mather	1,117	969	2,086	1,013	865	1,878	208	90
Minot	352	385	737	325	351	676	61	92
Norcross	174	980	1,154	160	898	1,058	96	92
Oliver Hazard Perry	546	646	1,192	512	605	1,117	75	94
Oliver Wendell Holmes	904	881	1,785	841	804	1,645	140	92
Phillips	1,333	.....	1,333	1,209	.....	1,209	124	91
Phillips Brooks	988	938	1,926	908	860	1,768	158	92
Prescott	492	516	1,008	450	470	920	88	91
Prince	501	564	1,065	448	501	949	116	89
Quincy	906	291	1,197	808	254	1,062	135	89
Rice	653	99	752	594	84	678	74	90
Robert G. Shaw	366	344	710	335	308	643	67	91
Roger Wolcott	789	818	1,607	730	751	1,481	126	92
Sherwin	874	258	1,132	816	225	1,041	91	92
Shurtleff	176	750	926	160	705	865	61	93
Thomas Gardner	668	663	1,331	618	613	1,231	100	93
Thomas N. Hart	1,035	229	1,264	983	211	1,194	70	94
Warren	492	506	998	456	466	922	76	92
Washington	1,107	968	2,075	987	850	1,837	238	89
Washington Allston	446	421	867	404	377	781	86	90
Wells	697	1,617	2,314	619	1,445	2,064	250	89
William E. Russell	766	830	1,596	702	744	1,446	150	91
Winthrop	181	984	1,165	156	901	1,057	108	91
Totals	42,614	39,814	82,428	39,086	36,091	75,177	7,251	91

ELEMENTARY SCHOOLS.

Number of Pupils in each Grade, January 31, 1907.

SCHOOLS.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Third Grade.	Second Grade.	First Grade.	Special Class.	Disciplinary Class.	Whole Number.
Adams	45	98	50	110	116	155	114	143	186	274	.....	.....	1,291
Agassiz	93	148	146	243	175	224	.....	122	147	139	.....	.....	1,437
Bennett.....	89	95	97	110	111	118	.....	96	165	156	.....	.....	1,037
Bigelow.....	92	91	141	140	174	162	101	165	173	207	15	.....	1,461
Blackinton.....	75	69	84	101	130	118	25	117	117	166	.....	.....	1,002
Bowditch.....	87	94	103	151	100	123	36	176	204	233	.....	.....	1,307
Bowdoin.....	46	55	73	86	136	98	47	151	172	265	13	.....	1,142
Brimmer.....	40	64	72	96	105	147	76	105	110	143	.....	.....	953
Bunker Hill.....	46	89	42	77	110	120	25	110	129	148	.....	.....	896
Chapman.....	92	96	145	143	119	156	35	148	148	172	.....	.....	1,254
Charles Sumner.....	87	82	95	132	111	108	.....	131	128	134	.....	.....	1,008
Christopher Gibson..	91	85	101	109	126	126	.....	89	80	103	.....	.....	910
Comins.....	84	83	106	117	145	167	33	131	129	142	.....	.....	1,137
Dearborn.....	81	117	99	197	212	218	37	259	281	428	.....	.....	1,929
Dillaway.....	88	87	148	224	162	214	.....	186	200	256	.....	.....	1,565
Dudley.....	91	103	172	153	166	173	37	192	251	268	15	.....	1,621
Dwight.....	70	86	104	128	110	110	40	134	175	257	15	.....	1,229
Edward Everett.....	87	108	139	149	162	156	.....	153	153	199	.....	.....	1,306
Ellot.....	50	52	104	154	204	303	342	142	264	435	.....	.....	2,050
Emerson.....	75	91	111	149	143	144	40	137	169	196	.....	.....	1,255
Everett.....	65	82	113	109	142	127	22	97	168	181	.....	.....	1,106
Franklin.....	56	90	126	147	145	154	46	144	170	467	.....	.....	1,545
Frothingham.....	77	95	96	138	151	153	28	162	160	227	.....	.....	1,287
Gaston.....	80	100	153	164	169	162	.....	143	116	170	.....	.....	1,257
George Putnam.....	53	49	104	136	127	179	.....	160	168	170	.....	.....	1,146
Gilbert Stuart.....	49	103	114	58	116	105	.....	119	97	112	.....	.....	873
Hancock.....	65	56	99	148	153	211	278	227	298	517	.....	.....	2,052
Harvard.....	68	74	96	95	125	128	.....	133	147	199	.....	.....	1,065
Henry L. Pierce....	83	106	114	109	140	124	.....	113	99	161	.....	.....	1,049
Hugh O'Brien.....	86	105	154	213	220	234	.....	162	199	241	.....	.....	1,614
Hyde.....	51	101	92	110	170	174	51	137	147	161	15	.....	1,209
Jefferson.....	41	80	88	102	98	60	.....	108	112	149	.....	.....	833
John A. Andrew....	67	99	142	145	177	144	39	139	176	178	.....	.....	1,306

ELEMENTARY SCHOOLS. — *Concluded.*

DISTRICTS.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Third Grade.	Second Grade.	First Grade.	Special Class.	Disciplinary Class.	Whole Number.
Lawrence.....	54	45	91	91	100	101	65	137	189	262	....	....	1,135
Lewis.....	149	140	189	145	142	194	.....	194	220	146	....	11	1,530
Lincoln.....	73	92	104	136	95	120	27	99	103	128	....	....	977
Longfellow.....	58	77	97	115	135	80	.....	138	125	161	....	....	986
Lowell.....	83	122	113	124	141	157	31	164	145	184	....	....	1,264
Lyman.....	96	97	152	144	195	244	118	183	243	395	14	....	1,881
Martin.....	84	107	97	117	127	116	28	78	80	95	....	....	929
Mary Hemenway...	131	115	142	168	145	166	.....	152	138	163	....	....	1,320
Mather.....	146	160	199	262	225	194	34	246	267	334	....	....	2,067
Minot.....	45	84	84	88	72	83	.....	74	83	130	....	....	743
Norcross.....	50	68	99	105	102	101	90	157	200	194	....	....	1,166
O. H. Perry.....	83	104	119	152	93	149	.....	162	137	176	....	....	1,175
O. W. Holmes.....	174	156	172	197	182	192	.....	222	258	282	....	....	1,835
Phillips.....	57	114	174	216	272	268	243	.....	.....	.....	.....	.....	1,344
Phillips Brooks....	165	145	172	197	207	203	.....	248	238	343	....	....	1,918
Prescott.....	48	56	98	116	117	161	.....	104	137	154	....	....	991
Prince.....	98	83	108	109	152	104	20	131	124	160	....	....	1,089
Quincy.....	33	38	52	94	100	157	97	190	213	237	....	....	1,211
Rice.....	40	64	65	98	107	108	29	81	79	75	....	....	746
Robert G. Shaw....	57	54	74	79	108	107	.....	68	84	71	....	....	702
Roger Wolcott.....	104	135	161	197	190	179	.....	183	194	273	....	....	1,616
Sherwin.....	49	54	103	99	142	151	38	125	177	182	....	....	1,120
Shurtleff.....	63	94	96	104	71	114	59	105	99	123	....	....	928
Thomas Gardner....	83	124	123	149	118	171	.....	154	190	218	....	....	1,330
Thomas N. Hart....	81	74	91	141	137	160	.....	187	183	208	....	....	1,262
Warren.....	49	92	84	94	135	154	.....	106	130	140	8	....	992
Washington.....	86	71	135	100	157	312	221	234	324	390	....	....	2,030
Washington Allston,	74	74	100	149	60	121	.....	114	76	84	....	....	852
Wells.....	75	103	140	180	106	197	128	342	420	645	....	....	2,336
William E. Russell..	87	112	143	195	195	205	.....	213	225	234	....	....	1,609
Winthrop.....	44	85	96	115	160	143	141	61	124	183	....	....	1,152
Totals.....	4,869	5,872	7,296	8,719	9,038	10,007	2,821	9,383	10,643	13,624	95	11	82,378

ELEMENTARY SCHOOLS.

Pupils by Ages, January 31, 1907.

SCHOOLS.	Under Five Years.	Five Years.	Six Years.	Seven 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.	Whole Number.
Adams.....	3	106	139	139	152	132	136	127	141	126	64	28	1	.....	.....	1,291
Agassiz.....		57	103	116	129	155	197	158	194	168	103	41	14	1	1	1,437
Bennett.....		49	113	106	120	114	95	96	101	99	90	47	6	1	.....	1,037
Bigelow.....		65	151	140	148	163	179	181	182	154	76	19	2	1	.....	1,461
Blackinton.....		57	130	82	99	107	123	97	104	107	68	20	7	1	.....	1,002
Bowditch.....	3	84	168	163	156	135	119	114	113	107	90	46	9	.....	.....	1,307
Bowdoin.....		95	162	148	146	137	110	88	81	97	50	22	5	1	.....	1,142
Brimmer.....		56	81	93	99	102	117	118	97	94	57	30	12	2	.....	958
Bunker Hill.....	2	55	73	108	107	90	98	99	100	74	60	18	10	2	.....	896
Chapman.....		64	113	144	127	141	125	148	138	112	79	41	19	2	1	1,254
Charles Sumner...	1	55	104	107	123	107	116	86	93	96	70	37	13	.....	.....	1,008
Christopher Gib- son.....		51	62	76	81	115	106	93	108	95	58	46	17	2	.....	910
Comins.....		60	103	102	120	123	137	136	135	119	81	17	2	2	.....	1,137
Dearborn.....		127	232	255	212	192	209	200	191	158	102	37	12	1	1	1,929
Dillaway.....		108	153	187	163	152	166	167	181	136	92	40	14	5	1	1,565
Dudley.....		123	160	188	183	189	168	161	161	128	93	48	15	3	1	1,621
Dwight.....		65	156	158	115	129	135	106	118	113	72	48	9	2	3	1,229
Edward Everett...	1	60	145	129	142	156	158	140	118	109	93	42	12	1	.....	1,306
Eliot.....		142	188	211	218	187	208	238	232	216	146	57	7	.....	.....	2,050
Emerson.....		85	140	121	133	137	150	129	123	117	86	31	3	.....	.....	1,255
Everett.....		51	111	112	126	125	109	125	101	107	84	36	16	2	1	1,106
Franklin.....		132	174	187	181	154	171	130	135	149	78	43	7	3	1	1,545
Frothingham.....		100	152	157	125	127	137	126	129	132	61	28	10	3	.....	1,287
Gaston.....		94	110	120	122	127	140	134	148	124	80	45	10	2	1	1,257
George Putnam....		59	108	153	146	126	131	124	102	91	58	33	12	3	.....	1,146
Gilbert Stuart.....		43	80	85	109	103	98	93	95	100	49	16	2	.....	.....	873
Hancock.....	3	156	267	275	249	211	211	164	163	202	99	40	12	.....	.....	2,052
Harvard.....		86	120	118	114	126	94	116	89	107	59	31	5	.....	.....	1,065
Henry L. Pierce...	2	68	109	118	104	113	107	102	93	94	74	47	14	4	.....	1,049
Hugh O'Brien.....	1	85	153	135	120	136	243	216	189	172	118	34	12	.....	.....	1,614
Hyde.....		64	106	107	128	106	145	113	154	110	93	55	22	6	.....	1,209
Jefferson.....		70	102	67	72	103	79	90	82	80	61	27	4	1	.....	838
John A. Andrew..	1	75	129	126	130	142	141	146	142	148	83	33	9	1	.....	1,306

ELEMENTARY SCHOOLS. — *Concluded.*

SCHOOLS.	Under Five Years.	Five Years.	Six Years.	Seven 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.	Whole Number.
Lawrence		89	150	136	135	135	119	110	79	126	41	15	....	....	....	1,135
Lewis		73	155	175	151	175	178	143	143	155	107	50	17	8	....	1,530
Lincoln		65	80	103	87	121	110	137	100	97	56	15	6	....	....	977
Longfellow	1	47	96	119	114	107	110	88	95	101	69	29	9	1	....	986
Lowell		59	120	119	150	135	156	134	132	126	77	40	13	3	....	1,264
Lyman		133	261	193	220	199	193	178	192	170	98	37	6	1	....	1,881
Martin		33	72	66	80	96	110	82	116	109	103	41	18	3	....	929
Mary Hemenway		53	101	114	151	139	149	142	152	133	110	60	15	1	....	1,320
Mather		147	224	216	218	215	250	205	200	192	142	45	12	1	....	2,067
Minot		43	67	81	78	77	69	93	76	73	55	23	7	1	....	743
Norcross		68	113	138	135	138	161	120	129	95	57	11	1	....	....	1,166
Oliver Hazard Perry		103	107	132	138	143	126	112	95	98	73	42	6	....	....	1,176
Oliver Wendell Holmes		147	212	204	197	187	173	170	156	163	125	68	26	6	1	1,835
Phillips .....		....	....	3	51	161	225	209	234	212	157	73	13	5	1	1,344
Phillips Brooks		128	229	227	241	218	204	174	175	160	100	49	12	1	....	1,918
Prescott		55	117	105	115	90	119	91	101	105	58	22	9	4	....	991
Prince		67	85	102	122	111	113	124	96	119	89	44	15	2	....	1,089
Quincy		85	158	142	149	140	128	121	91	87	78	21	9	1	1	1,211
Rice		23	46	67	54	88	90	97	90	94	69	23	5	....	....	746
Robert G. Shaw	1	24	70	62	72	71	87	77	83	77	46	22	8	2	....	702
Roger Wolcott		119	175	180	172	169	150	168	146	166	90	64	16	1	....	1,616
Sherwin		84	97	118	128	145	118	115	115	113	57	23	5	2	....	1,120
Shurtleff		47	68	70	112	106	102	117	94	103	70	27	10	2	....	928
Thomas Gardner		84	154	147	141	119	144	144	128	137	88	30	14	....	....	1,330
Thomas N. Hart		82	157	178	158	115	131	111	93	116	85	31	5	....	....	1,262
Warren		54	95	113	112	118	108	118	95	102	46	23	6	2	....	992
Washington		143	246	239	235	220	239	177	193	194	95	34	13	1	1	2,030
Washington Allston		34	66	75	97	104	110	96	110	75	56	20	8	1	....	852
Wells		267	382	349	313	217	176	154	159	145	120	41	13	....	....	2,336
William E. Russell		103	191	187	186	168	172	187	143	132	98	31	10	1	....	1,609
Winthrop		53	103	99	92	117	136	147	138	139	82	35	11	....	....	1,152
Totals	16	5,159	8,594	8,792	8,903	8,806	9,114	8,502	8,282	7,955	5,224	2,272	642	102	15	82,378

ELEMENTARY SCHOOLS.

Number and Rank of Teachers; Number of Pupils to a Teacher, Excluding Principal, January 31, 1907.

SCHOOLS.	Masters.	Sub-masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants.	Special Classes.	Number of Teachers.	Average Number of Pupils.	Average Number of Pupils to a Teacher, excluding Principal.
Adams	1	1	1	1	1	.....	22	.....	27	1,282	49.3
Agassiz	1	3	1	.....	1	.....	23	.....	29	1,428	51.0
Bennett	1	2	1	.....	1	.....	18	.....	23	1,036	47.1
Bigelow	1	1	1	1	1	.....	27	1	33	1,462	45.7
Blackinton	1	1	1	.....	.....	.....	20	.....	23	1,031	46.9
Bowditch	1	.....	1	1	2	.....	24	.....	29	1,332	47.6
Bowdoin	1	.....	1	1	1	.....	20	1	25	1,081	45.0
Brimmer	1	2	1	.....	1	.....	14	.....	19	957	53.2
Bunker Hill	1	1	1	1	1	.....	17	.....	22	892	42.5
Chapman	1	1	1	1	1	.....	23	.....	28	1,269	47.0
Charles Sumner	1	1	1	1	2	.....	17	.....	23	1,036	47.1
Christopher Gibson	1	1	1	.....	1	.....	15	.....	19	912	50.7
Comins	1	1	1	1	1	.....	19	.....	24	1,111	48.3
Dearborn	1	1	1	1	2	.....	34	.....	40	1,920	49.2
Dillaway	1	.....	1	1	3	.....	27	.....	33	1,553	48.5
Dudley	1	3	.....	1	2	.....	27	1	35	1,611	47.4
Dwight	1	2	1	.....	2	.....	21	1	28	1,227	45.4
Edward Everett	1	1	1	1	1	.....	22	.....	27	1,324	50.9
Eliot	1	3	1	.....	2	1	37	.....	45	2,075	47.2
Emerson	1	1	1	1	1	.....	22	.....	27	1,261	48.5
Everett	1	.....	1	1	1	.....	21	.....	25	1,123	46.8
Franklin	1	.....	1	1	2	.....	28	.....	33	1,519	47.5
Frothingham	1	1	1	1	1	.....	23	.....	28	1,285	47.6
Gaston	1	.....	1	1	1	.....	22	.....	26	1,255	50.2
George Putnam	1	1	1	.....	1	.....	20	.....	24	1,169	50.8
Gilbert Stuart	1	1	1	.....	1	.....	14	.....	18	871	51.2
Hancock	1	.....	1	1	2	1	44	.....	50	2,061	42.1
Harvard	1	1	1	1	2	.....	17	.....	23	1,051	47.8
Henry L. Pierce	1	1	1	1	2	.....	17	.....	23	1,049	47.7
Hugh O'Brien	1	2	1	1	1	1	26	.....	33	1,617	50.5
Hyde	1	.....	1	1	1	.....	21	1	26	1,164	46.6
Jefferson	1	1	1	.....	.....	.....	15	.....	18	839	49.3
John A. Andrew	1	1	1	1	1	.....	24	.....	29	1,327	47.5

ELEMENTARY SCHOOLS. — *Concluded.*

SCHOOLS.	Masters.	Sub-Masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants.	Special Classes.	Number of Teachers.	Average Number of Pupils	Average Number of Pupils to a Teacher, excluding Principal.
Lawrence	1	1	1	.....	2	.....	20	.....	25	1,131	47.1
Lewis.....	1	2	1	.....	1	1	29	*1	36	1,525	43.6
Lincoln.....	1	2	1	.....	1	.....	17	.....	22	995	47.4
Longfellow.....	1	1	1	1	.....	.....	17	.....	21	994	49.7
Lowell.....	1	1	1	1	2	.....	21	.....	27	1,270	48.8
Lyman	1	2	1	1	2	1	32	1	41	1,886	47.2
Martin.....	1	1	1	1	1	.....	15	.....	20	942	49.6
Mary Hemenway.....	1	2	1	1	1	.....	23	.....	29	1,335	47.7
Mather.....	1	2	1	1	2	.....	37	.....	44	2,086	48.5
Minot.....	1	1	1	.....	1	.....	12	.....	16	737	49.1
Norcross.....	1	.....	1	1	2	.....	20	.....	25	1,154	48.1
Oliver Hazard Perry..	1	1	1	1	1	.....	20	.....	25	1,192	49.7
Oliver Wendell Holmes.....	1	1	1	1	2	.....	32	.....	38	1,785	48.2
Phillips.....	1	3	1	.....	1	.....	22	.....	28	1,333	49.4
Phillips Brooks.....	1	2	1	1	2	.....	34	.....	41	1,926	48.2
Prescott	1	1	1	.....	1	.....	18	.....	22	1,008	48.0
Prince	1	1	1	.....	1	.....	20	.....	24	1,065	46.3
Quincy	1	1	1	.....	1	.....	18	.....	22	1,197	57.0
Rice	1	2	1	1	1	.....	10	.....	16	752	50.1
Robert G. Shaw.....	1	1	1	1	.....	.....	12	.....	16	710	47.3
Roger Wolcott.....	1	2	1	1	2	.....	27	.....	34	1,607	48.7
Sherwin	1	2	1	.....	1	1	20	.....	26	1,132	45.3
Shurtleff.....	1	.....	1	1	1	.....	17	.....	21	926	46.3
Thomas Gardner.....	1	2	1	.....	.....	.....	25	.....	29	1,331	47.5
Thomas N. Hart.....	1	2	1	.....	2	.....	20	.....	26	1,264	50.6
Warren.....	1	1	1	1	.....	1	18	1	24	998	43.3
Washington.....	1	1	1	1	1	1	37	.....	43	2,075	49.4
Washington Allston...	1	1	1	.....	1	.....	15	.....	19	867	48.2
Wells	1	.....	1	1	3	.....	44	.....	50	2,314	47.2
William E. Russell.....	1	1	1	1	1	.....	29	.....	34	1,596	48.4
Winthrop.....	1	.....	1	1	1	.....	22	.....	26	1,165	46.6
Totals.....	64	75	63	42	81	8	1,444	8	1,785	82,428	47.9

*Teacher of Disciplinary Class.

ELEMENTARY SCHOOLS.

Number of Diploma Scholars, June, 1906. Number of these Admitted to High and Latin Schools, September, 1906.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	20	21	41	21	Lewis	54	81	135	102
Agassiz	65	.....	65	47	Lincoln	73	.....	73	30
Bennett	42	39	81	45	Longfellow	34	24	58	47
Bigelow	76	.....	76	35	Lowell	20	21	41	27
Blackinton.....	26	27	53	25	Lyman	43	59	102	48
Bowditch.....	.....	78	78	61	Martin	39	31	70	36
Bowdoin .....	.....	44	44	26	Mary Hemenway ..	35	61	96	62
Brimmer	37	.....	37	19	Mather	60	73	133	96
Bunker Hill.....	22	20	42	17	Minot.....	22	22	44	27
Chapman.....	39	53	92	61	Norcross .....	.....	39	39	11
Charles Sumner....	41	47	88	62	Oliver Hazard Perry.....	14	27	41	31
Christopher Gibson,	29	40	69	54	Oliver Wendell Holmes	47	72	119	99
Comins.....	21	43	64	33	Phillips.....	62	.....	62	48
Dearborn.....	41	29	70	32	Phillips Brooks....	55	79	134	90
Dillaway .....	.....	80	80	57	Prescott.....	25	26	51	32
Dudley.....	66	.....	66	44	Prince.....	30	64	94	76
Dwight.....	65	.....	65	35	Quincy	22	.....	22	14
Edward Everett....	34	46	80	55	Rice	39	.....	39	28
Eliot.....	54	.....	54	27	Robert G. Shaw....	21	33	54	36
Emerson	36	36	72	27	Roger Wolcott....	58	70	128	98
Everett.....	.....	55	55	35	Sherwin.....	49	.....	49	20
Franklin .....	.....	59	59	33	Shurtleff.....	.....	38	38	21
Frothingham.....	17	32	49	31	Thomas Gardner...	21	35	56	35
Gaston .....	.....	81	81	49	Thomas N. Hart....	44	.....	44	24
George Putnam....	29	24	53	31	Warren....	19	29	48	28
Gilbert Stuart.....	33	48	81	64	Washington.....	49	44	93	40
Hancock .....	.....	62	62	24	Wash. Allston.....	31	35	66	51
Harvard.....	26	28	54	34	Wells .....	.....	56	56	27
Henry L. Pierce....	29	45	74	54	William E. Russell,	38	44	82	39
Hugh O'Brien	52	54	106	59	Winthrop.....	.....	39	39	21
Hyde .....	.....	47	47	23	Horace Mann	5	.....	5	.....
Jefferson	23	24	47	28	Spectacle Island...	.....	1	1	.....
John A. Andrew....	30	33	63	22	Totals	2,001	2,298	4,299	2,624
Lawrence.....	39	.....	39	10					

KINDERGARTENS.

Semi-annual Returns, January 31, 1907.

DISTRICTS.	Number of 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	69	56	125	46	38	84	41	67	78	50	128
Agassiz.....	4	45	54	99	32	40	72	27	73	54	53	107
Bennett.....	3	38	46	84	30	37	67	17	80	46	45	91
Blackinton....	4	59	49	108	43	36	79	29	73	74	20	94
Bowditch.....	4	48	47	95	37	36	73	22	77	46	47	93
Bowdoin.....	4	44	57	101	29	35	64	36	63	87	24	111
Brimmer.....	2	32	17	49	25	13	38	11	78	29	25	54
Bunker Hill...	2	24	26	50	17	17	34	16	68	37	18	55
Chapman.....	4	51	56	107	37	39	76	31	71	64	17	81
Chas. Sumner,	4	61	64	125	45	46	91	34	73	78	24	102
Chris. Gibson,	2	25	24	49	20	18	38	11	78	31	16	47
Comins.....	7	102	81	183	78	61	139	45	70	73	96	169
Dearborn.....	2	36	27	63	26	20	46	17	73	39	21	60
Dillaway.....	4	51	48	99	40	35	75	24	76	65	27	92
Dudley.....	4	54	42	96	42	30	72	24	75	68	25	93
Dwight.....	3	50	52	102	34	39	73	29	71	79	28	107
Edw. Everett..	2	25	34	59	19	25	44	15	75	18	36	54
Elliot.....	4	51	53	104	42	41	83	21	80	58	41	99
Emerson.....	2	29	31	60	23	21	44	16	73	35	24	59
Everett.....	2	30	19	49	20	12	32	17	65	26	27	53
Franklin.....	2	30	27	57	23	21	44	13	77	45	12	57
Frothingham..	2	29	28	57	24	23	47	10	82	43	14	57
Gaston.....	2	34	22	56	30	19	49	7	88	47	10	57
Geo. Putnam..	2	35	25	60	29	19	48	12	80	23	25	48
Gilbert Stuart,	3	38	40	78	28	30	58	20	74	70	15	85
Hancock	9	132	156	288	103	119	222	66	74	216	72	288
Harvard.....	4	46	56	102	36	44	80	22	78	88	13	101
H. L. Pierce ..	4	52	44	96	43	32	75	21	78	61	20	81
Hugh O'Brien,	4	61	50	111	49	39	88	23	79	73	24	97
Hyde.....	2	31	31	62	23	22	45	17	73	34	26	60
Jefferson.....	3	42	54	96	31	43	74	22	77	66	25	91
J. A. Andrew,	2	24	24	48	15	15	30	18	63	19	31	50

KINDERGARTENS. — *Concluded.*

DISTRICTS.	Number of 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	49	39	88	38	29	67	21	76	62	17	79
Lewis.....	4	78	56	134	61	41	102	32	76	100	37	137
Lincoln.....	2	30	20	50	21	15	36	14	72	40	12	52
Longfellow...	2	35	22	57	23	15	38	19	67	29	32	61
Lowell.....	4	51	53	104	40	41	81	23	78	71	38	109
Lyman.....	8	111	105	216	81	77	158	58	73	133	57	190
Martin.....	3	42	39	81	30	29	59	22	73	39	14	53
Mary Hemenway.....	3	50	46	96	37	34	71	25	74	38	53	91
Mather.....	4	57	52	109	43	37	80	29	73	78	32	110
Minot.....	1	33	18	51	24	12	36	15	71	23	29	52
Norcross.....	2	22	24	46	19	19	38	8	83	23	11	34
Oliver Hazard Perry.....	2	26	27	53	20	25	45	8	85	24	31	55
Oliver Wendell Holmes.....	4	66	61	127	51	44	95	32	75	96	48	144
Phillips Brooks	5	62	72	134	49	56	105	29	78	96	33	129
Prescott.....	2	26	29	55	21	20	41	14	75	42	20	62
Prince.....	2	17	29	46	14	22	36	10	78	38	24	62
Quincy.....	4	54	59	113	40	45	85	28	75	87	20	107
Rice.....	2	20	18	38	16	12	28	10	74	14	16	30
Robert G. Shaw	3	33	45	78	25	31	56	22	72	36	35	71
Roger Wolcott,	5	71	49	120	54	33	87	33	73	81	42	123
Sherwin.....	4	54	47	101	43	34	77	24	76	78	27	105
Shurtleff.....	3	52	42	94	42	30	72	22	77	64	33	97
Thomas Gardner.....	5	60	60	120	44	45	89	31	74	90	33	123
Thos. N. Hart,	4	62	35	97	53	29	82	15	85	68	31	99
Warren.....	4	47	51	98	37	36	73	25	75	37	63	100
Washington...	4	57	61	118	43	42	85	33	72	68	48	116
Washington Allston.....	2	20	20	40	15	15	30	10	75	24	29	53
Wells.....	5	101	68	169	78	50	128	41	76	99	68	167
William E. Russell.....	2	24	20	44	20	14	34	10	77	33	11	44
Winthrop.....	1	24	16	40	16	13	29	11	73	31	13	44
Totals.....	206	2,912	2,723	5,635	2,217	2,010	4,227	1,408	75	3,612	1,908	5,520

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							
Elementary Schools.	Ninth Grade .. {	Boys.	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys.	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys.	.....	.....	.....	.....	.....	7
		Girls.	.....	.....	.....	.....	.....	5
	Sixth Grade .. {	Boys.	.....	.....	.....	.....	1	104
		Girls.	.....	.....	.....	.....	3	173
	Fifth Grade... {	Boys.	.....	.....	.....	.....	1	70
		Girls.	.....	.....	.....	.....	55	856
	Fourth Grade. {	Boys.	.....	.....	.....	.....	32	926
		Girls.	.....	.....	.....	1	43	978
	Ungraded {	Boys.	.....	.....	.....	2	8	51
		Girls.	.....	.....	.....	.....	6	49
	Third Grade .. {	Boys.	.....	.....	.....	29	1,107	1,973
		Girls.	.....	.....	.....	33	1,171	1,857
	Second Grade. {	Boys.	.....	.....	18	1,382	2,363	1,265
	Girls.	.....	.....	11	1,390	2,131	1,082	
First Grade... {	Boys.	.....	6	2,718	2,987	1,039	312	
	Girls.	.....	10	2,412	2,767	888	272	
Special Classes {	Boys.	.....	.....	.....	1	1	2	
	Girls.	.....	.....	.....	2	2	7	
Disciplinary Class... {	Boys.	.....	.....	.....	.....	.....	.....
	Girls.	.....	.....	.....	.....	.....	.....
	Totals			16	5,159	8,594	8,792	8,903
Kinder- gartens.	All Classes.... {	Boys.	311	1,538	935	64	2	.....
		Girls.	291	1,472	838	63	8	.....
	Totals		602	3,010	1,773	127	8	.....
Totals by Ages ...			602	3,026	6,932	8,721	8,800	8,903
			8,806					

TO AGE AND TO GRADE, JANUARY 31, 1907.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	4	26	71	99	125	128	78	48	14	593
.....	6	27	42	76	83	73	62	25	13	407
.....	10	53	113	175	208	201	140	73	27	1,000
.....	.....	.....	.....	.....	4	37	62	95	95	293
.....	.....	.....	.....	.....	2	33	114	121	65	335
.....	.....	.....	.....	11	52	160	195	115	46	579
.....	.....	.....	.....	5	67	235	233	119	38	697
.....	.....	.....	6	54	192	252	152	67	23	746
.....	.....	.....	3	86	313	368	207	55	8	1,040
.....	.....	3	82	302	400	255	83	24	12	1,161
.....	.....	4	110	425	600	346	119	24	5	1,633
.....	.....	7	201	883	1,630	1,686	1,165	620	292	6,484
.....	8	163	587	853	544	167	24	4	.....	2,350
.....	6	113	562	925	621	244	44	4	.....	2,519
7	137	596	1,028	744	302	55	8	2	.....	2,879
10	105	608	1,087	789	299	83	11	1	.....	2,993
138	656	1,152	1,043	499	149	26	3	1	.....	3,674
125	704	1,189	974	465	135	20	5	.....	3,622	
785	1,393	1,106	724	266	56	4	3	2	.....	4,444
813	1,452	1,016	583	191	36	7	1	.....	4,275	
1,603	1,134	679	349	107	13	7	.....	.....	4,742	
1,450	1,024	529	294	70	11	6	1	.....	4,296	
1,366	643	313	152	63	10	4	.....	.....	5,262	
1,201	474	237	113	27	8	2	.....	.....	4,745	
308	302	270	231	143	55	8	.....	1	1,568	
289	224	227	189	72	31	8	1	.....	1,253	
430	94	21	3	1	.....	.....	.....	.....	4,850	
348	66	21	8	1	.....	.....	.....	.....	4,583	
86	24	14	3	1	.....	.....	.....	.....	5,561	
95	21	7	1	.....	.....	.....	.....	.....	5,082	
25	12	4	1	.....	.....	.....	.....	.....	7,182	
20	8	3	2	.....	.....	.....	.....	.....	6,442	
7	8	7	10	1	.....	.....	.....	.....	43	
6	4	5	7	6	2	1	1	.....	52	
2	3	2	4	.....	.....	.....	.....	.....	11	
9,114	8,502	8,282	7,955	5,224	2,272	642	102	15	.....	82,378
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,850
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,670
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,520
9,114	8,512	8,342	8,269	6,282	4,110	2,529	1,407	708	319	95,382

KINDERGARTENS.

Number of Pupils promoted to the Elementary Schools for the five months ending January 31, 1907.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams.....	45	44	89	Lawrence.....	37	37	74
Agassiz.....	37	43	80	Lewis.....	56	32	88
Bennett.....	22	33	55	Lincoln.....	31	16	47
Blackinton.....	37	44	81	Longfellow.....	12	23	35
Bowditch.....	31	43	74	Lowell.....	46	38	84
Bowdoin.....	40	41	81	Lyman.....	88	62	150
Brimmer.....	33	17	50	Martin.....	28	32	60
Bunker Hill.....	15	11	26	Mary Hemenway..	32	26	58
Chapman.....	32	28	60	Mather.....	35	31	66
Charles Sumner....	38	30	68	Mlnot.....	14	13	27
Christopher Gibson..	20	19	39	Norcross.....	11	9	20
Comins.....	56	54	110	Oliver Hazard Perry.....	22	14	36
Dearborn.....	19	28	47	Oliver Wendell Holmes.....	51	51	102
Dillaway.....	43	30	73	Phillips Brooks...	48	37	85
Dudley.....	43	33	76	Prescott.....	18	22	40
Dwight.....	30	31	61	Prince.....	32	21	53
Edward Everett.....	16	21	37	Quincy.....	33	41	74
Eliot.....	33	28	61	Rice.....	14	19	33
Emerson.....	23	27	50	Robert G. Shaw...	10	26	36
Everett.....	21	17	38	Roger Wolcott....	46	57	103
Franklin.....	14	19	33	Sherwin.....	34	35	69
Frothingham.....	32	26	58	Shurtleff.....	40	35	75
Gaston.....	25	12	37	Thomas Gardner..	26	45	71
George Putnam....	23	17	40	Thomas N. Hart...	51	28	79
Gilbert Stuart.....	32	34	66	Warren.....	35	36	71
Hancock.....	71	86	157	Washington.....	53	45	98
Harvard.....	33	37	70	Washington Allston,	24	19	43
Henry L. Pierce....	33	44	77	Wells.....	64	54	118
Hugh O'Brien.....	54	26	80	William E. Russell,	22	21	43
Hyde.....	14	33	47	Winthrop.....	10	8	18
Jefferson.....	32	27	59	Totals.....	2,041	1,935	3,976
John A. Andrew....	21	19	40				



SCHOOL DOCUMENT NO. 5—1907

BOSTON PUBLIC SCHOOLS

A PROVISIONAL COURSE OF STUDY

FOR THE

ELEMENTARY SCHOOLS



BOSTON
MUNICIPAL PRINTING OFFICE
1907

IN SCHOOL COMMITTEE, BOSTON, April 8, 1907.

Provisional Course of Study for the Elementary Schools adopted for
the school year 1907-08.

Attest:

THORNTON D. APOLLONIO,

Secretary.

PROVISIONAL COURSE OF STUDY

FOR THE

ELEMENTARY SCHOOLS

1907

The Board of Superintendents in issuing this course of study intends that it shall be considered as provisional. It is not planned to be a finished or final course, but is sent out on trial with the express purpose that the school-room may reveal its imperfections, and with the hope that after much testing, discussion, and suggestion on the part of teachers and principals the revised course may commend itself to reason and judgment.

It is desired that teachers keep a careful record of the modifications and additions that may from time to time seem desirable, so that when revision is undertaken the benefit of their experience may be had.

Subjects and Exercises and the Number of Minutes a Week Assigned to Each.

	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Total minutes.
Opening Exercises.....	60	60	60	30	30	30	30	30	330
Recesses.....	150	150	150	100	100	100	100	100	950
Physical Training.....	60	90	90	80	80	80	80	80	640
Spoken and Written English,	230	230	230	330	300	280	280	280	2,160
Reading and Literature.....	660	545	520	240	240	210	200	200	2,815
Arithmetic.....	150	210	210	270	270	230	210	210	1,760
Geography.....				150	150	150	150	60	660
Drawing.....	100	95	90	90	90	90	90	90	735
Manual Training or Household Science and Arts.....		30	30	120	120	120	120	120	660
Music.....	60	60	60	60	60	60	60	60	480
History.....						120	120	180	420
Physiology and Hygiene.....			30		30		30	30	120
Elementary science.....	30	30	30	30	30	30	30	60	270
Totals.....	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	12,000

NOTE.—Throughout the course, habits of study should be developed. Of the time assigned in the eighth grade, at least 240 minutes a week should be allowed to each pupil for independent study, in which he is neither assisted by nor interrupted by the teacher. (For example, 60 minutes a week in each of the following studies: arithmetic; reading and literature; spoken or written English; history and geography.) The minimum amount of time for independent study that should be allowed is suggested in the following schedule:

Eighth grade.....	240 minutes.	Fifth grade.....	150 minutes.
Seventh grade.....	200 “	Fourth grade.....	150 “
Sixth grade.....	150 “		

MORAL TRAINING.

OPENING EXERCISES

60 minutes a week for the first three grades, 30 minutes a week for the remaining grades.

NOTE 1. — Teachers are directed to give instruction for a few minutes in good manners and good morals at the opening of school in the morning and at other favorable opportunities. In giving this instruction, teachers should keep strictly within the bounds of manners and morals, and thus avoid all occasions for treating of or alluding to sectarian subjects.

NOTE 2. — . . . “All preceptors and teachers of academies, and all other instructors of youth shall exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and they shall endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.” — *Revised Laws of the State of Massachusetts, Chapter 42, Section 18.*

NOTE 3. — “In all intercourse with their pupils they (the teachers) shall strive to impress on their minds, both by precept and example, the principles of morality, truth, justice, and patriotism, and to train them up to a true comprehension of the rights, duties, and dignities of American citizenship, and the avoidance of falsehood, idleness, and profanity.” — *Regulations of the Public Schools of the City of Boston, Section 225.*

RECESSES AND PHYSICAL TRAINING.

RECESSES: *20 minutes each forenoon for all grades, 10 minutes each afternoon for the first three grades. (See Regulations, Section 206, Paragraph 3.)*

PHYSICAL TRAINING: *12 minutes a day for the first grade, 18 minutes a day for the second and third grades, 16 minutes a day for the remaining grades.*

NOTE 4. — Physical training, including free play under the direction of the teacher, is a necessity in the first three grades. The time set apart for physical training and recesses must be so used as to meet the physical needs of the pupils. Consequently recesses are to be given for withdrawals from the room, for the ventilation of class-rooms, and for recreation.

ENGLISH.

The course in English was prepared by the following committee:

AUGUSTINE L. RAFTER, Assistant Superintendent, *Chairman*.
 MAURICE P. WHITE, Assistant Superintendent.
 ELLOR CARLISLE RIPLEY, Assistant Superintendent.

HENRY L. CLAPP	George Putnam School.
EMILY F. CARPENTER	Winthrop School.
ELLEN M. MURPHY	Dillaway School.
KATHARINE H. SHUTE, <i>Secretary</i>	Normal School.
IDA T. WEEKS	Roger Wolcott School.
KATHARINE W. HUSTON	George Putnam School.
JESSIE W. KELLY	Washington Allston School.
RUTH G. RICH	Dwight School.
MARY E. MAILMAN	Rice School.
ANNIE J. REED	Everett School.
CAROLINE N. POOLE	Agassiz School.
JOSEPHINE F. HANNON	Bunker Hill School.
ELLEN CARVER	Dillaway School.
LUCY D. ELLIS	Gilbert Stuart School.
ANNIE G. ELLIS	George Putnam School.
CLARA B. SHAW	Wells School.
LOUISE ROBINSON, <i>Assistant Secretary</i>	Everett School.
FLORENCE G. WILLIS	Mary Hemenway School.
CAROLINE F. CUTLER	Lowell School.
ELIZABETH M. PEARSON	Edward Everett School.
LENA L. CARPENTER	Bowditch School.
ALICE SIMPSON	Prescott School.

WEEKLY TIME ALLOTMENT.

Grade I.

1. Spoken and written English:

First half year:

(a) Instruction and practice designed to improve speech	50 minutes.
(b) Penmanship	100 "
(c) Technicalities of written work with copying of simple sentences	50 "
(d) Oral composition	30 "
Total	<u>230</u> "

Second half year:

(a) Spelling	60 "
(b) Penmanship	100 "
(c) Technicalities and dictation of easy sentences	50 "
(d) Composition, oral and written, simple, original sentences	20 "
Total	<u>230</u> "

2. Reading and literature, including the word study necessitated by both

660 "

Grade II.

1. Spoken and written English:

(a) Speech	25 minutes.
(b) Spelling	80 "
(c) Penmanship	60 "
(d) Technicalities, copying and dictation	35 "
(e) Composition, oral and written	30 "
Total	<u>230</u> "

2. Reading and literature, including the word study

necessitated by both 545 "

Grade III.

1. Spoken and written English. See Grade II. 230 minutes.

2. Reading and literature, including the word study

necessitated by both 520 "

Grade IV.

1. Spoken and written English:

(a) Composition	90 minutes.
(b) Spelling	60 "
(c) Dictation and technicalities of written English,	60 "
(d) Penmanship	60 "

- (e) Work to counteract errors of speech; preparation for use of dictionary; derivations. (See details assigned to the grade under these heads.) 60 minutes.
- Total 330 "
- 2. Reading and literature, including the word study necessitated by both 240 "

Grade V.

- 1. Spoken and written English:
 - (a) Composition 90 minutes.
 - (b) Spelling 60 "
 - (c) Dictation and technicalities of written English, 60 "
 - (d) Penmanship 60 "
 - (e) Work to counteract errors of speech; preparation for use of dictionary; derivations. (See details assigned to the grade under these heads.) 30 "
 - Total 300 "
- 2. Reading and literature, including the word study necessitated by both 240 "

Grade VI.

- 1. Spoken and written English:
 - (a) Composition 90 minutes.
 - (b) Spelling 40 "
 - (c) Dictation and technicalities of written English, 60 "
 - (d) Penmanship 60 "
 - (e) Work to counteract errors of speech; use of dictionary; derivations. (See details assigned to the grade under these heads.) 30 "
 - Total 280 "
- 2. Reading and literature, including the word study necessitated by both 210 "

Grades VII. and VIII.

- 1. Spoken and written English:
 - (a) Composition 90 minutes.
 - (b) Grammar 90 "
 - (c) Dictation and technicalities of written English, 40 "
 - (d) Penmanship 30 "
 - (e) Work to counteract errors of speech; use of dictionary; spelling; derivations. (See details assigned to the grade under those heads.) 30 "
 - Total 280 "
- 2. Reading and literature, including the word study necessitated by both 200 "

FOREWORD.

“For my part, people who do anything finely always inspire me to try. I don't mean that they make me believe that I can do it as well as they. But they make the things seem worthy to be done.”

— *George Eliot.*

The dominant purpose in the making of this course of study in English has been to unify the work in the subject throughout the grades; if the plan has unity, it should evoke from teachers a corresponding unity of spirit, purpose, and program in carrying it out. The work has been laid out first by subjects, and again by grades, in order that the teacher, discerning its scope and articulation, may know what precedes and what follows any and every stage of the work.

The object of the English work in elementary schools is to train pupils to speak, read, and write the mother tongue, and to enjoy and profit by its literature. The accomplishment of this purpose involves much detailed work on specific subjects, such as phonics, penmanship, spelling, derivation, etc. There is a temptation to treat these specific subjects as if they were ends in themselves rather than means to an end; if, however, the objective points mentioned above are constantly borne in mind, the details of the work will be properly subordinated, but will suffer no loss of dignity: *e.g.*, the true value of an exercise in phonics is realized when it is regarded not as an end in itself, but as a contribution toward both speech and reading; and a lesson on a prefix or suffix is conducted most effectively when the teacher sees clearly that the result of the lesson should be a slightly better equipment for speaking and writing the mother tongue, and for reading its literature intelligently.

The following subjects have been considered in a manner more or less particular as regards material, method, time, and place.

1. Spoken English, including
 - (a) Voice, articulation, pronunciation, inflection.
 - (b) Vocabulary.
 - (c) Grammatical accuracy.
 - (d) Oral composition.
2. Written English, including
 - (a) Penmanship.
 - (b) Spelling.
 - (c) Technicalities of written work.
 - (d) Dictation.
 - (e) Composition.
3. Reading, including the necessary phonics and word study.
4. Literature; and
5. A group of subjects contributing to spoken English, written English, reading, and literature, namely,
 - (a) The use of the dictionary.
 - (b) Derivations.
 - (c) Grammar.

Time has been allotted to the study of these subjects in proportion to their estimated educational value considered as means to ends or as ends in themselves. Penmanship, for example, as a means of expressing thought, has less educational value and, consequently, less time than composition, in which thought is expressed.

The relation between the English work and the other subjects provided for in the course of study is sometimes misunderstood. The reproduction of history, geography, etc., should not occupy the time devoted to English, but be confined to the time assigned to those subjects. If, however, pupils are permitted and encouraged to question one another habitually in their regular lessons, self-consciousness will be largely taken away, interest and spontaneity will be excited, clear and logical thinking will be developed, while facility and correctness in oral expression will be increased in the same proportion. In conversational exercises involving questions pupils should not be required to answer in complete sentences. Such use of language is unnatural, unusual in life, and peculiar to the school-room.

Nature study affords an excellent illustration of the relation between English and the other subjects of the curriculum. The main purpose in studying natural objects and natural phenomena should be to train the observation and judgment, and to evoke some appreciation of the order and beauty of nature. Such study should therefore have time assigned to it independently. Incidentally nature study enlarges the pupils' vocabularies and promotes the correct use of English. Moreover, natural objects and phenomena are excellent topics for occasional descriptive oral and written composition, and such exercises should of course be taken in the time especially assigned to English.

SUGGESTED LIST OF TOPICS OF NATURAL OBJECTS AND NATURAL PHENOMENA.

September. — Autumn. Fall flowers. Vacation experiences.

October. — Harvest. Seed packages. Seed dispersal. Birds flying south. Squirrels' preparation. Turning and falling leaves.

November. — Winter. Early closing of school. Why? Sun's story. Man's preparation for winter. Thanksgiving.

December. — Winter. Moon in early evening sky. Stars. Evergreen trees. Christmas.

January. — New Year. Snow. Sky and clouds. Plant life in school-room.

February. — Lengthening days. Later closing of school. Why? Sun's story. Trees (winter aspect).

March. — Spring. Winds. Rains. Animals in school-room (dog, cat, rabbit, goldfish).

April. — Spring. Planting by children in school window-boxes. Return of birds. Man's preparation for spring. Study of seeds planted earlier in month.

May. — Trees. Leaves. Flowers.

June. — Summer.

SPOKEN ENGLISH.

For the reason that we make use of the mother tongue in speech far more than in writing, and because an individual's degree of education and culture is judged by his speech more often than in any other way, it seems imperative that a definite, progressive, far-sighted effort should be made in the school to improve the speech of the pupils.

The first step toward such an effort is a clear conception as to what is meant by good speech, especially as there is current an impression that grammatical accuracy constitutes good speech. The recognition of the following essential elements in good speech should guide the work in the school-room:

1. Spontaneous self-expression.
2. An agreeable quality of voice.
3. A clear-cut articulation.
4. Correct inflections.
5. Correct pronunciation.
6. An ever-growing vocabulary.
7. Grammatical accuracy, especially as to
 - (a) Construction of sentences.
 - (b) Use of the parts of verbs.
 - (c) Agreement in number of
 - (1) Verb with subject;
 - (2) Pronoun with antecedent;
 - (3) This, those, etc., with noun.
 - (d) Discrimination between adjectives and adverbs.
 - (e) Case of pronouns.

1. The first essential, spontaneous self-expression, should be developed by drawing upon the children's experiences and by carrying out the daily school program with its abundant and rich material provided by the work in reading, literature, history (including current events), nature-study, geography, picture-study, etc. The so-called language lesson, given merely for the sake of leading the children to talk, is likely to be but an artificial and fruitless effort; but the live history or science lesson, with its opportunity for expression of opinion and contributions of information, provides occasion both for a free and natural use of language on the part of the pupils, and for fruitful observation of their speech on the part of the teacher. Such observation should lead the teacher to formulate the special needs of the pupils in order that definite, effective work may be done toward improving their speech. In addition to the opportunities for oral expression afforded by the regular daily lessons, time should be frequently taken from that definitely assigned to English for what may be called oral composition. The following topics suggest kinds of work that are especially valuable:

Children's experiences.

Natural objects and natural phenomena. (See page 11 for list of suggested topics.)

Short imaginative stories from pictures.

Reproduction of stories read and heard.

2, 3, and 4. The tendency of the pupils to speak so that they are not understood, which results largely from self-consciousness, is best counteracted by making the conditions such in a recitation that the pupils actually talk to one another with the intention of imparting information or opinions, and not merely to the teacher with the intention of proving that they have learned their lessons. In addition to the establishment of this attitude, special exercises may be given to improve the voice, the articulation, and the inflections. Breathing exercises, singing exercises, simple exercises in the production of the speaking voice (such as are given in the Cone charts), and drills in articulation and inflection are of distinct value if judiciously managed.

5. The work in pronunciation must be determined by the evident needs of the pupils, which will vary in different districts ; but there are certain errors so typical and widespread that it has been thought advisable to give a list of them in this course of study.

6. The enlargement of the vocabulary is best accomplished not by arbitrary efforts to add certain words to those the children naturally use, but by enlarging the experience, interests, and knowledge of the pupils, and by supplying and using the terms that are called for in their natural progress. Terms used in geography, history, and arithmetic become a part of the vocabulary when they are really understood; and a weak or inadequate adjective used in composition gives a natural occasion for teaching a better word in its place. As a result of their work in reading and literature the pupils are constantly adding words to those which they understand but do not use, a preliminary step toward adding them permanently to the vocabulary. Children use concrete terms principally before they go to school and while they are in the lower grades. They acquire such terms more easily and understandingly when studying natural objects and natural phenomena under the instruction of teachers than when left to themselves. As they pass through the grades they gradually acquire abstract terms, and the necessity for using so large a proportion of concrete words in their oral and written expression is gradually diminished. A growing list of words should be kept, but stilted expressions should be carefully avoided.

7. The work done to establish grammatical accuracy must also be determined by the needs of the special class in question, but so many errors are made that it is impossible for any one grade to do effective work with all. A minimum assignment of errors to each grade has therefore been made. Such an assignment is necessarily rather arbitrary, although an effort has been made to adapt the assignment, so far as possible, to the intelligence and needs of the grade in question.

WORDS FREQUENTLY MISPRONOUNCED.

NOTE.—Teachers of all grades are requested to correct mispronunciations of the following words when occasion requires, and to give class instruction and drill when the needs of the majority of the class warrant such an expenditure of time:

- (a) Words with long *oo*: *e.g.*, spoon, roof.
- (b) Words with long *u*: *e.g.*, new, Tuesday.
- (c) Words with long *o*: *e.g.*, boat, whole.
- (d) Words or syllables ending in sound of *aw*: *e.g.*, saw, drawing.
- (e) Words with short *e*: *e.g.*, kettle, get.
- (f) Words with short *o*: *e.g.*, what, was, got, closet.
- (g) Words with short *u*: *e.g.*, just, shut.
- (h) Words with *wh*: *e.g.*, white, wharf.
- (i) Words ending in *ing*: *e.g.*, walking.
- (j) Miscellaneous words:

across,	coupon,	imitate,
address,	discourse,	January,
again,	drowned,	library,
Arctic,	engine,	mountain,
attacked,	every,	often,
aunt,	faucet,	our,
because,	February,	poem,
been,	forward,	promoted,
bouquet,	government,	recess,
catch,	hoist,	recognize,
cellar,	horse,	saucy,
chimney,	hundred,	sphere,
clothes,	illustrate,	your.

COMMON ERRORS OF SPEECH.

NOTE.—These errors should receive as much attention as can be afforded wherever they occur; but it is believed that special instruction and drill in the grades to which they are assigned, provided the needs of the majority of the class warrant such an expenditure of time, will be effective in weeding them out. Suggestions as to method will be found on pages 16 and 17.

Grade I.

1. Double negatives.
2. Parts of the following verbs:
 - Come, came, have come.
 - Do, did, have done.
 - Give, gave, have given.
 - See, saw, have seen.
3. There and they.

Grade II.

1. Review of previous work.
2. Am, is, are, was, were, — with all persons as subject; especial emphasis on *you were*.

3. Am not, not "aint."
4. Can and may.

Grade III.

1. Review of previous work.
2. Bring and carry.
3. To and at.
4. Personal pronouns (order and case form, *e.g.*, My mother gave my brother and me a present).
5. Afternoon, not "after."

Grade IV.

1. Review of previous work.
2. I wish, not "I wisht."
3. Different from, not "different than."
4. Somewhere, not "someplace."
5. From him, not "off him."
6. He broke my pencil, not "He broke my pencil on me."
7. My father did it, not "My father, he did it."
8. Parts of the following verbs:
Blow, blew, blown.
Burst, burst, burst.
Drown, drowned, drowned.
Go, went, gone.
9. Distinction between
Learn and teach. Sit and set.

Grade V.

1. Review of previous work.
2. Beside, not "side of."
3. Could have, not "could of."
4. Ought not, not "hadn't ought."
5. Rather, not "kind of."
6. Shall I? and shall we? Never "will I?" and "will we?"
7. Parts of the following verbs:
Break, broke, broken.
Choose, chose, chosen.
Freeze, froze, frozen.
Throw, threw, thrown.

Grade VI.

1. Review of previous work.
2. Almost, not "most."
3. I (or we) shall have to do it, never "I (or we) will have to do it."
4. Next to the last, not "second last."
5. Those things, not "them things."

6. That (or this) kind, not "those (or these) kind."
7. Parts of the following verbs:
 Draw, drew, drawn.
 Drink, drank, drunk.
 Eat, ate, eaten.
8. Distinction between *let* and *leave*.

Grade VII.

1. Review of previous work.
2. He doesn't, not "he don't."
3. Attack, attacked, attacked.
4. Distinction between
 Rise and *raise*. *Like* and *as*.
5. Agreement of verb with subject.
6. Order and case form of personal pronouns.
7. Discrimination between adjectives and adverbs, *e.g.*:
 He writes well, not "He writes good."
 She looks beautiful, not "She looks beautifully."

Grade VIII.

1. Review of previous work.
2. Every one may take his book, not "their book."
3. After each one or between every two, not "between each one."
4. So high, not "that high."
5. Distinction between
 Fall and *fell*. *Lie* and *lay*. *Who* and *whom*.
6. Proper uses of *got*.

NOTE.—Work on *shall* and *will* is desirable in this grade, but this is left to the discretion of the teacher.

SPOKEN ENGLISH.—SUGGESTIONS AS TO METHOD.

Progress in spoken English is dependent upon *environment*, *instruction*, and *practice*.

Environment in school should be made as favorable to pupils as possible by the program and the teacher. "The child learns English whenever he hears talk about things in which he is interested, and whenever he reads." "The teacher whom the children love and listen to is *the English teacher*."

Instruction is necessary for those who have already acquired improper habits of speech, because their ears have become so hardened to incorrect usage that they do not observe the difference between their speech and correct oral expression until their attention is called to it.

No matter what points may be assigned to a given grade by the course of study, only such points as are needed by the pupils in question should be considered. Incidental errors made in the class may be corrected at the time they are made or later in private; but *exasperating interrup-*

tions should be carefully avoided. The program should indicate a regular time for teaching correct oral expression.

Pupils must be led to distinguish between their own erroneous habits of speech and correct usage. They must be induced to feel the desirability and necessity of speaking good English through interest in their subject, a desire to make ideas clear and interesting to others, and a wholesome ambition for a desirable standing in the future. A genuine enthusiasm for using good English may be aroused in the older pupils in connection with the study of literature and the sources of the English vocabulary.

The instruction of little children in the correct use of English consists largely in giving the proper models without reasons or explanations. The older pupils should study correct models with a view to arriving at generalizations, which later are to be applied to new instances. Correct use should be re-enforced occasionally by grammatical reasons whenever possible.

Practice is the most effective means of getting the power to use language correctly, as speech is mainly a matter of habit. Therefore teachers should make opportunities for the use of correct forms by the pupils. Such opportunities should consist of something more than mere formal drills. They should give room for the display of intelligence on the part of the pupils.

WRITTEN ENGLISH.

OBJECTIVE POINTS.

1. Orderly and spontaneous self-expression.
2. Appreciation of clearness, conciseness, correctness, force, and fitness in the use of English.
3. Skill in selecting, organizing, and putting others' thoughts into correct form, whether obtained from the spoken word or the printed page.
4. Pride in the use of good English.

MEANS.

1. Composition, including penmanship and punctuation.
2. Dictation exercises on language forms.

SOURCES OF THOUGHT FOR EXPRESSION.

1. *Experiences* with pets, games, gardens, natural objects (animals, plants, minerals), and natural phenomena (results of heat, cold, wind, rain, snow).

2. *Books* containing stories, myths, poems, accounts of heroes, patriots, discoverers, etc.

3. *Pictures.*—One of the best means of suggesting thought and stimulating the imagination is found in picture study, especially in the lower grades. The simple pictures appropriate to these grades are more readily and clearly understood by the pupils than oral or written descriptions of the things which they represent. In writing imaginative stories, pupils in the middle and lower elementary grades find them very useful. As objects to be described they are far less serviceable, since natural objects and natural phenomena serve that purpose much better. The stories which they suggest and the noble impulses which they inspire furnish warrant enough for their extensive use. In the hands of one who understands their artistic values, beauty of line, space, form, light, shade, color, and meaning, they may be used with great advantage in cultivating the artistic sense, especially in the upper grades. And since pictures form such important, educative, civilizing, and humanizing means, there are ample reasons for writing about them.

SUGGESTIONS.

The expression of thought in language, spoken or written, is composition. The kinds of composition suitable for elementary schools may be indicated by three words: *experience*, *imagination*, and *reproduction*.

These terms compel attention to the kinds of work that should be done. In the processes designated by these broad and simple terms it may be necessary to use other terms — narration, description, etc., as sub-divisions.

Experience is what the youngest pupil knows best, and can talk or write about best. It is personal knowledge and limited to the pupil himself; therefore his first compositions should be based on his experiences.

Imagination follows experience directly and gives mental pictures of the real things involved in experience. The child knows what the pleasures of imagination are. The boy imagines himself a horse, restive, contrary, swift, and acts accordingly. The girl imagines herself a mother of dolls, a housekeeper, a teacher, and acts accordingly. They would as soon stop thinking as stop imagining. Because imagination is a personal field, easily and delightedly worked, it should determine children's second kind of composition work.

Reproduction, the third kind of composition work, refers to what others have said, done, written, and thought, to matters largely outside of the personal experiences of the children, to things which they do not really know, but about which they can read and hear. Memory is the principal factor in this kind of work; original thought, experience, and imagination are not developed by it to any considerable degree; and, therefore, it is far less important than work based on experience and imagination.

Opportunities should be given pupils to express reasons for certain thoughts, acts, and processes; to state their opinions of personal characters, historical or contemporaneous, and the reasons therefor; to

explain why a machine, a squirrel, or a person acts in a certain manner; and, in general, to respond to appeals to their reasoning powers. Simple exercises of this sort will lay the foundation for later work in exposition and argument.

Composition time should not be taken for written tests in geography and history. In such tests the language side is so thoroughly subordinated to the facts called for that the main object of composition—ready, spontaneous, and correct expression—is well-nigh defeated. Therefore it is hoped that compositions on history and geography will be confined to the time assigned to those studies. Biographies in moderate degree may be admissible.

WRITTEN COMPOSITION.

In grades above the third not less than one written composition a week should be expected, correction by the pupils and instruction by the teacher included. It is suggested that a composition based on experience be written the first week in each month, on imagination the second, on reproduction the third, and a letter the fourth. The composition on experience may involve narration, description, etc.; the letter may include experience, imagination, narration, etc. If there is a fifth week in the month, the composition time may be spent on points in composition that need special emphasis. Such points as disconnectedness, too infrequent use of relative pronouns or participles, lack of agreement in number and person between subject and predicate verb, redundancy, etc., may be considered at this time. Once in two months the time should be used in instructing pupils how to work up a composition based on experience, imagination, and reproduction in turn. This will necessitate the omission of the regular composition due at that time. The written work may take the form of an orderly arrangement of topics and sub-topics suitable for the subject under consideration.

OUTLINES.

After repeated instruction every pupil above Grade III. should be expected to make his own outline and have it sent with the teacher's to the inspector designated to oversee the outline work. This inspector may be any teacher who has noticeable aptitude for logical arrangements, especially in regard to language work. In a short time she could inspect mere outlines made four times a year, and thus keep in view the scope of the composition work. In making these outlines the judgment of the pupils is constantly appealed to, and such appeals made all along the line give ample returns.

UNIFORM METHOD OF CORRECTION.

There should be in every school some uniform method of correcting compositions to make the work most successful. To this end a set of signs easily understood will be found useful, especially when pupils

correct one another's compositions with the assistance of their teachers. Such work furnishes an excellent opportunity for self-activity, self-expression, the exercise of judgment, and the use of good manners. One aim in composition work should be to do as well as possible the first time and to dispense with copies as early in the grades as possible. The habit of copying compositions until they are comparatively perfect generally results in careless first drafts, and the wrong impressions thus made are not easily overcome. Therefore it is recommended that no second drafts be made.

Paragraphing should be studied in every grade above the third, although paragraphs are recognized as early as the second grade. The sentences that pertain to a particular point should determine the limits of the paragraph. Relativeness, not size, is the principal consideration. The parts of the paragraph (sentences) hold together and make a somewhat complete part of the whole composition. Such related parts or paragraphs are indented. Each indentation suggests a new reference, or a considerable variation in one already made. The habit of making out topics and sub-topics for a subject will be found useful to the writer in the matter of paragraphing.

SPELLING.

We learn to spell in order that we may write words correctly ; it follows, therefore, 1st, that the *choice of words* for spelling lessons should be determined by the needs of the pupils in their written English; 2d, that the *mode of study* should be such as will fix the image, or written form, of a word in the pupils' minds ; and 3d, that the great majority of spelling *recitations* should be written and not oral.

Choice of Words.—It is suggested that there be assigned to each grade definite work in spelling, based either upon lists of words needed by the pupils in the different grades, or upon a good spelling book, the contents of which have been examined, modified in accordance with the pupils' needs, and distributed among the grades by the principal and teachers working co-operatively. Such a plan does away with three hindrances to progress—the unnecessary repetition of words in successive grades, the omission of important words, and the study of words which pupils do not understand and are not likely to need.

Mode of Study.—It has been found from experience that word forms make more impression when isolated than when presented with the context; therefore, if words are chosen from such lessons as reading or history it is advisable to remove them from the context by copying them in columns for closer study. In attempting to master the spelling of several words attention should be concentrated upon one at a time. Any device to encourage concentration, such as the revolving black-board, provided it is based upon a sound principle and does not become an end in itself, is admissible. Pupils should be trained to examine a

new word closely with a view to finding and mastering the difficulties that it may present. Attention should be called, for example, to the *a* in separate, but the possible error should never be presented, as the impression, whether visual or aural, of the correct form should not be blurred by erroneous impressions. It is suggested that writing is one of the best modes of studying the spelling lesson, because the additional muscular impression helps to fix the word in the memory; but this method requires that the teacher inspect the work while it is in progress.

Recitation. — In written English, words must frequently be divided at the end of a line; therefore in the occasional, but rare, oral spelling lesson, the syllabication of words should be indicated by a slight pause after each syllable; and occasionally in a written spelling lesson, words should be divided into syllables. It is recommended that in lists of words only proper nouns and proper adjectives should be begun with capitals, inasmuch as this habit prepares the pupils for the proper use of capitals in composition. Pupils should keep for reference correct lists of the words studied in spelling lessons. Enthusiasm for correct spelling may be aroused by keeping a record of the progress of the class and by an occasional spelling match, judiciously managed, with the guessing feature reduced to a minimum.

Rules. — Three rules of English spelling have practical value, and may be taught not later than the fifth grade and reviewed in the succeeding grades. They are: the rule relating to the plural of certain words ending in *y*, and those relating to the doubling of consonants and the dropping of final *e*.

TECHNICALITIES REQUIRED IN WRITTEN ENGLISH.

NOTE. — To be tested by frequent dictation exercises. See page 23.

A minimum requirement is assigned to each grade; but teachers are at liberty to anticipate any point assigned to a higher grade, if their composition work calls for it, provided that the work especially assigned to their grades is not neglected.

It has been thought unwise to dictate the forms to be used in such details as letter writing, etc.; but it is recommended (1) that the teachers of a given school should have practical unanimity of plan as to the management of such details; and (2) that in cases where good use sanctions two ways of doing a thing either should be accepted.

Written forms should become habits; and to succeed in making them habits three conditions are essential: (1) uniform teaching in different grades; (2) consistent requirement in any one grade (not one standard for so-called composition work and another for other written work); (3) frequent practice in the use of the forms taught.

CAUTION. — The parenthesis should not be used to indicate an error.

Grade I.

1. *Arrangement.* — Margin at left in writing sentences.
2. *Capitals.* — Beginning of sentences; names of people; Mr., Mrs.
3. *Punctuation.* — Period or question mark at end of sentence; period after following abbreviations:
4. *Abbreviations.* — Mr., Mrs.

Grade II.

[N.B. — Continued practice on points previously taught.]

1. *Arrangement.* — Double margin for groups of sentences constituting paragraph. (The actual study of the paragraph begins in Grade IV.)
2. *Capitals.* — Months, days of week, city, streets.
3. *Punctuation.* — Exclamation point.
4. *Abbreviations.* — St., ave.

Grade III.

[N.B. — Continued practice on points previously taught.]

1. *Arrangement.* — The parts of a letter.
2. *Capitals.* — In the heading, salutation, etc., of a letter; at the beginning of a line of poetry; at the beginning of quotations; in titles of compositions.
3. *Punctuation.* — Apostrophe in contractions and singular possessives; quotation marks and comma in writing unbroken quotations.
4. *Abbreviations.* — Measures used in arithmetic, Dr., Mass.

Grade IV.

[N.B. — Continued practice on points previously taught.]

1. *Arrangement.* — The superscription on an envelope.
2. *Capitals.* — In the superscription on an envelope.
3. *Punctuation.* — Comma in a series of words; comma or commas to separate the name of the person addressed from the rest of the sentence.
4. *Abbreviations.* — New abbreviations used in arithmetic.

Grade V.

[N.B. — Continued practice on points previously taught.]

1. *Punctuation.* — Broken quotations. (Care should be taken that pupils do not use quotation marks for indirect quotations.)
2. *Abbreviations.* — A.M., P.M., Co., Gov., Capt., Gen., etc.

Grade VI.

[N.B. — Continued practice on points previously taught.]

1. *Arrangement.* — Answer to an advertisement.
2. *Punctuation.* — Apostrophe in plural possessives.
3. *Abbreviations.* — M.D., U. S. A., P.S., Rev., Sec., Supt., etc., abbreviations used in the study of the dictionary.

Grade VII.

[N.B.—Continued practice on points previously taught.]

1. *Arrangement.* — Business notes.
2. *Capitals.* — Omission in case of direct quotations incorporated in sentence, although the quotation marks must be retained.
3. *Punctuation.* — Commas used to set off explanatory nouns (appositives); direct quotations incorporated in sentence; the parenthesis.
4. *Abbreviations.* — A.D., B.C., Anon., Messrs.

Grade VIII.

[N.B.—Continued practice on points previously taught.]

1. *Arrangement.* — Notes of invitation, acceptance, regret, etc.
2. *Punctuation.* — Comma and semi-colon in compound sentences; colon.
3. *Abbreviations.* — e.g., viz., i.e., D.D., C.O.D.

NOTE.—The use of the comma before an additional clause (as distinguished from a restrictive clause) and its use after introductory words, phrases, and clauses may be taught in this grade, but these points are not required.

 Dictation.

The object of dictation exercises is to acquire the ability to use language forms readily and correctly; and the best way of attaining this object is to isolate the forms to a certain extent and give them special attention, as is done in the case of spelling, addition, multiplication, and five-finger exercises in music. They occur too infrequently in the context to serve the purpose of drills or to insure thorough and rapid learning.

Regularity and frequency of performance in dictation are as important as in composition or arithmetic; and the means for preserving and carefully inspecting the work should be proper and ample. Suitable means may be found in the use of the ordinary square blank books, one of which will contain the dictation exercises of a single pupil during the school year.

In the first three grades the study of language forms may be closely followed by the dictation of forms similar but slightly varied, the variation increasing with the advancement of the pupils. A good impression of the correct forms should be made so that pupils may be able to write them after a reasonable time has passed. The aim should be to learn language forms for long periods, not simply for the time required to write them on paper. If dictation exercises are not something more than mere memory work, to be discarded as soon as written, attention and concentration will not be properly developed, and the time required to fix correct forms will be much prolonged. It is recommended that dictation exercises be given solely as tests of the thorough knowledge of language forms.

READING AND LITERATURE.

INCLUDING THE WORD-STUDY NECESSITATED BY BOTH.

The aim of the work in elementary reading is to train the pupils so that they may be able to find independently the thought expressed in written or printed words, in order that they may eventually turn to books for knowledge, pleasure, and inspiration.

This aim implies three things: (a) that mere word-calling is not reading; (b) that independent power to call words must be developed; (c) that such material must be chosen for reading lessons as will develop a liking for what we vaguely call "good reading."

(a) The reading should express the thought, and the attention of the entire class should be centered upon the thought. There should be no merely mechanical reading. The meaning of all new words should be clearly but briefly illustrated.

It is suggested that an admirable way to stimulate interest, to make the thought and sentiment live for the children, is to encourage them frequently to a dramatic representation of what they read.

Silent reading should be an important feature of the work for several reasons: 1st, outside of the school-room reading is almost entirely silent, and children should therefore become habituated in school to intelligent silent reading; 2d, if silent reading is followed by answers to questions or, when the subject matter permits, by acting, the teacher has even better proof that the children have mastered the thought than is afforded by oral reading; 3d, through silent reading the ambitious child is given the opportunity to read more than he could in class, where he must necessarily wait for the slower child; it is also an incentive to the slower child to read better, as he recognizes and appreciates the enjoyment and ability of his brighter companions; 4th, the spirit of quiet, and an appreciation of the rights of others in demanding quiet, during the period set apart for silent reading, is valuable.

(b) The study of the form, sound, and meaning of words should precede practice in reading. In developing the power to call words independently, a judicious use must be made of phonics. A compulsory adoption of any system of phonetic reading does not seem wise, but phonetics as a basis for reading is strongly recommended. The various phonetic methods emphasize the association of a group of sounds with a group of letters, to replace in part the detailed analysis of words, useful in its place, but frequently overdone to so great an extent that phonetic analysis would seem to be an end in itself, rather than a means to an end, and that end the pronunciation of words. Ear training in phonics should precede and accompany vocal training. Such exercises as rhyming words and matching sounds are excellent as a means of ear training. Concert drill in phonics should be reduced to a minimum and should be replaced by individual drill. Silent phonetic analysis should take the place of oral analysis as early as

possible. An exercise in phonics is valueless unless it contributes to one or both of the following results: (1) good articulation; (2) independent power to call new words.

Any plan of teaching reading which leaves the children, at the end of the first year, without power to help themselves to the pronunciation of unfamiliar words is strongly condemned.

(c) No reading that involves hesitation and stumbling should be required. Ease and fluency are the result of intelligent practice in reading suitable selections. Good literature, including ballads and narrative poems, should be read to the children. Pupils should often learn by heart short poems, or prose selections from good literature.

Suggestive lists in prose and poetry will be found on pages 31, 35 *et seq.*, 40 *et seq.*

Grade I.

1. Lessons from the blackboard: (a) Short, simple, and interesting sentences, so varied as to prevent monotonous repetition and reciting from memory.

(b) Study of phonic elements, including phonograms.

NOTE.—Children should read easily from the board, using a good vocabulary, before attempting the use of books. In all lessons, from board or book, *thought getting* should be the important feature.

2. Reading from books. (a) Simplest lessons in primers or first readers, supplemented by lessons from the blackboard.

(b) Remaining lessons in first readers.

(c) Silent reading encouraged.

NOTE.—Before any book is read through the first part of at least six first readers should be read. At the end of the first year's work pupils should be able to read any first reader easily after study, and all the simpler lessons at sight.

3. (a) Stories and poems read to the class.

(b) Selections from good poetry learned by heart.

Grade II.

1. Study. (a) Of the more difficult lessons in several first readers and of the easier lessons in several second readers.

(b) Of the remaining lessons in second readers according to the ability and needs of the class.

NOTE.—See Preface (c), page 25.

2. (a) Supplementary lessons from more difficult first readers during the first half-year.

(b) Frequent exercises in reading at sight from first readers.

(c) Silent reading encouraged, and occasions for such reading provided.

3. (a) Exercises to secure distinct articulation.

(b) The study of phonics continued.

4. (a) Stories and poems read to the class.

(b) Selections from good prose and poetry read, studied, and learned by heart.

Grade III.

1. Study. (a) Of the more difficult lessons in several second readers and of the easier lessons in several third readers.
 - (b) Of the remaining lessons in third readers according to the ability and needs of the class.
2. (a) Supplementary lessons for practice in fluent sight reading.
 - (b) Silent reading encouraged, and occasions for such reading provided.
3. A rapid review of phonics at beginning of year.
4. Careful study of words as to articulation, pronunciation, and meaning.
5. (a) Stories and poems read to the class.
 - (b) Selections from good prose and poetry read, studied, and learned by heart.
 - (c) Use of school library.

Grade IV.

Reading. — (a) From the authorized text-book ; (b) from the supplementary books ; and (c) from the school library, books suitable for this grade. (d) A few choice selections of appropriate prose and poetry are to be studied, committed to memory, and recited.

NOTE. — Read notes under the preceding grades. The teacher should keep in mind the great object both of oral and of silent reading, viz., to understand and to acquire the thoughts and sentiments expressed in script or print. It is also the object of oral reading to express aloud or to communicate to others these thoughts and sentiments, in the words of the author. To do this with clearness and force demands of the reader adequate knowledge of the words, distinct articulation, proper emphasis, and right inflection. Frequent exercises to secure these essentials of good oral reading are especially desirable in the lower classes. (See Spoken English, 2, 3, and 4, page 13.)

The supplementary reading may be of great educational value. It is the function of noble literature, rightly used, not only to inform the mind, awaken thought, and improve expression, but to create ideals of conduct. It must be so used as to lead not only to greater facility in the mechanics of reading, but to the formation of good mental habits and the establishment of character. Dramatic representation of the reading lesson should be encouraged when possible.

The teacher should spend a part of the time in reading to the pupils stories and poems which are within their comprehension, though too difficult to be used as reading lessons. These selections should have literary value ; and when they are rendered well, vocally, by an appreciative teacher, they will be enjoyable and at the same time ethically helpful to the pupils. Use of Children's Department in the Public Library should be explained.

Care should be taken that reading by the teacher shall not induce in the pupils a state of dreamy passivity, but shall be so managed as to excite an alertness of mind. (See Suggestive Lists, pages 31 *et seq.*, 37, 39, 43 *et seq.*)

Grade V.

Reading. — (a) From the authorized text-book; (b) from the supplementary books; and (c) from the school library, books suitable for this grade. (d) A few choice selections of prose and poetry are to be studied, committed to memory, and recited.

NOTE. — Read notes under preceding grades. Although, as in Grade IV., the great aim of reading should be the comprehension and acquisition of the author's thoughts and sentiments, yet the mechanical part of oral reading should not be neglected. Judicious exercise of the organs of speech for two or three minutes each day, in order to give them more flexibility and greater precision in their action, will avail much. (See Spoken English, 2, 3, and 4, page 13.)

In selecting prose or poetry to be committed to memory, it should be kept in mind that the object of the exercise is not merely to cultivate the verbal memory, important as that is, but also to lead to the appreciation of the beauty of thought and expression, and to leave in the mind and heart sentiments that will enrich life. (See Suggestive Lists, page 44.)

Grade VI.

Reading. — (a) From the authorized text-books; (b) from the supplementary books; and (c) from the school library, books suitable for this grade. (d) Choice poems and prose selections are to be studied, committed to memory, and recited.

NOTE. — Read the notes under preceding grades. Work in the directions there indicated. The pupils should now be able to understand and apply the essential principles of emphasis and inflection. Silent reading for the purpose of testing and increasing the ability to understand what is read will be found a valuable exercise.

It is suggested that pupils be encouraged to read at home designated books and to express freely in the class-room the thoughts thus obtained. This independent reading and class talk will prepare the way for a more useful study of text-books. (See Suggestive Lists, pages 32, 38, 39.)

Grade VII.

Reading. — (a) From the authorized text-book; (b) from the supplementary books; and (c) from the school library, books suitable for this grade. (d) Choice poems and selections from prose are to be studied, committed to memory, and recited.

NOTE. — Read notes under preceding grades. The text-book in reading becomes of less importance as pupils reach the higher classes. Selections from it for class use should be worth studying, should create an interest in the works from which they are taken, or should give good practice in different styles of oral reading. The great object of reading can now be accomplished by means of supplementary books. The right use of these in the class-room will lead pupils to read books elsewhere to the best advantage. Excite such an interest as will cause pupils to read with minds alert, striving always to develop a lasting interest in good reading.

Give to the pupils lists of interesting books which may be obtained from the Public Library, and encourage conversation upon the results of this reading. (See Suggestive Lists, pages 33, 38, 39.)

Grade VIII.

Reading.—(a) From the authorized text-book; (b) from the supplementary books; and (c) from the school library, books suitable for this grade. (d) Choice poems and prose writings in wholes may now be studied and portions selected for memorizing.

NOTE.—Read the notes under preceding grades. Reading to the class by the teacher is strongly recommended. Much noble literature that would otherwise be too difficult may thus be brought within reach of the pupils; a good vocal rendering by the teacher of a piece of literature on which the class is at work clears away many difficulties and arouses in the pupils a vivid appreciation and a lasting interest.

It should be unnecessary to spend time on the mechanics of reading in this grade; time should be given, therefore, to training the pupils to express orally the finest passages in the literature lesson. Happily, the right teaching of the oral reading of such passages subserves the higher purposes of all reading, increasing the ability to take in the sense and sentiment and to feel their force. To express a noble thought nobly and sincerely is a great spiritual experience. When such an experience is realized the supreme purpose of the reading lesson is attained, for genuine warmth of feeling for what is pure and good results in the creation of high ideals, and the possession of high ideals is the first step toward the formation of character.

Good reading, then, is an accomplishment worthy of earnest cultivation. "Of equal honor with him who writes a grand poem is he who reads it grandly," Longfellow has said; and Emerson, "A good reader summons the mighty dead from their tombs and makes them speak to us."

The more difficult reading matter for this grade should be so presented as to stimulate mental activity and growth, to develop a sense of what is of real value in literature, and to cultivate a love for it,—for the truths it contains, the ennobling sentiments it inculcates, the high ideals it presents, that the pupils may choose good books and authors for their friends and companions.

It is again recommended that lists of books to be obtained from the Public Library and read at home be given to the pupils. Let the list contain books interesting to the pupils and of good literary value, and let the range be such as to suit the varying maturity of the pupils. It is not necessary that every child read all, but that everyone read some and desire to read more. An occasional free discussion of the books read at home is productive of fresh interest in reading and increased zest in literary matters. (See Suggestive Lists, pages 33 *et seq.*, 38, 39.)

SUGGESTIVE LISTS OF PROSE AND VERSE FROM WHICH SELECTIONS MAY BE MADE.

INTRODUCTION.

It is important that the prose and verse chosen for use in school should:

1. Appeal to the children's interests;
2. Be of good literary quality;
3. Be ethically sound;
4. Be characterized by scope and variety.

Children's Interests. — Experience indicates that children's interests are centered in (1) human life, especially child life and the heroic aspects of mature life; (2) the preternatural; (3) the out-door world, especially animal life.

Literary Quality. — Provided their interests are satisfied, children are not naturally critical as to the literary form of the reading matter offered them. But if literary taste is to be developed, pains must be taken to select the best versions of the fairy tales and myths, well-written stories of child life and adventure, well-written sketches dealing with the out-door world, and verse of a high order, a little even of the very highest order.

Ethical Soundness. — This qualification does not mean that the prose and verse selected should have definite "morals," but that it should contribute toward a sound, wholesome, appreciative attitude toward life. A bit of nonsense that makes for cheerfulness and helps to cultivate a refined sense of humor, a poem or a nature sketch that opens the reader's eyes to the beauty of the out-door world, may be as valuable in a child's moral life as the story with a definite moral lesson. Verse or stories that encourage flippancy, disobedience or irreverence, that foster the belief that a child's judgment is superior to that of his elders, or that encourage a coarse sense of humor, are most emphatically unsound from the ethical point of view.

Scope and Variety. — Any plan that limits pupils to one small phase of literature, such as the fables, or the works of one poet — especially if that poet occupy a somewhat insignificant place in English literature — injures the sense of proportion and deprives the pupils of resources that might easily be theirs. In classes where the custom of having a class poet is followed, because of the strong personal enthusiasm which may thus be developed, it is earnestly recommended that the literature work of the grade should not be confined to that poet.

The books mentioned in the following lists are either those authorized in the list of supplementary books or those which have been found valuable in the grades to which they are assigned, but which are not as yet on the authorized lists; the latter are marked with asterisks. Such suggestive lists are necessarily incomplete and should be modified from time to time. A committee of teachers representing all grades is at

present at work with this purpose in view; and it is hoped that bulletins will be issued later.

The prose lists are arranged in accordance with the children's interests named above; the poems are not so classified for the reason that one poem frequently appeals to two or to all of these interests. One of the chief values of poetry lies in this very fact of its varied appeal.

It is to be borne in mind that these lists are suggestive merely and permit a large liberty of choice. In individual cases they will doubtless call for much modification; but it is earnestly recommended that in any given school there should be substantial agreement among the teachers as to what pieces of literature shall be read and studied in each grade; otherwise children will be wearied with repetitions, on the one hand, and will be deprived on the other of much that belongs to their inheritance.

SUGGESTIONS AS TO QUANTITY AND METHOD.

Prose.

Human Life. — One good book, or its equivalent, read aloud to the class or by the class during each year. Such reading accompanied by free discussion of characters and incidents will go far toward providing the pupils with simple canons of criticism by means of which they may select and judge books for themselves. Other books may be lent to the pupils for silent reading and for home reading.

The Preternatural. — A dozen or twenty stories, or the equivalent, told or read to the class, or read by the class, during each year.

The Out-door World. — A few sketches or stories dealing with animal life and other phases of the out-door world, read to the class or by the class, during each year.

Verse and Brief Prose Selections.

1. One good poem or brief selection of verse, or occasionally a brief selection of prose, read aloud every day, if possible, with only enough comment to insure the intelligent interest of the pupils. The same selection may be read several days in succession, or may be re-read at intervals during the year, and the preference of the pupils may be frequently consulted. In five or ten minutes, work that is worth while may be done, for continued work of this kind is more likely to develop a permanent interest in poetry than occasional study of the more exhaustive kind, such as is recommended below. It is suggested that work of this type may come immediately after the devotional exercises.

2. Six or eight good poems or selections studied thoroughly and learned by heart during the year. It is suggested that the constant practice of having pupils learn to write poems from memory, including capitalization, spelling, punctuation, etc., often results in a distaste not only for the poem in question, but for all poetry, whereas appreciative oral recitation frequently cultivates a love of poetry on the part of both

listener and learner. It is equally true that the frequent written reproduction of stories often results in a distaste for the stories in question, and an attitude of suspicion toward any stories that may be offered. (See Suggestions for Composition, page 18.)

3. Poems and selections learned by individual pupils and recited for the benefit of the class. It is suggested that pupils should make their own selections, subject to the advice and approval of the teacher. Without the teacher's supervision, such exercises are likely to be not only profitless, but even harmful from the standpoint of literary development; and without some liberty of choice the pupil's own judgment is not developed.

LIST OF BOOKS DEALING WITH HUMAN LIFE.

[Those not on the present list of Authorized Text, Supplementary, and Reference Books are marked with asterisks.]

NOTE.—Good material of this sort is found in many of the text-books and supplementary readers authorized for the grades. Outside of readers, however, the authorized list for the lower grades is at present deficient and needs additions. Collections of short stories are frequently assigned to several grades.

Grade I.

- *Wiltse's Stories and Morning Talks.
- *Potter's Peter Rabbit; Benjamin Bunny and others.

Grade II.

- *Hale's Peterkin Papers.
- Jewett's Play Days.
- *Wiggin's Birds' Christmas Carol.

Grade III.

- Jewett's Play Days.
- Sydney's Five Little Peppers and How They Grew.
- *White's When Molly Was Six.
- *White's Only Child.
- *White's Borrowed Sister.
- Wiggin & Smith's Story Hour.

Grade IV.

- Abbot's Boy on a Farm (edited by Johnson).
- Andrews's Seven Little Sisters.
- Baldwin's Fifty Famous Stories Retold.
- *Coolidge's New Year's Bargain.
- Harraden's Things Will Take a Turn.

Jewett's Play Days.

*May's (Sophie) Little Grandmother.

*May's (Sophie) Little Grandfather.

*Ouida's Nuremburg Stove.

Pyle's Some Merry Adventures of Robin Hood of Great Renown in Nottinghamshire.

Spofford's Lost Jewel.

Spyri's Heidi.

*Stowe's Pussy Willow Stories.

*White's Little Girl of Long Ago.

Grade V.

Andrews's Each and All.

Baldwin's Fifty Famous Stories Retold.

Burnett's Little Lord Fauntleroy.

*Clemens's Prince and the Pauper.

*Coolidge's What Katy Did.

*DeAmicis's Cuoré (The Heart of a Boy).

Ewing's Jackanapes.

*Jackson's Nelly's Silver Mine.

Martineau's Crofton Boys.

Price's Lads and Lasses of Other Days.

Snedden's Docas, The Indian Boy of Santa Clara.

Spyri's Moni the Goat Boy.

Grade VI.

Alcott's Little Men.

Alcott's Under the Lilacs.

Boniface's Picciola.

Carroll's How Marjory Helped.

*Coolidge's What Katy Did at School.

*DeAmicis's Cuoré (The Heart of a Boy).

*Diaz's William Henry Letters.

*Eggleston's Hoosier School Boy.

*Ewing's Daddy Darwin's Dovecote.

Hawthorne, Stories from.

Hayes's Cast Away in the Cold.

*Jewett's Betty Leicester.

*Jewett's White Heron.

*Kellogg's Good Old Times.

Lamb's Tales from Shakespeare.

*Pratt's Rhoda Thornton's Girlhood.

*Skinner's Boys who Became Famous Men.

Swift's Gulliver's Travels (edited by Balliet).

*Trowbridge's His Own Fault.

Wyss' Swiss Family Robinson.

*Van Dyke's First Christmas Tree.

Grade VII.

- Alcott's Little Women.
 *Aldrich's Story of a Bad Boy.
 Austin's Standish of Standish.
 *Bennett's Master Skylark.
 Cooper's Last of the Mohicans.
 Defoe's Robinson Crusoe (edited by Lambert).
 Dodge's Hans Brinker.
 Hale's Man Without a Country.
 *Henty's Under Drake's Flag.
 Jewett's Betty Leicester's Christmas.
 *Jewett's Deephaven.
 Lamb's Tales from Shakespeare.
 Marden's Pushing to the Front.
 Marden's Winning Out.
 Martineau's Peasant and Prince.
 *Martineau's Settlers at Home.
 *Martineau's Feats on the Fiord.
 *McMurry's William Tell.
 *Ouida's Dog of Flanders.
 *Trowbridge's Tinkham Brothers' Tide Mill.
 True's Iron Star.
 Whitney's A Summer in Leslie Goldthwaite's Life.
 *Wiltse's Story of Jean Valjean.

Grade VIII.

- *Barlow's Strangers at Lisconnel.
 *Blackmore's Lorna Doone.
 Bolton's Lives of Girls Who Became Famous.
 Carrington's Beacon Lights of Patriotism.
 *Cervantes's Don Quixote.
 Cooper's Spy.
 Craik's Noble Life.
 *Craik's John Halifax.
 Dickens's Christmas Carol and Cricket on the Hearth.
 *Dickens's David Copperfield.
 *Dickens's Nicholas Nickleby.
 *Dickens's Old Curiosity Shop.
 *Dickens's Oliver Twist.
 Eliot's Silas Marner.
 *Fuller's Pratt Portraits.
 *Gaskell's Cranford.
 *Hale's My Double and How He Undid Me.
 *Haweis's Chaucer for Children.
 *Henty's By Pyke and Dyke.
 *Howells's Flight of Pony Baker.

- Hughes's Tom Brown's School Days.
 *Hunt's Ramona.
 Irving's Rip Van Winkle and Other Essays.
 *Jewett's Country Doctor.
 *Kipling's Captains Courageous.
 Pratt's Stories from Shakespeare. Vols. I., II., and III.
 Richardson's Daniel Webster for Young Americans.
 Scott's Ivanhoe.
 Scott's Kenilworth.
 *Scott's Quentin Durward (Yonge's Abridgement).
 *Shakespeare's Merchant of Venice.
 Shakespeare's Julius Cæsar.
 *Stevenson's Treasure Island.
 *Stevenson's Kidnapped.
 *Stowe's Uncle Tom's Cabin.
 *Trowbridge's Cudjo's Cave.
 *Wallace's Ben Hur.
 *Wiggin's Rebecca of Sunnybrook Farm.

THE PRETERNATURAL, *i. e.*, MYTHS, FOLK TALES, FABLES,
 LEGENDS, ETC.

1. During the eight years in the elementary school, a generous amount of literature dealing with the preternatural should be given, among other kinds, for the following reasons:

- (a) Children have a pronounced natural craving for it.
- (b) General literature assumes a knowledge of it and is full of allusions to it.
- (c) If wisely chosen it has distinct ethical value, inasmuch as it develops the imagination, puts the child in sympathy with nature, encourages the idealizing tendency, and teaches many wholesome moral lessons in an attractive way.

2. The preternatural includes several familiar types: (1) Old folk tales; (2) modern fairy tales; (3) classic myths; (4) Teutonic myths; (5) Arabian Nights; (6) Æsop's Fables; (7) tales of chivalry; (8) legends; (9) modern wonder books.

3. It is desirable that a child should meet with all these types during his elementary school course; but it will be impossible for him to become equally familiar with all or familiar in a thorough, scholarly way with any. The following scheme provides the opportunity of meeting with all. Many of the stories mentioned in the following lists may be used for silent or home reading rather than for class reading.

4. It is evident that no one type, no matter how attractive or desirable, can receive attention in every grade; neither is it possible to study all types in any one grade. It becomes necessary, therefore, to assign certain types to certain grades, and, in doing this, it will doubtless be

impossible to satisfy all; the main point, however, is to have the pupils become interested in the different types and acquainted with some of the most famous and frequently quoted tales, *e.g.*:

Old Folk Tales: Cinderella.

Modern Fairy Tales: The Ugly Duckling.

Fables: The Lion and the Mouse.

Classic Myths: The Golden Touch.

Teutonic Myths: Siegfried.

Tales of Chivalry: The Search for the Grail.

Arabian Nights: Ali Baba.

Wonder Books: Alice's Adventures in Wonderland.

Legends: St. George and the Dragon.

5. With this in view, the following suggestive assignment is made:

Old Folk Tales. — Grades I., II., III., and possibly Grades IV. and V.

Modern Fairy Tales. — Grades I., II., III., and possibly Grades IV.

and V.

Fables. — Grades I., II., III., and VIII.

Classic Myths. — Grades IV., VI., and VIII., and possibly Grades III., V., and VII.

Teutonic Myths. — Grades V. and VII., and possibly Grades VI. and VIII.

Chivalry. — Grades VII. and VIII.

Arabian Nights. — Grade VI. and possibly Grades VII. and VIII.

Wonder Books. — Grades IV., V., and VI.

Legends. — Any grade.

Many of the fables referred to in literature are hardly suitable for little children, as: (1) children often misunderstand their meaning (a notable instance is *The Fox and the Grapes*), and (2) the morality taught by the fable is often of a kind not to be imitated (*e.g.*, *The Ant and the Grasshopper*; *The Dog and the Wolf*). To older children, the origin of the fables can be explained; and they can discuss their merits and defects. (See Adler's *Moral Instruction of Children*.)

Grade I.

1. *Old Folk Tales*:

Cinderella.

Red Riding Hood.

The Three Bears.

The Three Pigs.

The Old Woman and Her Pig.

The Little Red Hen.

Tom Thumb.

Chicken Little.

The House that Jack Built.

Jack the Giant Killer.

Jack and the Bean Stalk.

Hop 'o My Thumb.

2. *Modern Fairy Tales:*

- Andersen's The Fir Tree.
- Andersen's Five Peas in a Pod.
- Richards's The Pig Brother.
- Why the Evergreen Trees Keep Their Leaves in Winter.
- Andersen's The Ugly Duckling.
- Andersen's The Discontented Pine Tree.
- Harrison's Harweda.
- Kipling's Just So Stories.

3. *Fables:*

- The Lion and the Mouse.
- The Crow and the Pitcher.
- The Wind and the Sun.
- The Boy and the Wolf.
- The Hare and the Tortoise.
- The Dog and His Image.
- The Lion in His Den.

*Grade II.*1. *Old Folk Tales:*

- Top Off — Half Off — All Gone.
- The Town Musicians.
- The Shoemaker and the Elves.
- The Sleeping Beauty.
- Snow White and Rose Red.
- Diamonds and Toads.
- Little One Eye, Little Two Eyes, and Little Three Eyes.
- The Wolf and the Seven Goslings.
- Why the Sea is Salt.
- The Honest Woodman.
- The Dancing Shoes.
- Rumpelstiltskin.

2. *Modern Fairy Tales:*

- Macé's Necklace of Truth.
- Scudder's Dream Children, The Pot of Gold.
- Andersen's The Constant Tin Soldier.

3. *Fables:*

- The Pot of Gold. (The Farmer and His Sons.)
- The Bundle of Sticks. (The Farmer and His Sons.)
- The Country Mouse and the Town Mouse.
- The Milkmaid and Her Pail.
- The Ass in the Lion's Skin.
- The Tortoise and the Eagle.
- The Stag and the Lion.
- The Two Goats.
- The Lark and Her Children.

The Goose that Laid the Golden Eggs.
The Crow and the Fox.

Grade III.

1. *Old Folk Tales:*
 - Beauty and the Beast.
 - The Iron Stove.
 - The House in the Wood.
 - The Six Swans.
 - Faithful John.
 - The Golden Bird.
 - The Ungrateful Man.
 - The Frog Prince.
 - The Enchanted Stag.
 - The White Cat.
 - The Fisherman and His Wife.
 - Hansel and Gretel.
2. *Modern Fairy Tales:*
 - Mulock's The Little Lame Prince.
3. *Classic Myths.* Optional.
 - King Midas.
 - Clytie.
 - Narcissus.
 - The Miraculous Pitcher.
 - Arachne.

Grade IV.

1. *Classic Myths:*
 - Hawthorne's Wonder Book.
 - Hawthorne's Tanglewood Tales.
2. *Wonder Books:*
 - Kipling's Jungle Book (Vol. I.).
3. *Modern Fairy Tales:*
 - Stockton's Fanciful Tales.
 - Andersen's Fairy Tales, 1st Series.

Grade V.

1. *Teutonic Myths:*
 - *Brown's In the Days of Giants.
 - *Pratt's Legends of the Norseland.
2. *Wonder Books:*
 - Carroll's Alice's Adventures in Wonderland.
 - Carroll's Alice Through the Looking Glass.
3. *Classic Myths:*
 - Peabody's Old Greek Folk Stories Told Anew.
 - Hawthorne's Tanglewood Tales.
 - Hawthorne's Wonder Book.

4. *Modern Fairy Tales :*
 Andersen's Fairy Tales, 2d Series.
 Ruskin's King of the Golden River.

Grade VI.

1. *Arabian Nights.*
2. *Wonder Books :*
 Kingsley's Water Babies.
3. *Teutonic Myths :*
 Foster & Cummings's Asgard Stories.
 *Holbrook's Northland Heroes.
4. *Classic Myths :*
 Kupfer's Stories of Long Ago in a New Dress.
 *Shaw's Stories of Ancient Greeks.
 *Lamb's Adventures of Ulysses.

Grade VII.

1. *Chivalry :*
 *Brooks's The Story of King Arthur.
 Greene's Legends of King Arthur and His Court.
 *McLeod's Tales of King Arthur.
2. *Teutonic Myths :*
 *Baldwin's Story of Siegfried.
 Mabie's Norse Stories.
3. *Classic Myths :*
 Hall's Homeric Stories.
 Lowell's Jason's Quest.
 *Church's Stories of the Old World.
 *Burt's Odysseus.

Grade VIII.

1. *Greek Mythology :*
 The chief gods and goddesses and their attributes.
 Myths, their rise and development.
 Lowell's Jason's Quest.
2. *Norse Mythology :*
 The chief gods and goddesses and their attributes.
 *Guerber's Myths of Northern Lands.
 Mabie's Norse Stories.
3. *Chivalry :*
 *Knowles's Legends of King Arthur.
 Tennyson's Idylls of the King, Selections from.
 Pyle's Some Merry Adventures of Robin Hood, etc.
 *Farrington's Tales of King Arthur.
4. *Æsop's Fables :*
 A review of those previously taught and a brief study of the others, in the light of their origin.

BOOKS AND STORIES DEALING WITH THE OUT-DOOR
WORLD, ESPECIALLY ANIMAL LIFE.

The authorized reading books and the supplementary books recommended for the lower elementary grades contain so much material dealing with the out-door world that it has been thought unnecessary to specify books for these grades. The following lists for the upper grades consist largely of the books on the authorized lists; those not authorized are marked with asterisks.

Grade IV.

Schwartz's Wilderness Babies.
Brown's Stories of Woods and Fields.
Hardy's Sea Stories for Wonder Eyes.
Long's Ways of Wood Folk.
Miller's First Book of Birds.

*Long's Little Brother to the Bear.

Grade V.

Long's Wilderness Ways.
Sewell's Black Beauty.
Thompson-Seton's Lobo, Rag, and Vixen.
Eddy's Friends and Helpers.
Stickney's Bird World.

Grade VI.

Burroughs's Squirrels and Other Fur Bearers.
Cram's Little Beasts of Field and Wood.
Long's Secrets of the Woods.
Miller's Little Folks in Feathers and Fur.

*Thompson-Seton's Biography of a Grizzly.

Grade VII.

Grinnell's Our Feathered Friends.
Keyser's News from the Birds.
Burroughs's Birds and Bees.
Long's School of the Woods.

Grade VIII.

Burroughs's Sharp Eyes and Other Papers.

*Warner's A Hunting of the Deer.

*Van Dyke's Little Rivers, Selections from.

SUGGESTIVE LIST OF POEMS.

NOTE. — It will be seen that every grade list contains selections from several of the great English poets, several of the most eminent American poets, and various minor poets of both England and America. Every grade list will be found to contain poems dealing with human life and with nature. The heroic, the spiritual, and the humorous are represented in each list. The majority of the poems mentioned will be found in authorized collections, such as Poetry for Children, Heart of Oak Books, Child-Life, The Land of Song, Three Years with the Poets, The Listening Child, and Masterpieces of American Literature.

Grade I.

- Alexander, Cecil F. All Things Bright and Beautiful.
 Allingham, William. Robin Redbreast.
 Anonymous. A Gaelic Lullaby.
 Sleep, Baby, Sleep! (Translated from the German.)
 Browning, Robert. The Year's at the Spring.
 Cary, Phœbe. They Didn't Think.
 Child, Lydia M. Thanksgiving Day.
 "Coolidge, Susan." How the Leaves Came Down.
 Cooper, George. Come, Little Leaves.
 Field, Eugene. The Sugar Plum Tree.
 Wynken, Blynken, and Nod.
 Follen, Eliza Lee. The New Moon.
 Hale, Sarah J. Mary's Lamb.
 Houghton, Lord (R. M. Milnes). Good Night and Good Morning.
 Lady Moon.
 Kingsley, Charles. The Lost Doll.
 Larcom, Lucy. The Brown Thrush.
 Lear, Edward. Calico Pie.
 The Owl and the Pussy Cat.
 Longfellow, Henry W. Hiawatha's Childhood.
 The Children's Hour.
 Macdonald, George. Little White Lily.
 The Baby.
 Moore, Clement C. A Visit from St. Nicholas.
 Mother Goose.
 Poulsson, Emilie. While Stars of Christmas Shine.
 Shakespeare, William. Ariel's Song. (From The Tempest.)
 Sherman, Frank D. Daisies.
 The Snow Bird.
 Smith, Samuel F. America.
 Stevenson, Robert L. A Thought.
 Bed in Summer.
 Happy Thought.
 The Lamplighter.
 The Swing.
 The Whole Duty of Children.

- Taylor, Jane. I Love Little Pussy.
 Thank you, Pretty Cow.
 Twinkle, Twinkle, Little Star.
- Tennyson, Lord. Little Birdie.
- Wadsworth, Olive A. Over in the Meadow.
- Wordsworth, William. The Pet Lamb.

Grade II.

- Allingham, William. The Fairies.
- Barr, Matthias. Only a Baby Small.
- Bostwick, Helen B. Little Dandelion.
- Bunner, H. C. One, Two, Three.
- Cary, Alice. November (1st stanza).
- Cary, Phœbe. Suppose.
- Child, Lydia M. Who Stole the Bird's Nest?
- Coleridge, Samuel T. Answer to a Child's Question.
- Deland, Margaret. The Fairies' Shopping.
 "While Shepherds Watched their Flocks by Night."
- Dodge, Mary Mapes. Snowflakes.
- Emerson, Ralph W. The Mountain and the Squirrel.
- Field, Eugene. Good-Children Street.
 The Rock-A-By Lady.
 Why do Bells of Christmas Ring?
- Gould, Hannah F. Jack Frost.
- Howitt, Mary. Old Christmas.
 The Fairies of the Caldron Low.
- Howitt, William. The Wind in a Frolic.
- Hunt, Helen. September.
- Ingelow, Jean. Seven Times One.
- Jewett, Sarah Orne. Discontent.
- Larcom, Lucy. The Rivulet.
- Lear, Edward. The Duck and the Kangaroo.
- Longfellow, Henry W. Daybreak.
 The Emperor's Bird's-Nest.
 The Village Blacksmith.
- Lowell, James R. The First Snow Fall.
- Miller, Emily H. The Bluebird.
- Perry, Nora. The Coming of Spring.
- Rogers, Samuel. An Epitaph on a Robin Redbreast.
- Rossetti, Christina. Milking Time.
- Scott, Sir Walter. Lullaby of an Infant Chief.
- Shakespeare, William. Over Hill, Over Dale. (From *Midsummer Night's Dream.*)
- Sherman, Frank D. The Four Winds.
 Shadow Children.
- Smith, Samuel F. America.
- Stedman, Edmund C. What the Winds Bring.

- Stevenson, Robert L. My Shadow.
 The Rain.
 The Land of Story Books.
 The Wind.
 Windy Nights.
- Taylor, Bayard. A Night with a Wolf.
- Tennyson, Lord. Sweet and Low.
 The Eagle.
 The Snowdrop.
- Thaxter, Celia. Spring.
- Vandergrift, Margaret. The Sandman.
- Watts, Isaac. The Busy Bee.
- Warner, Anna B. Daffy-Down-Dilly.
- Westwood, Thomas. Little Bell.
- Whittier, John G. In School Days.
- Wordsworth, William. We are Seven.
 Written in March.
- Grade III.*
- Allingham, William. Wishing.
- Anonymous. The Bluebell.
- Björnson, Björnsterne. The Tree.
- Blake, William. The Echoing Green.
 The Nurse's Song.
- Brooks, Phillips. O Little Town of Bethlehem.
- Browning, E. B. A Child's Thought of God.
- Bryant, William C. Robert of Lincoln.
- Butterworth, Hezekiah. The Snowbird.
- "Carroll, Lewis." A Lobster Quadrille.
- Cooper, George. There's a Wonderful Weaver.
- Field, Eugene. A Norse Lullaby.
 Little Boy Blue.
 The Night Wind.
- Hemans, Felicia D. The Pilgrim Fathers.
- Hogg, James. A Boy's Song.
- Holmes, Oliver W. The Opening of the Piano.
- Hood, Thomas. I Remember, I Remember.
- Howitt, Mary. The Voice of Spring.
- Hunt, Helen. October's Bright Blue Weather.
- Longfellow, Henry W. Hiawatha's Sailing.
 The Arrow and the Song.
 The Old Clock on the Stairs.
 The Rainy Day.
 The Wreck of the Hesperus.
- Lover, Samuel. The Angel's Whisper.
- Lowell, James R. The Fountain.
 To the Dandelion (1st stanza).

- Longfellow, Henry W. Sandalphon.
The Beleaguered City.
The Bell of Atri.
- Lowell, James R. To a Pine Tree.
- Scott, Sir Walter. Helvellyn.
Lochinvar.
- Shakespeare, William. Orpheus with his Lute.
- Tennyson, Lord. Lady Clare.
The Bugle Song.
- Trench, Richard C. The Dew Drop.
- Whittier John G. Sunset on the Bearcamp.
The Pipes at Lucknow.
- Wordsworth, William. A Wren's Nest.
Fidelity.

Grade VII.

- Browning, Robert. Home Thoughts from Abroad.
Pheidippides.
- Browning, E. B. The Swan's Nest.
- Bryant, William C. Song of Marion's Men.
The Evening Wind.
- Chadwick, John W. By the Sea-shore.
- Emerson, Ralph W. Concord Hymn.
Forbearance.
The Rhodora.
The Snow Storm.
- Heywood, Thomas. Morning.
- Holmes, Oliver W. Grandmother's Story of the Battle of Bunker Hill
The Wonderful One Hoss Shay.
- Longfellow, Henry W. Arnold Von Winkelreid.
Courtship of Miles Standish.
King Robert of Sicily.
My Lost Youth.
- Lowell, James R. The Finding of the Lyre.
The Singing Leaves.
Vision of Sir Launfal.
Washington. (From Under the Old Elm).
- Macaulay, Lord. Horatius.
- Rossetti, Christina G. Twilight Calm.
- Scott, Sir Walter. Breathes There the Man?
Rosabelle.
- Shakespeare, William. Hark, Hark the Lark. (From Cymbeline.)
- Sill, Edward R. Opportunity.
- Southey, Robert. After Blenheim.
- Tennyson, Lord. The May Queen.
Sir Galahad.
The Awakening of Spring. (From In Memoriam,
CXV.).

- Whittier, John G. Skipper Ireson's Ride.
Snowbound.
Telling the Bees.
- Wordsworth, William. The Solitary Reaper.
To a Skylark ("Ethereal Minstrel!").

Grade VIII.

- Addison, Joseph. The Spacious Firmament.
- Arnold, Matthew. Quiet Work.
- Browning, Robert. Apparitions.
Hervé Riel.
The Lost Leader.
- Browning, E. B. My Doves.
- Burns, Robert. Auld Lang Syne.
For A' That and A' That.
Oh, Wert Thou in the Cauld Blast.
Sweet Afton.
- Bryant, William C. Hymn to the North Star.
Thanatopsis.
The Antiquity of Freedom.
The Love of God.
- Campbell, Thomas. Glenara.
- Coleridge, Samuel T. Hymn Before Sunrise in the Vale of Chamouni.
- Dobson, Austin. Before Sedan.
- Emerson, Ralph W. Each and All.
The Titmouse.
- Goldsmith, Oliver. The Village Preacher. (From The Deserted Village.)
- Gray, Thomas. Elegy in a Country Churchyard.
- Holmes, Oliver W. Bill and Joe.
The Last Leaf.
- Hood, Thomas. A Parental Ode to My Son, Aged Three Years and Five Months.
- Jackson, H. H. My Fire of Hickory Logs.
The Fallow Field.
- Kingsley, Charles. The Three Fishers.
- Kipling, Rudyard. The Recessional.
- Larcom, Lucy. Glimpses.
The Trees.
Two Festivals.
- Longfellow, Henry W. Annie of Tharaw.
Evangeline.
Killed at the Ford.
The Building of the Ship.
- Lowell, James R. Al Fresco.
Beaver Brook.
Indian Summer Reverie.
Lincoln. (From Commemoration Ode).

- Lowell, James R. Suthin in the Pastoral Line. (From The Biglow Papers.)
 The Courtin. (From The Biglow Papers.)
 To the Dandelion.
- Milton, John. Evening. (From Paradise Lost.)
- O'Reilly, John B. The Pilgrims.
- Read, T. Buchanan. Sheridan's Ride.
- Rossetti, Dante G. The White Ship.
- Scott, Sir Walter. Jock of Hazeldean.
 Rebecca's Hymn.
- Shakespeare, William. A Consolation (Sonnet).
 The Quality of Mercy. (From The Merchant of Venice.)
 Who is Sylvia? (From Two Gentlemen of Verona.)
- Shelley, Percy B. Ozymandias of Egypt.
 To a Skylark.
- Stedman, Edmund C. Autumn Song.
- Taylor, Bayard. A Song of the Camp.
- Taylor, Tom. Abraham Lincoln.
- Tennyson, Lord. Dora.
 Idylls of the King.
 The Beggar Maid.
- Whitman, Walt. O Captain! My Captain!
- Whittier, John G. Abraham Davenport.
 Angels of Buena Vista.
 Ballads, Mary Garvin, etc.
 Ichabod.
 The Huskers.
- Wolfe, Charles. Burial of Sir John Moore.
- Wordsworth, William. Poor Susan.
 The Happy Warrior.
 She was a Phantom of Delight.
 To a Daisy.
- Yule, Sir Henry. The Birkenhead.

USE OF THE DICTIONARY AND PREPARATION FOR ITS USE.

FOR ALL GRADES.

The ability to use the dictionary intelligently and without waste of time involves :

1. Familiarity with the principle of alphabetical arrangement.
2. Such knowledge of English phonetic structure that a given sound will suggest all the letters that may represent it (*e.g.*, the sound of *f* = *f* and *ph*).

3. An understanding of certain words and signs used in the dictionary.

In order that all this preliminary work may not be left until the pupils reach the grade in which they are provided with dictionaries (generally the sixth), the following assignments are made :

Grade I. — (1) The alphabet learned by heart. (2) The more usual phonetic values of letters learned in connection with elementary reading. Such diacritical marks as are taught should be those in use in dictionaries.

Grade II. — (1) Review of previous work. (2) Further phonetic values taught. (3) Arrangement in alphabetical order of familiar words having different initial letters.

Grade III. — (1) Review of previous work. (2) Use of accent mark taught.

Grade IV. — (1) Review of previous work. (2) Uses of hyphen and syllabication mark taught. (3) Arrangement in alphabetical order of familiar words having the initial letters only alike.

Grade V. — (1) Review of previous work. (2) Arrangement in alphabetical order of familiar words involving greater difficulties in arrangement.

Grade VI. — (1) Review of previous work. (2) The uses of the following signs and words taught: (a) Words at top of page; (b) the diacritical key; (c) abbreviations used in defining words. (3) Exercises in opening dictionary promptly to given letter or word.

As a result of the training indicated above, pupils should be able when they leave this grade (1) to find the pronunciation of words (including accent); (2) to find the spelling of words (including syllabication and use of hyphen); (3) to find the meaning of words.

Grade VII. — (1) Review of previous work. (2) Practice in tracing out words not clearly defined. (3) Practice in finding derivation and history of words from large dictionaries.

Grade VIII. — (1) Review of previous work. (2) Judicious use of dictionary in connection with grammatical analysis.

N.B. — As soon as pupils are able to manage the dictionary with even tolerable success, they should be encouraged to make constant use of it in preparing their lessons.

DERIVATIONS.

The purpose of the work in derivations is to give the pupils a key to the meaning of words, and to develop an added interest in language itself.

Much of the work may be incidental, as the study of the derivation of terms occurring in regular lessons (*e.g.*, fraction, peninsula, regicide, etc.) is advisable in every grade; but there are in English speech so many roots and affixes belonging to the Anglo-Saxon and the Latin that it has been thought desirable to assign a definite minimum to each grade.

It is suggested that pupils in all grades keep records of this work and be encouraged to make additions to individual lists.

Grade III.

Groups of words containing the same root, as walk, walking, walked, walker, sidewalk.

Grade IV.

[N.B. — Continued practice on points previously taught.]

Compound words: Names of numbers (twenty-one, etc.).

Attention should be called to such words as blackboard, etc.

Grade V.

[N.B. — Continued practice on points previously taught.]

Compound words: Add names of decimals (ten-thousandth, etc.).

Attention should be called to other compounds with and without the hyphen.

A few Anglo-Saxon roots, such as true, faith, etc.

Meaning and use of the Anglo-Saxon prefixes *un*, *mis*.

Meaning and use of the Anglo-Saxon suffixes *ful*, *ness*, *less*, *ar*, *er*.

Grade VI.

[N.B. — Continued practice on points previously taught.]

Compound words continued.

A few Anglo-Saxon roots added to those in Grade V.

Meaning and use of the Anglo-Saxon prefixes *out*, *fore*, *n*.

Meaning and use of the Anglo-Saxon suffixes *ling*, *en*, *ship*, *dom*.

The meaning of *via*.

Grade VII.

[N.B. — Continued practice on points previously taught.]

Compound words continued.

A few Latin roots, such as *mitto*, *missum*; *duco*, *ductum*; *scribo*, *scriptum*; *caput*, *capitis*; *manus*.

Meaning and use of the Anglo-Saxon suffixes *ly*, *ish*, *th*.

Meaning and use of the Latin prefixes *con*, *dis*, *re*, *sub*, *trans*.

Meaning and use of the Latin suffixes *ous*, *ant*, *ist*, *or*.

Other roots and affixes such as *graph*, *phone*, *auto*, *tele*, etc.

Grade VIII.

[N.B. — Continued practice on points previously taught.]

Compound words continued.

Five or six of the following Latin roots: *Pello*, *pulsum*; *fero*, *latum*; *pono*, *positum*; *gradior*, *grassus*; *traho*, *tractum*; *facio*, *factum*; *cedo*, *cessum*; *curro*, *cursum*; *sto*, *statum*; *rego*, *rectum*; *moveo*, *motum*; *dico*, *dictum*; *cor*, *cordis*.

As many as possible of the following Latin prefixes and suffixes:
ad, ante, bi, circum, de, ex, in, inter, pre, pro, able, ate, fy, ize.

A short history of the sources of our English vocabulary.

GRAMMAR.

GRADE VII.

1. The sentence:
 - (a) Sentences according to their uses — declarative, interrogative, imperative, exclamatory.
 - (b) The complete and the simple subject.
 - (c) The complete and the simple predicate.
 - (d) Modifiers.
 - (1) Adjectives and adverbs.
 - (2) Adjective and adverbial phrases.
 - (3) Adjective and adverbial clauses.
 - (e) Sentences according to form, — simple, complex, and compound.
2. Classification of the parts of speech:
 - (a) Nouns, — proper and common.
 - (b) Pronouns, — personal, conjunctive, interrogative, adjective.
 - (c) Adjectives, — descriptive and pronominal.
 - (d) Verbs, — regular, irregular, transitive, intransitive, auxiliary.
 - (e) Adverbs, — common, interrogative, conjunctive.
 - (f) Conjunctions, — coördinate and subordinate.
 - (g) Prepositions.
 - (h) Interjections.
3. Inflection:
 - (a) Nouns, — number and the possessive case forms.
 - (b) Personal pronouns, — declension, agreement with antecedent.
 - (c) Adjectives and adverbs, — comparison.
4. Special study of case relations.
5. Analysis of easy sentences, simple and complex.
6. Parsing, — to emphasize the relations of words in sentences.

Suggestions.

1. Emphasize the fact that the part of speech to which a word belongs depends upon its use in the sentence.
2. Avoid complicated and unusual expressions.
3. Give much drill on the use of the past tense and perfect participle of verbs having those forms unlike.
4. Emphasize throughout the course those forms and relations of words in which the most common errors of speech are made. (See Buehler's Language Exercises.)

GRADE VIII.

1. The sentence:
 - (a) Kinds, according to use, according to form.
 - (b) Modifiers.
 - (1) Adjectives and adverbs.
 - (2) Adjective and adverbial phrases.
 - (3) Adjective and adverbial clauses.
 - (c) Noun clauses.
2. Parts of speech reviewed:
 - (a) Special study of the verb, — voice, mode, tense, agreement.
 - (b) Infinitives.
 - (c) Participles.
3. Parsing to emphasize the relations of words in sentences.
4. Analysis of easy, simple, complex, and compound sentences.
5. Principles of syntax.

Suggestions.

1. As in Grade VII.
2. Correct usage and the correction of common errors of speech, with reasons for correction so far as progress in the subject permits. Above all else concentrate attention and effort on those forms and principles which will be most effective in helping to form the habit of correct usage.

Persistent repetition of correct forms of speech is one good way to drive out errors. (See Spoken English, page 17.)

ARITHMETIC.

INTRODUCTION.

The course in arithmetic for the first three grades is based upon the fact that number is essentially a relation. The idea of relation is revealed to the child through the work with objects that may be termed qualitative objects, such as apples, books, etc. This relation is more easily and more completely revealed, however, through work with magnitudes having definite quantitative relations. These facts suggest *two kinds of work to be done by the children, counting and measuring, and two kinds of material to be handled by them, qualitative and quantitative objects.* For the latter, lengths, surfaces, and solids are the most easily procured and handled. Neither kind of object should be used to the exclusion of the other. Work with both varieties is necessary, that the truest idea of number may be obtained. The work of the first grade is with numbers from one to twelve because of the units of measure used.

Throughout the first three grades *problems in measures should be solved concretely.* By means of such solutions, the children repeatedly discover for themselves numerical relations which become, when stated, number facts. In each grade the children should be encouraged to make original problems. This is a very important part of the work, and cannot be too highly recommended. In the third grade, problems applying number facts to outside experiences should be given.

The course in arithmetic gives the minimum amount to be covered by the average pupil. No teacher should feel that any child who is ready for advanced work must stop at the limit outlined, neither should she expect all children to advance with equal pace. The individual character of the work in measures, especially in problems, makes it possible for the teacher to adapt the work to the needs of each child, and this should be her constant endeavor.

Grade I.

150 minutes a week.

WORK IN MEASURING.

A. — Work with Measured Units.

1. Recognition and description of the units of measure, inch, foot, square inch, cubic inch; of the lengths, 1 to 12 inches; of the surfaces containing 1 to 12 square inches; of the solids containing 1 to 12 cubic inches.

2. Comparison of lengths, surfaces, and solids, stating the quantitative relations discovered.

3. Construction of lengths, surfaces, and solids of given dimensions and descriptions of work done.
4. Practice in measuring lengths, surfaces, and solids, using the foot rule.
5. Coins, one to ten cents; dozen.

B. — Work with Unmeasured Units.

1. Measuring groups of objects, as balls, books, apples, etc., by counting.
2. Counting objects to one hundred by one, ten, possibly by five and by two; and by other numbers as far as needed.
3. Separating groups of objects into small groups and comparing these groups.

GENERAL SUGGESTIONS FOR GRADE I.

Teach the making of figures, but not their use in expressing number facts.

The purpose of the work in this grade is the development of the number sense, not primarily the fixing of number facts.

Do not require abstract work in Grade I. Study number, not figures.

Give an abundance of concrete work. Use material that may be in the hands of the pupil, and that can be handled by him in such a way that he discovers numerical relations.

The so-called "number-pictures" may be found helpful in the recognition of number.

The language side of the work is very important. Be willing to take time for it. The training which the child gets from telling just what he has done, or has tried to do, or is going to do, is invaluable.

Grade II.

210 minutes a week.

1. Recognition, comparison, and construction continued with larger measures: lengths, inches, 13 to 36, foot, yard; surfaces and solids containing, in general, not more than 50 square or cubic inches; square foot.
2. Concrete solution of problems in measures, with the material in the hands of the children.
3. Expression of number facts through the use of figures and signs in connection with concrete solution of problems.
4. Counting 1 to 100 by groups other than one.
5. Recognition of numbers composed of tens and of tens and units.
6. Expression of numbers 1 to 100.
7. Coins continued; pint, quart; day, week.

GENERAL SUGGESTIONS FOR GRADE II.

The purpose of the work in this grade is a more intimate acquaintance with the numbers 1 to 100 through counting, a better understanding of

the figures through their use in expressing number relations, and a broader knowledge of the operations through the constructive work with measures.

The concrete solution of problems and the expression in figures is very important. The work should be individual, each pupil having his own problem, and working independently. Train him to image conditions, and to think of the material needed before beginning work.

The importance of the language side of the work is as great as in the first grade. Require complete statements of work done.

Give little or no abstract drill in number facts in this grade.

Grade III.

210 minutes a week.

1. Recognition and expression of numbers 1 to 1,000.
2. Concrete work :
 - (a) Recognition, comparison, and construction continued with measures already known.
 - (b) Solution and expression of more difficult problems, material in the hands of the children.
3. Abstract work (half the time given to this) :
 - (a) Drill in the fundamental facts in each of the four processes.
 - (b) Drill in the multiplication tables up to and including the tables of tens.
 - (c) Series work in addition and subtraction, *e.g.* :

5	15	25	35	.	.	.	.	.	95
+7	+7	+7	+7	.	.	.	.	.	+7
<hr style="width: 100%;"/>	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>	<hr style="width: 100%;"/>						<hr style="width: 100%;"/>
 - (d) Written work in the four processes limited to one thousand ; short division only.
 - (e) Application of number facts to simple problems in daily life.
4. Coins continued ; pint, quart, gallon ; month, year ; pound ; telling time.

GENERAL SUGGESTIONS FOR GRADE III.

The purpose of the work in this grade is two-fold : first, the continued development of the power to see relations and to solve problems, through the concrete work ; second, a better acquaintance with the number tools and a reasonable degree of skill in using them, through the abstract work.

Give opportunity for original work in problems, both in the making up of problems and in interpreting number facts concretely.

The fundamental facts in the four processes must be thoroughly known apart from any material. Vigorous and persistent drill is necessary. The fourth grade should share this drill with the third grade. Work for accuracy first, then rapidity.

Do not neglect the language side of the work.

Grade IV.*270 minutes a week.*

Oral exercises with simple numbers, and arithmetic at sight, to precede, accompany, and follow each subject in written arithmetic.

1. *Integral Numbers.*

(a) Combinations of thousands, and of thousands with smaller numbers.

(b) Writing and reading numbers.

(c) Addition, subtraction, multiplication, and division of integers (multipliers not to exceed two figures; divisors, simple, and not exceeding twenty-eight).

2. *Fractional Numbers.*

(a) Simple concrete illustrations of fractions.

(b) Addition and subtraction of common fractions with no common denominators exceeding twelve.

(c) Relations of tenths, hundredths, and thousandths to units, and to one another.

(d) Writing and reading decimals to and including thousandths.

(e) Addition and subtraction of decimals to and including thousandths.

3. *Mensuration.*

(a) Of length, surfaces, and solids continued.

(b) Of liquid and dry substances finished.

(c) Of weight and time continued.

(d) United States money.

Grade V.*270 minutes a week.*

Oral exercises with simple numbers, and arithmetic at sight, to precede, accompany, and follow each subject in written arithmetic.

1. *Integral Numbers.*

(a) Writing and reading numbers to and including millions.

(b) Addition, subtraction, multiplication, and division continued (most of the work to be with numbers not exceeding ten thousand, multipliers and divisors not to exceed three figures).

(c) Factors and multiples; no factor larger than twelve to be used (the use of the index notation is recommended).

2. *Fractional Numbers.*

(a) Simple concrete problems in common fractions.

(b) Review of the fourth grade work in common fractions, and simple operations in multiplication and division.

(c) Reading and writing decimals to and including millionths.

(d) Addition, subtraction, multiplication, and division of decimals (most of the work to be with numbers having not more than three decimal places, no decimals in multiplier or divisor).

3. *Mensuration.*

- (a) Of lengths, surfaces, and solids continued.
- (b) Of weight and time completed.
- (c) Problems involving the units of the weights and measures thus far studied.

Grade VI.*230 minutes a week.*

Oral exercises with simple numbers, and arithmetic at sight, to precede, accompany, and follow each subject in written arithmetic.

1. *Fractional Numbers.*

- (a) Decimal fractions completed.
- (b) Common fractions completed.

2. *Percentage.*

- (a) Elementary work in percentage.

3. *Mensuration.*

- (a) Work of lower grades applied.

4. Oral and written practice in rapid and accurate addition, subtraction, multiplication, and division of integers.

Grade VII.*210 minutes a week.*

Oral exercises with simple numbers, and arithmetic at sight, to precede, accompany, and follow each subject in written arithmetic.

1. *Percentage* and its application to

- (a) Profit and loss.
- (b) Simple interest (direct case only).

2. Practice in the use of decimal and common fractions.

3. Oral and written practice in rapid and accurate addition, subtraction, multiplication, and division of integers.

Grade VIII.*210 minutes a week.*

Oral exercises with simple numbers, and arithmetic at sight, to precede, accompany, and follow each subject in written arithmetic.

1. *Simple Interest* (direct case only).2. *Simple Proportion* (elementary work only).3. *Powers of Numbers.*4. *Square Root* and its common applications.5. *Mensuration.*

- (a) Of angles.
- (b) Of plane figures: parallelograms, triangles, circle.
- (c) Of solids: right prism, pyramid, cylinder, cone, sphere.

6. Oral and written practice in rapid and accurate addition, subtraction, multiplication, and division of integers.

GEOGRAPHY.

INTRODUCTION.

Geographical knowledge must be based on the child's experiences. The work should progress, therefore, from home geography to world-wide geography, from observation of nature and facts to topical study and the gathering of facts from books.

Subject matter adapted to the comprehension of the young child is taken up first in the lower grades, while the more difficult is placed in the higher grades.

This course emphasizes the humanistic side,—the industrial and commercial.

Teach the subject matter so as to form five habits and to develop five powers in the pupils:

1. The observing habit, and the power to see what there is in nature and in pictures.
2. The reading habit, and the power to use books and maps.
3. The study habit, and the power to learn without the help of the teacher.
4. The recitation habit, and the power which enables the pupil to recite in his own language what he has learned, without help from the teacher.
5. The writing or drawing habit, and the power to reproduce what has been learned.

GENERAL SUGGESTIONS.

Teachers should acquaint themselves with this whole outline. It is as important for the instructor to know the work of the preceding and following grades as to know her own. Because a teacher has a certain grade, it does not follow that she must start with the work of that grade. A class may need to spend much time on the work of the previous grade; or, again, it may be possible, with a bright class, to do some of the work of the next grade. The plan of work of all the grades should, therefore, be studied by every teacher.

Order of Work.

The work need not necessarily be taken up in the order indicated in the program. The time for observational work, for instance, must depend largely on the weather.

Observational Work.

Observational work includes the study of pictures, weather reports, and field work.

Children should be taught to understand and to interpret the meaning of pictures.

Weather observations should be a part of the daily lesson in geography. Records on the blackboard and on paper add greatly to the value of this kind of work.

The number of pupils to a teacher on a field trip should be only as many as can *easily* be handled by the teacher or teachers in charge.

Places near the school-house should be studied first.

The following places have been visited with profit : Boston Common, Public Garden, Franklin Field, Franklin Park, Bunker Hill Park, Chestnut Hill, Arnold Arboretum, Corey Hill, Codman Hill, Parker Hill, Powder Horn Hill, Savin Hill, Dorchester Heights, Marine Park, Wood Island Park, Orient Heights, Winthrop Beach, Great Head, Point Shirley, Revere Beach, Bellevue Hill, Blue Hills Reservation, General Lawrence's Park in West Medford, Waverley Oaks, Middlesex Fells, and Quincy Quarries.

Shore forms may be studied at Marine Park, Wood Island Park, Winthrop Beach, Great Head, Point Shirley, and Revere Beach.

Brooks and brook-basins may be studied at Arnold Arboretum, Waverley Oaks, and Middlesex Fells.

For broad views, showing a large variety of land and water forms, the best places to visit are Orient Heights, Powder Horn Hill, Bellevue Hill, Blue Hill Reservation, and General Lawrence's Park.

In General Lawrence's Park is a tower of several stories, containing, on horizontal planes, circular maps, which give the directions and the distances of places viewed from the tower.

Lantern slides from photographs of the places visited, as far as it is possible to secure them, should be used to strengthen first impressions. Pictures and written descriptions should follow lantern work.

The making of scrap-books and the collecting of material like specimens of rock, wood, fruits, and other products for museums, are strongly recommended as suitable for every grade.

Journey Geography.

Journey Geography based on the reading of suitable books has been especially designated for Grade IV. Supplementary reading should, however, be carried on throughout the whole course of geographical study. Such reading will be of little value unless accompanied by a careful use and study of the globe and maps to help fix the reading in the memory.

It is in connection with this reading that "place geography," "sailor geography," or *position* geography, finds its suitable and profitable consideration. The course of these imaginary journeys should be traced upon the globe, map, or railroad folder.

Sketch maps, with the journey plainly indicated, should be drawn. Printed outline maps may be used to save time.

Appliances.

Wall maps and globes should be referred to in almost every recitation.

The constant use of the blackboard and of cloth blackboard outline maps, both in teaching and in recitation, is strongly recommended.

Charts and railroad folders create and maintain interest.

The systematic use of lantern slides, stereoscopic views, photographs, and all kinds of pictures, conveys information so rapidly and correctly as to be the most economic method of teaching.

Methods for Pupils.

Note-books are needed for geography teaching. Much interesting information which the pupil should not be expected to memorize must be presented, but the pupil should be held responsible only for the most important facts. The pupil should make his notes in an intelligent manner. Notes dictated by the teacher are dead and uninteresting, but if the pupil, under the teacher's guidance, makes them himself as the study progresses, they are vital points.

Too much value cannot be attached to the making of maps by the pupils. Quick sketch maps can be readily made, and are most effectual in geography teaching. Printed outline maps are also of great use.

Perhaps no method yet devised leads to more independence in work, and stimulates self-help to a greater degree, than the employment of a well-arranged list of topics in studying a country. They are guides for studying, reciting, and writing, and assist in reviews and examinations.

Two schedules are given, and the teacher may choose the one best suited to her work. Sub-topics may be omitted if they are too difficult or if time presses.

NATURAL ORDER OF STUDYING A GRAND DIVISION FOR THE
FIFTH AND OTHER GRADES.

I. Introductory Questions:

1. What things come from the country? Wheat? Cotton? Gold? Rubber? Coffee? Tea? Sugar? Hemp? Or what?
2. What other nationalities than our own are seen in the streets? Negroes? Indians? Chinamen? Italians? Germans? Russians? Or what nationality?
3. In what direction is the grand division from North America? How could you go there from your school-house?
4. What kind of people live there?
 - (a) Appearance.
 - (b) Habits and customs of the children — of adults.
 - (c) Races.
 - (d) Occupations.

Developed by reading, pictures, and flags.

5. What life found there ?
 - (a) Vegetable.
 - (b) Animal.
6. What important articles produced ?
 - (a) Agricultural.
 - (b) Manufactured.
 - (c) Mineral.
 - (d) Miscellaneous.
7. What commerce has been developed ?
 - (a) Exports.
 - (b) Commercial towns.
 - (c) Routes and means of transportation.
 - (d) Imports.

II. Why are these things produced in and exported from this grand division? Because of its

1. Position.
 - (a) Zones, latitude, longitude, and circles.
 - (b) Surrounding waters.
 - (c) Border lands.
2. Climate.
 - (a) Continental.
 - (b) Oceanic.
 - (c) Causes.
3. Soil—fertile or desert.
4. Surface.
 - (a) Highlands.
 - (b) Lowlands.
 - (c) Scenery.
5. Drainage.
 - (a) Slopes.
 - (b) Rivers.
 - (c) Lakes.

Developed from text-books, globes, and maps.

III. What journeys may be taken through the grand division ?

IV. What are the political divisions? The most important ?

V. Special study of important political divisions, including

1. Kinds of people.
2. Occupations.
3. Manners and customs.
4. Prominent cities.

VI. Reviews:

1. Comparisons.
2. Characteristics.
3. Summary.

LOGICAL SCHEDULE OF TOPICS FOR THE STUDY OF A GRAND DIVISION OR COUNTRY IN THE SIXTH AND SEVENTH GRADES.

I. Position.

1. Hemisphere, latitude and longitude.
2. Crossed by what circles? Where? Zones?
3. Direction from school and from other grand divisions.
4. Surrounding waters.
5. Land boundaries.

II. Size. Compared with other grand divisions.

III. Shape.

1. General form.
2. Outline — regular or irregular — causes.
3. Coast — character, adaptability, uses.

IV. Surface.

1. Primary and secondary highlands.
 - (a) Mountain systems:

{	1. Ranges.
	2. Slopes.
	3. Directions.
	4. Peaks.
	5. Volcanoes.
	6. Comparisons.
 - (b) Plateaus.
2. Lowlands.
 - (a) Plains — fertile and desert.
 - (b) Valleys.
 - (c) Soils — formation, kinds, and qualities as related to vegetation.
3. Striking scenery.

V. Climate.

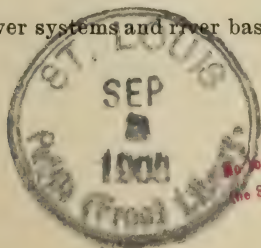
1. Causes inferred from:

{	(a) Latitude.
	(b) Elevation.
	(c) Mountains.
	(d) Slope.
	(e) Winds.
	(f) Moisture.
	(g) Currents.
	(h) Surface.
2. Peculiarities.
3. Healthfulness.

VI. Drainage.

1. Water partings.
2. Slopes.
3. River systems and river basins:

{	(a) Source.
	(b) Course.
	(c) Length.
	(d) Branches.
	(e) Navigable.
	(f) Scenery.



4. Lakes.
 - (a) Fresh.
 - (b) Salt.
- VII. Life.
 1. Vegetable.

Areas of vegetation as determined by:

 - (a) Latitude, altitude, proximity to large bodies of water, and influence of ocean currents.
 - (b) Rainfall.
 - (c) Character of soil.
 2. Animal.
 - (a) Peculiar to the grand division.
 3. Human

{	(a) Political divisions.
	(b) Occupations.
	(c) Manners and customs.
- VIII. Productions.
 1. Mineral.
 2. Agricultural.
 3. Manufactured.
 4. Miscellaneous.
- IX. Commerce — foreign or domestic.
 1. Natural conditions which aid commercial undertakings:
 - (a) The presence of raw materials.
 - (b) Extensive coast line, and good harbors.
 - (c) River systems.
 - (d) Open country so that canals and railroads may be built.
 2. The routes thus established.
 3. The commodities transported.
- X. Prominent towns and cities.
 1. Situation. Showing the needs of the people for:
 - (a) Commercial centres.
 - (b) Manufacturing centres.
 - (c) Governmental centres.
 2. Natural advantages.
 3. Description of a few.
- XI. Reviews by journeys and comparisons.
- XII. Summary and characteristics.

Important Points for Teachers.

Do not spend too much time on detail. To save time for great subjects, pass over the unimportant ones, such as the boundaries and areas of states, the length of many rivers, the height of many mountain peaks, the population of many places, the location of numerous capes, small towns, etc. Emphasize the important, the great thing; minimize the unimportant. Show the dependence of life and productions upon

surface, climate, soil, and emphasize these three factors as the basis of commercial and industrial activity.

The time limit must always influence the teacher not to attempt too much.

Reviews and repetitions are especially needed for effective work and good results.

Grade IV.

150 minutes a week.

I. Concrete Geography.

1. Observations.

- (a) Weather; sun's path; winds; temperature; seasons.
- (b) Simple study of soils, gravel, sand, and clay.
- (c) Type forms in neighborhood.
- (d) Simple study of Boston and vicinity.

2. Preliminary map study.

Plans of school-room, school-house, school-yard, neighborhood.

II. Simple study of the earth as a whole.

- 1. Shape, size, motions, circles, great belts, land and water masses.
- 2. Representations on globes and maps.

III. Journey Geography.

The geography of various parts of the world is to be taught in this way. Emphasis is to be placed on life in its varied aspects; the country is to be located on map and globe, and is to stand in the child's mind with some definite association.

SUGGESTIONS FOR FOURTH GRADE.

Observational Work.

Observational work is emphasized in this grade. When the pupil has observed a hill, or any other natural feature, he should describe it in his own words. Pictures also convey knowledge more readily than words. The type forms which cannot be visited should, therefore, be taught by the aid of pictures. By type forms are meant mountain, hill, valley, plain, plateau, watershed, slope, brook, river, peninsula, cape, isthmus, bay, gulf, strait, sea, etc.

Draw sketches to illustrate the type forms studied. Teach the children to observe land and water forms in all their excursions and short journeys, and to form the habit of sketching what they see.

Study land and water forms in the immediate vicinity of the school and the home as parts of the surface of the earth. In the excursions for study of type forms, the summit of a hill should be visited to obtain the distant view as a help in understanding the appearance and shape

of a large landscape, and to stimulate the children in imagining the surface of the earth. Simple facts should here be stated, and little attempt should be made in this grade to present reasons or scientific statements.

Miniature river systems, and the wearing and carrying action of water can often be studied from the school-room windows.

Develop the sense of distance, extent and size, by measuring, walking, and looking afar. Teach the children to point towards the places about which they are reading or talking.

Sun observations refer in this grade (1) to the apparent movements of the sun and the varying time of its rising and setting ; (2) difference in heat of the sun's rays at different hours of the day.

Plans.

Plans of the school-house and school-yard and vicinity can be drawn in a very simple way to help the children to understand the meaning and representative use of lines and colors on maps. Map reading is so important that plenty of time should be given to it. The progressive map of Boston can be drawn this year; but it should be in outline, extremely simple and general.

Maps and Globes.

From the observational work the pupil is gradually led up to a simple explanation of the world as a whole by the use of globes and maps. They should be used constantly in journey geography.

Journey Geography.

For teaching journey geography two different treatments are suggested:

1. Read and learn about child life among the Eskimos, Indians, Mexicans, and Cubans. Study child life in Brazil, Chile, England, Germany, France, Italy, Russia, China, Japan, India, Central America, and the Coral Islands. Such reading and study enable the children to learn much about these countries, and they will remember what they learn in this way much better than by studying the ordinary primary geography.

2. Take up the subject topically and concretely by countries, and study what will be likely to interest the pupils, as in —

North America. — Arctic life in Greenland or Alaska. A hot country like Cuba. Ranch life in the West. Tropical fruits in the West Indies.

South America. — The people; coffee and rubber in Brazil; and how products are raised, gathered, and transported to Boston.

Europe. — Vineyards in France and Spain. Wood-carving in Switzerland. Toy-making in Germany. Canals in Holland. Country life in England and France. Peasant life in Italy and Russia.

Asia. — The raising of tea and rice in China, Japan, and India. Furs and animals in Siberia.

Africa. — Life on the desert. Ivory and animals in Central Africa. Diamonds and ostriches in South Africa.

Australasia. — Wild animals and life in Australia and New Zealand. Pearls near New Guinea. Life on the Coral Islands. Bamboo and hemp in the Philippines.

Grade V.

150 minutes a week.

I. Concrete Geography.

1. Observations.

(a) Weather records to be kept as in Grade IV. To this may be added the study of rainfall and winds to serve as a basis for a later study of the climate.

(b) Field work continued, with emphasis on the general processes of erosion, transportation, and deposition.

2. Simple study of Latitude and Longitude.

II. Massachusetts.

III. Continental Geography. The Western Hemisphere.

1. Physical Geography of North and South America.

2. The United States and Canada.

3. The important countries of South America, with special emphasis upon Brazil, Argentina, and Chile.

SUGGESTIONS FOR FIFTH GRADE.

Observational Work.

Sun observations should include (1) change in direction of sun's rays coming through a school-room window at the same hour of the day throughout the year; (2) varying length of the noonday shadows. As far as possible connect the weather and sun observations previously made with causes affecting climate.

Massachusetts.

In the study of Massachusetts begin with the known as seen in Boston. Observations of the coast hereabouts, also of the hills and streams, will greatly help young pupils to imagine and understand other parts of the State. The plains in the east, the great river and valley in the centre, and the beautiful highlands of the western part may be touched upon.

Maps.

The making of maps is of the utmost importance in teaching the grand divisions. Quick sketch maps should be made as the study progresses. Printed outline maps should also be used.

Countries of North America.

United States.

The geography of the United States is a most important study. Connect the different groups of states and sections of the United States

with some one or two important productions; as, for instance, the Southern States should be associated with the raising of cotton, sugar, and rice, and the field work of the negroes. In the study of the Middle States, Pennsylvania should largely mean coal mining, oil producing, steel and iron making; New York city should suggest foreign commerce and transportation, as well as the fact of its being the second city in size in the world. New England means manufacturing; the Central States stand for grain belts, and domestic commerce; the Western States represent irrigation, mining, fruit and wool raising.

Canada.

This country should be studied in much the same way as the United States, except that much less time can be given to it. The different sections should be associated with one or more activities, such as mining, lumbering, wheat growing, fishing, etc.

Countries of South America.

It will be an economy of time to take the political divisions of South America in groups such as the Andean States, the Northern Group, and the Southern Group of States. The three words "Brazil, Chile, and Argentina" call to mind the most interesting parts of South America.

Grade VI.

150 minutes a week.

I. Concrete Geography.

1. Field work continued.
2. Simple experimental work in Physical Geography, illustrating the characteristics and phenomena of the earth's envelopes. This results in a simple study of shore lines, plains, mountains, and valleys; climate, — the winds, and rainfall of the earth.

II. Continental Geography.

The Eastern Hemisphere begun.

1. Physical Geography of Eurasia.
2. The important countries of Europe — the world powers.
3. The important countries of Asia — China, Japan, India, Siberia, Turkey.

SUGGESTIONS FOR SIXTH GRADE.

The field work is to be continued in this grade, to impress the simple experimental work indicated in the course of study. The processes of erosion, transportation, and deposition result in varied phenomena in the rock envelope. These may be illustrated by the action of water upon sand, gravel, and clay, in the molding board.

The resulting flood-plains, terraces, deltas, and the wearing down of

the high lands, changes in shore lines, etc., seen in miniature in the school-room, should be emphasized by the larger view possible in a field lesson.

The rounding of the hills, the deposit of the ice sheet, the work of streams, etc., may be studied in a lesson at Parker Hill, Bellevue Hill, Blue Hills, Winthrop, or Arlington Heights.

Climate.

The teacher is asked to present the winds of the earth in a very simple way by the use of a slate globe. It is believed that a scientific treatment of this matter is not possible at this time. The rainfall of the earth and its relation to and effect upon soils, productions, and life should be treated in this grade.

Continental Geography.

All the countries of Europe should be taught in a general way. The great world powers should be presented in detail, eliminating minor characteristics, and impressing the dependence of life upon physical conditions. The pupils should be taught to appreciate this dependence, and to apply to each country studied the knowledge gained from the previous recognition of the relations between relief, climate, and resources, and the life of the people. Upon these factors depend the development of industrial centres, the routes of transportation for the products of the nation, and the relation of the country studied to other world powers.

This applies to the study of Asia as well. Here, the pupils should recognize the relation between high, barren lands, and a nomadic people, rich river valley deposits and dense populations; the failure of the nations to develop their resources until influenced by contact with Europeans; the awakening of the people in China and Japan to a realization of national opportunities; and the future of these Asiatic countries in relation to Europe and North America.

Grade VII.

150 minutes a week.

I. Concrete Geography.

Visits to wharves, manufacturing plants, museums, etc., for the purpose of broadening the geographic knowledge of the pupils.

II. Continental Geography.

The Eastern Hemisphere continued.

1. The Physical Geography of Africa.
2. The countries of Africa which are subject to the control or influence of European countries — England, Germany, France, Belgium, Italy, Portugal.
3. Australia and the Island Groups.

III. Commercial Geography.

1. The United States reviewed from the standpoint of
Relief;
Climate;
Life; industries, products, exports, imports, trade centres,
transportation.
2. The United States in its relation to the world's markets.
 - (a) The great powers, their colonies and their commodities.
 - (b) Means of exchange.

IV. Mathematical Geography.

SUGGESTIONS FOR SEVENTH GRADE.

The physical geography of Africa is to be presented as a basis for the study of life, and the development of resources under European control. Africa should stand as a field for future endeavor and opportunity for great development, and the encroachment of the great powers should be studied.

Australia and the Island Groups should be presented in their relation to the world's work as productive centres developed largely through foreign control.

Commercial Geography.

If the work in Grade VI. has emphasized the dependence of life upon physical conditions, it will be possible to apply this anew to our own country.

The study of the resources of the United States leads to the study of the great centres of production, of industries, and the great industrial centres, the routes and methods of transportation, the exports and imports of this country, and the attitude of the United States towards its dependencies.

This should be followed by a general review of the great powers of the world, their standing in commercial development, and their relations to this country.

Mathematical Geography.

This subject has been placed near the end of the school course in geography. A simple treatment of the motions of the earth and the resulting phenomena is all that is desired.

The greater part of the year's work is to be spent on commercial geography.

Grade VIII.

60 minutes a week.

The work in this grade is to be a definite study of the geographical background of the history of the United States, and the following topics are indicated as suggestive of the character of the work possible :

1. The influence of the Appalachian barrier upon colonial history.
2. The rivers of North America in early exploration and settlement.
3. Spread of population in the Mississippi Valley as affected by geographic conditions.
4. Expansion into the far west along the trails.
5. The geographical distribution of railways.

These are but a few suggestions, and it is not intended to imply that they are the only ones of value. It is hoped that much more work of this sort will be done by teachers in this grade.

DRAWING.

Grade I.

100 minutes a week.

REPRESENTATION.

1. Nature.
2. Common objects.
3. Figure and animal pose.
4. Imaginative drawing. Free expression of ideas.

DESIGN.

1. Design. Simple borders.
2. Color. Color standards.

Grade II.

95 minutes a week.

REPRESENTATION.

1. Nature. Grasses, sedges, and large flowers.
2. Common objects.
3. Figure and animal pose.
4. Imaginative drawing. Free expression of ideas.

DESIGN.

1. Design. Simple surface patterns and borders.
2. Color. Color standards, and scales.

Grade III.

90 minutes a week.

REPRESENTATION.

1. Nature. Twigs, large flowers, and leaves.
2. Common objects.
3. Figure and animal pose. (Cutting.)
4. Imaginative drawing. Free expression of ideas.

DESIGN.

1. Design. Simple surface patterns, rosettes, and borders.
2. Color. Color standards, and scales of hue.

Grade IV.

90 minutes a week.

REPRESENTATION.

1. Nature. Leaf and fruit sprays, and trees.
2. Objects. Correct proportions.
3. Figure and animal pose.

DESIGN.

1. Design. Surface patterns and borders. Application to material.
2. Color. Color standards. Expressed in scales of hue and value.

Grade V.

90 minutes a week.

REPRESENTATION.

1. Nature. Flower sprays, and trees.
2. Objects. Proportions and foreshortening.
3. Figure and animal pose.

DESIGN.

1. Designs for useful objects.
2. Color. Complementary colors. Color applied to design.
3. Composition. Grouping of simple objects.

Grade VI.

90 minutes a week.

REPRESENTATION.

1. Nature. Flower or leaf sprays, and trees.
2. Objects. Familiar objects.
3. Figure and animal pose. Proportion and foreshortening.

DESIGN.

1. Design. Design for useful objects; space division.
2. Color. Scales of hue, value and intensity. Color applied to design.
3. Composition. Space division.

Grade VII.

90 minutes a week.

REPRESENTATION.

1. Nature. Flower and leaf sprays, and trees.
2. Model and object. Common objects; proportion, foreshortening, and solidity.
3. Figure and animal pose.

DESIGN.

1. Design. Useful and beautiful objects. Space division.
2. Color. Color scales of hue, value and intensity; color applied to design.
3. Composition. Grouping of objects. Landscapes and flower sprays in pencil and water color.

Grade VIII.

90 minutes a week.

REPRESENTATION.

1. Nature. Flower sprays, and trees.
2. Objects. Proportion, foreshortening, and effects of distance.
3. Figure and animal pose.

DESIGN.

1. Design. Some specific manual training model in pencil outline or paper cutting. Space division in various enclosing shapes.
2. Color. Color standards. Expressed in scales of hue, value and intensity. Color applied to design. Harmonies of similar and dissimilar colors.
3. Composition. Grouping of objects. Landscapes and flower sprays in color.

MANUAL TRAINING.

Grade II.

30 minutes a week.

PAPER WORK.

Folding and cutting. Measuring involving inch and half-inch.

Material. — Paper.

Tools. — Rule, pencil, scissors, and tablets.

Grade III.

30 minutes a week.

CARDBOARD WORK.

Cutting. Measuring involving inch, half-inch, and quarter-inch.

Material. — Cardboard.

Tools. — Rule, pencil, scissors, and tablets.

Grade IV.

120 minutes a week.

MECHANICAL DRAWING.

Plain figures involving geometric problems.

Characteristics of regular polygons.

Marking dimensions.

CARDBOARD CONSTRUCTION.

Cutting, folding, and tying.

Materials. — Bristol-board and twine.

Tools. — Pencil, rule, 45-degree triangle, compasses, scissors, and punch.

Grade V.

120 minutes a week.

MECHANICAL DRAWING.

Plain figures, involving geometric problems.

Characteristics of regular polygons.

Making and use of working drawings.

Developments.

CARDBOARD CONSTRUCTION.

Cutting, folding, and pasting.

Inventional work.

Materials. — Bristol-board and paste.

Tools. — Pencil, rule, 45-degree triangle, compasses, scissors, and punch.

Grade VI.*120 minutes a week.***WOODWORKING AND WEAVING.***Alternate weeks.***MECHANICAL DRAWING.**

Reading and making simple working drawings. Two views.

WOODWORKING.

Introductory. Making of looms and fittings involving simple tool-work, such as sawing, planing, nailing, whittling, and sandpapering.

Work involving more exact technique. Two dimensions.

Materials. — Soft wood and wire nails.*Tools.* — Saw, plane, hammer, knife, and sandpaper.**WEAVING.**

Study of woven fabrics. Weaving of plain fabrics, simple stripes, plaids, and Navajo patterns.

Materials. — Raffia, candle wicking, roving, jute, and warp-thread.*Tools.* — Loom, needles, shuttles, and batten.**Grade VII.***120 minutes a week.***MECHANICAL DRAWING.**

Reading of working drawings involving two views and sections.

WOODWORKING.

Two and three dimensions. Whittling, sawing, planing, gouging, sandpapering, spoke-shaving, filing, nailing, boring, and chiseling.

Materials. — Hard and soft wood and nails.*Tools.* — Knife, saws, planes, gauge, sandpaper, spoke-shave, files, hammer, bits, bit-stock, and chisels.**Grade VIII.***120 minutes a week.***MECHANICAL DRAWING.**

Reading of working drawings involving three views and sections.

WOODWORKING.

Construction. Sawing, planing, gauging, boring, glueing, screwing, chiseling, sandpapering, spoke-shaving, whittling, filing, nailing, scraping, gouging, and carving.

Materials. — Hard and soft wood, nails, glue, screws, colors, stains, and shellac.*Tools.* — Saws, planes, gauge, bits, bit-stock, screw-driver, chisels, sandpaper, spoke-shave, knife, files, hammer, cabinet scraper, gouge, and carving tools.

HOUSEHOLD SCIENCE AND ARTS.

The course of study in household science and arts will be issued at a later date.

MUSIC.

60 minutes a week in each grade.

NOTE.—In all grades the following divisions of the subject of music should receive due attention: tone quality; breathing and control of the breath; enunciation; phrasing; expression; ear training; writing; individual singing.

NOTE.—Rote singing for Grades I., II., and III.: Songs intended for teaching by imitation should be approved by the Department of Music. The work should be poetic, and interesting to the children. The melodies should be pure, attractive, and written within the compass of the child-voice.

NOTATION.

Grade I.

- (a) Diatonic exercises from the staff with one in any position.
- (b) Exercises from the staff with skips in the tonic triad.

Grade II.

- (a) Combination of tune and time.
- (b) Diatonic exercises in two-four, three-four, and four-four times, using quarter-note, half-note, dotted half-note, whole note, and equivalent rests, in the nine common major keys.

NOTE.—Keys and key signatures are not required to be taught in this grade.

Grade III.

- (a) Exercises in tune and time continued, with a great variety of intervals.
- (b) One-part and easy two-part songs and exercises in the nine common major keys.

- (c) Two equal sounds to a beat.
- (d) Sharp four as follows: five, sharp four, five; three, sharp four, five.
- (e) Flat seven as follows: six, flat seven, six; eight, flat seven, six.

NOTE.—The G clef and pitch names of the degrees (lines and spaces) of the staff should be taught in this grade.

Grade IV.

- (a) One-part and two-part exercises and songs in the nine common major keys in the following kinds of time: two-four, three-four, four-four, three-eight, and six-eight.
- (b) Sharp one, sharp two, sharp five, as follows: two, sharp one, two; three, sharp two, three; six, sharp five, six.
- (c) Further study of sharp four and flat seven, approached by leaps from all other tones of the scale.
- (d) Dotted quarter-note followed by eighth-note.
- (e) The signatures and names of the nine common major keys, studied in the following order: C, G, D, A, E; C, F, B flat, E flat, A flat.

Grade V.

- (a) One-part and two-part songs in the nine common major keys in the following kinds of time: two-four, three-four, four-four, three-eight, six-eight, two-two, and three-two.
- (b) Introduction of three-part singing.
- (c) Continued study of chromatics, adding flat six, flat three, flat two, as follows: five, flat six, five; two, flat three, two; one, flat two, one.
- (d) Drill in the natural minor scale.
- (e) Four equal sounds to a beat; the dotted eighth-note followed by a sixteenth-note.
- (f) The study of the signatures and names of the nine common major keys continued.

Grade VI.

- (a) One-part, two-part, and three-part songs and exercises in major and minor keys.
- (b) Further study of chromatics as follows: one, sharp one, two; two, sharp two, three; four, sharp four, five; five, sharp five, six; six, sharp six, seven.
- (c) Harmonic and melodic minor scales.
- (d) Triplet (three equal sounds to a beat).
- (e) Fractional divisions of a beat.
- (f) Review of signatures and names of the nine common major keys.

Grade VII.

- (a) One-part, two-part, and three-part songs and exercises in all the major and minor keys.

- (b) Continuation of the study of chromatics.
- (c) Continuation of the study of the natural, harmonic, and melodic minor scales.
- (d) Review of time problems.
- (e) Syncopation.
- (f) Preliminary study of nine-eight and twelve-eight times.
- (g) Preliminary study of the F clef.
- (h) Pitch names of the degrees of the bass staff.
- (i) Singing in various keys from the bass staff.
- (j) Construction of the following major scales: C, G, D, F, and B flat.

Grade VIII.

- (a) Unison songs.
- (b) Part-singing from the treble and bass staves.
- (c) Continuation of the study of chromatics.
- (d) Continuation of the study of the various forms of the minor scale.
- (e) Construction of major scales.
- (f) Further study of nine-eight and twelve-eight times.
- (g) Intervals.

HISTORY.

I. PURPOSE.

The first and main object of the study of United States history is that the pupils may know the conditions of their country in the past, compared with those of to-day, may realize the struggles and heroism of the previous generations which produced the present glorious heritage, and, finally, that they may grow to feel the sacredness of the hard-won peace, and prosperity and comfort of to-day, and their own responsibility toward the continuation of it.

The second aim, though really inseparable from the carrying out of the first, is love of country — patriotism. This can be stimulated, not only by the story of our country, which, if made vivid and real and full of the human element, is a great factor, but also by means of patriotic national songs; a heartfelt, sincere saluting of the flag; and by pertinent and stirring celebrations of the holidays which commemorate historic events.

Thirdly, the study of history should bring about a love for future historical study and reading, since such will give valuable information and some philosophical training, and a greater facility in the use of books, indexes, etc.

A conception of the dependence of one event upon another (cause and effect) should be formed by the pupil, and is perhaps not the least important aim of the study of history. This feature should assume importance in the higher grades alone, however, because it requires powers of reasoning, which in the younger children are only in embryo.

II. SCOPE.

United States history naturally covers the ground from the time when the Indians were the only inhabitants down to the present day. In the last grade of the elementary schools, some study of English history is introduced, where the history of that country is closely related to our own.

III. METHODS.

It seems to be agreed by the average adult, by teachers and by modern historians, that but few of the multitude of facts presented in the school course in history are retained. Therefore it is suggested that the teacher make a careful selection of typical facts for thorough teaching, and leave minor ones for added work for the particularly quick and well-informed children.

For use in review, it is suggested that the teacher make a list of facts and dates which well-educated people keep for their historical stock in hand, and rigidly require this amount.

If but few of the facts remain in the memory, there should be something more to show for the long period of work, viz., a good habit of work and a strengthening of the moral nature, and the power of judgment.

Much of the study of history is done at home — is a home lesson. Because children have had little practice in profitable study, or in concentration, and because the home conditions are seldom favorable for study, there are required in the assignment of the lesson quite as much care and skill as in the conducting of the recitation.

A class should never be given a portion of a subject to study before getting a general view of that subject or topic. It may be read through silently, or to the teacher, before any lessons are given upon it, or if too long for that, the teacher may give a general account. In the section selected for the home lesson, the teacher should point out the most important facts and those to be thoroughly learned, and indicate the parts which may be merely read. Those of the class who for any reason are able to do more than the required lesson may be asked to look up the same subject in other sources, or some other selected topic. Pupils should of course be trained to use maps in their study.

The recitation should be a reproduction (from topics) of the lesson assigned, excellence in both the subject matter and in the reproduction being aimed at, "the recitation should also include a comparison and discussion of the lesson." While pupils should not be advised or required to memorize the phrasing of the book, yet they should be encouraged to use new words contained in the text for the enlargement of their vocabulary, and because they are usually the most appropriate words for the case in hand.

Here also is the place for the poem (only poems of literary merit) written upon the subject under consideration, and here the recommendation of a work of historical fiction. None of the latter should be recommended, however, which have not been read by the teacher and deemed suitable in every way.

Biography is most important, making the past real and peopled by live human beings like ourselves. This caution should be noted: biographies of people who are known only for one great military triumph or daring adventure would be profitless study, but biographies should alone be chosen of men whose entire natures were the key of their public service. Lincoln is of course a notable example. "History concerns itself more largely with moral than with physical life." Biography is an imperative division of the study of history.

Grades IV., V.

No definite time is assigned for history in these two grades.

1. Stories from American History.
2. American Biography.
3. Visits to and descriptions of historical places.

Grade VI.*120 minutes a week.*

The study of American History through the War of the Revolution.

- I. Pre-Columbian History.
 1. The Mound-builders.
 2. The Indians.
- II. Discoverers and explorers.
 1. Northmen.
 2. Europeans.

Spanish,	}	Names of most important discoverers ; place, and time of discovery.
English,		
French,		
Dutch,		
- III. Settlements.

Nation, place, time, cause, prominent men. Special study of the settlements of Massachusetts, Virginia, New York, Pennsylvania, Maryland, and Georgia.
- IV. French and Indian Wars (not to be studied in detail), cause, most important men and events, results.
- V. The Revolutionary War (studied as a whole), cause, important men and events, results.

Grade VII.*120 minutes a week.*

- I. Review of the work done in Grade VI.
- II. The study of American History, including United States History completed.
 1. Government.
 - (a) Formation of the Constitution.
 - (b) Formation of the Republic.
 - (c) Amendments XIII., XIV., XV.
 2. Life of the people.
 - (a) Life in Washington's time contrasted with that of the present time.
 - (b) Changes and progress in social life.
 3. Wars.

Tripolitan, 1812, Mexican, Civil, Spanish-American (studied as wholes).

Causes near and remote, most important events, principal men concerned, results.
 4. Increase of territory.

Why desired.

How obtained.
 5. Improvements in transportation.

Their effect on the life of the people.

6. Improvements in means of communication.
7. Inventions.
Teach the need for and the results of the inventions on the industries of the country.
8. Mineral wealth.
9. Exhibitions of progress.
10. Foreign relations: The Monroe Doctrine; treaties.

HISTORY AND CIVIL GOVERNMENT.

Grade VIII.

180 minutes a week.

- I. The Civil Government of the United States, of Massachusetts, and of Boston.
- II. Topical review of United States History, including closely related events of European history.
- III. Local History.
- IV. Growth of the United States (studied topically).

NOTE.—The study of Civil Government should be connected with the study of the history of the state and of the United States; and the actual workings of the city and the state government should be observed.

NOTE.—It is impossible to separate the work in United States history from the work outlined for Geography on page 69. It is not intended that the recitations in these two subjects should be kept separate.

PHYSIOLOGY AND HYGIENE.

In the first, second, fourth, and sixth grades, while no set time is allowed for the teaching of physiology and hygiene, it is expected that the teachers will avail themselves of favorable opportunities for instilling into the minds of the children elementary principles of practical hygiene. It should not be forced, but, like ethics, should be a constant and natural part of the school training.

Grade III.

30 minutes a week.

ELEMENTARY PERSONAL HYGIENE.

The work of this grade should be oral instruction concerning matters of hygiene applicable to young children. It should include cleanliness, something of the uses, movements, care, and protection of the parts of the body; simple hygiene as related to food, exercise, posture, sleep, and habits. While it is not advisable to teach physiological names, as such, it is advisable to use common terms, so that the children may become familiar with them by their constant usage.

NOTE.—Each teacher of this grade is requested to make out a plan of this work for the year, showing the order in which she would take the various topics and the method of treatment of each on the basis of thirty-six lessons per year.

These should be very comprehensive, and may be treated in different ways by different teachers.

Grade V.

30 minutes a week.

PERSONAL HYGIENE.

The work in this grade is principally in hygiene, with only so much anatomy and physiology as is necessary to enable pupils to understand and appreciate the instruction in hygiene.

General aim: How to make and keep the body healthful, strong, and graceful.

(a) Cleanliness:

Skin, hair, and nails; bathing and clothing.

(b) Food and drink:

Purpose and variety.

Times and manner of eating.

Their relation to health.

Digestion.

Blood.

- (c) Alcoholic and other stimulants affecting the bones and muscles; the organs and their functions.
- (d) Exercise and rest:
 - Alternation.
 - Posture and clothing.
- (e) Strengthening the special senses.
- (f) Necessity of fresh air:
 - Exercise; clothing; ventilation; temperature.

Grade VII.

30 minutes a week.

PHYSIOLOGY, PERSONAL AND HOME HYGIENE.

Many of the following topics have been taught in an elementary way in the fifth grade. The pupils can now study more thoroughly and make applications not merely to themselves, but to their homes.

- (a) Skin:
 - Structure; functions; and hygiene.
 - Suggestions:*
 - Bathing, why necessary, frequency, warm, cold.
 - Temperature of room.
 - Kind of soap and towels.
 - Removal of wet clothing.
 - Airing of clothing, and of beds and bedding.
 - Antiseptic treatment of wounds and burns.
 - Cleanliness of hands in cooking.
- (b) Bones and joints:
 - Framework and protection; composition and structure; growth and health; injury and repair; hygiene (exercise, rest, posture, clothing, food, stimulants).
- (c) Muscles, ligaments, tendons, cartilages:
 - Structure; uses; development; hygiene.
 - Suggestions:*
 - Care of infants: Danger of continuing in one position in sitting, and lying; too early sitting and walking; position in arms, and in carriage.
 - Athletics; use and abuse.
 - Emergencies; bandaging and splinting.
- (d) Organs of digestion:
 - Processes of digestion; hygiene.
 - Suggestions:*
 - Food:
 - Time and manner of eating. The table; clean, orderly, attractive.
 - Behavior at table; relation to digestion.
 - Keeping of food. Care of milk. Care of refrigerator.
 - Economy of food. Disposal of waste.

Use of alcohol in food.
 Preparation of food.
 Excessive use of condiments.
 Danger in decaying fruit or food.

Digestive tract :

Care of first teeth ; sixth year molar.
 Suitable dentifrices.
 Care of teeth in sickness.
 Harmful medicines.
 Emergencies ; choking, vomiting.
 First aid in accidental poisoning.

(e) Organs of circulation :

Process of circulation.
 Blood ; its composition ; uses ; hygiene.

Suggestions :

Heart :

Taking the pulse.
 Effect of position upon circulation. Fainting.
 Emergencies ; tourniquet and bandages.

(f) Organs of respiration and vocal organs :

Structure ; uses ; hygiene.

Suggestions :

Lungs and related organs :

Larynx, proper use of voice.
 Effect of furs or neckwear.
 Need of pure air.
 Nature of dust.
 Effect of dust upon organs.
 Sweeping, protection of hair.
 Dusting ; damp cloth.
 Furniture and hangings.
 Wiping of feet ; brushing of clothes.

Impure air :

Personal cleanliness.
 Decaying teeth. Soiled clothing.
 Care of sick as to odors.
 Standing water in basement and yard. Refuse in cellars.
 Gases and odors from stoves.
 Value of sunshine.
 Care of invalids. Cleanliness of person and room.
 Disinfection.
 Heating and ventilation of house. Lack of moisture.
 Emergencies ; artificial respiration ; drowning ; gas poisoning ;
 suffocation ; choking.

(g) Organs of the nervous system :

Functions ; hygiene.

Suggestions :

Sleep :

Necessity; times and amount at different ages.

Conditions for baby and adult, quiet; darkness; fresh, cold air; warm body and feet. For baby and young child, proper nourishment before going to sleep.

Value of labor.

Fatigue, indications, necessity for rest.

Value of recreations.

Emergencies; convulsions, unconsciousness, crying.

(h) Organs of the special senses:

Functions; hygiene.

Suggestions :

The eye :

Danger of eye strain by artificial light in the house, by reading at twilight, and by reading lying down.

Eye strain a cause of habitual headache.

Protection of eyes of infants in house and in sunlight.

Care of eyes and ears after measles, scarlet fever, etc.

(i) Contagious diseases:

Ways of infection:

Hands, clothing, dust, food, and water.

Necessity for isolation.

Laws as to isolation.

NOTE.—The evil effects of stimulants and narcotics should be taught in connection with each subject.

Grade VIII.

30 minutes a week.

PERSONAL, HOME, AND PUBLIC HYGIENE.

All the homes, and all the people, are affected by the public sanitary regulations of the Board of Health, and it is necessary that their reasonableness should be appreciated if they are to be cheerfully obeyed.

I. Review general physiology and personal and home hygiene, and connect this study with English and with Civil Government.

II. School and public hygiene:

1. Relation of personal, home, and school hygiene to the public health, as shown by statistics or transmission of disease.

Show that each person and each home may need protection from others, and has a right to protection.

2. Requirements for public health.

Pure food, pure water, pure air, protection from contagious diseases, protection from alcohol and other poisons.

3. Boards of health.

Necessity for.

State.

City and town.

How chosen.

4. Protection of food supply.
 - Adulterations.
 - Meat, fish, milk, butter, fruit, vegetables.
 - Bakeries.
5. Protection of water supply.
 - Sources of local water supply.
 - Danger of pollution.
 - Means of prevention.
 - Danger from impure ice.
6. Protection from impure air.
 - Sanitary regulations of school-houses, tenement and lodging-houses, factories, workshops, and stores.
 - Plumbing regulations and house drainage.
 - Removal of garbage and waste; sewage disposal.
 - Regulations concerning stables and housing of animals.
7. Dangerous and offensive employments.
8. Protection from contagion.
 - Hospitals.
 - Care and isolation of sick.
 - Exclusion from school.
9. Special school hygiene.
10. Protection from alcohol and other poisons.

ELEMENTARY SCIENCE.

Thirty minutes a week are allowed for this subject in the first seven grades, and sixty minutes a week for instruction in physics in the eighth grade. In addition to this time, all teachers are urged to use the frequent opportunities given in geography and English for informal instruction in nature study. (See supplementary list of topics, p. 11.) It is expected that topics proposed below will be differently treated in different parts of the city, and that substitute topics will be introduced where principals find conditions favoring such substitution. For the present year, teachers are asked to treat all the topics in grades four, five, six, and seven, suiting the instruction given to the ability of the children, and to their opportunities for *first hand* study of the topics proposed.

SCHOOL GARDENS.

Teachers are instructed to correlate with school gardens wherever possible the topics studied under elementary science. They are asked to encourage children to work in the gardens out of school hours where conditions render such work possible.

Elementary science should be treated in all grades under the following large classes:

1. Forms of life.
 2. Inorganic matter.
 3. Natural phenomena.
1. Life. (Grades I. to VII.)
 - (a) Plant.
 - Names of common trees.
 - Names of common flowers, wild and cultivated.
 - Names of common garden vegetables.
 - Names of common weeds.
 - Names of common swamp plants.
 - Plant growth.
 - Its rate; peculiarities noted.
 - Influences affecting.
 - Conditions favorable and unfavorable.
 - Flowering plants and flowerless plants distinguished.
 - Modes of plant reproduction.
 - Modes of stem growth, — exogens; endogens.

Seed dispersal.

Ways, means, and results.

Familiar vegetable products (economic botany), building materials, food, drugs, clothing, paper, etc.

(b) Animal.

Classify according to

Habits.

Gross anatomy, — number of feet; in higher grades, kinds of hoofs.

Covering.

Structure.

Adaptations of animals to environment.

Familiar animal products (commercial zoölogy).

Relation between animals and clothing.

Sea products.

2. Inorganic matter. (Grades I. to VII.)

(a) Gravel, sand, clay, soils.

(b) Common rocks.

Granite.

Trap-rock or basalt.

Pudding stone.

Slate.

Sandstone.

(c) Common building materials: stone, brick, mortar, concrete, tiling, glass, slate, marble.

(d) Common metals and ores: copper, iron, gold, silver, zinc, tin, aluminum, lead, sulphur, carbon.

3. Natural phenomena.

Light and darkness.

Shadows and their forms.

Effects of light on plant and animal life.

Day and night. Length.

Reflections.

Moon and its phases.

Weather.

Storms, and pleasant weather.

Moisture; evaporation; condensation.

Effects of running water; of frost; of moving ice.

Barometer.

Humidity.

Weather reports.

Storm signals.

Signs of weather changes.

Grade VIII.*60 minutes a week.*

Common facts in physics learned from observation and experiment, in regard to as many of the following topics as the assigned time will allow:

1. Matter.
2. Motion and force.
3. Liquid pressure and specific gravity.
4. Atmospheric pressure.
5. Heat.
6. Sound.
7. Light.
8. Electricity.

If the teacher have not time to present to his class all the topics mentioned above he will select such as he believes can be studied by his pupils with most advantage. He should, however, keep in mind the needs of such pupils as will finish their school training with the elementary school course of study.

Whatever topics be selected for study, it must be kept in mind that the method of studying them is all important. Pupils should observe and express the facts, and should make their own inferences. Thus a keen interest may be excited and the best mental training secured — a training in the practice of close observation, in careful thinking, and in accurate description.

SCHOOL DOCUMENT NO. 6 — 1907

APPOINTMENTS FOR RE-ELECTION

REPORT

OF THE

SUPERINTENDENT OF PUBLIC
SCHOOLS



BOSTON
MUNICIPAL PRINTING OFFICE
1907

REPORT.

IN SCHOOL COMMITTEE, BOSTON, June 3, 1907.

As required by section 278 of the Regulations, I respectfully submit for approval the reappointments contained in the appended list for the school year 1907-1908.

This list presents a statement of the number of pupils which decided the number and rank of the teachers to which each school or district is entitled, the number of teachers authorized, and the number of teachers employed.

TEACHERS IN EXCESS.

There are eight teachers who have been employed during the school year 1906-1907 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:

Brighton High School. — One assistant.

Roxbury High School. — Two assistants.

South Boston High School. — One assistant.

Lewis District. — One assistant, Elementary School.

Rice District. — One assistant, Kindergarten.

Robert G. Shaw District. — One assistant, Kindergarten.

Warren District. — One assistant, Elementary School.

I recommend that these teachers be reappointed with temporary assignment to the schools or districts in which they have been employed, and that the Superintendent be authorized to place them next September in Schools or districts in which vacancies regularly occur.

TEACHERS WITH EXCESSIVE RANK.

I recommend that teachers with higher rank than the Regulations allow be authorized for the school year 1907-1908 as follows :

ASSISTANT PRINCIPALS

In each of the following named high schools (the position is to be abolished on the retirement of the present incumbent) :

Brighton High School. — One.

Dorchester High School. — One.

Roxbury High School. — One.

South Boston High School. — One.

SUB-MASTERS

In each of the following named districts, to take charge of pupils of grades above the third :

Agassiz District. — One.

Bennett District. — One.

Blackinton District. — One.

Eliot District. — One.

Hugh O'Brien District. — One.

Lewis District. — One.

Lyman District. — One.

Mary Hemenway District. — One.

Mather District. — One.

Phillips District. — One.

Phillips Brooks District. — One.

Roger Wolcott District. — One.

Thomas Gardner District. — One.

FIRST ASSISTANTS, GRAMMAR SCHOOL,

In each of the following named districts (the position is to be abolished on the retirement of the present incumbent) :

- Adams District.* — One.
Bigelow District. — One.
Bowditch District. — One.
Bowdoin District. — One.
Bunker Hill District. — One.
Chapman District. — One.
Charles Sumner District. — One.
Comins District. — One.
Dearborn District. — One.
Dillaway District. — One.
Dudley District. — One.
Edward Everett District. — One.
Emerson District. — One.
Everett District. — One.
Franklin District. — One.
Frothingham District. — One.
Gaston District. — One.
Harvard District. — One.
Henry L. Pierce District. — One.
Hugh O'Brien District. — One.
Hyde District. — One.
John A. Andrew District. — One.
Longfellow District. — One.
Lowell District. — One.
Lyman District. — One.
Martin District. — One.
Mary Hemenway District. — One.
Mather District. — One.
Norcross District. — One.
Oliver Hazard Perry District. — One.
Oliver Wendell Holmes District. — One.
Phillips Brooks District. — One.
Rice District. — One.
Robert G. Shaw District. — One.
Roger Wolcott District. — One.
Shurtleff District. — One.

Warren District. — One.

Washington District. — One.

Wells District. — One.

William E. Russell District. — One.

Winthrop District. — One.

FIRST ASSISTANTS, PRIMARY SCHOOL,

In each of the following named districts (the position is to be abolished with the retirement of the present incumbent):

Eliot District. — One.

Hancock District. — One.

Hugh O'Brien District. — One.

Lewis District. — One.

Lyman District. — One.

Sherwin District. — One.

Warren District — One.

Washington District. — One.

UNGRADED CLASSES.

Subject to your approval, I have established additional ungraded classes in the following named districts during the school year 1907-1908, each district not to have a greater number of such classes than that stated: Adams, three; Bigelow, three; Blackinton, two; Brimmer, two; Eliot, nine; Franklin, two; Hancock, seven; Hyde, two; Lawrence, two; Lewis, two; Lyman, three; Norcross, two; Phillips, six; Quincy, two; Rice, two; Shurtleff, two; Washington, four; Wells, three; Winthrop, four.

STRATTON D. BROOKS,

Superintendent of Public Schools.

REAPPOINTMENTS.

NORMAL SCHOOL.

Greatest whole number belonging	251
Average whole number belonging	240
TEACHERS. — Now serving on tenure	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master, Colin A. Scott; Assistant, Sarah A. Lyons	2
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Gertrude Weeks	1
	— 13

PUBLIC LATIN SCHOOL.

Greatest whole number belonging	642
Average whole number belonging	600
Entitled to 20 regular teachers, and 1 special assistant	21
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Junior Master, William K. Norton	1
<i>To serve for the term ending August 31, 1908.</i> — Junior Masters, Louis W. Arnold, James E. Downey, Joseph L. Powers, William F. Rice, Charles F. Winslow	5
<i>On Probation.</i> — Masters, Heads of Departments: Mathematics, William T. Campbell; English, Byron Groce; French, William P. Henderson; Ancient Languages, Henry Penny- packer; Special Assistant, Cora W. Taylor	5
	— 21

GIRLS' LATIN SCHOOL.

Greatest whole number belonging	434
Average whole number belonging	413
Entitled to 15 regular teachers	15
<i>Now serving on tenure</i>	11
<i>On Probation.</i> — Master, Head of a Department: Ancient Languages, Edward H. Atherton; Junior Master, Fred H. Cowan	2
	— 13

BRIGHTON HIGH SCHOOL.

Greatest whole number belonging	293
Average whole number belonging	277

Entitled to 11 regular and special teachers and 1 special assistant	12
<i>Now serving on tenure</i>	9
<i>On Probation.</i> —Master, Head of the Department of Science, Sidney Peterson; Special Assistant, Bernadette M. White	1
—	11

CHARLESTOWN HIGH SCHOOL.

Greatest whole number belonging	307
Average whole number belonging	273
TEACHERS.—Entitled to 12 regular and special teachers and 1 special assistant	13
<i>Now serving on tenure</i>	9
<i>On Probation.</i> —Master, Head of a Department: French, Edward F. Holden	1
—	10

DORCHESTER HIGH SCHOOL.

Greatest whole number belonging	1,240
Average whole number belonging	1,193
TEACHERS.—Entitled to 39 regular and special teachers and 1 special assistant	40
<i>Now serving on tenure</i>	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Junior Master, Henry W. B. Arnold; Assistant, Jessie L. Adams; Special Assistant Instructor of Commercial Branches, Bessie A. Roberts	3
<i>To serve for the term ending August 31, 1908.</i> —Assistants, Carolyn M. Gerrish, Jane E. Gormley, Maud A. Hartwell, Martha P. Luther, Lillian G. Marr, Edith A. Mayberry, Catherine M. McGinley, Adeline G. Simmons; Special Assistant Instructor of Commercial Branches, Nina E. Titus; Special Instructor in Manual Training and Mechanical Drawing, Joseph H. Hawes	10
<i>On Probation.</i> —Masters, Heads of Departments: Science, Albert S. Perkins; Mathematics, Milford S. Power; Assistant, Frances Zirngiebel; Assistant Instructors, Sarah L. O'Toole, Elizabeth M. Wood; Special Assistant Instructor in Drawing, Rebekah C. Riley; Special Assistant, Mary A. Ward	7
—	37

EAST BOSTON HIGH SCHOOL.

Greatest whole number belonging	418
Average whole number belonging	379
Entitled to 14 regular and special teachers and 1 special assistant	15

<i>Now serving on tenure</i>	8
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistants, Emma B. Harris, Anna M. Linscott, M. Ursula Magrath	3
<i>On Probation.</i> — Masters, Heads of Departments: Science, George D. Bussey; English, Charles W. Gerould; Special Instructor of Drawing and Manual Training, Augustus F. Rose	3
	— 14

ENGLISH HIGH SCHOOL.

Greatest whole number belonging	1,028
Average whole number belonging	959
TEACHERS. — Entitled to 31 regular and special teachers and 1 special assistant	32
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Special Instructor of Commercial Branches, James W. Mace, Jr.	1
<i>To serve for the term ending August 31, 1908.</i> — Junior Masters, Edwin F. A. Benson, John J. Cadigan, Oscar C. Gallagher, John M. Hussey, John A. Marsh, Edward P. O'Hara	6
<i>On Probation.</i> — Masters, Heads of Departments: Commercial Branches, Frank O. Carpenter; Modern Languages, William B. Snow; History, Samuel C. Smith; English, James E. Thomas; Science, Samuel F. Tower; Mathematics, Henry M. Wright; Junior Master, Francis J. Conlin; Instructor, John E. Denham; Assistant Instructors, William J. Hender- son, John E. J. Kelley; special assistant, Margaret P. Tighe.	11
	— 32

GIRLS' HIGH SCHOOL.

Greatest whole number belonging	1,201
Average whole number belonging	1,123
TEACHERS. — Entitled to 37 regular and special teachers and 1 special assistant	38
<i>Now serving on tenure</i>	22
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Special Assistant Instructor of Commercial Branches, Cora J. Ball	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Ger- trude P. Davis, Louise M. Endicott, Emma M. George, Frances H. Manny, Esther L. Sanborn, Elizabeth J. Strong- man, Ellen I. Tryon; Special Assistant Instructor of Com- mercial Branches, Isabel S. Skinner.	8
<i>On Probation.</i> — Masters, Heads of Departments: English, Samuel Thurber; Commercial Branches, Thomas H. H. Knight; Assistants, Rosalie Y. Abbot, Mabel A. Fitz, Alice M. Twigg; Special Assistant, Clara A. Hawthorne.	6
	— 37

HIGH SCHOOL OF COMMERCE.

Greatest whole number belonging	145
Average whole number belonging	135
TEACHERS.—Entitled to 6 regular and special teachers and 1 special assistant	7
<i>On Probation.</i> —Heads of Departments: Science, Lyman G. Smith, Master; Modern Languages, Joel Hatheway, Junior Master; English, Henry W. Holmes, Junior Master; Business Technique, Ernest V. Page, Junior Master; Special Instruc- tor of Commercial Branches, F. Edwin Walter; Special Assistant, Arthur J. Fotch	6
	— 6

MECHANIC ARTS HIGH SCHOOL.

Greatest whole number belonging	749
Average whole number belonging	706
TEACHERS.—Entitled to 23 regular and special teachers and 1 special assistant	24
<i>Now serving on tenure</i>	10
<i>Appointed: To serve for the term ending August 31, 1908.</i> — Junior Masters, Frederick C. Adams, Ernest G. Hapgood, Adelbert H. Morrison; Instructor, Frederick W. Turner; Assistant Instructors, Mary A. Harriman, Henry C. Short; Special Assistant Instructors, Josephine M. Curry, Katharine E. Leonard	8
<i>On Probation.</i> —Masters, Heads of Departments: Mathematics, William Fuller; English, Charles L. Hanson; Science, Ros- well Parish; History, Herbert S. Weaver; Special Assistant, Eunice J. Weston	5
	— 23

ROXBURY HIGH SCHOOL.

Greatest whole number belonging	657
Average whole number belonging	622
TEACHERS.—Entitled to 23 regular and special teachers and 1 special assistant	24
<i>Now serving on tenure</i>	17
<i>Appointed: To serve during the pleasure of the School Commit- tee.</i> —Assistant, Prudence E. Thomas; Assistant Instructor, Roy E. Moor	2
<i>To serve for the term ending August 31, 1908.</i> —Special In- structor of Commercial Branches, Daniel Foley; Special In- structor of French, Helen J. McShane	2
<i>On Probation.</i> —Masters, Heads of Departments: Commercial Branches, Henry C. Shaw; Science, Irving H. Upton; Special Assistant, Georgiana V. Wait	3
	— 24

SOUTH BOSTON HIGH SCHOOL.

Greatest whole number belonging	534
Average whole number belonging	505
TEACHERS. — Entitled to 18 regular and special teachers and 1 special assistant	19
<i>Now serving on tenure</i>	12
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistant, Minnie L. Butland	1
<i>To serve for the term ending August 31, 1908.</i> — Junior Master, Arthur F. Campbell; Assistant, Grace V. Lynch	2
<i>On Probation.</i> — Masters, Heads of Departments: History, William I. Corthell; English, James Mahoney; Special As- sistant Instructor in Drawing, Helen G. Davis; Special As- sistant, Christina M. McCarthy	4
	— 19

WEST ROXBURY HIGH SCHOOL.

Greatest whole number belonging	425
Average whole number belonging	404
TEACHERS. — Entitled to 15 regular and special teachers and 1 special assistant	16
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistants, Mabel O. Mills, Emma F. Simmons	2
<i>To serve for the term ending August 31, 1908.</i> — Special In- structor of Commercial Branches, Leon C. Colman	1
<i>On Probation.</i> — Masters, Heads of Departments: Science, George A. Cowen; German, George F. Partridge; Special Assistant, Mabel E. Woodworth	3
	— 16

ADAMS DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging,	1,313
Average whole number belonging	1,279
TEACHERS. — Entitled to 26 regular teachers and 3 teachers of ungraded classes	29
<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — First Assistant, Grammar School, Adiline H. Cook; Assistant, Ellen L. Moran	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Annice A. Anderson, Edith M. Coe, Anna E. Keaney, Annie F. Keating, Ellen E. Melleney, May H. Sears, Rosella V. Sweeney, Mary E. Towne	8
<i>On Probation.</i> — Assistants, Caroline G. Chard, Eleanor L. McGourty	2
	— 27

KINDERGARTENS. — Greatest whole number belonging	131
Average whole number belonging	126
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistants, Catherine P. Bishop, Mary E. Kennedy	2
	— 4

AGASSIZ DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging,	1,446
Average whole number belonging	1,422
TEACHERS. — Entitled to 30 regular teachers	30
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Assistants, Alice G. Cleaveland, Emma F. West	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants,	
Elvera M. Bloom, Sara D. Davidson, Mary J. Haggerty,	
Ethelyn C. Hallstrom, Mary A. O'Neil	5
<i>On Probation.</i> — Sub-master, Arthur E. Baker; Master's Assist-	
ant, Caroline N. Poole; Assistants, Katherine E. Cufflin,	
Elizabeth V. Mahoney	4
	— 29

KINDERGARTENS. — Greatest whole number belonging	114
Average whole number belonging	103
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Assistant, Olivia B. Hazelton	1
	— 4

BENNETT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,045
Average whole number belonging	1,036
TEACHERS. — Entitled to 22 regular teachers	22
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Assistant, Jennie M. Good	1
<i>To serve for the term ending August 31, 1908.</i> — Sub-master,	
Owen D. Evans; Assistants, Jennie M. Chandler, Gertrude	
B. Sanderson	3
	— 22

KINDERGARTENS. — Greatest whole number belonging	97
Average whole number belonging	89
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistant, Helen S. Eaton	1
	— 3

BIGELOW DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,470
Average whole number belonging	1,446
TEACHERS. — Entitled to 29 regular teachers; 3 teachers of ungraded classes; 1 teacher of a special class	33
<i>Now serving on tenure</i>	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Annie T. Burke, Annie G. Casey, Katharine A. Cunniff, Emma J. Ross	4
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Clara M. French, Susan H. Lynch, Annie C. McDonald, Mary G. McDermott, Katharine C. McDonnell, Alice M. Mulrey, Henrietta L. Stumpf, Mary G. Sullivan	8
<i>On Probation.</i> — Sub-master, Thomas J. Barry; Assistants, Geraldine I. Donoghue, Theobald A. Lynch	3
	— 32

BLACKINTON DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,051
Average whole number belonging	1,020
TEACHERS. — Entitled to 21 regular teachers and 2 teachers of ungraded classes	23
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Olive A. Kee	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Helen M. Horton, Harriet G. Jones, Annie C. Lamb, Margaret T. Leahy, Kate E. McMullin, Lucy A. O'Brien	6
<i>On Probation.</i> — Sub-master, Everett L. Getchell	1
	— 22

KINDERGARTENS. — Greatest whole number belonging	120
Average whole number belonging	105
TEACHERS. — Number entitled to	4
Appointed: <i>To serve for the term ending August 31, 1908.</i> — First Assistant, Ruth Perry; Assistants, Margaret Chandler, Rosa K. Perry	3
<i>On Probation.</i> — First Assistant, Eliza L. Osgood	1
	— 4

BOWDITCH DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,343
Average whole number belonging	1,327
TEACHERS. — Entitled to 28 regular teachers and 1 teacher of an ungraded class	29
<i>Now serving on tenure</i>	26
<i>On Probation.</i> — Assistant, Gertrude A. Poor	1
	— 27

KINDERGARTENS. — Greatest whole number belonging	104
Average whole number belonging	94
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Florence J. Ferguson	1
<i>On Probation.</i> — Assistant, Edna F. Hawes	1
—	4

BOWDOIN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,157
Average whole number belonging	1,095
TEACHERS. — Entitled to 23 regular teachers; 1 teacher of an ungraded class; 1 teacher of a special class	25
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, May A. Treen	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Ethel G. Ross	1
<i>On Probation.</i> — Assistants, Hattie H. Batson, Susan S. Faden,	2
—	24

KINDERGARTENS. — Greatest whole number belonging	115
Average whole number belonging	103
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Maud A. Lynch	1
—	4

BRIMMER DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	967
Average whole number belonging	958
TEACHERS. — Entitled to 19 regular teachers and 2 teachers of ungraded classes	21
<i>Now serving on tenure</i>	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Grace F. Gardner, Ellen G. Hayden, Grace W. Mitchell, Klara J. Olsson, Frances A. Putnam	5
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, James A. Treanor; Assistants, Frances A. Curtis, Theresa G. O'Brien	3
<i>On Probation.</i> — First Assistant in Charge, Margaret L. Eaton; Assistants, Margaret M. Brennan, Josephine A. Power, Edith M. Robertson	4
—	20

APPOINTMENTS FOR RE-ELECTION.

15

KINDERGARTEN. — Greatest whole number belonging	57
Average whole number belonging	52
TEACHERS. — Number entitled to	2
Now serving on tenure	2

BUNKER HILL DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	912
Average whole number belonging	894
TEACHERS. — Entitled to 19 regular teachers and 1 teacher of an ungraded class	20
Now serving on tenure	18
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistant, Anastasia F. Murphy	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Helen F. Davol	1
	— 20

KINDERGARTEN. — Greatest whole number belonging	58
Average whole number belonging	50
TEACHERS. — Number entitled to	2
Now serving on tenure	1
On Probation. — Assistant, Jaqueline Carroll	1
	— 2

CHAPMAN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,292
Average whole number belonging	1,259
TEACHERS. — Entitled to 27 regular teachers and 1 teacher of an ungraded class	28
Now serving on tenure	19
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistant, S. Catherine Smith	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Clara H. Allen, Annie C. Deering, Grace E. Fogg, Margaret M. A. Kennedy, Marion P. McPhee, Beatrice E. Strong, Caroline Swift	7
	— 27

KINDERGARTENS. — Greatest whole number belonging	119
Average whole number belonging	101
TEACHERS. — Number entitled to	4
Now serving on tenure	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Adelaide M. Clarke, Grace G. Daly	2
	— 4

CHARLES SUMNER DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,044
Average whole number belonging	1,024
TEACHERS. — Entitled to 22 regular teachers	22

<i>Now serving on tenure</i>	21
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Sub-master, Stacy B. Southworth	1
	— 22
KINDERGARTENS. — Greatest whole number belonging	133
Average whole number belonging	120
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Fannie P. Walker	1
	— 4

CHRISTOPHER GIBSON DISTRICT. *

ELEMENTARY SCHOOLS. — Greatest whole number belonging	928
Average whole number belonging	921
TEACHERS. — Entitled to 19 regular teachers	19
<i>Now serving on tenure</i>	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Katharine T. Lyons, Deborah A. McColl	2
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Mabel B. Fuller	1
<i>On Probation.</i> — First Assistant in Charge, Rose E. A. Redding; Assistants, Mary I. McIsaac, Agnes G. Strong	3
	— 18
KINDERGARTEN. — Greatest whole number belonging	51
Average whole number belonging	49
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Mary F. O'Meara	1
	— 2

COMINS DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,143
Average whole number belonging	1,120
TEACHERS. — Entitled to 23 regular teachers and 1 teacher of an ungraded class	24
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, A. Harriet Haley	1
<i>To serve for the term ending August 31, 1908.</i> — First Assistant, Grammar School, Lillian E. Cronin; Assistants, Ellen M. Cronin, Anna J. Griffin, Elizabeth T. Lavey, Margaret S. Lunt, Lucy A. Mackenzie, Mary A. Mahoney, Mary E. O'Donnell	8
<i>On Probation.</i> — Assistants, Rachel U. Cornwell, Grace M. Goodrich, Katherine F. Hartnett	3
	— 27

APPOINTMENTS FOR RE-ELECTION.

17

KINDERGARTENS. — Greatest whole number belonging	210
Average whole number belonging	175
TEACHERS. — Number entitled to	7
Now serving on tenure	3
Appointed: To serve during the pleasure of the School Committee. — Assistant, Mina Guyton	1
To serve for the term ending August 31, 1908. — Assistants, Florence G. McCarthy, Mary M. Oswald, Marion R. Stevens	3
	— 7

DEARBORN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	2,006
Average whole number belonging	1,888
TEACHERS. — Entitled to 42 regular teachers and 1 teacher of an ungraded class	43
Now serving on tenure	30
Appointed: To serve during the pleasure of the School Committee. — First Assistant in Charge, Katharine O'Brien; Assistant, Lucy H. Littlefield	2
To serve for the term ending August 31, 1908. — Assistants, C. Agnes Dailey, Michael J. Downey, Mary G. Finnegan, Anna E. McDonough, Elizabeth W. O'Connell, Katherine T. O'Sullivan, Carrie M. Wellington	7
	— 39

KINDERGARTEN. — Greatest whole number belonging	67
Average whole number belonging	63
TEACHERS. — Number entitled to	2
Now serving on tenure	2

DILLAWAY DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,571
Average whole number belonging	1,554
TEACHERS. — Entitled to 33 regular teachers	33
Now serving on tenure	26
Appointed: To serve for the term ending August 31, 1908. — Assistants, Mabel L. Harrington, Katherine Keenan, Sarah B. C. Lane, Lena Lee, Martha L. Reid	5
On Probation. — First Assistant in Charge, Annie E. Mahan	1
	— 32

KINDERGARTENS. — Greatest whole number belonging	118
Average whole number belonging	97
TEACHERS. — Number entitled to	4
Now serving on tenure	3
Appointed: To serve for the term ending August 31, 1908. — Assistant, Ida G. Beverly	1
	— 4

DUDLEY DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,648
Average whole number belonging	1,615
TEACHERS. — Entitled to 34 regular teachers; one teacher of an ungraded class; one teacher of a special class	36
<i>Now serving on tenure</i>	26
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary L. Logan, Hannah E. Tobin	2
<i>To serve for the term ending August 31, 1908.</i> — Submaster, Edward F. O'Dowd; First Assistant, Grammar School, Charles E. Harris; Assistant, Helena M. Follen	3
<i>On Probation.</i> — Assistants, Hannah B. Ford, Evelyn G. McGinley	2
	— 33
KINDERGARTENS. — Greatest whole number belonging	125
Average whole number belonging	97
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Lucy E. Low	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Mabelle L. Boyer	1
	— 4

DWIGHT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,255
Average whole number belonging	1,222
TEACHERS. — Entitled to 26 regular teachers; 1 teacher of an ungraded class; 1 teacher of a special class	28
<i>Now serving on tenure</i>	22
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Sub-master, Elmer E. Sherman; Assistants, Margaret L. Carolan, Grace E. Coyne, Mary Kelly, Blanche A. Russell	5
	— 27
KINDERGARTENS. — Greatest whole number belonging	114
Average whole number belonging	102
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
<i>On Probation.</i> — Assistant, Lillian M. Bonelli	1
	— 4

EDWARD EVERETT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,358
Average whole number belonging	1,327
TEACHERS. — Entitled to 29 regular teachers	29

APPOINTMENTS FOR RE-ELECTION.

19

<i>Now serving on tenure</i>	13
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Josephine M. Barrett, Marion E. Buswell, Bessie M. Elliott	3
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, Leonard M. Patton; Assistants, Mae H. Bromley, Rosa M. Bumstead, Elizabeth G. Diman, Mary E. Donovan, Charlotte Rafter	6
<i>On Probation.</i> — Assistants, Maud J. Bray, Margaret R. Dwyer, Rose D. Hoyer, Etta C. Rochefort	4
	— 26
KINDERGARTEN. — Greatest whole number belonging	63
Average whole number belonging	56
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Alice E. Leavens	1
	— 2

ELIOT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	2,090
Average whole number belonging	2,053
TEACHERS. — Entitled to 38 regular teachers and 9 teachers of ungraded classes	47
<i>Now serving on tenure</i>	30
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Agnes L. McMahan, Mary T. Melia	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Theresa V. Arato, Lura A. Chase, Josephine A. Coulahan, Etta C. Ernst, Ida E. Malaney, Mary E. McCormick, Mary M. McNeil, Katherine G. O'Donnell, Annie E. Regan, Mary L. Sullivan	10
<i>On Probation.</i> — Sub-master, Paul V. Donovan; Assistant, Louise M. DeVoto	2
	— 44
KINDERGARTENS. — Greatest whole number belonging	112
Average whole number belonging	101
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Mary A. Cahill, Margaret V. Quinlan	2
	— 4

EMERSON DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,263
Average whole number belonging	1,255
TEACHERS. — Entitled to 26 regular teachers and 1 teacher of an ungraded class	27

<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, James H. Leary; Assistants, Sarah A. Atwood, Mabel L. Josselyn	3
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Sarah B. McGlinn, Sarah E. McNeill, Ona I. Nolan, Isabel J. Ross	4
<i>On Probation.</i> — Master's Assistant, Mary R. Thomas; Assistants, Anna A. Aronic, Edith A. Duclos, Lena A. Sherwood	4
	— 26
KINDERGARTEN. — Greatest whole number belonging	67
Average whole number belonging	60
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Christine G. Long	1
	— 2

EVERETT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,141
Average whole number belonging	1,113
TEACHERS. — Entitled to 23 regular teachers and 1 teacher of an ungraded class	24
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Josephine C. Scholtes, Caroline S. Winslow	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Grace D. Hall, Ethel M. Rowland, Helen J. Scott, Catharine T. Whalen	4
	— 24
KINDERGARTEN. — Greatest whole number belonging	55
Average whole number belonging	49
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Clotilda A. Delany	1
	— 2

FRANKLIN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,608
Average whole number belonging	1,558
TEACHERS. — Entitled to 33 regular teachers, 2 teachers of ungraded classes	35

<i>Now serving on tenure</i>	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> —First Assistant in charge, Elizabeth F. Dorn; Assistants, Rose A. Plunkett, Ruth D. Stevens	3
<i>To serve for the term ending August 31, 1908.</i> —Assistants, Katherine E. Cotter, Margaret C. Donovan, Harriet A. Glover, Frances S. Jordan, Charlotte E. Romer, Mary M. Simpson	6
<i>On Probation.</i> —Assistants, Agnes G. R. Fitzsimmons, Elizabeth Greenman, Violet M. Nevins	3
	— 33
KINDERGARTEN.—Greatest whole number belonging	61
Average whole number belonging	56
TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> —Assistant, Elsie A. Burrage	1
	— 2

FROTHINGHAM DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging	1,294
Average whole number belonging	1,281
TEACHERS.—Entitled to 27 regular teachers and 1 teacher of an ungraded class	28
<i>Now serving on tenure</i>	22
Appointed: <i>To serve for the term ending August 31, 1908.</i> —Sub-master, Charles E. Quirk; Assistants, Mabel A. Collins, Grace A. T. Hefron, Frances L. Nickerson, Jennie L. Quirk,	5
	— 27
KINDERGARTEN.—Greatest whole number belonging	61
Average whole number belonging	57
TEACHERS.—Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> —Assistant, Angelina K. Mudge	1
	— 2

GASTON DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging	1,266
Average whole number belonging	1,255
TEACHERS.—Entitled to 27 regular teachers	27
<i>Now serving on tenure</i>	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Edith M. Allen	1
<i>To serve for the term ending August 31, 1908.</i> —Assistants, Elizabeth M. P. Bartlett, A. Josephine Bogan	2
<i>On Probation.</i> —Assistant, Mary A. Dorgan	1
	— 25

KINDERGARTEN. — Greatest whole number belonging	57
Average whole number belonging	56
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistant, Maud L. Richardson	1
—	2

GEORGE PUTNAM DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,191
Average whole number belonging	1,161
TEACHERS. — Entitled to 25 regular teachers	25
<i>Now serving on tenure</i>	13
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistants, Minnie E. Farnsworth, Sarah E. French, Lura B. Galbraith, Anna H. O'Connell, Imogene L. Owen, Louisa Prescott, Alice H. Shaw, Annie C. Simmons, Ede F. Travis	9
<i>On Probation.</i> — Assistants, Mary M. French, Elizabeth A. Wood	2
—	24

KINDERGARTEN. — Greatest whole number belonging	64
Average whole number belonging	57
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistant, M. Alice Costello	1
—	2

GILBERT STUART DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	886
Average whole number belonging	865
TEACHERS. — Entitled to 19 regular teachers	19
<i>Now serving on tenure</i>	14
Appointed. — <i>To serve during the pleasure of the School Commit-</i> <i>tee.</i> — Assistant, Lucy D. Ellis	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Mary E. Walsh	1
<i>On Probation.</i> — Assistants, Ella M. B. Hayes, Hazel E. Poole,	2
—	18

KINDERGARTENS. — Greatest whole number belonging	91
Average whole number belonging	80
TEACHERS. — Number entitled to	3
<i>Now serving on tenure</i>	2
<i>On Probation.</i> — Assistant, Grace L. White	1
—	3

HANCOCK DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	2,135
Average whole number belonging	2,075
TEACHERS. — Entitled to 41 regular teachers and 7 teachers of ungraded classes	48
Now serving on tenure	37
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Primary Schools, Annie M. Niland; Assistants, Teresa L. Carlin, Mary A. Kirby, Katherine M. Sullivan	4
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Ida E. Ansley, Sara H. Colman, Geraldine F. Corbett, Anna T. Dinand, Mary F. Montrose, Emma L. Spratt	6
	— 47
KINDERGARTENS. — Greatest whole number belonging	306
Average whole number belonging	279
TEACHERS. — Number entitled to	10
Now serving on tenure	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Katherine M. Crowley, Julia E. Keith	2
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Agnes G. Ryan	1
On Probation. — Assistants, Bertha V. Martin, Ethel S. Murkland	2
	— 10

HARVARD DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,080
Average whole number belonging	1,052
TEACHERS. — Entitled to 23 regular teachers	23
Now serving on tenure	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant in Charge, Marcella C. Coyle; Assistant, Fanny E. Jennison	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Mary C. Leonard, Lucy C. Wiig	2
On Probation. — Assistant, Laura F. Wentworth	1
	— 22
KINDERGARTENS. — Greatest whole number belonging	112
Average whole number belonging	101
TEACHERS. — Number entitled to	4
Now serving on tenure	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Hattie F. Mason, Alice C. Ringer	2
	— 4

HENRY L. PIERCE DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,06
Average whole number belonging	1,033
TEACHERS. — Entitled to 23 regular teachers	23
<i>Now serving on tenure</i>	16
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistants, Elizabeth E. Haggerty, Ethel M. Haynes, Eva H. S. Lucas, Catharine J. Norton, Edith A. Savage	5
<i>On Probation.</i> — First Assistant in Charge, Keziah J. Anslow	1
—	22
KINDERGARTENS. — Greatest whole number belonging	104
Average whole number belonging	91
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
<i>On Probation.</i> — First Assistant, Gertrude F. Briggs; Assistants, Alice L. Brummett, Ethel M. Coleman	3
—	4

HUGH O'BRIEN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging,	1,633
Average whole number belonging	1,607
TEACHERS. — Entitled to 35 regular teachers	35
<i>Now serving on tenure</i>	24
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Julia E. Phalen	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Mary P. Barry, Alice Church, Ellen M. Greany, Mary E. Mahan, Louise Townsend, Mary A. Watson	6
<i>On Probation.</i> — Sub-master, Edwin I. Beal; Assistant, Thomas E. Kelley	2
—	33
KINDERGARTENS. — Greatest whole number belonging	125
Average whole number belonging	110
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
First Assistant, Clara Ransom; Assistant, Anna Harris	2
<i>On Probation.</i> — Assistant, Anna L. Smith	1
—	4

HYDE DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,272
Average whole number belonging	1,230
TEACHERS. — Entitled to 24 regular teachers; 2 teachers of ungraded classes; 1 teacher of a special class	27

APPOINTMENTS FOR RE-ELECTION.

<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Helen E. Cleaves, Elvira T. Harvey, Mary A. McKinlay, A. Gertrude O'Bryan, Jessie E. H. Thompson	5
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Anna F. Cotter, Alice G. Mace, Ellen J. Stuart	3
<i>On Probation.</i> — Assistants, Ellen J. Brosnahan, Helen E. Hermes, Zelpha L. Thayer.	3
	— 26
KINDERGARTEN. — Greatest whole number belonging	66
Average whole number belonging	60
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Mary R. Crane.	1
	— 2

JEFFERSON DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	899
Average whole number belonging	840
TEACHERS. — Entitled to 19 regular teachers	19
<i>Now serving on tenure</i>	10
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary A. Leary.	1
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, John W. Lillis; Assistants, Edith E. Cox, Vincent A. Keenan, Mary M. Phelan, Margaret L. Toole	5
<i>On Probation.</i> — Assistant, Helen K. Somers	1
	— 17

KINDERGARTENS. — Greatest whole number belonging	105
Average whole number belonging	98
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Catharine L. Gately	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Mary G. Murray	1
<i>On Probation.</i> — Assistant, Christine E. Glynn	1
	— 4

JOHN A. ANDREW DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,398
Average whole number belonging	1,315
TEACHERS. — Entitled to 29 regular teachers and 1 teacher of an ungraded class	30

<i>Now serving on tenure</i>	22
Appointed: To serve during the pleasure of the School Committee. — First Assistant, Grammar School, Bertha E. Miller; Assistants, Mary E. Keohan, Gertrude E. Puffer	3
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Annie E. Crowell, Maude E. McClure, Helen M. Waterman,	3
	— 28
KINDERGARTEN. — Greatest whole number belonging	53
Average whole number belonging	47
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> — Assistant, Mabel G. Finlay	1
	— 2

LAWRENCE DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging,	1,147
Average whole number belonging	1,136
TEACHERS. — Entitled to 23 regular teachers and 2 teachers of ungraded classes	25
<i>Now serving on tenure</i>	17
Appointed: To serve for the term ending August 31, 1908. — Assistants, Marcella F. Dowd, Florence R. Faxon, Annie E. George, Catherine E. Halligan, Lucy E. Killea, Mary F. O'Brien	6
<i>On Probation.</i> — Sub-master, Edwin C. Howard	1
	— 24
KINDERGARTENS. — Greatest whole number belonging	112
Average whole number belonging	87
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: To serve for the term ending August 31, 1908. — Assistants, Florence J. Crawford, Blanche G. F. Horner	2
	— 4

LEWIS DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging,	1,551
Average whole number belonging	1,521
TEACHERS. — Entitled to 31 regular teachers; 2 teachers of ungraded classes; 1 teacher of a disciplinary class	34
<i>Now serving on tenure</i>	22
Appointed: To serve during the pleasure of the School Committee. — First Assistant, Primary Schools, Marguerite G. Brett; Assistants, Grace A. Cunningham, Madeline B. Driscoll, Jessie Tishler	4
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Alice D. Burke, Anna V. Fallon, M. Genevieve Kiely, Katherine V. McBreen, C. Isabel Mention, Charlotte L. Wilber	6
<i>On Probation.</i> — Sub-master, Arthur L. Gould; Master's Assistant, Alice O'Neil	2
	— 34

APPOINTMENTS FOR RE-ELECTION.

27

KINDERGARTENS. — Greatest whole number belonging	153
Average whole number belonging	135
TEACHERS. — Number entitled to	5
Now serving on tenure	1
Appointed: To serve during the pleasure of the School Committee. — First Assistant, Mabel G. Berry	1
To serve for the term ending August 31, 1908. — Assistants, Grace M. Rayner, Annie L. Turner	2
On Probation. — Assistant, Esther Babcock	1
—	5

LINCOLN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,015
Average whole number belonging	984
TEACHERS. — Entitled to 21 regular teachers and 1 teacher of an ungraded class	22
Now serving on tenure	13
Appointed: To serve during the pleasure of the School Committee. — Sub-masters, Jonathan I. Buck, Charles S. Davis; Assistants, Sheba E. Berry, Frances M. Spooner	4
To serve for the term ending August 31, 1908. — Assistants, Edna F. Henderson, Gertrude L. Wright	2
On Probation. — Assistants, Gertrude P. Cole, Alice F. Moore,	2
—	21
KINDERGARTEN. — Greatest whole number belonging	56
Average whole number belonging	53
TEACHERS. — Number entitled to	2
Now serving on tenure	1
On Probation. — Assistant, Mary E. McCarthy	1
—	2

LONGFELLOW DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,002
Average whole number belonging	982
TEACHERS. — Entitled to 21 regular teachers	21
Now serving on tenure	13
Appointed: To serve during the pleasure of the School Committee. — Assistants, Emma L. Dahl, Edith Irving, Theresa D. Lewis, Ethel L. Sawyer, Hilda G. Watkins	5
To serve for the term ending August 31, 1908. — Assistant, Elnora O. C. Standish	1
On Probation. — Assistant, Helen M. Fogarty	1
—	20
KINDERGARTEN. — Greatest whole number belonging	63
Average whole number belonging	58
TEACHERS. — Number entitled to	2

Appointed: *To serve for the term ending August 31, 1908.*—

First Assistant, Jennie N. Haxton, Assistant, Laura L. Stewart	2	
	—	2

LOWELL DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,285	
Average whole number belonging	1,263	
TEACHERS. — Entitled to 27 regular teachers	27	
<i>Now serving on tenure</i>	22	
Appointed: <i>To serve for the term ending August 31, 1908.</i> —		
Assistants, Marguerite J. Martin, Marion R. Weymouth	2	
	—	24
KINDERGARTENS. — Greatest whole number belonging	113	
Average whole number belonging	104	
TEACHERS. — Number entitled to	4	
<i>Now serving on tenure</i>	2	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Beatrice H. Gunn	1	
	—	3

LYMAN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,917	
Average whole number belonging	1,883	
TEACHERS. — Entitled to 38 regular teachers; 3 teachers of ungraded classes; 1 teacher of a special class	42	
<i>Now serving on tenure</i>	21	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant in Charge, Lucy M. Goodwin; Assistants, Mary A. Ryan, Mary A. Stillman, Louise G. Sullivan	4	
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, Frank E. Hobart; Assistants, Lillian C. Burbank, Mary A. Clark, Margaret A. Cronin, M. Gertrude Godvin, Esther A. Kenna, John J. Maloney, Lillian A. McCall, Mary E. McCormack, Rose E. McEnany, Sarah C. Needham, Grace R. Neeley, Bereneice E. Reardon	13	
<i>On Probation.</i> — Assistants, Rose E. Harris, Gertrude E. Mayo, Anna E. Theisinger	3	
	—	41
KINDERGARTENS. — Greatest whole number belonging	236	
Average whole number belonging	212	
TEACHERS. — Number entitled to	8	
<i>Now serving on tenure</i>	2	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistants, Hattie Browne, Florence M. Welch,	2	
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Marion R. Fenno, Sybil M. Grimes, Bernice A. Hill, Maude Sprague	4	
	—	8

MARTIN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	954
Average whole number belonging	932
TEACHERS. — Entitled to 19 regular teachers and 1 teacher of an ungraded class	20
<i>Now serving on tenure</i>	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary D. Chadwick, Alice B. Poor	2
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Alice F. Connell	1
	— 19
KINDERGARTEN. — Greatest whole number belonging	92
Average whole number belonging	74
TEACHERS. — Number entitled to	3
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Anna M. White	1
<i>On Probation.</i> — Assistant, Helen G. Gormley	1
	— 3

MARY HEMENWAY DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,343
Average whole number belonging	1,333
TEACHERS. — Entitled to 28 regular teachers	28
<i>Now serving on tenure</i>	23
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Florence M. Robinson	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Gertrude E. Kendall, Ellen G. McTernan, Jessie L. Nolte, Martha E. Tracy	4
	— 28
KINDERGARTENS. — Greatest whole number belonging	103
Average whole number belonging	94
TEACHERS. — Number entitled to	3
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Annie M. Smith	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Clara A. Perkins	1
	— 3

MATHER DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	2,111
Average whole number belonging	2,072
TEACHERS. — Entitled to 44 regular teachers and one teacher of an ungraded class	45

<i>Now serving on tenure</i>	32
<i>Appointed: To serve during the pleasure of the School Committee.</i> — Assistants, Elizabeth V. Cloney, Lucy D. Macarthy, Annie Mackenzie	3
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Alice M. Cahill, Loretta J. Curran, Mary A. Dunican, Martha A. Norton, Alice M. Packard, Mary Smith	6
<i>On Probation.</i> — Assistants, Dorothy Taft, Mary E. Vogel	2
	— 43
KINDERGARTENS.— Greatest whole number belonging	121
Average whole number belonging	110
TEACHERS.— Number entitled to	4
<i>Now serving on tenure</i>	1
<i>Appointed: To serve during the pleasure of the School Committee.</i> — First Assistant, Eleanor G. Hutchinson; Assistant, Ada Cushing	2
<i>On Probation.</i> — Assistant, Mary I. F. Montgomery	1
	— 4

MINOT DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging	751
Average whole number belonging	745
TEACHERS.— Entitled to 16 regular teachers	16
<i>Now serving on tenure</i>	9
<i>Appointed: To serve during the pleasure of the School Committee.</i> — Sub-master, W. Stanwood Field; assistants, Katherine R. Haley, Lillian A. Richardson	3
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Rose Dearborn	1
<i>On Probation.</i> — Assistants, Helen S. Chapman, Annie E. Harris,	2
	— 15
KINDERGARTEN.— Greatest whole number belonging	55
Average whole number belonging	53
TEACHERS.— Number entitled to	2
<i>Now serving on tenure</i>	1

NORCROSS DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging	1,166
Average whole number belonging	1,160
TEACHERS.— Entitled to 23 regular teachers and 2 teachers of ungraded classes	25
<i>Now serving on tenure</i>	16
<i>Appointed: To serve during the pleasure of the School Committee.</i> — Assistants, Mary A. I. O'Brien, Eva Steele, Carrie A. Whitaker	3
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Bessie E. Kennedy, Catherine H. Murphy, Bertha J. Rich	3
<i>On Probation.</i> — Assistants, Estelle C. Chase, Mary C. Sullivan,	2
	— 24

APPOINTMENTS FOR RE-ELECTION.

31

KINDERGARTEN. — Greatest whole number belonging	56
Average whole number belonging	45
TEACHERS. — Number entitled to	2
Now serving on tenure	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistant, Mary M. Loughlin	1
	— 2

OLIVER HAZARD PERRY DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,227
Average whole number belonging	1,180
TEACHERS. — Entitled to 26 regular teachers	26
Now serving on tenure	11
Appointed. — <i>To serve during the pleasure of the School Committee.</i> —	
First Assistant, Grammar School, Julia A. Noonan;	
Assistant, Helen F. Kenney	2
<i>To serve for the term ending August 31, 1908.</i> — Sub-master,	
Stanley A. Starratt; Assistants, Agnes E. Barry, Anna M. Cogan, Jennie G. J. Cox, Elizabeth A. Freeto, Margaret L. Higgins, Minnie A. Kennedy, K. Gertrude Marden, Margaret A. Murphy, Elizabeth A. Nash, Mary Nicolson	11
	— 24

KINDERGARTEN. — Greatest whole number belonging	59
Average whole number belonging	55
TEACHERS. — Number entitled to	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
First Assistant, Bertha E. Richardson	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant,	
Elsie M. Gannon	1
	— 2

OLIVER WENDELL HOLMES DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,834
Average whole number belonging	1,813
TEACHERS. -- Entitled to 39 regular teachers	39
Now serving on tenure	19
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
Master's Assistant, E. Gertrude Dudley; First Assistant, Grammar School, Anna A. Maguire; First Assistant in Charge, Nellie G. Kelley; Assistant, Mary T. McColl,	4
<i>To serve for the term ending August 31, 1908.</i> — Assistants,	
Blanche Burdick, Marietta H. Delaney, Harriet E. Ells, Catherine A. Gartland, Katharine C. Kelley, Carolyn I. Lynch, Mary A. McNaught, Elizabeth R. Phelan, Katharine G. Sheehan, Mary C. Sinnott, Josephine F. Sullivan	11
<i>On Probation.</i> — First Assistant in Charge, Grace Hall; Assistant, John J. Cummings	2
	— 36

KINDERGARTENS. — Greatest whole number belonging . . .	146
Average whole number belonging	141
TEACHERS. — Number entitled to	5
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistants, Geraldine U. Fox, Ella G. Jenkins	2
	— 4

PHILLIPS DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging . . .	1,347
Average whole number belonging	1,328
TEACHERS. — Entitled to 24 regular teachers and 6 teachers of ungraded classes	30
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Nellie M. Foley, Ellen M. Sullivan	2
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, Edgar E. Hulse; Assistants, Agnes B. Doyle, Rose E. Lyons, Susan A. McKenna, Harriet F. Smith	5
<i>On Probation.</i> — Sub-master, Joel W. Reynolds; Assistant, William T. Miller	2
	— 27

PHILLIPS BROOKS DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging . . .	1,969
Average whole number belonging	1,927
TEACHERS. — Entitled to 42 regular teachers	42
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Alice A. Brophy	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Fannie Barnett, Delia Condron, Jane K. Daly, S. Theodosia Folsom, Clara E. Glover, Grace M. Hart, Mary E. Kelleher, Dora E. McCarty, Katherine A. McMurry, Genevra M. Pennoyer, Thomas J. Sheahan, Blanche V. Smith, Catherine J. Sullivan, Helen S. S. Wilkinson	14
<i>On Probation.</i> — Assistants, Minnie B. Conant, Frances E. Dailey, Eunice C. Hearn, Constance Horsford, Lavinia M. McLean	5
	— 40
KINDERGARTENS. — Greatest whole number belonging	137
Average whole number belonging	135
TEACHERS. — Number entitled to	5
<i>Now serving on tenure</i>	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Gertrude L. Gavin	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Frances L. O'Connell	1
<i>On Probation.</i> — Assistant, Jessie M. G. Wilkinson	1
	— 5

PRESCOTT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,033
Average whole number belonging	1,002
TEACHERS. — Entitled to 22 regular teachers	22
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary R. Fitzgerald, Grace A. Reed	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Agnes C. Flynn, Jessie A. Shaw, Esther F. Sullivan	3
<i>On Probation.</i> — Assistants, Helen I. Bridge, Annie C. Forbes,	2
	— 21
KINDERGARTEN. — Greatest whole number belonging	64
Average whole number belonging	57
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Rose B. Sullivan	1
	— 2

PRINCE DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,097
Average whole number belonging	1,059
TEACHERS. — Entitled to 22 regular teachers and 1 teacher of an ungraded class	23
<i>Now serving on tenure</i>	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary A. Perkins, Hattie M. Simpson	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Julia L. Frank, Annie A. Horton, Inez A. Hunt	3
<i>On Probation.</i> — Assistant, Ellen G. Wiseman	1
	— 23
KINDERGARTEN. — Greatest whole number belonging	60
Average whole number belonging	46
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	2

QUINCY DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,242
Average whole number belonging	1,218
TEACHERS. — Entitled to 25 regular teachers and 2 teachers of ungraded classes	27
<i>Now serving on tenure</i>	17
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Mary Burkhardt, Harriette G. Gilmore, Lillian D. Peirce, Elva A. Price, Grace H. Smith	5
<i>On Probation.</i> — Assistants, Alice M. Roche, Lillian M. Watts	2
	— 24

KINDERGARTENS. — Greatest whole number belonging	126
Average whole number belonging	115
TEACHERS. — Number entitled to	4
Now serving on tenure	2
Appointed: To serve during the pleasure of the School Committee. — Assistant, Edith C. Johnson	1
To serve for the term ending August 31, 1908. — Assistant, Edith F. Barker	1
	— 4

RICE DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	770
Average whole number belonging	747
TEACHERS. — Entitled to 15 regular teachers and 1 teacher of an ungraded class	16
Now serving on tenure	13
Appointed: To serve for the term ending August 31, 1908. — Sub-master, Bertram C. Richardson; Assistant, Sadie W. Jenkins	2
On probation. — Assistant, Elinor Maher	1
	— 16
KINDERGARTEN. — Greatest whole number belonging	43
Average whole number belonging	37
TEACHERS. — Number entitled to	1
Now serving on tenure	1

ROBERT G. SHAW DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	724
Average whole number belonging	704
TEACHERS. — Entitled to 15 regular teachers	15
Now serving on tenure	13
Appointed: To serve for the term ending August 31, 1908. — Assistant, Anna L. Maguire	1
On Probation. — Assistant, Martha B. Johnson	1
	— 15
KINDERGARTENS. — Greatest whole number belonging	88
Average whole number belonging	78
TEACHERS. — Numbers entitled to	3
Now serving on tenure	3

ROGER WOLCOTT DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,634
Average whole number belonging	1,608
TEACHERS. — Entitled to 35 regular teachers	35

<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Blanche I. Evans, Annie G. Shay	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Mary W. Baker, Violet C. Coates, Alicia G. Frawley, Anna F. Maybury, Margaret C. McCloskey, Alice G. Meade, Katherine C. Nickels, Josephine L. Pickett, Katherine V. Rowe	9
<i>On Probation.</i> — Assistants, Nellie E. Briggs, Irene A. Dooley, —	2 33
KINDERGARTENS. — Greatest whole number belonging	128
Average whole number belonging	117
TEACHERS. — Number entitled to	5
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Marguerita C. McDermott, Helen V. Peck	2 — 5

SHERWIN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,156
Average whole number belonging	1,120
TEACHERS. — Entitled to 24 regular teachers and 1 teacher of an ungraded class	25
<i>Now serving on tenure</i>	18
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Isabel M. Brown, Alice M. Colleton, Rose L. Hurvitz, Mary C. Rogers, Amy W. Shaw, Catherine G. Sheahan, Clara S. Ziersch	7 — 25
KINDERGARTENS. — Greatest whole number belonging	114
Average whole number belonging	103
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	4

SHURTLEFF DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	943
Average whole number belonging	917
TEACHERS. — Entitled to 18 regular teachers and 2 teachers of ungraded classes	20
<i>Now serving on tenure</i>	17
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistants, Mary J. Cullen, Abbie S. Mendell, Mary L. O'Neill	3 — 20
KINDERGARTENS. — Greatest whole number belonging	101
Average whole number belonging	94
TEACHERS. — Number entitled to	4

<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1908.</i> —	
Assistant, Katharine S. Haskell	1
	— 3

THOMAS GARDNER DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging .	1,351
Average whole number belonging	1,328
TEACHERS. — Entitled to 29 regular teachers	29
<i>Now serving on tenure</i>	19
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elva E. Buck, M. Grace Seymour	2
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Margaret T. Casey, Grace E. Hackett, Julia B. Harvell, Grace A. Kelleher, Mabel J. Neil	5
<i>On Probation.</i> — Sub-master, Herbert F. Sylvester; Assistant, Mary E. Cosgrove	2
	— 28

KINDERGARTENS. — Greatest whole number belonging	144
Average whole number belonging	126
TEACHERS. — Number entitled to	5
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Alice R. Eliot	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Carolyn B. Shattuck	1
<i>On Probation.</i> — Assistants, Dorothy Hill, Jessie L. Sweet	2
	— 5

THOMAS N. HART DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging .	1,285
Average whole number belonging	1,265
TEACHERS. — Entitled to 27 regular teachers	27
<i>Now serving on tenure</i>	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Alice M. Desmond	1
<i>To serve for the term ending August 31, 1908.</i> — Sub-masters, Robert S. Atkins, Chester H. Wilbar; Assistant, Jennie P. Grose	3
	— 25

KINDERGARTENS. — Greatest whole number belonging	107
Average whole number belonging	97
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Elizabeth S. Tash	1
	— 4

WARREN DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,020
Average whole number belonging	978
TEACHERS. — Entitled to 21 regular teachers and 1 teacher of a special class	22
<i>Now serving on tenure</i>	20
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary M. Crane	1
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, Walter J. Phelan	1
	— 22
KINDERGARTENS. — Greatest whole number belonging	108
Average whole number belonging	100
TEACHERS. — Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Assistant, M. Alice O'Connell	1
<i>To serve for the term ending August 31, 1908.</i> — Assistant, Rosalind W. Henderson	1
	— 4

WASHINGTON DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	2,158
Average whole number belonging	2,043
TEACHERS. — Entitled to 43 regular teachers and 4 teachers of ungraded classes	47
<i>Now serving on tenure</i>	11
Appointed : <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary E. Durgin, Eleanor B. Jamison, Elizabeth M. Keefe, Adeline M. Murphy, Margaret F. Murphy	5
<i>To serve for the term ending August 31, 1908.</i> — Sub-master, Joseph B. Egan ; First Assistant Grammar School, James M. Murdock ; Assistants, Idabel F. Butler, Annie L. Curly, Alice A. Doherty, Mary E. Gately, Helen J. Gormley, Anna E. Haley, Alice McGillicuddy, Anna F. Moran, Alice Neilan, Elizabeth M. O'Donnell, Johanna J. O'Neill, Gertrude O. Oppenheim, Caroline R. Pulsifer, Josephine Smith, Gertrude F. Sullivan, Gertrude H. Sullivan, Mary A. L. Timony	19
<i>On Probation.</i> — Assistants, Frances Burnce, Mary V. Cronin, Katherine L. Driscoll, Mary E. Harvell, Mary C. Locke, Alice E. MacKusick, F. Helene Mayo, Charlotte R. Weild	8
	— 43
KINDERGARTENS. — Greatest whole number belonging	128
Average whole number belonging	116
TEACHERS. — Number entitled to	4

<i>Now serving on tenure</i>	1
<i>Appointed: To serve during the pleasure of the School Committee.</i> — First Assistant, Anna M. Mullins	1
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Elizabeth A. Lyons, Amy A. Snelling	2
	— 4

WASHINGTON ALLSTON DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	886
Average whole number belonging	857
TEACHERS. — Entitled to 18 regular teachers and 1 teacher of an ungraded class	19
<i>Now serving on tenure</i>	12
<i>Appointed: To serve for the term ending August 31, 1908.</i> — Sub-master, Louis P. Nash; Assistants, Elizabeth L. Bush, Florence M. Homer, Marion E. Hood, Edith J. Jones, Annie P. O'Hara	6
	— 18
KINDERGARTEN. — Greatest whole number belonging	51
Average whole number belonging	42
TEACHERS. — Number entitled to	2
<i>Now serving on tenure</i>	1
<i>Appointed: To serve for the term ending August 31, 1908.</i> — Assistant, Jessie A. Adams	1
	— 2

WELLS DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	2,366
Average whole number belonging	2,329
TEACHERS. — Entitled to 49 regular teachers and 3 teachers of ungraded classes	52
<i>Now serving on tenure</i>	40
<i>Appointed: To serve during the pleasure of the School Committee.</i> — Assistants, Judith E. Dugan, Ellen F. Joyce, Mary R. McNamara	3
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Jennie L. Carter, Laura W. Cook	2
<i>On Probation.</i> — Assistants, Eleanore E. Hubbard, Amy V. Kingston, Emma C. McNamara, Maizie E. Wilson	4
	— 49
KINDERGARTENS. — Greatest whole number belonging	183
Average whole number belonging	169
TEACHERS. — Number entitled to	6
<i>Now serving on tenure</i>	3
<i>On Probation.</i> — First Assistant, Mary P. Corrigan; Assistants, Dora L. Adler, Fannie M. Gueth	3
	— 6

WILLIAM E. RUSSELL DISTRICT.

ELEMENTARY SCHOOLS. — Greatest whole number belonging	1,614
Average whole number belonging	1,603
TEACHERS. — Entitled to 34 regular teachers	34

<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary E. Griffin, May C. McDonough, Gertrude W. Simpson, Mabel A. Woodward	4
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Florence M. Bell, Maud I. Carter, Stella M. Coates, Katharine T. A. Hogan, Gertrude E. Merrill, Freda Salfisberg	6
<i>On Probation.</i> — Assistants, Mary K. Corbett, Sarah E. McMahan, Caroline J. Trommer	3
	— 33
KINDERGARTEN.— Greatest whole number belonging	52
Average whole number belonging	45
TEACHERS.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1908.</i> — Assistant, Elizabeth E. Curley	1
	— 2

WINTHROP DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging	1,183
Average whole number belonging	1,156
TEACHERS.— Entitled to 22 regular teachers and 4 teachers of ungraded classes	26
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Edith M. Holway, Winifred E. McKay, Helen Wilson	3
<i>To serve for the term ending August 31, 1908.</i> — Assistants, Effie E. Beal, Marguerite C. Cronan, Ethel F. Grove, Mary B. Thompson, Pauline E. Voelpel	5
<i>On Probation.</i> — Assistants, Mabel A. Grogan, Anna M. Murray, Elizabeth A. Welsh	3
	— 25

KINDERGARTEN.— Greatest whole number belonging	45
Average whole number belonging	41
TEACHERS.— Number entitled to	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Sara C. Bullard	1

HORACE MANN SCHOOL.

Appointed: *To serve for the term ending August 31, 1908.*— Assistant, Amy M. Pleadwell.
On Probation.— Assistant, Desire E. Nickels.

SCHOOL ON SPECTACLE ISLAND.

On Probation.— Teacher, John A. O'Keefe, Jr.

DRAWING.

On Probation.— Assistant in, Amy R. Whittier.

MUSIC.

Appointed: *To serve for the term ending August 31, 1908.* — Assistant in, Blanche Tibbits.

SCHOOLS OF COOKERY.

Appointed: *To serve during the pleasure of the School Committee.* — Instructor, Roberta M. Cummins.

To serve for the term ending August 31, 1908. — Instructors, Elizabeth D. Chadwell, Catharine F. Clifford, Anna U. Foley, Alice R. Merrick, Anna E. Muldoon, Grace B. Nichols.

On Probation. — Instructor, Mary T. Galvin.

SCHOOLS OF WOODWORKING.

Appointed: *To serve during the pleasure of the School Committee.* — Instructor, Mary J. Marlow; Assistant Instructors, Lillian M. Beckwith, Josephine May.

To serve for the term ending August 31, 1908. — Instructor, Grace J. Freeman; Assistant Instructors, Sarah M. Aldrich, Edna L. Allen, Mary C. Barstow, Jessie L. Burns, Joseph F. Carter, Mary E. Davin, Mary G. Davis, Delia E. Donahue, Grace E. Hayden, Elise Jonsson, Charlotte M. Maloney, Effie Owen, Lydia G. Sprague, Anna S. Streijffert, Sarah I. Wilson.

On Probation. — Assistant to Director in Manual Training: John C. Brodhead; Instructors, Olive I. Harris, I. Virginia Lyons; Assistant Instructors, Florence O. Bean, Ella L. Bresnehen, Alice S. Bryant, Mary I. Donlan.

TEACHERS OF SEWING.

Appointed: *To serve for the term ending August 31, 1908.* — Eldora M. S. Bowen; Harriet E. Browne, Helen L. Burton, Catherine J. Cadogan, Susan M. Cousens, Margaret C. Crane, Annie M. Cullen, Isabella Cumming, Mary L. Dermody, Mary F. Doherty, Clara L. Dorr, M. Lillian Dunbar, Helen C. Fisher, Helen E. Hapgood, Mary T. Hassett, Sarah A. Iloran, Katharine M. Howell, Margaret A. Kelly, Ellen E. MacHugh, Katherine M. Mahoney, Annie F. Marlowe, Margaret T. McCormick, Mary L. E. McCormick, Agnes E. McDonald, Margaret McDonald, Mary J. McEntyre, Annie S. Meserve, Margaret J. Murphy, Mary E. Patterson, Esther C. Povah, Elizabeth A. Power, Ethel M. Rae, 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.

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BOSTON PUBLIC SCHOOLS

COURSE OF STUDY

FOR THE

HIGH SCHOOL OF COMMERCE



BOSTON
MUNICIPAL PRINTING OFFICE
1907

IN SCHOOL COMMITTEE, September 10 and 17, 1906.
Adopted.

Attest :

THORNTON D. APOLLONIO,

Secretary.

IN SCHOOL COMMITTEE, May 27, 1907.
Revised course adopted.

Attest :

THORNTON D. APOLLONIO,

Secretary.

COURSE OF STUDY

FOR THE

HIGH SCHOOL OF COMMERCE

Worthington street, near Longwood avenue,
The Fenway

HIGH SCHOOL OF COMMERCE.

INTRODUCTION.

1. Pupils are admitted to the High School of Commerce by action of the Board of Superintendents as follows:

(a) Graduates of the Boston elementary schools are admitted in the order of their application.

(b) Graduates of private schools whose standards are satisfactory to the Board of Superintendents may be admitted on presentation of certificates signed by the proper authorities.

(c) Other candidates are admitted on examination equivalent to that required for graduation from the elementary schools of Boston. These examinations are held on the second Saturday and the preceding Friday in June, and on the second Wednesday and following Thursday in September.

(d) Candidates for admission from other secondary schools should apply to the head-master of the school, and should be recommended by him to the Board of Superintendents for admission. On presentation of satisfactory evidence, which may consist of certificates signed by the proper authorities or of examinations, the head-master will determine the subjects and the number of points for which advanced standing may be given, and will issue certificates therefor.

(e) Graduates from a four years' course of a Boston high school, or graduates from other secondary high schools of equal grade, approved by the Board of Superintendents, are admitted to the special course.

2. The school is in session six hours per day for five days in the week. Of this time, ten minutes are given to opening exercises and thirty minutes to recess. The rest of the time is divided into seven periods of about forty-five minutes each.

THE COURSE OF STUDY.

The object of the High School of Commerce is to give to boys a sound preparation for commercial life. To accomplish this purpose the course of study provides instruction of two kinds: first, instruction in general high-school subjects; second, instruction of high-school grade in the specific subject, commerce. The first sort of instruction is intended to supply the indispensable elements of general knowledge or liberal culture. Instruction of this kind is provided in the general groups of studies usually pursued in high schools, *except* that of ancient languages; graduates of the school should find themselves prepared to enter higher institutions which do not require those languages for admission. It is to be noted, however, that the general subjects are all taught with the constant view of preparing the pupil to use them in business life; thus, English, the modern languages, history, etc., are made to serve as instruments for general culture, and yet are taught with an eye to their special commercial applications. In like manner all instruction in the school is made to serve the special, vocational purpose for which the school exists. This purpose is further emphasized by centering the general subjects about the second kind of instruction mentioned above, namely, specific work in commerce. This special work and the special bent given to the

general subjects combine to bring out strongly the vocational character of the school. Opportunity for still more specific technical work is offered in a special course, open to graduates of secondary schools.

Diplomas are awarded at the end of the fourth year to those who have satisfactorily completed the course of study. Certificates are awarded to those who have satisfactorily completed the special course.

8 COURSE OF STUDY HIGH SCHOOL OF COMMERCE.

HIGH SCHOOL OF COMMERCE.
PROGRAM OF STUDIES,
First Year.

Required.	Periods per Week.	Elective.	Periods per Week.
English.....	4		
German	4		
Penmanship, first half.....			
Business Knowledge and Practice, second half.....	4		
Physics, one-half year.....	4		
Physical Geography, one-half year.....	4		
Algebra (with Commercial Applications).....	4		
General History (Ancient and Medieval)....	3		
	23		

Second Year.

Required.	Periods per Week.	Elective. (Drop starred subject.)	Periods per Week.
English.....	4	Stenography (to be pursued three years)....	5
German	4		
*French or Spanish.....	3		
Bookkeeping	4		
Commercial Geography, one-half	4		
Local Industries, one-half year.....	4		
Commercial Arithmetic.....	4		
	23		

10 COURSE OF STUDY HIGH SCHOOL OF COMMERCE.

Third Year.

Required.	Periods per Week.	Elective. One subject required. Two may be taken by dropping starred language.	Periods per Week.
English.....	4	Bookkeeping.....	4
German	4	Stenography (continued).....	4
* French or Spanish.....	3	Freehand Drawing.....	3
Chemistry	5		
† Typewriting.....	1		
Modern History, first half.....	4		
Economic History, second half.....			
	21		

† Not taken by pupils pursuing advanced work in Business Technique. (See page 6.)

Fourth Year.

Required.	Periods per Week.	Elective. One subject required. Two may be taken by dropping starred language.	Periods per Week.
Commercial English, Advertising, Corre- spondence, first half.....	4	Bookkeeping, Accounting, Typewriting.....	6
English, second half.....		Stenography and Typewriting.....	
German	3	Mechanical Drawing.....	3
*French or Spanish.....	3	Commercial Design.....	3
Algebra (review), one-third year.....	4	Chemistry, Applications.....	5
Plane Geometry, two-thirds year.....		Economics, Applications, Business Organi- zation, etc.....	
† Typewriting.....	1		5
Commercial Law, first half.....	4		
Civil Government, second half.....			
	19		

† Not taken by pupils pursuing advanced work in Business Technique. (See page 6.)

12 COURSE OF STUDY HIGH SCHOOL OF COMMERCE.

Special Course.

Required.	Periods per Week.	Elective. One subject required.	Periods per Week.
English, Commercial Correspondence.....	3	Merchandise.....	10
One Modern Language	3	Accounting, Auditing.....	10
Commercial Law.....	3	Banking, Brokerage.....	10
Business Organization	3	Transportation.....	10
Commercial Policy.....	3	Manufacturing.....	10
		Consular Service, International Law... }	10
		Modern Languages ... }	10
	12		

Not more than two of the elective offerings for the special course can be guaranteed for the year 1907-08.

PROGRAM OF THE HIGH SCHOOL OF
COMMERCE.

Arranged by Subjects.

ENGLISH: Four periods per week for three and one-half years. Commercial English, Advertising, Correspondence, first half fourth year.

MODERN LANGUAGES: German, four periods for three years, three periods for one year. French or Spanish, three periods during second, third, and fourth years.

ECONOMICS AND HISTORY: General History, three periods during first year. Modern History, four periods, first half third year. Economic History, four periods, second half of third year. Commercial Geography, four periods, first half second year. Local Industries, four periods, second half of second year. Commercial Law, four periods, first half of fourth year. Civil Government, four periods second half of fourth year. Economics (elective), five periods, fourth year.

MATHEMATICS: Algebra, four periods, during first year; review, four periods, three months in fourth year. Plane Geometry, four periods, fourth year. Commercial Arithmetic, four periods, second half second year.

BUSINESS TECHNIQUE: Penmanship, four periods, first half first year. Business Forms and Practices, four periods, second half first year. Bookkeeping, four periods, second year. Advanced Bookkeeping (elective in third and fourth years), four periods, third year; six periods, fourth year. Typewriting,

14 COURSE OF STUDY HIGH SCHOOL OF COMMERCE.

either one period, third and fourth year, or in the advanced bookkeeping and stenography courses. Stenography (elective), five periods, second year; four periods, third year; six periods, fourth year.

SCIENCE: Elementary Physics, four periods, first half first year. Physical Geography, four periods, second half first year. Chemistry, five periods, third year. Advanced Applied Chemistry (elective), five periods, fourth year.

DRAWING (elective): Freehand, three periods, third year. Mechanical Drawing, three periods, fourth year. Commercial Design, three periods, fourth year.



SCHOOL DOCUMENT NO. 8—1907

BOSTON PUBLIC SCHOOLS

COURSE OF STUDY

FOR THE

GIRLS' HIGH SCHOOL OF
PRACTICAL ARTS



BOSTON
MUNICIPAL PRINTING OFFICE
1907

IN SCHOOL COMMITTEE, June 10, 1907.

Adopted.

Attest :

THORNTON D. APOLLONIO,

Secretary.

COURSE OF STUDY

FOR THE

GIRLS' HIGH SCHOOL OF
PRACTICAL ARTS

COURSE OF STUDY OF THE GIRLS' HIGH SCHOOL OF PRACTICAL ARTS.

INTRODUCTION.

1. Pupils are admitted to the Girls' High School of Practical Arts by action of the Board of Superintendents as follows:

(a) Graduates of the Boston elementary schools are admitted in the order of their application.

(b) Graduates of private schools whose standards are satisfactory to the Board of Superintendents may be admitted on presentation of certificates signed by the proper authorities.

(c) Other candidates are admitted on examination equivalent to that required for graduation from the elementary schools of Boston. These examinations are held on the second Friday and the preceding Thursday in June, and on the second Wednesday and following Thursday in September.

(d) Candidates for admission from other secondary schools should apply to the head-master of the school, and should be recommended by him to the Board of Superintendents for admission. On presentation of satisfactory evidence, which may consist of certificates signed by the proper authorities, or of examinations, the head-master will determine the subjects and the number of points for which advanced standing may be given and will issue certificates therefor.

2. The school is in session six hours per day for five days in the week. Of this time, ten minutes are given to opening exercises and thirty minutes to recess. The rest of the time is divided into seven periods of about forty-five minutes each.

THE COURSE OF STUDY.

The purpose of this school is to give full opportunity for the development of that type of students whose talents lie more in lines of doing and expressing than in lines of acquisition. The course of study is presented under two general heads — academic and industrial — and will usually demand four years for its completion. Seventy-six points, of which at least twelve must be gained in the industrial departments, constitute the minimum requirement for a diploma. All studies in this school are presented in half-year courses, and diplomas may be granted in February or June. This arrangement of work is deemed of personal and academic advantage to students, as it allows them when obliged to remain out of school for a time to resume their studies at the beginning of the first half year in September or at the beginning of the second half year in February.

The Academic Departments are English, History, Art, Mathematics, Science, Modern Foreign Languages. The Industrial Department presents (a) Household Science, advanced; (b) Sewing, elementary and advanced; (c) Millinery, elementary and advanced. The work in Household Science and Arts is offered to girls who desire to make an intelligent study of the home from the standpoints of sanitation, decoration, and care. The Sewing and Millinery Departments aim to give ideals, taste, and skill which shall have money earning value for the possessor.

PROGRAMME OF STUDIES.

SUBJECTS.	First Year.	Second Year.	Third Year.	Fourth Year.
English.....	4	4	4	4
History.....	-	4e	2	2
{ Science.....	2	2	4e	4e
{ Foreign Languages.....	2	4e	4e	4e
Mathematics.....	2	2	-	-
Art.....	4	4	4	4
Choral Practice.....	1	1e	1e	1e
Physical Training.....	1	1e	1e	1e
Industrial Department.....	4	4	4	4e

Studies followed by "e" are elective, others are required. Diplomas are granted when 76 points have been gained.

ENGLISH. (16 points required.) The aim of the English department is two-fold: (1) To gain a permanent interest in standard English and American authors through first hand study of their works. (2) To train the student to rapid, simple, English composition in the lines of most frequent need.

HISTORY. (4 points required; 4 points elective.)

The required work in History aims through a comparatively small number of biographical studies to thoroughly fix in the minds of the pupils the great events and main currents of world history.

SCIENCE. (4 points required; 8 points elective.)

The required points of Science include elementary chemistry, physics, and botany, with special reference to household applications.

FOREIGN LANGUAGE. (2 points required; 12 elective.)

French or German.

MATHEMATICS. (4 points required.)

The Mathematics include algebra, observational geometry, business arithmetic, especially household accounts.

ART. (16 points required.)

The Art courses embrace drawing, color, design. They include well organized instruction in various phases of household decoration and furnishing, and in costume design, as well as a brief practical course in mechanical drawing.

INDUSTRIAL DEPARTMENT. (12 points required; 4 points elective.)

(a) Household Science and Arts.

These courses include study of and practice in cookery, sewing, machine sewing, household occupations, dressmaking and millinery. They aim to be of educational and personal rather than directly of commercial value.

(b) Sewing.

These courses begin with plain sewing and proceed to advanced stages, including hand and machine sewing, dressmaking, cutting, fitting, costume designing.

Among the subjects treated are textiles, their properties, merits, and manufacture; dressmaking materials and appliances; principles and practice in designing, cutting and fitting.

(c) Millinery.

Materials and appliances used in millinery. Design — principles and practice.

Various operations in millinery — facings, bows, bands, wiring, frame-making, hat trimming.

SCHOOL DOCUMENT NO. 9—1907.

SECOND LIST

OF

CANDIDATES ELIGIBLE FOR APPOINTMENT
AS TEACHERS

OF THE

PUBLIC SCHOOLS.

JULY, 1907.



BOSTON :
MUNICIPAL PRINTING OFFICE.
1907.

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BOSTON PUBLIC SCHOOLS,
OFFICES OF BOARD OF SUPERINTENDENTS,
MASON STREET, July, 1907.

This document comprises the second list of candidates eligible for appointment to permanent positions * in the public day schools of Boston, revised and completed to date. It contains the names of all candidates included in the "First List," issued in December, 1906, who have not yet been appointed to permanent positions in the service, and whose certificates are still valid, with the exception of those who have had their names removed by request. It also contains the names of candidates who have applied for and have received a rating since December, 1906, as well as those entitled to a rating by having successfully passed examinations held since that date.

Graduates of the Boston Normal School prior to June, 1907, whose names appeared in the "First List," and are also entered in this list, have been regraded by the Board of Superintendents in accordance with the provisions of the rules of the School Committee (section 142, paragraph 2), and their present ratings supersede those given in the previous list.

Included in this document will be found the list of candidates eligible for appointment as assistant nurses in the public schools, rated according to the results of the examination held in June, 1907. The regulations of the School Board with respect to the appointment, reappointment, tenure of office, and removal of teachers apply in general to nurses, and their certificates cease to be valid in accordance with the regulations governing the expiration and revocation of teachers' certificates of qualification.

* Appointments as principal of a school or district, as director of a special subject, as supervisor of a special subject or department, as instructor of military drill, as medical inspector of special classes, as supervising nurse, as temporary teacher, as substitute, as special assistant in elementary schools, and as teacher in evening or vacation schools are not governed by this list.

The Board of Superintendents holds examinations during the week beginning with the first Monday of April in each year of candidates for appointment as teachers in the public schools. Other examinations may be held whenever, in the opinion of the Superintendent, the needs of the schools require. Detailed information with regard to such examinations may be obtained in advance by application to the undersigned.

The names of persons holding certificates which include certificates of a lower grade may, upon request, be included in the eligible list of such lower grade or grades according to the rating of such holders of certificates in their respective examinations, but they shall not be entitled to a higher rating on such lower list or lists by reason of their holding higher grade certificates.

The names of persons appointed to permanent positions in the day school service shall be removed from the eligible lists; and any person whose name appears on such lists may, upon request, have the same removed therefrom.

The names of persons appointed to positions in evening and vacation schools, or as substitutes, temporary teachers, or special assistants in elementary schools, shall not be removed from their respective eligible lists because of such appointment.

The name of any person appearing on any eligible list who has failed of selection on five separate occasions when another person on said list has been selected and appointed, may be dropped from said list by action of the Board of Superintendents, and shall not be restored thereto except by another examination. The name of any person that has been on any eligible list six years shall be removed therefrom, and may be restored thereto only by examination. Any person taking more than one examination of the same class shall be rated in the eligible list of that class solely on the results of the last examination.

Persons whose names appear on any eligible list, and who

desire to have their ratings changed, may have this done by passing another examination.

Boston Normal School graduates may obtain positions on the regular elementary class B list by passing the prescribed examination. In that event they will be rated on the elementary list, class B, according to the results of such examination, and their names will be removed from the normal graduates list.

Persons whose names do not appear on the eligible lists as published, and who hold valid certificates of qualification, may make application to the Board of Superintendents to be placed on the next lists.

Copies of eligible lists as soon as printed are mailed to persons whose names appear thereon.

EXPIRATION AND REVOCATION OF CERTIFICATES.

Certificates issued on examination after June 1, 1906, shall cease to be valid on the thirtieth day of June of the sixth year following the date of issue, except as hereinafter provided.

Certificates issued on examination prior to June 1, 1906, shall cease to be valid on the thirtieth day of June of the second year following the date of issue, except as hereinafter provided.

Certificates issued to graduates of the Boston Normal School prior to June 1, 1906, shall cease to be valid June 30, 1912, except as hereinafter provided. *

Certificates issued to graduates of the Boston Normal School after June 1, 1906, shall cease to be valid on the thirtieth day of June of the sixth year following the date of issue, except as hereinafter provided.

Certificates issued on examination prior to June 1, 1906, and valid on that date by reason of renewal or of service in the Boston public schools, shall cease to be valid June 30, 1908, except that regular high school certificates held by teachers serving during the year ending June 30, 1906, in

permanent positions in the elementary day schools of Boston, shall cease to be valid June 30, 1912, except as hereinafter provided.

All certificates under which appointments are made to permanent positions in the day school service, and certificates of a higher grade, but including the position in which the holder thereof is employed, shall remain valid during the term of such service, and until the thirtieth day of June of the second year following the termination of such service.

Any certificate may be revoked by the Board of Superintendents if, in its opinion, the good of the service so demands.

SUBSTITUTE CERTIFICATES.

All certificates are non-renewable, but the Board of Superintendents may issue instead thereof substitute certificates which shall entitle the holder to serve as substitute or temporary teacher, as special assistant in elementary schools, and in evening and vacation schools, under such conditions and limitations as that Board may determine.

THORNTON D. APOLLONIO,
Secretary.

HIGH SCHOOL CERTIFICATES.

English.

		MEN.				
Rating.	Name.					Certificate Expires
823	Stacy B. Southworth	.	.	.	.	June 30, 1912
798	Harry E. Bryant	.	.	.	.	" 30, 1908
764	Joseph A. Ewart	.	.	.	.	" 30, 1908
711	Joseph P. Cady	.	.	.	.	" 30, 1913

WOMEN.

925	Alice M. Smith	.	.	.	.	June 30, 1908
881	M. Alice Jackson	.	.	.	.	" 30, 1912
869	Gertrude M. Hall	.	.	.	.	" 30, 1908
866	Katherine S. Nash	.	.	.	.	" 30, 1912
850	Alice R. Pierce	.	.	.	.	" 30, 1908
840	Bertha Hazard	.	.	.	.	" 30, 1908
829	Bertha N. Meserve	.	.	.	.	" 30, 1908
825	Hortense E. Wales	.	.	.	.	" 30, 1908
823	Mabel E. Woodworth	.	.	.	.	" 30, 1908
812	Charlotte E. Joslin	.	.	.	.	" 30, 1908
809	Grace T. Pratt	.	.	.	.	" 30, 1908
808	Katharine Merrill	.	.	.	.	" 30, 1913
807	Cornelia C. Ward	.	.	.	.	" 30, 1913
802	Blanche F. Kingsley	.	.	.	.	" 30, 1912
792	Ellen Carver	.	.	.	.	" 30, 1912
792	Clara A. Hawthorne	.	.	.	.	" 30, 1908
786	Mabel E. Adams	.	.	.	.	" 30, 1912
768	Susan M. Bradley	.	.	.	.	" 30, 1913
747	Mabel A. Crawford	.	.	.	.	" 30, 1908
745	Mary G. Crane	.	.	.	.	" 30, 1908
739	Mary O'Connell	.	.	.	.	" 30, 1912
738	Mary F. Power	.	.	.	.	" 30, 1908
733	Marian M. Thomas	.	.	.	.	" 30, 1908
729	Jessica L. Langworthy	.	.	.	.	" 30, 1913
728	Jessie G. Paine	.	.	.	.	" 30, 1912
700	M. Grace Pinkham	.	.	.	.	" 30, 1908
699	Elizabeth G. Hutchison	.	.	.	.	" 30, 1912
698	Elizabeth W. Cleaveland	.	.	.	.	" 30, 1908
690	Elizabeth C. Woodman	.	.	.	.	" 30, 1908
685	Mary P. Colburn	.	.	.	.	" 30, 1913
637	Margaret M. A. Kennedy	.	.	.	.	" 30, 1912
618	Helen T. Chickering	.	.	.	.	" 30, 1908
609	Lucie M. Gardner	.	.	.	.	" 30, 1908

High School Certificates (Continued).

Ancient Languages.

		MEN.				
Rating.	Name.					Certificate Expires
898	Clarence W. Gleason	.	.	.	.	June 30, 1908
888	Joseph B. Egan	.	.	.	.	" 30, 1912
860	George F. Fiske	.	.	.	.	" 30, 1908
853	Will A. Charles	.	.	.	.	" 30, 1908
849	Everett Skillings	.	.	.	.	" 30, 1913
843	Henry R. Gardner	.	.	.	.	" 30, 1908
829	Ernest L. Collins	.	.	.	.	" 30, 1908
819	* Hugh J. Molloy	.	.	.	.	" 30, 1908
815	Arthur E. Baker	.	.	.	.	" 30, 1908
810	Boyd Bartlett	.	.	.	.	" 30, 1908
801	John O. Hall, Jr.	.	.	.	.	" 30, 1908
794	Ernest D. Daniels	.	.	.	.	" 30, 1913
789	Isaac B. Burgess	.	.	.	.	" 30, 1913
785	W. Hector S. Kollmyer	.	.	.	.	" 30, 1908
776	Leon O. Glover	.	.	.	.	" 30, 1913
770	William E. D. Downes	.	.	.	.	" 30, 1908
766	Henry H. Waterman	.	.	.	.	" 30, 1908
764	Herschel W. Lewis	.	.	.	.	" 30, 1908
760	Cyril N. King	.	.	.	.	" 30, 1908
757	Archer L. Faxon	.	.	.	.	" 30, 1913
721	Frederick C. Hosmer	.	.	.	.	" 30, 1908
702	Russell T. Greene, Jr.	.	.	.	.	" 30, 1908
695	Ivory F. Frisbee	.	.	.	.	" 30, 1908

WOMEN.

913	Jennie E. Wier	.	.	.	.	June 30, 1908
897	Mabel R. Woodbury	.	.	.	.	" 30, 1908
893	Mary R. Stark	.	.	.	.	" 30, 1908
872	Grace E. G. Ward	.	.	.	.	" 30, 1908
840	Mabel E. Harris	.	.	.	.	" 30, 1908
820	Helen L. Bacheller	.	.	.	.	" 30, 1908
804	Caroline R. Pulsifer	.	.	.	.	" 30, 1912
804	Ida M. Dyer	.	.	.	.	" 30, 1912
782	Mary A. Austin	.	.	.	.	" 30, 1908
776	Edith M. Wolfe	.	.	.	.	" 30, 1913
770	Elizabeth H. Norman	.	.	.	.	" 30, 1908
727	Mabel S. Hastings	.	.	.	.	" 30, 1908
721	Elizabeth R. Waite	.	.	.	.	" 30, 1908
698	Lillian E. Downes	.	.	.	.	" 30, 1908
686	Helen M. Donohue	.	.	.	.	" 30, 1913
669	Helen F. Farrell	.	.	.	.	" 30, 1908

* Holds a High School Head-Master's Certificate.

CANDIDATES ELIGIBLE AS TEACHERS.

9

High School Certificates (Continued).

Rating.	Name.	Certificate Expires
663	Gertrude E. Gaylord	June 30, 1908
660	Ellen L. Foley	" 30, 1913
631	Josephine F. Hall	" 30, 1908

French.

MEN.

884	Marshall W. Davis	June 30, 1908
825	James F. Conlin	" 30, 1908
773	Henry W. Kirmayer	" 30, 1908

WOMEN.

906	Josephine D. Brooks	June 30, 1908
862	Margaret E. Breed	" 30, 1908
808	Mary C. Humphrey	" 30, 1908
782	Margaret F. Keenan	" 30, 1913
761	Mary A. M. Papineau	" 30, 1912
751	Grace R. Lillibridge	" 30, 1913
742	Claribel Moulton	" 30, 1908
732	Almira W. Bates	" 30, 1913
729	Mary M. Sullivan	" 30, 1913
715	Carrie L. Barker	" 30, 1908
668	Harriet M. Cutler	" 30, 1908
648	Nellie I. Simpson	" 30, 1908
590	Minnie C. Clark	" 30, 1908

German.

MEN.

887	Carl D. Burt	June 30, 1913
852	Joseph L. Caverly	" 30, 1912
818	Adolph C. Ely	" 30, 1908
810	Charles D. Campbell	" 30, 1908
806	Arthur G. Host	" 30, 1913
710	Oscar H. Peters	" 30, 1913
701	George J. Lenz	" 30, 1913

WOMEN.

756	Myrtle C. Dickson	June 30, 1913
716	Harriet C. Taylor	" 30, 1908

History.

MEN.

884	Francis A. Smith	June 30, 1908
863	Louis R. Wells	" 30, 1908
850	Harry F. Sears	" 30, 1908

High School Certificates *(Continued).*

Rating.	Name.	Certificate Expires
799	Walter B. Waterman	June 30, 1908
787	Joseph C. Hemmeon	" 30, 1908
776	Ellery C. Polk	" 30, 1913
775	James E. Winston	" 30, 1913
771	Harold C. Childs	" 30, 1913
754	David H. Fulton	" 30, 1913
702	Thomas E. Winston	" 30, 1908

WOMEN.

874	Maud M. Cunningham	June 30, 1908
844	Bertha M. Pitts	" 30, 1908
832	Annette L. Crocker	" 30, 1908
818	Mary B. Lippincott	" 30, 1908
815	Mabelle Chase	" 30, 1908
752	Emily L. Clark	" 30, 1913
728	Grace F. Ward	" 30, 1913
725	Katharine G. Sheehan	" 30, 1912
712	Blanche E. Hazard	" 30, 1913

Commercial Branches.

MEN.

746	William E. Preble	June 30, 1908
732	Frank E. Lakey	" 30, 1913
713	Raymond G. Laird	" 30, 1913
712	Edward H. Eldridge	" 30, 1913
650	Frank M. McCutcheon	" 30, 1908

WOMEN.

795	Lucretia E. Berry	June 30, 1913
-----	-----------------------------	---------------

Mathematics.

MEN.

865	Philip Goodrich	June 30, 1908
820	Newton D. Clark	" 30, 1913
798	John M. Gallagher	" 30, 1913
791	George M. Hosmer	" 30, 1913
736	Charles E. Stratton	" 30, 1908
722	John W. Regan	" 30, 1913

WOMEN.

927	Elizabeth Greenman	June 30, 1908
792	Frankie E. Sullivan	" 30, 1908
785	Kate F. Hobart	" 30, 1912
734	Mary F. Gould	" 30, 1913
722	Clio M. Chilcott	" 30, 1908

High School Certificates (Continued).

Rating.	Name.	Certificate Expires
644	Caroline G. Howe	June 30, 1908
633	Sarah F. Dibble	" 30, 1908
624	Vera W. Littlefield	" 30, 1913

Physics—Chemistry.

MEN.

878	Leonard O. Packard	June 30, 1913
872	Lyman R. Allen	" 30, 1908
864	Owen D. Evans	" 30, 1913
851	Evans Webster	" 30, 1908
829	Alfred M. Butler	" 30, 1913
824	Frederick W. Doring	" 30, 1908
785	John W. Dow	" 30, 1908
772	Frank R. Clark	" 30, 1908
740	Ernest A. Maynard	" 30, 1908
727	William E. Smith	" 30, 1913
722	La Roy F. Griffin	" 30, 1908
713	Frank A. Scott	" 30, 1913
707	George R. Taylor	" 30, 1908
674	Robert A. Bright	" 30, 1913
665	Edward L. Underwood	" 30, 1908
652	Horace M. Hovey	" 30, 1913
599	William H. Dooley	" 30, 1908
541	J. Peterson Ryder	" 30, 1908

WOMEN.

740	Bertha E. Dennis	June 30, 1912
731	Harriet V. Elliott	" 30, 1913
731	Alice W. Collins	" 30, 1908
708	Bertha L. Cogswell	" 30, 1908
619	Florence M. Homer	" 30, 1912

Botany—Zoölogy.

MEN.

843	Carleton E. Preston	June 30, 1908
746	Everett P. Carey	" 30, 1908
700	C. Dwight Marsh	" 30, 1908
611	Benjamin Sharp	" 30, 1913
590	Edwin R. Crane	" 30, 1908

WOMEN.

867	Cora B. Mudge	June 30, 1912
825	Dixie L. Bryant	" 30, 1908
825	Edith L. Spencer	" 30, 1908
808	Elizabeth J. Woodward	" 30, 1908

High School Certificates (*Continued*).

Rating.	Name.	Certificate Expires
802	Alice E. Dacy	June 30, 1912
787	Hattie L. Gates	" 30, 1912
768	Angelia M. Courtney	" 30, 1913
754	Bertha L. Ballantyne	" 30, 1913
747	Annie P. O'Hara	" 30, 1912
738	Mary H. Shed	" 30, 1908
732	Katharine M. Coulahan	" 30, 1912
724	Ella F. Erskine	" 30, 1913
718	Grace O. Peterson	" 30, 1912
680	Isabella J. Ray . ;	" 30, 1912
651	Jessie A. Burr	" 30, 1908
541	Isabella H. Howe	" 30, 1908

Household Science and Arts.

651	Elizabeth T. Harwood	June 30, 1908
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Drawing.

782	Edith Rose	June 30, 1912
716	Blanche L. Ormsby	" 30, 1912
694	R. Deverd Parker	" 30, 1913

Psychology.

868	James C. Bell	June 30, 1908
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Economics.

848	David F. Edwards	June 30, 1913
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SPECIAL CERTIFICATES VALID IN HIGH SCHOOLS.

Commercial Branches.

MEN.

Rating.	Name.	Certificate Expires
903	Hugh G. Greene	June 30, 1908
828	Rollin H. Fisher	" 30, 1908
816	Frank E. Lakey	" 30, 1908

WOMEN.

886	Mary A. Mecum	June 30, 1908
693	Mary R. Bond	" 30, 1908

Drawing.

898	Helen E. Cleaves	June 30, 1908
786	Grace A. Reed	" 30, 1913
779	Amy L. Burbank	" 30, 1913

Certificates Valid in High Schools (Continued).

Rating.	Name.	Certificate Expires
768	Catherine A. Lancaster	June 30, 1913
714	Reulah Strong	" 30, 1908
601	Mary E. Herbert	" 30, 1908
595	Lura M. Bent	" 30, 1908
518	Greta Allen	" 30, 1908

Manual Training.

875	Alexander Miller	June 30, 1908
751	George M. Morris	" 30, 1913
700	George F. Hatch	" 30, 1913

Music.

874	Helen A. Brick	June 30, 1908
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Physical Training.

950	Bessie L. Barnes	June 30, 1908
880	Bertha P. Ames	" 30, 1908
851	Corinna Barry	" 30, 1908
823	Ellen A. Whalen	" 30, 1908
776	Edna P. Carret	" 30, 1908
725	Lucy F. Hunter	" 30, 1908
722	Theresa E. Leen	" 30, 1908
720	Alice L. McManus	" 30, 1908
719	Julia A. Murphy	" 30, 1908
716	Jane I. Gannett	" 30, 1913
712	Gertrude A. Poor	" 30, 1908
693	Caroline B. Besarick	" 30, 1908
650	Christina J. Carret	" 30, 1908

Special Assistants, Day High Schools.

797	Marie A. Goddard	June 30, 1913
788	Annie F. Brown	" 30, 1913
745	Alice C. Riordan	" 30, 1913
630	Ethel A. Owen	" 30, 1913

*Industrial Assistants, Day High Schools.***MILLINERY.**

654	Clara F. Laughlin	June 30, 1913
632	Eva H. Simmons	" 30, 1913

SEWING.

893	Mary H. Brown	June 30, 1913
731	Annie L. Killion	" 30, 1913
623	Alice E. Cunningham	" 30, 1913

NORMAL SCHOOL ELEMENTARY CERTIFICATES, CLASS OF
1907.

Special.

Rating.	Name.	Certificate Expires
877	Avis A. Kingston	June 30, 1913
871	Katharine R. McManus	" 30, 1913
795	James G. Wolff	" 30, 1913
729	Elizabeth J. Murphy	" 30, 1913
619	Imogene J. M. Conland	" 30, 1913

Class B.

975	Ethel W. Smith	June 30, 1913
970	Mary F. MacGoldrick	" 30, 1913
966	Verna G. Pitt	" 30, 1913
962	Mabel A. C. Anderson	" 30, 1913
949	Mary E. Marron	" 30, 1913
944	Annie Wynne	" 30, 1913
933	Annie I. Heffernan	" 30, 1913
927	Evelyn A. Gammons	" 30, 1913
918	Mildred R. Kimball	" 30, 1913
916	Anna T. O'Brien	" 30, 1913
910	Edna C. Farrington	" 30, 1913
910	Annie E. Flood	" 30, 1913
907	Alice G. Haggerty	" 30, 1913
906	Rita G. Baker	" 30, 1913
903	Frances L. Eager	" 30, 1913
902	Lillian G. Norris	" 30, 1913
893	Caroline M. Hauck	" 30, 1913
892	Mabel A. Campbell	" 30, 1913
891	Alice L. Williams	" 30, 1913
879	Elizabeth M. McDermott	" 30, 1913
875	Irene M. Walsh	" 30, 1913
874	Lena H. Romberg	" 30, 1913
863	Teresa A. Tehan	" 30, 1913
862	Grace V. Walsh	" 30, 1913
859	Bertha C. Quinnam	" 30, 1913
854	Helen M. Connelly	" 30, 1913
847	Mary G. Kenney	" 30, 1913
842	Elizabeth A. Keenan	" 30, 1913
835	Mabel A. Hebb	" 30, 1913
834	E. Cecilia Mackin	" 30, 1913
833	Anna Sansiper	" 30, 1913
832	Marion G. Fottler	" 30, 1913
826	Mary E. A. McPherson	" 30, 1913
825	Gertrude Stahl	" 30, 1913
824	Marion E. Killion	" 30, 1913

Normal Elementary, Class of 1907 (Continued).

Class B.

Rating.	Name.	Certificate Expires
822	Rose M. Driscoll	June 30, 1913
816	Matilda J. Graumann	" 30, 1913
816	Annie S. Hagarty	" 30, 1913
816	Elizabeth H. Mahar	" 30, 1913
815	Effie L. Evans	" 30, 1913
814	Mary L. Keefe	" 30, 1913
813	Olive F. Buckle	" 30, 1913
807	Harriet L. Dahl	" 30, 1913
806	Hannah Greenberg	" 30, 1913
806	Eileene R. Tewksbury	" 30, 1913
794	May Harty	" 30, 1913
792	Susie J. McCloskey	" 30, 1913
791	Mary F. Driscoll	" 30, 1913
787	Mary L. Fogarty	" 30, 1913
787	Agnes R. Driscoll	" 30, 1913
786	Mary T. Lynch	" 30, 1913
786	Emily M. Curtis	" 30, 1913
785	Alice M. Riley	" 30, 1913
781	Frances C. Lamb	" 30, 1913
781	Alice M. Sweeney	" 30, 1913
780	Clara H. Franke	" 30, 1913
779	Mary C. Burns	" 30, 1913
776	Gertrude A. A'Hearn	" 30, 1913
772	Alma Boodro	" 30, 1913
771	Rena I. Black	" 30, 1913
766	Teresa E. Driscoll	" 30, 1913
763	Margaret A. Sullivan	" 30, 1913
761	Julia M. Fitzpatrick	" 30, 1913
757	Mary H. Healey	" 30, 1913
756	Mary B. Waldstein	" 30, 1913
755	Margaret G. Hatch	" 30, 1913
750	Adelaide G. Nelson	" 30, 1913
750	Helena R. Baldrey	" 30, 1913
743	Dorothy M. Carney	" 30, 1913
741	Margaret R. Flanagan	" 30, 1913
738	Mary FitzGerald	" 30, 1913
738	Elizabeth L. Keefe	" 30, 1913
732	Alice L. Kelly	" 30, 1913
729	Alice J. Moran	" 30, 1913
718	Ava B. Dawson	" 30, 1913
717	Augusta S. Tavender	" 30, 1913
714	Agnes McCloskey	" 30, 1913
712	Anna C. Bosfield	" 30, 1913
709	Margaret M. O'Connor	" 30, 1913
704	Sarah Smith	" 30, 1913

Normal Elementary, Class of 1907 (Continued).

		<i>Class B.</i>				
Rating.	Name.					Certificate Expires.
703	Annie V. Hogan					June 30, 1913
695	Catharine Sheehan					" 30, 1913
694	Agnes G. Cotter					" 30, 1913
694	Susie C. DeFerrari					" 30, 1913
693	Alice E. McMurrugh					" 30, 1913
693	Anna L. McMurry					" 30, 1913
691	Hortense J. Parker					" 30, 1913
686	Helen M. Walsh					" 30, 1913
686	Margaret E. McMahan					" 30, 1913
682	Blanche P. Williams					" 30, 1913
674	Rose J. Geggis					" 30, 1913
674	Mary S. Watkins					" 30, 1913
665	Alice M. Colbert					" 30, 1913
663	Mary G. Coyle					" 30, 1913
662	Esther L. Kimball					" 30, 1913
662	Margaret F. Cummings					" 30, 1913
660	Margaret L. Cosgrove					" 30, 1913
657	Mary L. Carey					" 30, 1913
654	Anna G. MacMahon					" 30, 1913
647	Claire F. Shanahan					" 30, 1913
636	Grace E. Lalley					" 30, 1913

NORMAL SCHOOL ELEMENTARY CERTIFICATES, PRIOR
TO 1907.

		<i>Special.</i>				
Rating.	Name.					Certificate Expires.
967	Mary J. Rogers					June 30, 1912
937	John W. Regan					" 30, 1912
920	Margaret G. Wilder					" 30, 1912
879	Pauline M. Garey					" 30, 1912
869	James A. Crowley					" 30, 1912
861	Katherine M. Beebe					" 30, 1912
857	Mary F. Wilbar					" 30, 1912
847	Alice L. Hopkins					" 30, 1912
842	Alice M. Murray					" 30, 1912
834	Mercy O. Newton					" 30, 1912
828	Edward J. Muldoon					" 30, 1912
823	Margaret C. Cotter			*		" 30, 1912
815	Louise Dodge					" 30, 1912
808	Hugh J. McElaney					" 30, 1912
805	Helen E. Fries					" 30, 1912
785	Marian B. Healey					" 30, 1912
785	John C. Riley					" 30, 1912

Normal Elementary, Prior to 1907 (Continued).

Special.

Rating.	Name.	Certificate Expires
783	Vera W. Littlefield	June 30, 1912
773	Mary V. Sullivan	" 30, 1912
767	Helen M. Donohue	" 30, 1912
760	Marian S. Wentworth	" 30, 1912
758	Samuel A. Cragin	" 30, 1912
738	Joseph M. Duffy	" 30, 1912
723	Stephen J. Murdock	" 30, 1912
722	Ethel F. Swan	" 30, 1912
709	Mabel A. Harris	" 30, 1912
709	David Fliegelman	" 30, 1912
685	Vincent L. Kelley	" 30, 1912
680	Anna E. Burke	" 30, 1912
665	Sarah G. Stowers	" 30, 1912
641	Edward M. Giblin	" 30, 1912
621	Maurice Ferber	" 30, 1912
606	Cora L. Rouillard	" 30, 1912

Class B.

974	Florence A. Lincoln	June 30, 1912
910	Elsie R. Cowdrey	" 30, 1912
882	Florence M. Murphy	" 30, 1912
869	Mary M. McLaughlin	" 30, 1912
866	Mary Crampton	" 30, 1912
862	Rosemary Purcell	" 30, 1912
862	Anna G. Molloy	" 30, 1912
858	Mary G. L. Quinlan	" 30, 1912
855	Charlotte E. Dogherty	" 30, 1912
850	Helen T. Clayton	" 30, 1912
849	Angela M. Pearce	" 30, 1912
849	Frances A. McMahan	" 30, 1912
848	Agnes M. Mahoney	" 30, 1912
846	Mary E. Jenkins	" 30, 1912
844	Miriam J. Bronski	" 30, 1912
842	Hazel P. Gore	" 30, 1912
840	Bertha E. Davis	" 30, 1912
839	Florence J. Preston	" 30, 1912
838	Frances E. White	" 30, 1912
838	Elleanor P. Cox (and Sewing, p. 32)	" 30, 1912
833	Louise C. Keyes	" 30, 1912
832	Mary R. Quinn	" 30, 1912
831	Ellen R. Scott	" 30, 1912
830	Nellie G. McElwain	" 30, 1912
830	Katharine W. Moffatt	" 30, 1912
828	Marion Howland	" 30, 1912
828	Edith M. Snow	" 30, 1912

Normal Elementary, Prior to 1907 (*Continued*).

Rating.	Name.	<i>Class B.</i>	Certificate Expires
827	Mary L. Kelly		June 30, 1912
825	Lottie M. Murphy		" 30, 1912
823	Mary C. Carr		" 30, 1912
820	Sigrid T. Larson		" 30, 1912
819	Anna I. Ryan		" 30, 1912
815	Mary L. Veazie		" 30, 1912
815	Louise Graham		" 30, 1912
813	Susan T. Rooney		" 30, 1912
813	Anna F. Gorman		" 30, 1912
813	Alice M. Conley		" 30, 1912
811	Mary E. Kinsley (and Cookery, p. 30)		" 30, 1912
811	Mary E. Smith (Class of 1906)		" 30, 1912
810	Dora L. Lourie		" 30, 1912
810	Harriet White		" 30, 1912
809	Jennie M. Gray		" 30, 1912
809	M. Cecilia Power		" 30, 1912
807	Anna L. Sullivan		" 30, 1912
806	Anna E. Murphy		" 30, 1912
805	Fannie W. Weeks		" 30, 1912
805	Julia R. O'Brien		" 30, 1912
804	Sara G. Fay		" 30, 1912
804	Alice D. Murley		" 30, 1912
804	Bertha F. Dodge		" 30, 1912
802	Bridget T. Boyle		" 30, 1912
801	Gertrude M. Hauck		" 30, 1912
799	Gertrude L. McCormick		" 30, 1912
798	Minnie D. Penzanski		" 30, 1912
798	Elizabeth M. Quigley		" 30, 1912
797	Josephine M. Hodgkinson (and W'dw'k'g, p. 31)		" 30, 1912
796	Lillian G. Pattinson		" 30, 1912
796	Katherine C. Brady		" 30, 1912
796	Louise C. Scannell		" 30, 1912
794	Mary T. Baker (and Woodworking, p. 31)		" 30, 1912
790	Rosanna M. Dowd		" 30, 1912
790	Helen E. Wray		" 30, 1912
790	Jennie G. Maguire		" 30, 1912
789	Nellie B. Vinal		" 30, 1912
788	Mary R. Stapleton		" 30, 1912
785	Mary E. Fennelly		" 30, 1912
785	Julia V. Guiney		" 30, 1912
785	Mary S. Damon		" 30, 1912
785	Ida F. Wall		" 30, 1912
784	Florence Rice		" 30, 1912
783	Anne C. Constantine		" 30, 1912

Normal Elementary, Prior to 1907 (Continued).*Class B.*

Rating.	Name.	Certificate Expires
782	Genevieve R. Dore	June 30, 1912
782	Florence M. Fogarty	" 30, 1912
782	Grace A. Tully	" 30, 1912
780	Helen T. Carmody	" 30, 1912
780	Alice M. Russell	" 30, 1912
780	Frances M. Bell	" 30, 1912
779	Helena McGinnis	" 30, 1912
779	Frances M. Flanagan	" 30, 1912
778	Violet E. Barry	" 30, 1912
778	Anna M. Meyer	" 30, 1912
777	Martha F. McElroy	" 30, 1912
775	Eleanor A. Larivee	" 30, 1912
775	Rebecca E. Carson	" 30, 1912
774	Frances G. Dixon	" 30, 1912
772	Esther M. Buchan	" 30, 1912
772	Mary H. Leavey	" 30, 1912
771	Gertrude M. Sias	" 30, 1912
770	Josephine A. Merrick	" 30, 1912
769	Theresa C. Murray	" 30, 1912
766	Katherine R. Murphy	" 30, 1912
765	Helen M. West	" 30, 1912
763	Elizabeth L. Rogers (and Sewing, p. 32)	" 30, 1912
763	Marguerite F. Lally	" 30, 1912
763	Josephine M. Haney	" 30, 1912
763	Mary L. Murphy	" 30, 1912
762	Mary F. O'Neil	" 30, 1912
761	Ida M. Gilcrease	" 30, 1912
760	Katie Roud (and Sewing, p. 32)	" 30, 1912
760	Eva M. Neth	" 30, 1912
760	Henrietta L. Wallburg	" 30, 1912
760	Gertrude M. Wilder	" 30, 1912
760	Agnes R. Hurley	" 30, 1912
758	Grace M. Cavanagh	" 30, 1912
758	Grace E. Maloney	" 30, 1912
757	Rena Lewis (Kindergarten)	" 30, 1912
757	Teresa A. Hurley	" 30, 1912
755	Janet H. Jordan	" 30, 1912
754	Catherine G. Kelleher	" 30, 1912
753	Teresa C. Hoye	" 30, 1912
752	Alice M. Flanagan	" 30, 1912
751	Jessie C. Davidson	" 30, 1912
751	Margaret A. F. Cotter	" 30, 1912
750	Georgiana Charleston	" 30, 1912
750	Bessie C. MacBrine	" 30, 1912

Normal Elementary, Prior to 1907 (Continued).

Rating.	Name.	Class B.	Certificate Expires
750	Lillie M. Redfern		June 30, 1912
749	Elizabeth J. Turnbull		" 30, 1912
749	Jennie A. Tyrrell		" 30, 1912
748	Myrtie A. Adams		" 30, 1912
747	Deborah F. Barry		" 30, 1912
747	Alice G. Ryan		" 30, 1912
747	Eva M. Cotton		" 30, 1912
746	Laura F. Haley		" 30, 1912
746	Agnes T. Nolan		" 30, 1912
744	Lavina M. Grimes		" 30, 1912
744	Marguerite V. Brickley		" 30, 1912
742	Esther L. McNellis		" 30, 1912
739	Sarah E. Stock		" 30, 1912
738	Emma F. Ditchett		" 30, 1912
737	Alice C. Whittemore		" 30, 1912
735	Ella F. Murray		" 30, 1912
733	Anna A. Cassidy		" 30, 1912
732	Martha L. Ireland		" 30, 1912
731	Jennie L. Shackley		" 30, 1912
730	Aloyse M. Owen		" 30, 1912
730	Mary J. O'Neill		" 30, 1912
730	Grace F. Cunningham		" 30, 1912
728	C. Florence Smith		" 30, 1912
727	Anna J. Harmon		" 30, 1912
727	Grace G. Colman		" 30, 1912
727	Rebecca F. Silbert		" 30, 1912
726	Helen L. Leahy		" 30, 1912
725	Mary A. G. Jones		" 30, 1912
724	Frances E. Kelly		" 30, 1912
723	Mary E. Keenan		" 30, 1912
723	Mary A. A. Haverty		" 30, 1912
721	Louise M. Fitzpatrick		" 30, 1912
720	Mary M. Hayes		" 30, 1912
720	Mary L. Moran (and Sewing, p. 32)		" 30, 1912
720	Margaret M. Kenney		" 30, 1912
719	Linda C. O'Dowd		" 30, 1912
717	Elizabeth L. Prendergast		" 30, 1912
716	Mary A. Geary (and Cookery, p. 30)		" 30, 1912
716	Gertrude P. Stephan		" 30, 1912
715	Mary E. Lowder (and Sewing, p. 32)		" 30, 1912
712	Isabel E. Clark		" 30, 1912
712	Amy H. Lothrop		" 30, 1912
712	Elizabeth L. Hopkins		" 30, 1912
710	Jennie I. Paul		" 30, 1912

Normal Elementary, Prior to 1907 (Continued).

Class B.

Rating.	Name.	Certificate Expires
709	Gertrude A. Power (and Cookery, p. 30)	June 30, 1912
708	M. Teresa Sheerin	" 30, 1912
708	Catherine J. Sullivan	" 30, 1912
698	Julia E. Fuller	" 30, 1912
698	Mary L. Brennan	" 30, 1912
697	Veronica E. Doyle	" 30, 1912
695	Florence R. LeBlanc	" 30, 1912
692	Margaret L. Ryan	" 30, 1912
692	Margaret E. McCoy	" 30, 1912
691	Margaret R. Kenneally	" 30, 1912
690	Mary T. Sherry	" 30, 1912
690	Ellen G. Phillimore	" 30, 1912
689	Christine W. MacLachlan	" 30, 1912
689	Emma A. Brust	" 30, 1912
688	Mary V. O'Regan (and Woodworking, p. 31) .	" 30, 1912
687	Mary E. Coveney	" 30, 1912
686	Jennie M. Jackson	" 30, 1912
686	Ethel F. Smith	" 30, 1912
685	Margaret F. Ruddick	" 30, 1912
685	Mary A. Mullin	" 30, 1912
685	Margaret M. Downing (and Cookery, p. 30) .	" 30, 1912
683	Anna T. Kelley	" 30, 1912
682	Alice H. Long	" 30, 1912
682	Jennie A. Green	" 30, 1912
681	Mary E. Smith (Class of 1899)	" 30, 1912
678	Annie R. Toye	" 30, 1912
677	Catherine A. Hogan (and Sewing, p. 32) .	" 30, 1912
677	Agnes G. Johnson	" 30, 1912
676	Katherine E. Hurley	" 30, 1912
676	Mary A. Starkey	" 30, 1912
673	Helen A. Fleming	" 30, 1912
673	Bertha R. Brown	" 30, 1912
668	Elizabeth E. Dacey (and Sewing, p. 32) .	" 30, 1912
664	Margaret M. O'Brien	" 30, 1912
663	Eleanor F. Morris	" 30, 1912
663	Harriet E. Kingsbury	" 30, 1912
661	Cecilia V. Mara	" 30, 1912
661	Mary J. O'Neil	" 30, 1912
661	Fanny Frizzell	" 30, 1912
660	Elizabeth A. Donahue	" 30, 1912
659	Katharine L. Colbert (and Woodworking, p.31),	" 30, 1912
658	Regina M. Hart (and Sewing, p. 32) . . .	" 30, 1912
656	Nellie F. Sheehan	" 30, 1912

Normal Elementary, Prior to 1907 (Continued).

Class B.

Rating.	Name.	Certificate Expires
651	Eileene A. Sweeney	June 30, 1912
650	Josephine Fokes	" 30, 1912
644	Clara A. L. Smith	" 30, 1912
640	Roxana L. Johnston	" 30, 1912
640	Mary A. Ford	" 30, 1912
635	Alice T. Nudd	" 30, 1912
630	Annie E. McWilliams	" 30, 1912
630	Annie E. Dennis (and Cookery, p. 30)	" 30, 1912
630	Frances E. Woods	" 30, 1912
630	Elinor G. Cowan	" 30, 1912
623	Emma L. Carroll	" 30, 1912
620	Mary E. Conlin	" 30, 1912
616	Alice M. Raymond	" 30, 1912
616	Florence C. Ritchie	" 30, 1912
610	Josephine W. Cowan (and Cookery, p. 30)	" 30, 1912
609	Emma Foster	" 30, 1912
605	Ethel A. Owen	" 30, 1912
600	Gertrude E. Welch	" 30, 1912
595	Frances A. Neilson	" 30, 1912
595	Mary G. Goldsbury	" 30, 1912
593	Edna L. Williams	" 30, 1912
591	Ellen E. Ellis	" 30, 1912
589	Madalene I. Curry	" 30, 1912
589	M. Louise Costello	" 30, 1912
575	Marion H. Bell	" 30, 1912
571	Mary A. Fouhy	" 30, 1912
569	F. Maud MacLachlan	" 30, 1912
567	Julia C. Walker	" 30, 1912
565	Elsie M. Welt	" 30, 1912
558	Margaret A. M. Collins	" 30, 1912
548	Mary M. Glennon	" 30, 1912
515	Elizabeth Foss	" 30, 1912

ELEMENTARY CERTIFICATES.

Examined Candidates.

CLASS A (Men).

Rating.	Name.	Certificate Expires
843	Carleton E. Preston	June 30, 1908
824	Ralph P. Ireland	" 30, 1908
803	Philo G. Noon	" 30, 1913
788	Alvin P. Wagg	" 30, 1913
785	W. Hector S. Kollmyer	" 30, 1908

Elementary Certificates, Examined Candidates (*Continued*).*Class A (Men).*

Rating.	Name.	Certificate Expires
780	John Carroll	June 30, 1908
775	Edwin R. Sampson	" 30, 1908
767	William A. Hoyt	" 30, 1908
764	Joseph A. Ewart	" 30, 1908
763	Almorin O. Caswell	" 30, 1913
763	Roger A. Powers	" 30, 1908
762	Everett N. Hollis	" 30, 1908
762	Henry L. Withee	" 30, 1908
758	Harry Brooks	" 30, 1913
753	William F. Eldredge	" 30, 1908
750	William E. Riley	" 30, 1913
745	Linwood Taft	" 30, 1908
745	Harry L. Thompson	" 30, 1908
722	Arthur C. Barrows	" 30, 1908
722	Edgar L. Willard	" 30, 1908
719	Henry W. Foss	" 30, 1913
718	George E. Reidy	" 30, 1913
715	James T. Donovan	" 30, 1913
705	Ernest W. Bentley	" 30, 1908
689	Richard W. Marston	" 30, 1908
682	Michael J. Shannon	" 30, 1908
680	William J. Sands	" 30, 1908
671	Samuel A. Johnson	" 30, 1908
665	Joseph Kirwen	" 30, 1908
663	Andrew S. Thomson	" 30, 1913
661	Herbert H. Howes	" 30, 1913
655	Maurice J. O'Brien	" 30, 1908
653	Alberto W. Small	" 30, 1913
653	Charles H. Taylor	" 30, 1908
652	Archer C. Bowen	" 30, 1908
649	Joseph A. F. O'Neil	" 30, 1913
633	John H. Graham	" 30, 1913
615	William Keyes	" 30, 1908
612	J. Murray Baker	" 30, 1908
601	Henry H. Harriman	" 30, 1908
550	Frederic W. Kingman	" 30, 1908
535	William A. Reed	" 30, 1908

CLASS B.

845	*Lucy M. Chase	June 30, 1908
838	Isabelle R. Heinlein	" 30, 1908
834	Henrietta N. Cowen	" 30, 1908
831	Winifred H. Lougee	" 30, 1908

* Holds Certificate, Elementary School, Class A.

Elementary Certificates, Examined Candidates (*Continued*).*Class B.*

Rating.	Name.	Certificate Expires
825	Mary A. Connor	June 30, 1908
800	Martha L. Rich	" 30, 1908
798	Eliza D. Bean	" 30, 1913
796	Alice E. Steer	" 30, 1908
793	Gertrude M. Wilcox	" 30, 1908
786	May C. O'Brien	" 30, 1908
786	Clara E. Nixon	" 30, 1913
785	Jane E. Monahan	" 30, 1913
785	Ellen L. Roche	" 30, 1913
783	Frances E. Donovan	" 30, 1908
782	Frances W. Dalrymple	" 30, 1908
782	Myra K. Parker	" 30, 1908
781	Minnie A. Day	" 30, 1908
780	A. Teresa Fennelly	" 30, 1908
780	J. Vida Spear	" 30, 1908
778	Mildred H. Tavender	" 30, 1908
776	*Carrie M. Ring	" 30, 1908
776	Josephine T. Collagan	" 30, 1913
776	Stella F. Thomas	" 30, 1913
776	Annabelle L. Troupe	" 30, 1908
774	Katherine J. Kincade	" 30, 1913
774	Mary J. Grady	" 30, 1908
773	Mary L. Place	" 30, 1908
773	Nellie E. Powers	" 30, 1908
772	Maude P. Harmon	" 30, 1908
772	Margaret E. Kelleher	" 30, 1908
771	Harriet L. Jewell	" 30, 1913
770	Maude W. Kendrick	" 30, 1908
770	Helen F. Farrell	" 30, 1913
767	*William A. Hoyt	" 30, 1908
767	*Alice M. Winslow	" 30, 1913
764	James T. Donovan	" 30, 1908
763	*Roger A. Powers	" 30, 1908
761	Ida B. Jamieson	" 30, 1908
760	Theresa L. Coughlan	" 30, 1908
759	S. Elizabeth Hallowell	" 30, 1908
758	Mabel E. Vaughan	" 30, 1908
757	Hattie L. Hiller	" 30, 1908
756	Annie M. Beer	" 30, 1908
755	L. Mabel Allen	" 30, 1908
755	Linna M. Ferrer	" 30, 1908
752	Agnes M. Follen	" 30, 1908

* Holds Certificate, Elementary School, Class A.

Elementary Certificates, Examined Candidates (*Continued*).*Class B.*

Rating.	Name.	Certificate Expires
752	Anne M. Coveney	June 30, 1913
751	Annie B. Evans	" 30, 1908
751	Eva K. Boyce	" 30, 1913
750	Edna F. Scott	" 30, 1908
749	Caroline Lowe	" 30, 1908
749	Nellie M. Diamond	" 30, 1913
748	*Margaret M. Sparks	" 30, 1908
746	Nettie P. Hough	" 30, 1908
746	Mary E. Warner	" 30, 1908
745	Nellie S. Dickey	" 30, 1908
745	*Linwood Taft	" 30, 1908
744	Emily M. Desmond	" 30, 1908
742	Joseph F. Gould	" 30, 1908
740	M. Estella Sprague	" 30, 1908
740	Annie W. Anderson	" 30, 1908
740	Elizabeth A. Garrity	" 30, 1908
738	Alice L. Gookin	" 30, 1908
738	Adeline S. Keith	" 30, 1908
737	Mary A. Molloy	" 30, 1908
736	Anna V. Kelley	" 30, 1913
731	Margarita E. Burns	" 30, 1908
731	Grace K. Maloney	" 30, 1908
731	Annie L. McGrory	" 30, 1908
731	Jennie N. Whitcher	" 30, 1908
729	Lena B. Winter	" 30, 1908
728	Eliza T. Ransom	" 30, 1908
728	Genevieve Costello	" 30, 1913
726	Marianna Nicholson	" 30, 1908
726	Katherine M. Sullivan	" 30, 1908
726	Lily E. Blanchard	" 30, 1908
726	Emily G. Travers	" 30, 1908
723	Sara E. Kirwen	" 30, 1908
723	Bertha A. Pettee	" 30, 1908
722	Ida M. Carliell	" 30, 1908
721	Hattie G. Wildes	" 30, 1908
719	Cora L. Mulrey	" 30, 1913
718	Elizabeth M. Collins	" 30, 1908
718	Harriet A. Raymond	" 30, 1908
718	Annie T. Udell	" 30, 1908
716	Florence E. Fisher	" 30, 1908
716	Katharine E. McEnroe	" 30, 1913
714	Josephine Marston	" 30, 1913

* Holds Certificate, Elementary School, Class A.

Elementary Certificates, Examined Candidates (Continued).

Class B.

Rating.	Name.	Certificate Expires
713	Margaret L. Doyle	June 30, 1908
712	Evelyn E. Esgate	" 30, 1908
712	Minnie G. Mahoney	" 30, 1908
710	*Mary E. Bunton	" 30, 1908
710	Caroline G. Tunis	" 30, 1913
709	Arthur Williams	" 30, 1908
708	Laura M. Whitney	" 30, 1908
707	Margaret M. Murnane	" 30, 1908
704	Katherine E. Neary	" 30, 1908
704	Timothy F. O'Connor	" 30, 1908
704	Lillie J. Davis	" 30, 1908
703	*Clara Rowley	" 30, 1913
701	Mary A. Connelly	" 30, 1908
696	Eva A. Brown	" 30, 1908
695	Irma V. Hodgman	" 30, 1908
694	Hattie B. Grover	" 30, 1908
694	Elizabeth F. Reed	" 30, 1908
692	Mary A. Kelley	" 30, 1908
692	Winifred M. Folan	" 30, 1913
691	Catherine C. Fogarty	" 30, 1908
691	Emma D. Larrabee	" 30, 1908
691	Ida E. Penell	" 30, 1908
690	Gertrude L. Reid	" 30, 1908
689	*Richard W. Marston	" 30, 1908
688	Anna S. Olson	" 30, 1908
687	Abbie J. Emery	" 30, 1908
687	Irene S. Nightingale	" 30, 1908
686	Elizabeth V. Doherty	" 30, 1908
684	Mary E. Lane	" 30, 1908
683	Annie G. Hill	" 30, 1908
683	Mary L. Mahoney	" 30, 1908
683	Mary S. Wentworth	" 30, 1908
683	Emma E. Irish	" 30, 1913
681	Josephine B. Gilson	" 30, 1908
681	Susan F. Sullivan	" 30, 1908
679	Adaline A. Gardner	" 30, 1908
679	Elizabeth E. Hall	" 30, 1908
679	Elizabeth Hutchings	" 30, 1908
678	Helen T. Chaplin	" 30, 1908
678	Helen S. Woodman	" 30, 1908
677	Etta M. Abbott	" 30, 1908
676	Elizabeth Gardner	" 30, 1908

* Holds Certificate, Elementary School, Class A.

Elementary Certificates, Examined Candidates (Continued).

Class B.

Rating.	Name.	Certificate Expires
674	Florence M. Remon	June 30, 1913
673	Mary A. Berry	" 30, 1908
672	Annie J. Lamphier	" 30, 1908
672	Maurice J. O'Brien	" 30, 1908
671	Elizabeth A. Clark	" 30, 1913
670	Annie W. Hubbard	" 30, 1908
669	Joseph F. Carter	" 30, 1908
669	Mary A. Holt	" 30, 1908
668	Nina M. Doanan	" 30, 1908
668	Martha E. Daniels	" 30, 1913
667	Margaret Hickey	" 30, 1908
664	Louise M. Foss	" 30, 1913
663	Mae Goodwin	" 30, 1908
663	Julia F. Sawyer	" 30, 1908
662	Alice E. Cunningham	" 30, 1908
662	Clara B. Parkhurst	" 30, 1908
658	Anna Delaney	" 30, 1908
658	Mary J. Leonard	" 30, 1913
656	Adalena H. Dudley	" 30, 1908
655	Ellen C. Donovan	" 30, 1913
654	Gertrude L. Moran	" 30, 1908
653	May E. Briggs	" 30, 1908
653	Maria T. Cogger	" 30, 1908
653	Alice M. Deehan	" 30, 1908
653	Margaret H. Sloane	" 30, 1908
652	Mabelle F. Studley	" 30, 1908
651	Mary I. Coggeshall	" 30, 1913
649	*Joseph A. F. O'Neil	" 30, 1913
648	Mary B. Cashman	" 30, 1913
647	Anna B. Chisholm	" 30, 1908
646	Winifred V. Cobb	" 30, 1908
646	Sarah MacMillan	" 30, 1908
645	Mary M. Gallivan	" 30, 1908
644	Ruth C. Jackson	" 30, 1908
644	Eliza A. McTaggart	" 30, 1908
644	Ellen M. Ford	" 30, 1913
643	Georgie E. Crocker	" 30, 1908
642	Katherine G. Butler	" 30, 1913
641	Lillian Porter	" 30, 1908
641	Isabella H. Howe	" 30, 1913
640	Clara A. Osgood	" 30, 1908
639	Josephine P. Poole	" 30, 1908

* Holds Certificate, Elementary School, Class A.

Elementary Certificates, Examined Candidates (Continued).

Rating.	Name.	Class B.	Certificate Expires
639	Agnes Westcott		June 30, 1908
638	Eva G. Oakes		" 30, 1908
638	Azniv Beshgeturian		" 30, 1908
637	Rose A. Conry		" 30, 1908
637	Katherine C. Leary		" 30, 1913
636	Margaret J. Brown		" 30, 1908
636	Lena F. Shaw		" 30, 1908
635	Mary A. Mahoney		" 30, 1913
632	Angeline Campbell		" 30, 1908
632	Frances J. Farrar		" 30, 1908
631	Mary J. Quigley		" 30, 1913
630	Clara P. Chase		" 30, 1913
628	Bessie H. Brown		" 30, 1908
626	Philip Davis		" 30, 1908
625	Helen M. Cleveland		" 30, 1908
622	Mary C. Dewan		" 30, 1908
622	Hilda L. Morson		" 30, 1913
618	Mary J. Hackett		" 30, 1908
616	Katharine F. Baker		" 30, 1908
616	Katherine T. Hannon		" 30, 1908
612	*J. Murray Baker		" 30, 1908
612	Margaret F. O'Connor		" 30, 1908
612	Rebecca L. Videto		" 30, 1908
611	Katharine A. O'Brien		" 30, 1908
610	Mary L. Guyton		" 30, 1913
608	Mary M. Murphy		" 30, 1908
605	Corinne H. Nutter		" 30, 1913
604	Blanche S. Hall		" 30, 1908
604	Mildred Kallen		" 30, 1908
601	Marian Poole		" 30, 1908
601	George T. Sweet		" 30, 1908
597	Margaret M. Sullivan		" 30, 1913
595	Isabelle C. McIntyre		" 30, 1908
593	Mabel E. Phillips		" 30, 1908
590	Alice Wheeler		" 30, 1908
588	Katherine G. O'Brion		" 30, 1913
581	Louisa W. Lasell		" 30, 1908
577	Hannah E. McDonough		" 30, 1913
575	John H. Graham		" 30, 1908
562	Lizzie E. Hill		" 30, 1908
557	Mary F. Riley		" 30, 1908
549	Mary E. Mulloney		" 30, 1908

* Holds Certificate, Elementary School—Class A.

Elementary Certificates, Examined Candidates (Continued).

Class B.

Rating.	Name.	Certificate Expires
535	*William A. Reed	June 30, 1908
533	Eliza F. Dolan	" 30, 1908

KINDERGARTEN CERTIFICATES.

Normal School, Class of 1907.

Rating.	Name.	Certificate Expires
933	Katherine A. Daly	June 30, 1913
875	Pauline F. Smith	" 30, 1913
827	Mildred M. Hood	" 30, 1913
822	Eleanor L. Rand	" 30, 1913
815	Ella M. Dolben	" 30, 1913
805	Dorothy Fairbanks	" 30, 1913
794	Grace M. Quirk	" 30, 1913
783	Margaret Stedman	" 30, 1913
783	A. Olive Wigley	" 30, 1913
777	Grace R. Hallet	" 30, 1913
762	Margaret F. Hillard	" 30, 1913
757	Grace E. Brett	" 30, 1913
753	Flora M. Hoyt	" 30, 1913
750	Elizabeth A. Hickey	" 30, 1913
737	Sibylla R. Crawford	" 30, 1913
698	Mabel V. Mulrey	" 30, 1913
695	Lena G. Frost	" 30, 1913
687	Natalie Irving	" 30, 1913
680	Mary F. Powers	" 30, 1913
679	Anna E. Fiske	" 30, 1913
648	Theresa M. Cotter	" 30, 1913

Normal School, Prior to 1907.

863	Jennie F. Eldredge	June 30, 1912
819	Marie J. Kreutz	" 30, 1912
806	Sara E. L'Orage	" 30, 1912
757	Rena Lewis	" 30, 1912
750	Nina M. Gregg	" 30, 1912
742	Eleanor M. Osterberg	" 30, 1912
740	Belle G. Burroughs	" 30, 1912
720	Winifred L. McCabe	" 30, 1912
705	Gertrude M. Glynn	" 30, 1912
703	Adelaide B. Hearn	" 30, 1912
701	Bess F. Osborn	" 30, 1912
700	Annie C. Shea	" 30, 1912
690	Emma F. Temple	" 30, 1912
686	Katherine L. Ryan	" 30, 1912
677	Ruth T. Elliott	" 30, 1912
671	Mary E. Flynn	" 30, 1912

* Holds Certificate, Elementary School, Class A.

Kindergarten Certificates (Continued).

Rating.	Name.	<i>Examined Candidates.</i>	Certificate Expires
816	Helen M. Cobb		June 30, 1913
781	Bertha A. Perkins		" 30, 1913
770	Ruth Dasey		" 30, 1913
751	Sarah H. Pratt		" 30, 1913
748	Clara M. Jordan		" 30, 1908
747	Hetty B. Schriftgeisser		" 30, 1908
737	Hope Davison		" 30, 1908
713	Mary B. Fox		" 30, 1908
695	Katherine E. Peard		" 30, 1913
677	Ada S. Blake		" 30, 1908
675	Wilhelmina Humbert		" 30, 1908
654	Mabel S. Blackman		" 30, 1913
650	Anna M. Doherty		" 30, 1913
646	Mary E. Pennell		" 30, 1908
634	Grace A. Lynde		" 30, 1908
615	Agnes C. Morris		" 30, 1908
612	Helen S. Kelly		" 30, 1908
580	Alice M. Dicker		" 30, 1908
577	Bertha A. Colburn		" 30, 1908
574	Elizabeth L. Holton		" 30, 1908

SPECIAL CLASS CERTIFICATES.

Rating.	Name.	Certificate Expires
797	Nellie E. Powers	June 30, 1913
779	Ambrosine Salsbury	" 30, 1913

COOKERY CERTIFICATES.*Normal School, Prior to 1907.*

Rating.	Name.	Certificate Expires
811	Mary E. Kinsley	June 30, 1912
716	Mary A. Geary	" 30, 1912
709	Gertrude A. Power	" 30, 1912
685	Margaret M. Downing	" 30, 1912
630	Annie E. Dennis	" 30, 1912
610	Josephine W. Cowan	" 30, 1912

Examined Candidates.

888	Mary A. Tilton	June 30, 1908
802	Helen A. Parker	" 30, 1908

Cookery Certificates (*Continued*).

Rating.	Name.	Certificate Expires
798	Clara J. O'Brien	June 30, 1913
783	Sarah L. Cauley	" 30, 1913
774	Mary M. Murphy	" 30, 1908
767	Sarah L. Bates	" 30, 1908
735	Agnes A. Boursaud	" 30, 1908
723	Ruth Montague	" 30, 1908
708	Clara G. Staples	" 30, 1908
685	Jessie A. Atkinson	" 30, 1908
682	Henrietta I. Soper	" 30, 1908

WOODWORKING CERTIFICATES.

Normal School, Prior to 1907.

Rating.	Name.	Certificate Expires
797	Josephine M. Hodgkinson	June 30, 1912
794	Mary T. Baker	" 30, 1912
688	Mary V. O'Regan	" 30, 1912
659	Katharine L. Colbert	" 30, 1912

Examined Candidates.

854	Helen M. Ekstrom	June 30, 1908
848	Marie E. Ruegnitz	" 30, 1908
838	Sheba E. Berry	" 30, 1908
835	Edith M. Brown	" 30, 1908
789	Francis J. Emery	" 30, 1908
778	Pearl C. Blair	" 30, 1908
759	Garretta K. Seger	" 30, 1908
759	Howard H. Carroll	" 30, 1913
756	Ola H. Ferguson	" 30, 1913
752	William F. Eastwood	" 30, 1908
750	Sallie C. Johnson	" 30, 1908
748	Lucy E. Fothergill	" 30, 1908
732	Frank H. Dame	" 30, 1908
732	Jeremiah F. O'Neill	" 30, 1913
723	Delia R. Walker	" 30, 1908
722	Sara L. Patrick	" 30, 1913
709	Ellen F. Coffin	" 30, 1913
703	Blanche I. Newton	" 30, 1913
684	Chesley H. Smith	" 30, 1908
672	Carrie A. Rogers	" 30, 1908
662	Thomas J. Flinn	" 30, 1908
659	Mary E. Thompson	" 30, 1913

SEWING CERTIFICATES.

Normal School, Prior to 1907.

Rating.	Name.	Certificate Expires
838	Elleanor P. Cox	June 30, 1912
763	Elizabeth L. Rogers	" 30, 1912
760	Katie Roud	" 30, 1912
720	Mary L. Moran	" 30, 1912
715	Mary E. Lowder	" 30, 1912
677	Catherine A. Hogan	" 30, 1912
668	Elizabeth E. Dacey	" 30, 1912
658	Regina M. Hart	" 30, 1912

Examined Candidates.

870	Margaret G. Moore	June 30, 1908
802	Kate Farlin	" 30, 1913
744	Marguerite S. King	" 30, 1913
736	Katharine E. Flanagan	" 30, 1908
714	Annie L. Killion	" 30, 1908
707	Helena M. Doherty	" 30, 1913
693	Anna E. Costello	" 30, 1913
673	Mary E. Jones	" 30, 1908
662	Helena M. Flynn	" 30, 1908
659	Mary A. Mulvey	" 30, 1908
658	Alice E. Cunningham	" 30, 1913
654	Ella L. Deane	" 30, 1908
653	Anna M. Magrath	" 30, 1908
653	Adeline M. Norton	" 30, 1913
651	Adelaide F. Perry	" 30, 1908
645	Alice Healy	" 30, 1908
644	Nellie E. Dunne	" 30, 1913
643	Annie C. Webber	" 30, 1913
643	Blanche B. Starratt	" 30, 1913
634	Eva H. Simmons	" 30, 1913
622	Margaret M. Burke	" 30, 1908
607	Anastasia Gannon	" 30, 1908
544	Ella M. Phelps	" 30, 1908

ASSISTANTS IN MUSIC.

Rating.	Name.	Certificate Expires
800	Alice M. Raymond	June 30, 1908
770	Charles H. D. Murphy	" 30, 1908
727	Katharine L. Moore	" 30, 1908
712	S. Gertrude Tighe	" 30, 1908
660	Helen A. O'Gorman	" 30, 1908
615	Susan E. Sowdon	" 30, 1908

ASSISTANTS TO DIRECTOR IN DRAWING.

Rating.	Name.	Certificate Expires
884	Helen E. Cleaves	June 30, 1913
824	Lucy D. Taylor	" 30, 1913
787	Amy M. Pleadwell	" 30, 1913
769	Leona Hope	" 30, 1913
748	Charles E. Newell	" 30, 1913

NURSES.

Rating.	Name.	Certificate Expires
928	Drusilla Hodgins	June 30, 1913
901	Mary R. Walsh	" 30, 1913
877	Miriam H. Crowell	" 30, 1913
843	Gertrude A. Shattuck	" 30, 1913
840	Mary S. Doherty	" 30, 1913
834	Fannie F. Clement	" 30, 1913
831	Mary Martin	" 30, 1913
822	Alma Taylor	" 30, 1913
818	Mary A. Didham	" 30, 1913
805	Emily A. Snow	" 30, 1913
800	Edith S. Cooke	" 30, 1913
795	Margaret J. Chisholm	" 30, 1913
793	Annie F. Carberry	" 30, 1913
792	Katherine A. Moynihan	" 30, 1913
792	Katherine O'Callaghan	" 30, 1913
780	Georgina Stoddard	" 30, 1913
779	Helen F. McCaffrey	" 30, 1913
775	Charlotte M. Sullivan	" 30, 1913
775	Elizabeth R. R. Card	" 30, 1913
772	Leona S. Mellish	" 30, 1913
771	Jennie A. Breed	" 30, 1913
764	Mabel A. Hunter	" 30, 1913
756	Alice M. Sweeney	" 30, 1913
743	Annie I. Hollings	" 30, 1913
742	Mary E. Canarie	" 30, 1913
735	Mary Callaghan	" 30, 1913
722	Jennie R. Dix	" 30, 1913
714	Ellen C. MacAdam	" 30, 1913
713	Sadie G. Reynolds	" 30, 1913
712	Sarah M. Cahoon	" 30, 1913
711	Josephine Ellis	" 30, 1913
710	Agnes I. Quirk	" 30, 1913
705	Isabel D. Van Wart	" 30, 1913
697	Mary T. McCann	" 30, 1913

Nurses (Continued).

Rating.	Name.	Certificate Expires
686	Annie M. Walsh	June 30, 1913
685	Anna Regan	" 30, 1913
680	Catherine V. Murphy	" 30, 1913
664	Julia A. Godvin	" 30, 1913
662	Ellen M. Dwyer	" 30, 1913
646	Marie E. Graham	" 30, 1913
636	Frances Z. Flannery	" 30, 1913

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White, Frances E., 118 Highland street, Hyde Park.....	17
White, Harriet, 11 Aberdeen street.	18
Whitney, Laura M., Richmond, Me.....	26
Whittemore, Alice C., 16 Harbor View street, Dorchester.....	20
Wier, Jennie E., 335 Seaver street, Dorchester.....	8
Wigley, A. Olive, 55 Mather street, Dorchester.....	29
Wilbar, Mary F., 56 Dix street, Dorchester.....	16
Wilcox, Gertrude M., Hyannis.....	24
Wilder, Gertrude M., 149 North Beacon street, Brighton.....	19
Wilder, Margaret G., 53 Fairmount avenue, Newton.....	16
Wildes, Hattie G., 742 Salem street, South Groveland.....	25
Willard, Edgar L., Marshfield Hills.....	23
Williams, Alice L., 22 Warner street, New Dorchester.....	14
Williams, Arthur, 112 Chelsea street, Charlestown.....	26
Williams, Blanche P., 113 Poplar street, Roslindale.....	16
Williams, Edna L., 15 Maxwell street, New Dorchester.....	22
Winslow, Alice M., 16 Park avenue, West Somerville.....	24
Winston, James E., 3 Sumner road, Cambridge.....	10
Winston, Thomas E., 199 Marion street, East Boston.....	10
Winter, Lena B., 4 Longwood terrace.....	25
Withee, Henry L., 7 Howland street, Cambridge.....	23
Wolfe, Edith M., 625 East Center street, Marion, O.....	8
Wolf, James G., 36 Bayard street, Allston.....	14
Woodbury, Mabel R., Wheaton Seminary, Norton.....	8
Woodman, Elizabeth C., 667 Main street, Worcester.....	7
Woodman, Helen S., 20 Cass street, Melrose.....	26
Woods, Frances E., 19 Union street, Brighton.....	22
Woodward, Elizabeth J., 80 Copeland street, Roxbury.....	11
Woodworth, Mabel E., 8 Alveston street, Jamaica Plain.....	7
Wray, Helen E., 20 Brent street, Dorchester.....	18
Wynne, Annie, 12 Pomeroy street, Allston.....	14

SCHOOL DOCUMENT NO. 10—1907

BOSTON PUBLIC SCHOOLS

LIST

OF

AUTHORIZED TEXT AND SUPPLE-
MENTARY BOOKS

FOR THE

SCHOOL YEAR 1907-1908



BOSTON
MUNICIPAL PRINTING OFFICE
1907

IN SCHOOL COMMITTEE, June 18, 1907.

Ordered, That the books, maps, globes and charts contained in the list of proposed authorized text and supplementary books submitted by the Board of Superintendents, under date of June 10, 1907, are hereby adopted for use in the public schools as specified in said list; provided, that books heretofore authorized, but not included in said list, may be continued in use in the schools, but no additional copies of said books shall be purchased.

NOTE. — Books of reference may be purchased, subject to the approval of the Board of Superintendents in each case, as follows:

- (a) One copy for each teacher of a grade or subject.
- (b) One copy for each school or district.

ELEMENTARY SCHOOLS.

The classification of supplementary books by grade is merely suggestive, and such books may be used in any grade at the discretion of the principal.

Text-books are authorized for use only in such grades as are specified.

Any book authorized for use as a text-book may be used as a supplementary book in the grade for which it is authorized.

ELEMENTARY SCHOOLS.	Grades.
ARITHMETIC.	
<i>Text-books.</i>	
¹ Greenleaf's Manual of Intellectual Arithmetic,	IV to VII
New Franklin Arithmetic, Book I	IV, V
New Franklin Arithmetic, Book II	VI, VII, VIII
Walton & Holmes's Arithmetic, Book I	III
<i>Supplementary Books.</i>	
Nichols's Graded Lessons in Arithmetic	IV to VIII
Werner Arithmetics, The	IV to VIII
DRAWING AND MANUAL TRAINING.	
<i>Text-books.</i>	
² Froehlich & Snow's Text Books of Art Education, Books I to VI	III to VIII
<i>Supplementary Books.</i>	
Course in Water Color, A (Prang Ed. Co.)	VIII
DICTIONARIES.	
<i>Text-books.</i>	
Brown & Haldeman's Clarendon Dictionary	V, VI
Webster's Academic Dictionary	VI, VII, VIII
Worcester's A Comprehensive Dictionary	VI, VII, VIII

¹One set of sixty copies to be supplied for the classes on each floor of an elementary school building occupied by pupils above the third grade.

²To be supplied in sets not exceeding thirty copies of each book of the series for each district.

ELEMENTARY SCHOOLS.	Grades.
ENGLISH.	
Grammar, Language and Spelling.	
<i>Text-books.</i>	
Buehler & Hotchkiss's Modern English Lessons, Book I Daly's An Advanced Rational Speller Dunton & Kelley's Inductive Course in Eng- lish Language Lessons Harris & Gilbert's Guide Books to English, Book I Metcalf's English Grammar Metcalf & Bright's Language Lessons, Part I Metcalf & Bright's Language Lessons, Part II, Scott & Southworth's Lessons in English, Book I Worcester's A Pronouncing Spelling Book	IV, V, VI VIII IV, V, VI IV, V, VI VII, VIII IV, V VI, VII IV, V, VI IV, V, VI
Reading.	
<i>Text-books.</i>	
Arnold's The Arnold Primer Blaisdell's Child Life in Tale and Fable. A Second Reader Blaisdell's Child Life in Many Lands. A Third Reader Blaisdell's Child Life in Literature. A Fourth Reader Blodgett Primer, The Blodgett First Reader, The Brumbaugh's The Standard Fourth Reader Brumbaugh's The Standard Fifth Reader Cyr's The Children's Primer Cyr's The Children's First Reader Cyr's The Children's Second Reader Cyr's The Children's Third Reader Cyr's The Children's Fourth Reader Cyr's Fifth Reader Finch Primer, The Hall & Brumbaugh's Standard Primer	I II III IV I I IV, V V, VI I I II III, IV V, VI VI, VII I I

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Text-books</i> , concluded.	
Hazen's Fourth Reader	VII, VIII
Heath Primer, The	I
Heath First Reader, The	I
Heath Second Reader, The	II
Heath Third Reader, The	III
Heath Fourth Reader, The	IV
Heath Fifth Reader, The	V
Masterpieces of American Literature	VIII
Monroe's New Fourth Reader	IV
Murray's Wide Awake Primer	I
Murray's Wide Awake First Reader	I
Noyes & Guild's Sunshine Primer	I
Progressive Series of Readers	I to VIII
Stepping Stones to Literature	I to VIII
Varney's The Robin Reader	I
<i>Supplementary Readers.</i>	
Art Reader, The, No. 1	I
Baldwin's Fairy Reader	II
Baldwin's School Reading by Grades, Fourth Year	IV, V
Baldwin's School Reading by Grades, Fifth Year	VI, VII
Baldwin's School Reading by Grades, Sixth Year	VIII
Bass's Beginners' Reader	I
Blaisdell's The Child Life Primer	I
Blaisdell's Child Life, A First Reader	I, II
Blaisdell's Child Life, A Fifth Reader	V, VI
Bowen's The Story Reader	II
Boyle's The Easy Primer	I
Brownie Primer, The	I
Brumbaugh's The Standard Second Reader	III
Brumbaugh's The Standard Third Reader	IV
Carroll & Brooks's The Brooks Primer	I
Christy & Shaw's Pathways in Nature and Literature, A First Reader and A Second Reader	I, II
Clyde & Wallace's Through the Year, Book I,	I, II

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Readers</i> , continued.	
Clyde & Wallace's <i>Through the Year</i> , Book II,	II, III
Finch First Reader, The	I
Fox's <i>The Indian Primer</i>	1, II
Fuller's <i>An Illustrated Primer</i>	I
Grover's <i>Outdoor Primer</i>	I
Grover's <i>Overall Boys</i>	I
Grover's <i>Sunbonnet Babies</i>	I
Grover's <i>The Art-Literature Reader</i> , Primer	I
Grover's <i>The Art-Literature Reader</i> , Book I	II
Grover's <i>The Art-Literature Reader</i> , Book II	III
Grover's <i>The Folk-Lore Reader</i> , Primer	I
Grover's <i>The Folk-Lore Reader</i> , Book I	II
Halliburton & Norvell's <i>Graded Classics</i> ,	
Books I, II, and III	II, III, IV, V
Halliburton & Norvell's <i>Graded Classics</i> ,	
Books IV and V	VI, VII, VIII
Harper's <i>Second Reader</i>	II, III
Hawthorne Readers, The: <i>Little-Folk Tales</i> , A	
First Reader	I
Hawthorne Readers, The: <i>Story Land</i> , A	
Second Reader	II
Hawthorne Readers, The: <i>From Many Lands</i> ,	
A Third Reader	IV
Hawthorne Readers, The: <i>Nature and Life</i> , A	
Fourth Reader	VI, VII
Hawthorne Readers, The: <i>Literature</i> , A Fifth	
Reader	VIII
Heart of Oak Books, The: Vol. I	II
Heart of Oak Books, The: Vol. II	III
Heart of Oak Books, The: Vol. III	IV
Heart of Oak Books, The: Vol. IV	V
Heart of Oak Books, The: Vol. V	VI, VII
Heart of Oak Books, The: Vol. VI	VIII
Holbrooke's <i>The Hiawatha Primer</i>	I
Holton Primer, The	I
Interstate Primer and First Reader	I
Jones's Third Reader	III
Judson and Bender's <i>Graded Literature Readers</i> ,	
First, Second, Third, Fourth, and Fifth	
Books	I to V

ELEMENTARY SCHOOLS.	Grades.
<i>Reading. — Supplementary Readers, concluded.</i>	
Language Readers, First, Second, Third . . .	I, II, III
Lights to Literature, Book I	I, II
Lights to Literature, Book II	II, III
Lights to Literature, Book III	IV, V
Lights to Literature, Book IV	VI, VII
Lights to Literature, Book V	VIII
Logie & Uecke's Story Reader	III
Robert Louis Stevenson, Reader	II, III
Richmond Second Reader, The	II
Silver, Burdett Reader, The, Book I	I
Silver, Burdett Reader, The, Book II	II
Silver, Burdett Reader, The, Book III	III
Silver, Burdett Reader, The, Book IV	IV, V
Silver, Burdett Reader, The, Book V	V, VI
Spaulding and Bryce, The Aldine First Reader,	I
Sprague's Classic Reader, Book I	I
Sprague's Classic Reader, Book IV, Parts I and II	IV, V
Sprague's Classic Reader, Book V, Parts I and II	VI, VII, VIII
Thompson's New Century Reader, First Year (For Childhood Days)	I
Thompson's New Century Reader, Second Year (Fairy Tale and Fable)	I, II
Thompson's New Century Reader, Third Year (Nature, Myth, and Story)	III
Williams's Choice Literature Series, Book I, Primary	III
Williams's Choice Literature Series, Book I, Intermediate	IV, V
Williams's Choice Literature Series, Book II, Intermediate	VI, VII
Williams's Choice Literature Series, Book I, Grammar	VI, VII
Williams's Choice Literature Series, Book II, Grammar	VIII
<i>Supplementary Books.</i>	
Abbott's A Boy on a Farm (edited by Johnson),	IV, V
Alcott's Little Men	VI, VII

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Books</i> , continued.	
Alcott's <i>Little Women</i>	VI, VII
Alcott's <i>Under the Lilacs</i>	VI, VII
Aldrich's <i>Story of a Bad Boy</i>	VII
American Poems (edited by Scudder)	VIII
Anderson's <i>Fairy Tales</i> , First Series, Second Series	IV, V
Animal Stories, retold from <i>St. Nicholas</i>	
(edited by M. H. Carter)	V, VI
About Animals.	
Bear Stories.	
Cat Stories.	
Lion and Tiger Stories.	
Panther Stories.	
Stories of Brave Dogs.	
Austin's <i>Standish of Standish</i>	VI, VII, VIII
Baldwin's <i>Fifty Famous Stories Retold</i>	IV, V
Baldwin's <i>Old Stories of the East</i>	III
Baldwin's <i>Story of Seigfried</i>	VII
Baldwin's <i>Thirty More Famous Stories</i>	III
Barlow's <i>Strangers at Lisconnell</i>	VIII
Beacon Biographies of Eminent Americans, The	
(edited by M. A. DeWolfe Howe)	VI, VII
viz.: James Russell Lowell, by Edward	
Everett Hale, Jr.	
Nathaniel Hawthorne, by Annie Fields.	
Phillips Brooks, by M. A. DeWolfe Howe.	
Frederick Douglass, by Charles W. Chest-	
nut.	
John Brown, by Joseph Edgar Chamber-	
lain.	
Robert E. Lee, by William P. Trent.	
Bemmett's <i>Master Skylark</i>	VII
Bigham's <i>Stories of Mother Goose Village</i>	III
Blackmore's <i>Lorna Doone</i>	VIII
Blaisdell's <i>Boy Blue and his Friends</i>	II
Blake's <i>A Summer Holiday in Europe</i>	VIII
Bolton's <i>Lives of Girls Who Became Famous</i>	VIII
Boniface's <i>Picciola</i> (translated and edited	
by Alger)	VI, VII
Boyesen's <i>The Modern Vikings</i>	VIII

ELEMENTARY SCHOOLS.	Grades.
<i>Reading. — Supplementary Books, continued.</i>	
Brigham's From Trail to Railway . . .	VII, VIII
Brooks's Stories of the Red Children . . .	III
Brooks's The Story of King Arthur . . .	VII
Brown's Alice and Tom	III
Brown's In the Days of Giants	V
Brown's When the World was Young	III
Brown's The Wonderful Chair and the Tales it Told (edited by O'Shea)	IV, V
Bryant's Sella, Thanatopsis and Other Poems (Riverside Literature Series)	VIII
Burnett's Little Lord Fauntleroy	IV, V
Burt's Odysseus	VII
Carrington's Beacon Lights of Patriotism . .	VIII
Carroll's Alice's Adventures in Wonderland .	IV, V
Carroll's How Marjorie Helped	VI, VII
Cervantes's Don Quixote	VIII
Chamberlain's How We are Clothed	III, IV, V
Chamberlain's How We are Sheltered	IV, V
Church's Stories of the Old World	VII
Clemens's Prince and the Pauper	V
Cooper's The Last of the Mohicans	VIII
Coolidge's New Year's Bargain	IV
Coolidge's What Katy Did	V
Coolidge's What Katy Did at School	VI
Cowle's Stories to Tell	II, III
Craik's John Halifax	VIII
Craik's A Noble Life	VIII
DeAmicis's Cuoré (The Heart of a Boy) . .	V
Diaz's William Henry Letters	VI
Dickens's Christmas Carol, and the Cricket on the Hearth	VIII
Dickens's David Copperfield	VIII
Dickens's Nicholas Nickleby	VIII
Dickens's Old Curiosity Shop	VIII
Dickens's Oliver Twist	VIII
Dodge's Hans Brinker	VI, VII
Dopp's Early Cave Men	III
Dopp's Tree Dwellers	III
Dutton's In Field and Pasture	III
Eggleston's Hoosier Boy	VI

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Books</i> , continued.	
Eliot's Poetry for Children	IV, V
Eliot's Selections from American Authors—	
Franklin, Cooper, Adams, Longfellow	VIII
Eliot's Silas Marner	VIII
Eugene Field Book, The (edited by Burt and Cable	VI, VII
Ewing's Daddy Darwin's Dovecote	VI
Ewing's Jackanapes	VI, VII
Farrington's Tales of King Arthur	VIII
Foote's The Little Fig Tree Stories	IV, V
Foster & Cumming's Asgard Stories	VI, VII
Fuller's Pratt Portraits	VIII
Gaskell's Cranford	VIII
Godolphin's Swiss Family Robinson	III
Golden Book of Choice Reading (American Book Co.)	III
Goldsmith's The Deserted Village (Riverside Literature Series)	VIII
Greene's Legends of King Arthur and His Court	VI, VII, VIII
Grimm's Fairy Tales (edited by Wiltse)	III
Guerber's Myths of Northern Lands	VIII
Hale's My Double and How He Undid Me	VIII
Hale's Peterkin Papers	II
Hale's The Man Without a Country	VI, VII
Hall's Homeric Stories	VI, VII
Harraden's Things Will Take a Turn	IV, V
Harvey's Snowman and Other Stories	II
Haweis's Chaucer for Children	VIII
Hawthorne, Stories from	VI, VII
Hawthorne's Tanglewood Tales	IV, V
Hawthorne's Wonder Book	IV, V
Henty's By Pyke and Dyke	VIII
Henty's Under Drake's Flag	VII
Herbst's Tales and Customs of the Ancient Hebrews	III
Hix's Once Upon a Time	I, II
Holbrook's Nature Myths	II, III
Holbrook's Northland Heroes	VI

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Books</i> , continued.	
Holmes's Grandmother's Story and Other Poems: My Hunt After the Captain and Other Papers (Riverside Literature Series) .	VI, VII
Howells's Flight of Pony Baker	VIII
Hoyt's The Story of Robinson Crusoe . . .	I
Hughes's Tom Brown's School Days (at Rugby)	VIII
Hunt's Ramona	VIII
Irving's Rip Van Winkle and Other American Essays from the Sketch Book (Riverside Literature Series)	VIII
Jackson's Nelly's Silver Mine	V
Jenkins's Child of Urbino	III
Jewett's Betty Leicester	VI
Jewett's Betty Leicester's Christmas . . .	VI, VII
Jewett's Country Doctor	VIII
Jewett's Deephaven	VII
Jewett's Play Days	II, III, IV
Jewett's White Heron	VI
Kingsley's Water Babies	VI, VII
Kipling's Captains Courageous	VIII
Kipling's Jungle Book	IV, V
Klirgensmith's Household Stories for Little Readers	II
Knowles's Legends of King Arthur	VIII
Kupfer's Lives and Stories Worth Remembering,	III
Kupfer's Stories of Long Ago in a New Dress,	VI, VII
Lamb's Adventures of Ulysses	VI
Lamb's Tales from Shakespeare (revised edition, Houghton, Mifflin & Co.)	VI, VII
Lane's Stories for Children	I
Lindsey's Mother Stories	II, III
Little Folks of Many Lands	III
Longfellow's Evangeline	VIII
Longfellow's The Children's Hour and Other Poems (Riverside Literature Series)	IV, V
Longfellow's The Courtship of Miles Standish,	VIII
Lowell's Jason's Conquest	VI, VII
Lowell's The Vision of Sir Launfal, Under the Old Elm and Other Poems (Riverside Literature Series)	VIII

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Books</i> , continued.	
Mabie's Fairy Tales Every Child Should Know,	III
Mabie's Norse Stories	VI, VII, VIII
Marden's Pushing to the Front	VI, VII
Marden's Stories from Life	VI
Marden's Winning Out	VI, VII
Martineau's Crofton Boys	IV, V
Martineau's Feats on the Fiord	VII
Martineau's Settlers at Home	VII
Martineau's The Peasant and the Prince	VI, VII, VIII
May's Little Grandmother	IV
May's Little Grandfather	IV
McLeod's Tales of King Arthur	VII
McMurry's William Tell	VI, VII
Mother Goose, The Only True	II
Noyes's Twilight Stories	IV, V
Ouida's Dog of Flanders	VII
Ouida's Nuremburg Stove	IV
Peabody's Old Greek Folk-Stories Told Anew,	IV, V
Peabody's Step by Step	I
Potter's Tailor of Gloucester and Others	I
Pratt's Legends of the Red Children	II, III
Pratt's Legend of the Norseland	V
Pratt's Little Flower Folks, or Stories from	
Flowerland, Vols. I and II	III
Pratt's Rhoda Thornton's Girlhood	VI
Pratt's Stories of Colonial Children	II, III
Pratt's Stories from Shakespeare, Vols. I, II,	
III	VIII
Price's Lads and Lassies of Other Days	IV, V
Price & Gilbert's Heroes of Myth	IV, V
Pyle's Some Merry Adventures of Robin Hood	
of Great Renown in Nottinghamshire	IV, V
Richardson's Daniel Webster for Young Ameri-	
cans	VIII
Robinson Crusoe (edited by Lambert)	VI, VII
Ruskin's The King of the Golden River	IV, V
Schwartz's Five Little Strangers	III
Scott's Ivanhoe	VIII
Scott's Kenilworth	VIII
Scott's Quentin Durward	VIII

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Books</i> , continued.	
Scott's <i>The Lady of the Lake</i>	VIII
Scott's <i>The Lay of the Last Minstrel</i>	VIII
Scudder's <i>Fables and Folk-Stories</i>	III, IV
Sewell's <i>Black Beauty</i>	IV, V
Shakespeare's <i>Julius Cæsar</i>	VIII
Shakespeare's <i>Merchant of Venice</i>	VIII
Shaw's <i>Stories of Ancient Greeks</i>	VI
Shedden's <i>Dorcas, The Indian Boy of Santa Clara</i>	IV, V
Shute's <i>The Land of the Song, Book 2</i>	VI, VII
Shute's <i>The Land of the Song, Book 3</i>	VIII
Skinner's <i>Boys Who Became Famous Men</i>	VI
Smith's <i>Eskimo Stories</i>	II
Spyri's <i>Heidi</i>	VI, VII
Spyri's <i>Moni the Goat Boy</i>	IV, V
Starr's <i>Strange Peoples</i>	VI, VII, VIII
Stevenson's <i>A Child's Garden of Verses</i>	IV, V
Stevenson's <i>Kidnapped</i>	VIII
Stevenson's <i>Treasure Island</i>	VIII
Stickney's <i>Earth and Sky</i>	II, III
Stockton's <i>Fanciful Tales</i>	IV, V
Stone & Fickett's <i>Days and Deeds One Hundred Years Ago</i>	IV, V
Stone & Fickett's <i>Everyday Life in the Colonies</i>	IV, V
Stories of <i>Starland</i>	IV
Stowe's <i>Pussy Willow Stories</i>	IV
Stowe's <i>Uncle Tom's Cabin</i>	VIII
Swift's <i>Gulliver's Travels</i> (edited by Balliet)	VI
Swiss Family <i>Robinson, The</i>	VI, VII
Sydney's <i>Gingham Bag</i>	IV, V
Ten Little <i>Indians</i>	III
Ten Big <i>Indians</i>	V, VI, VII
Thacher's <i>The Listening Child</i>	VI, VII
Thaxter's <i>Stories and Poems for Children</i> (Riverside School Library)	VI, VII
Thompson's <i>Lobo, Rag and Vixen</i>	IV, V
Trowbridge's <i>Cudjo's Cave</i>	VIII
Trowbridge's <i>Tinkham Brothers' Tide Mill</i>	VII
Trowbridge's <i>His Own Fault</i>	VI

ELEMENTARY SCHOOLS.	Grades.
Reading. — <i>Supplementary Books</i> , concluded.	
True's The Iron Star	VI, VII
Turner's Stories for Young Children	II, III
Van Dyke's First Christmas Tree	VI
Wallace's Ben Hur	VIII
White's Borrowed Sister	III
White's Ednah and Her Brothers	III
White's Little Girl of Long Ago	IV
White's Only Child	III
White's When Molly Was Six	III
Whitney's A Summer in Leslie Goldthwaite's Life	VI, VII
Whittier's Selections from Child-Life in Poetry and Prose (Riverside Literature Series)	VI, VII
Whittier's Snow Bound, Among the Hills, Songs of Labor, Mabel Martin, and Other Poems (Riverside Literature Series)	VI, VII
Wiggin's Rebecca of Sunnybrook Farm	VIII
Wiggin's Bird's Christmas Carol	IV
Wiggin & Smith's The Story Hour	III, IV, V
Wiltse's Folk Lore Stories and Proverbs	II
Wiltse's Story of Jean Valjean	VII
Wood's Children's First Story Book	I
GEOGRAPHY.	
<i>Text-books.</i>	
King's Elementary and Advanced Geographies,	IV to VIII
Redway & Hinman's Natural Elementary and Natural Advanced Geographies	IV to VIII
Tarbell's Introductory and Complete Geogra- phies	IV to VIII
Tarr & McMurry's Geographies, First, Second, and Third Books	IV to VIII
<i>Supplementary Books.</i>	
Adams's An Elementary Commercial Geogra- phy	VII
Andrews's Each and All	IV, V
Andrews's Seven Little Sisters	IV, V

ELEMENTARY SCHOOLS.	Grades.
<i>GEOGRAPHY.—Supplementary Books, continued.</i>	
Ballou's Footprints of Travel	VI, VII
Butterworth's Zigzag Journeys in Europe	VI, VII
Butterworth's Zigzag Journeys of the Orient	VI, VII
By Land and Sea (Youth's Companion Series),	VI, VII
Carpenter's Geographical Readers: Africa, Asia, Australia, Our Colonies, and Other Islands of the Sea, North America, South America	VI, VII, VIII
Carroll's Around the World, First Book	II
Carroll & Jerome's Around the World, Second Book	III
Carroll & Hart's Around the World, Third Book	IV
Dodge's A Reader in Physical Geography for Beginners	VI, VII, VIII
Fairbanks's Home Geography for Primary Grades	IV, V
Frye's Brooks and Brook Basins	IV, V
Frye's First Steps in Geography	IV, V
Frye's Grammar School Geography	VI, VII, VIII
Frye's Primary School Geography	IV, V
Gibson's In Eastern Wonderlands	VI, VII
Guyot's Introduction to Geography	IV, V
Hall's Our World Reader, No. 1	IV, V
Hayes's Castaway in the Cold	VI, VII
Heilprin's The Earth and Its Story	VIII
King's Geographical Reader, No. 1	IV, V
King's Geographical Reader, No. 2	IV, V
King's Geographical Reader, No. 3	IV, V
King's Geographical Reader, No. 4	VI, VII
King's Geographical Reader, No. 5	VI, VII
King's Geographical Reader, No. 6	VIII
Krout's Alice's Visit to the Hawaiian Islands,	VI, VII
McMurry's Pioneers on Land and Sea	VI, VII
McMurry's Pioneers of the Mississippi Valley,	VI, VII
McMurry's Pioneers of the Rocky Mountains and the West	VI, VII
Miller's Little People of Asia	IV, V
Our Country: East (The Companion Series),	VI, VII
Our Country: West (The Companion Series),	VI, VII

ELEMENTARY SCHOOLS.	Grades.
GEOGRAPHY. — <i>Supplementary Books</i> , concluded.	
Parker's Uncle Robert's Geography, III . . .	IV, V
Redway's Natural Elementary Geography . . .	IV, V
Riggs's Stories from Lands of Sunshine . . .	VI, VII, VIII
Rupert's Geographical Reader	VIII
Schwatka's Children of the Cold	VI, VII
Scribner's Geographical Reader	IV, V, VI
Shaw's Big People and Little People of Other Lands	IV, V
Taylor's Boys of Other Countries	VI, VII
Wade's The Little Cousins Series (10 volumes),	IV, V
Our Little Cuban Cousin.	
Our Little Hawaiian Cousin.	
Our Little Eskimo Cousin.	
Our Little Philippino Cousin.	
Our Little Porto Rican Cousin.	
Our Little African Cousin.	
Our Little Japanese Cousin.	
Our Little Brown Cousin.	
Our Little Indian Cousin.	
Our Little Russian Cousin.	
World and Its People, The :	
Book III; Our Own Country	IV, V
Book IV; Our American Neighbors	VI, VII
Book V; Modern Europe	VIII
Book VI; Life in Asia	VI, VII, VIII
Book VII; Views in Africa	VIII
Book VIII; Australia and the Islands of the Sea	VI, VII, VIII
Book IX; Hawaii and Its People	VIII
Book X; South American Republics	VIII
Book XI; The Story of the Philippines	VIII
Book XIII: Porto Rico: The Land of the Rich Port	VIII
Yonge's Little Lucy's Wonderful Globe	IV, V
HISTORY.	
<i>Text-books.</i>	
Channing's A Short History of the United States	VII, VIII

ELEMENTARY SCHOOLS.	Grades.
<i>HISTORY. — Text-books, concluded.</i>	
Fiske's A History of the United States for Schools	VII, VIII
Gordy's A History of the United States for Schools	VII, VIII
Montgomery's An Elementary American History	VI, VII
Montgomery's Leading Facts of the American History	VII, VIII
Tappan's Our Country's Story	VI, VII
<i>Supplementary Histories.</i>	
Eggleston's First Book in American History,	IV, V
Higginson's Young Folks' History of the United States	VI
McMaster's A School History of the United States	VII, VIII
Montgomery's Student History of the United States	VIII
Mowry's A History of the United States for Schools	VIII
Mowry's First Steps in the History of Our Country	VI, VII
Scudder's New History of the United States of America	VII, VIII
Sheldon-Barnes's Studies in American History,	VII, VIII
Thomas's An Elementary History of the United States	VI, VII
<i>Supplementary Books.</i>	
Abbott's Charles I	VIII
Abbott's Chevalier De La Salle and His Companions	VIII
Abbott's History of Mary Queen of Scots	VIII
Andrew's Ten Boys Who Lived on the Road from Long Ago Till Now	VI, VII
Baldwin's Four Great Americans	IV, V
Baldwin's The Conquest of the Old Northwest,	VII, VIII
Baldwin's The Discovery of the Old Northwest,	VII, VIII
Bass's Stories of the Pioneer Life	IV, V

ELEMENTARY SCHOOLS.	Grades.
HISTORY. — <i>Supplementary Books</i>, continued.	
Beebe's Four American Naval Heroes . . .	VI, VII
Blaisdell's Short Stories from English History,	VI, VII
Blue True Story Book, The (edited by Lang),	V, VI
Bouve's American Heroes and Heroines . . .	VII, VIII
Burton's Four American Patriots . . .	VI, VII
Church's Stories from English History, from	
Julius Cæsar to Queen Victoria . . .	VIII
¹ Civil Service and the Merit System, A Primer	
of	VIII
Custer's The Boy General	VI, VII
Dodge's Stories of American History . . .	IV, V
Dole's American Citizen	VIII
Dole's Young Citizen	VI, VII
Drake's On Plymouth Rock	VI, VII
Drake's The Making of New England . . .	VIII
Eggleston's Stories of American Life and	
Adventure	IV, V
Eggleston's Stories of Great Americans for	
Little Americans	IV, V
Gordy's American Leaders and Heroes . . .	VIII
Gordy's Stories of American Explorers. An	
Historical Reader	V, VI
Grandfather's Stories (Johonnot's Series) . .	IV, V
Griffis's The Romance of Conquest . . .	VIII
Griffis's The Romance of Discovery . . .	VIII
Guerber's The Story of the Thirteen Colonies,	VI, VII
Haaren & Poland's Famous Men of Greece . .	IV, V
Haaren & Poland's Famous Men of the Middle	
Ages	VI, VII
Haaren & Poland's Famous Men of Rome . .	IV, V
Hale's Historic Boston and Its Neighborhood .	VIII
Hall's Men of Old Greece	VI, VII
Hart & Hazard's Colonial Children . . .	IV, V
Hart & Hill's Camps and Firesides of the Revo-	
lution	VI, VII
Hart & Stevens's The Romance of the Civil	
War	VIII
Hart & Chapman's How our Grandfathers	
Lived	VII, VIII

¹ To be furnished without expense to the city.

ELEMENTARY SCHOOLS.	Grades.
HISTORY. — <i>Supplementary Books</i> , continued.	
Hawthorne's True Stories (Riverside Literature Series)	V, VI
Hazard & Dutton's Indians and Pioneers	IV, V
Higginson's Young Folks' Book of American Explorers	VI
Hill's Lessons for Junior Citizens	VIII
Hurl's Riverside Art Series: Sir Joshua Reynolds, Raphael, Rembrandt, Jean Francois, Millet, Michael Angelo, Titian, Greek Sculpture, Landseer, Murillo	VIII
Johnson's The World's Discoverers	VI, VII
Johnston & Spencer's Ireland's Story	VII, VIII
Judson's The Young American	VI, VII
Keyser's Stories of Great Artists	VII, VIII
Vol. I: Raphael, Murillo, Rubens, Durer.	
Vol. II: Van Dyke, Rembrandt, Reynolds, Bonheur.	
Vol. III: Angelo, Da Vinci, Titian, Correggio.	
Vol IV: Turner, Corot, Millais, Leighton.	
Kingsley's Four American Explorers	V, VI
Kingsley's The Story of Captain Meriwether Lewis and Captain William Clark	IV, V
Moore's Pilgrims and Puritans	VI, VII
Morris's Historical Tales (American)	VIII
Morris's Historical Tales (English)	VIII
Mowry's American Inventions and Inventors,	VI, VII
Perry's Four American Inventors	VI, VII
Perry & Beebe's Four American Pioneers	VI, VII
Pratt's America's Story for America's Children, Vols. I, II, III, IV	IV to VII
Pratt's American History Stories, Vol. IV	IV, V
Red True Story Book, The (edited by Lang)	VI, VII
Riverside Biographical Series, The: Thomas Jefferson, James B. Eads, Paul Jones	VIII
Scott's Tales of a Grandfather	VIII
Scudder's Boston Town	VIII
Scudder's George Washington	VIII
Smith's The Young Puritans in King Phillip's War	VI, VII

ELEMENTARY SCHOOLS.	Grades.
HISTORY. — <i>Supplementary Books</i> , concluded.	
Smith & Dutton's The Colonies, Second Book,	VI, VII
Southworth's Builders of Our Country, Book I,	VI, VII
Stories from English History (edited and adapted by Warren)	VIII
Stories of Heroic Deeds (Johonnot's Series) .	VI, VII
Stories of Our Country (Johonnot's Series) .	IV, V
Struggle for a Continent, The (edited by Edgar)	VI, VII, VIII
Tappan's American Hero Stories	VII, VIII
Tappan's England's Story	VII, VIII
Ten Great Events in History (Johonnot's Series)	VII, VIII
Tiffany's From Colony to Commonwealth .	VII, VIII
Towle's Heroes and Martyrs of Invention .	VI, VII, VIII
Towle's Magellan	VI, VII, VIII
Towle's Pizarro	VI, VII, VIII
Towle's Vasco De Gama	VI, VII, VIII
Winterburn's The Spanish in the Southwest .	VIII
Wright's Children's Stories of American Progress	VIII
Yonge's The Lances of Lynwood	VIII
HOUSEHOLD SCIENCE AND ARTS.	
<i>Text-books.</i>	
¹ Hapgood's School Needlework.	
Lincoln's Boston School Kitchen Text-Book.	
² Williams & Fisher's Elements of the Theory and Practice of Cookery.	
MUSIC.	
<i>Text-books.</i>	
Cecilian Series of Study and Song, Books III and IV (Combined)	VII
Natural Music Course, Harmonic Readers and Natural Music Charts	I to VIII
New Educational Music Course and Educational Music Charts	I to VIII
Normal Music Series, Books and Charts of the .	I to VII

¹One set of sixty copies to be supplied to each school where sewing is taught.²To be supplied in numbers equal to the largest single class attending each school.

ELEMENTARY SCHOOLS.	Grades.
<i>MUSIC, concluded.</i>	
<i>Supplementary Books.</i>	
Johnson's Songs of the Nation	VIII
Randolph's Patriotic Songs for School and Home	VI, VII, VIII
Rix's Songs of School and Flag	IV to VIII
Silver Song Series, The	I to VIII
<i>PENMANSHIP.</i>	
<i>Text-books.</i>	
Gilman Renewable Copy Book (Thompson, Brown & Co.)	}
Haaren's New Writing Books (D. C. Heath & Co.)	
Hill's Writing Copies (Benjamin H. Sanborn & Co.)	
Macmillan Series of Writing Books, by Harry Houston (Macmillan Co.)	
Shaylor and Shattuck's Medial Writing Books (Ginn & Co.)	
Shepard's Graphic System of Medial Penmanship (Parker P. Simmons)	
Smith's Educational System of Intermedial Penmanship (Richardson, Smith & Co.)	
Spencer's Sons' Practical Writing (American Book Co.)	
Whitehouse's Educational System and the Natural Movement Method of Practical Writing, The (Silver, Burdett & Co.)	
Writing Hour, The (Maynard, Merrill & Co.)	
} IV to VIII	
<i>PHYSIOLOGY AND HYGIENE.</i>	
<i>Text-books.</i>	
Blaisdell's The Child's Book of Health	IV, V
Blaisdell's Our Bodies and How We Live	VII, VIII
Conn's Introductory Physiology and Hygiene	V
Conn's An Elementary Physiology and Hygiene,	VII, VIII
Krohn's First Book in Hygiene. A Primer of Physiology	V

ELEMENTARY SCHOOLS.	Grades.
PHYSIOLOGY AND HYGIENE. — <i>Text-books</i> , concluded.	
Krohn's Graded Lessons in Physiology and Hygiene	VII, VIII
Stowell's A Healthy Body	V, VI
<i>Supplementary Books.</i>	
Jewett's Town and City	VIII
Jewett's Good Health	VI, VII
SCIENCE.	
<i>Text-books.</i>	
Bailey's Inductive Physical Science	VIII
Culler's The First Book in Physics	VIII
Higgins's Lessons in Physics	VIII
<i>Supplementary Books.</i>	
Bell's Starland	VIII
Beard's Curious Homes and Their Tenants	VI, VII
Buckley's The Fairy Land of Science	VIII
Burroughs's Sharp Eyes and Other Papers	VIII
Burroughs's Squirrels and Other Fur-Bearers	VI, VII
Cram's Little Beasts of Field and Wood	VI, VII
Eddy's Friends and Helpers	IV, V
Grinnell's Our Feathered Friends	VI, VII
Harrington's About the Weather	VI, VII
Information Reader, The, No. 3 (Man and Materials)	IV, V
Long's Secrets of the Woods	VI, VII
Long's Ways of Wood Folk	IV, V
Long's Wilderness Ways	IV, V
Miller's Little Folks in Feathers and Fur	VI, VII
Miller's The First Book of Birds	IV, V
Pearson's Stories of Bird Life	VI, VII
Schwartz's Wilderness Babies	VI, VII
Stickney's Bird World	IV, V
Talks About Animals (Youth's Companion)	VI, VII

HIGH AND LATIN SCHOOLS.

Books authorized for use in the elementary schools are also authorized for use in the lower classes of the Latin schools.

BOOKKEEPING.

Text-books.

- Modern Illustrative Bookkeeping, Introductory Course (with accompanying business forms). (Williams & Rogers.)
 Modern Illustrative Bookkeeping, Advanced Course (with accompanying business forms). (Williams & Rogers.)

COMMERCIAL ARITHMETIC.

Text-books.

- Moore & Miner's Practical Business Arithmetic.
 Wentworth & Hill's Exercise Manual in Arithmetic.
 Williams and Rogers's Commercial Arithmetic.

CIVICS.

Text-books.

- Ashley's American Government.
 Fiske's Civil Government in the United States.
 Forman's Advanced Civics.
 Hinsdale's The American Government, National and State (second revised edition).
 Martin's Civil Government in the United States.

Supplementary Books.

- ¹Cary's The Civil Service: The Merit System: The Spoils System.
 James & Sanford's Government in State and Nation.
 Moses's The Government of the United States.

COMMERCIAL LAW.

Text-books.

- Gano's Commercial Law.
 Huffcut's Elements of Business Law.
 Richardson's Commercial Law.
 Williams & Rogers's Business Law.
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¹To be furnished without expense to the city.

HIGH AND LATIN SCHOOLS.

DICTIONARIES.

Text-books.

Appleton's New Spanish-English and English-Spanish Dictionary.
 Cadena's A Dictionary of the Spanish and English Language.
 Heath's French Dictionary.
 Heath's German Dictionary.
 Lewis's Elementary Latin Dictionary.
 Liddell & Scott's Abridged Greek Lexicon.
 Smith's Smaller Classical Dictionary.
 Webster's Academic Dictionary.
 Worcester's A Comprehensive Dictionary.

Supplementary Books.

Larousse's French Dictionary.
 Shumway's Handbook of Latin Synonyms.
 Whitney's German Dictionary.

ECONOMICS.

Text-books.

Blackmar's Economics.
 Bullock's Introduction to the Study of Economics.
 Ely & Wicker's Elementary Principles of Economics.
 Walker's First Lessons in Political Economy.

Supplementary Books.

Dunbar's Chapters on the Theory and History of Banking.
 Ely's Outlines of Economics.

ENGLISH.

Composition-Rhetoric and Spelling.

Text-books.

Belding's Commercial Correspondence.
 Brooks & Hubbard's Composition-Rhetoric.
 Buehler's Practical Exercises in English.
 Carpenter's Rhetoric and English Composition
 Daly's Advanced National Speller.
 Hill's Beginnings of Rhetoric.
 Hill's Principles of Rhetoric.
 Osborn & King's Seventy Lessons in Spelling

HIGH AND LATIN SCHOOLS.

Composition-Rhetoric and Spelling. — *Text-books*, concluded.

Scott & Denney's Composition-Rhetoric.

Scott & Denney's Elementary English Composition.

Smith & Thomas's A Modern Composition and Rhetoric (Brief Course).

Supplementary Books.

Baker & Huntington's Principles of Argumentation.

Brookings & Ringwalt's Briefs for Debate.

History of Literature.

Text-books.

George's Syllabus of English Literature and History.

Matthew's History of American Literature.

Moody & Lovett's A First View of English Literature.

Pancoast's An Introduction to English Literature.

Tappan's A Short History of England's and America's Literature.

Supplementary Books.

Backus's The Outlines of Literature, English and American.

Literature.

¹ *Text-books.*

Addison, Select Essays of.

American Poems, with Biographical Sketches and Notes (edited by Scudder).

Arnold's Sohrab and Rustum, and other poems.

Ballads and Lyrics (edited by Lodge).

Blackmore's Lorna Doone.

Bunyan's The Pilgrim's Progress.

Burke's American Orations.

Burke's Speech on Conciliation with America.

Burns, Robert, Representative Poems of, with Carlyle's Essay on Burns.

Byron's The Prisoner of Chillon and other poems.

Carlyle's Essay on Burns.

Chaucer to Arnold (edited by George).

Chaucer, Selections from.

Church's Stories of the Old World.

¹ When specific editions are not specified, any edition approved by the Board of Superintendents may be purchased.

 HIGH AND LATIN SCHOOLS.

Literature. — *Text-books*, continued.

- Coleridge's Rime of the Ancient Mariner.
 Cooper's The Last of the Mohicans.
 DeQuincy's Joan of Arc, and the English Mail-Coach.
 Dickens's A Tale of Two Cities.
 Eliot's Silas Marner.
 Emerson's Select Essays and Poems.
 Emerson's Essays.
 Emerson's Prose, Selections from (Modern Classics, Vol. 5).
 Gaskell's Cranford.
 Goldsmith's The Vicar of Wakefield.
 Hawthorne's Our Old Home.
 Hawthorne's Tanglewood Tales.
 Hawthorne's The House of Seven Gables.
 Hawthorne's The Wonder Book.
 Hawthorne's True Stories.
 Hawthorne's Twice Told Tales.
 Holmes's The Autocrat of the Breakfast Table.
 Hughes's Tom Brown's School-days (at Rugby).
 Irving's Life of Goldsmith.
 Irving's The Sketch Book.
 Kingsley's Greek Heroes.
 Lamb's Essays of Elia.
 Lamb's Tales from Skakespeare.
 Longfellow's Poems.
 Lowell's Poems, Selections from (Modern Classics, Vol. 2).
 Lowell, Prose Selections from (Modern Classics, Vol. 31).
 Lowell's The Vision of Sir Launfal.
 Macaulay, Essays of: Addison, Clive, Frederic the Great, Milton,
 Samuel Johnson.
 Macaulay's Lays of Ancient Rome.
 Manley's English Poetry.
 Milton's Poems.
 Milton to Tennyson (edited by Syle).
 Palgrave's Golden Treasury.
 Palgrave's Golden Treasury, Second Series.
 Poe's The Raven, The Fall of the House of Usher, and other
 poems and tales.
 Pope's Iliad, Books I, VI, XXII, XXIV.
 Pope's The Rape of the Lock, and other poems.
 Ruskin's Sesame and Lilies.
 Schurz's Abraham Lincoln: The Gettysburg Speech and other
 Papers by Abraham Lincoln.

HIGH AND LATIN SCHOOLS.

Literature. — *Text-books*, concluded.

Scott's Quentin Durward.
 Scott's Ivanhoe.
 Scott's Tales of a Grandfather.
 Scott's The Lady of the Lake.
 Scott's The Talisman.
 Shakespeare's Plays.
 Sir Roger de Coverly Papers in the Spectator, The.
 Spenser's The Faerie Queen, Book One.
 Stevenson's Treasure Island.
 Tennyson's Poems.
 Thackeray's Henry Esmond.
 Webster's Orations.
 Wordsworth, Selections from.

¹ *Supplementary Books.*

Blue Poetry Book for Schools, The (edited by Lang).
 Goldsmith's The Deserted Village.
 Goldsmith's The Traveller.
 Irving's Bracebridge Hall.
 Irving's The Alhambra.
 Kingsley's Hereward the Wake.
 Kingsley's Outline Studies in Literature, for books required for
 admission to New England College.
 Kingsley's Westward Ho.
 Melville's Holmby House.
 Monroe's Fifth Reader (old edition).
 Monroe's Sixth Reader.
 Parton's Captains of Industry.
 Ruskin's Selected Letters and Essays.
 Scott's Guy Mannering.
 Scott's Marmion.
 Scott's The Monastery.
 Scott's The Abbot.
 Scott's The Lay of the Last Minstrel.
 Thackeray's The Four Georges.
 Thackeray's The Virginians.
 Webster's Speeches.
 Wordsworth's Poems.
 Wordsworth's The Excursion.

¹ When specific editions are not specified, any edition approved by the Board of Superintendents may be purchased.

HIGH AND LATIN SCHOOLS.	Year.
FRENCH.	
<i>Text-books.</i>	
About's La Mère de la Marquise	III
About's Le Roi des Montagnes (edited by Weekley)	III
Aldrich & Foster's A French Reader	I
Bacon's Une Semaine à Paris	II
Bazin's Les Oberlé	IV
Bêtis & Swan's First Facts and Sentences in French	I
Bouvet's Exercises in French Syntax and Com- position	II
Bowen's A First Scientific French Reader	III
Bruno's Le Tour de la France par Deux En- fants (abridged and edited by Fontaine)	II
Chardenal's Complete French Course	I
Corneille's Horace	IV
Corneille's Le Cid	IV
Daudet's La Belle Nivernaise	III
Daudet's Le Petit Chose	III
Daudet's Le Siège de Berlin	II
Daudet's Robert Helmont	III
Dumas's La Tulipe Noire	III
Dumas's Le Comte de Monte-Christo (abridged and annotated by Brandon)	IV
Eckmann-Chatrian's Le Conscrit de 1813	III
Eckmann-Chatrian's Madam Thérèse	III
Eckmann-Chatrian's Waterloo	II
Foa's Le Petit Robinson de Paris	II
Fortier's Napoléon	II
France's Abelle	II
France's Le Crime de Sylvestre Bonnard	IV
Francois's introductory French Prose Composi- tion	II
Fraser & Squair's A French Grammar	I
Grandgent's French Lessons and Exercises,	II
Grandgent's Materials for French Composition,	II
Grandgent's Selections for French Composition,	III
Grandgent's The Essentials of French Gram- mar	I

HIGH AND LATIN SCHOOLS.

Year.

 FRENCH. — *Text-books*, continued.

Hugo's Quatrevingt-Treize (adapted by Boielle),	IV
Janau's French Commercial Correspondence . . .	III
Keetel's Elementary French Grammar . . .	I
Kimball's Exercises in French Composition . . .	II
Kimball's Exercises in French Composition, Part II	III
Labiche's La Grammaire	II
Labiche & Martin's La Poudre aux Yeux (edited by Wells)	II
Labonlay's Contes Bleus	II
La Fontaine's Fables	IV
La Lyre Française	III
Loti's Pêcheur d'Islande (edited by Super) . . .	IV
Mairet's La Tâche du Petit Pierre (edited by Super)	I
Mairet's L'Enfant de la Lune (edited by Healy),	I
Marcillac's Manual d'Histoire de la Littérature Française	IV
Marcou's French Review Exercises	II
Marguerite's Strasbourg	III
Mérimée's Colomba	III
Michelet's Extraits de l'Histoire de la France,	III
Molière's L'Avare	IV
Molière's Le Bourgeois Gentilhomme	III
Molière's Les Femmes Savantes	IV
Molière's Les Précieuses Ridicules	IV
Racine's Andromaque	IV
Racine's Athalie	IV
Racine's Esther	IV
Rostand's Cyrano de Bergerac (edited by Kuhns)	IV
Russell's Episodes from Malot's Sans Famille,	II
Sanderson's Through France and the French Syntax	III
Sarcey's Le Siège de Paris	IV
Scribe & Légouvé's Bataille de Dames	III
Séгур's La Retraite de Moscou	III
Snow & Lebon's Easy French	I
Super's Anecdotes Faciles	I
Super's Preparatory French Reader	I

HIGH AND LATIN SCHOOLS.	Year.
FRENCH. — <i>Text-books</i> , concluded.	
Super's Readings from French History . . .	IV
Thiers's Expédition de Bonaparte en Egypte . . .	III
Vigny's Le Cachet Rouge	III
Warren's Selections from Victor Hugo	IV
<i>Supplementary Books.</i>	
Bruce's Selections for Sight Translations . . .	III
Colin's Contes et Saynètes	III
Conley's La Fille De Thuiskon	IV
Dike's Scientific French Reader	III
Douay's An Elementary French Reader	I
Feillet's Roman d'un Jeune Homme Pauvre . . .	III
Fontaine's Histoires Modernes	III
Guerber's Contes et Légendes, Parts I, II . . .	I
Halévy's L'Abbé Constantin	II
Joynes's French Fairy Tales	I
Lamartine's Jeanne D'Arc (edited by Barrere) (revised edition)	III
Verne's Le Tour du Monde en Quatre-Vingts Jours (edited by Edgren)	II
Vigny's Cinq-Mars	IV

GEOGRAPHY.

Commercial.

Text-books.

- Adam's A Text-book of Commercial Geography.
 Gannett, Garrison & Houston's Commercial Geography.
 Trotter's The Geography of Commerce.

Supplementary Books.

Redway's Commercial Geography.

Physical.

Text-books.

- Davis's Elementary Physical Geography.
 Gilbert & Brigham's An Introduction to Physical Geography.
 Tarr's New Physical Geography.

HIGH AND LATIN SCHOOLS.

PHYSICAL GEOGRAPHY, *concluded.*

Supplementary Books.

Davis & Snyder's Physical Geography.
 Dryer's Lessons in Physical Geography.
 Redway's Elementary Physical Geography.

GERMAN.	Year.
<i>Text-books.</i>	
Arnold's Fritz auf Ferien	II
Baumbach's Der Schwiegersohn	III
Benedix's Nein	II
Bernhardt's Auf der Sonnenseite	III
Bernhardt's Deutsches Sprach und Lesebuch	I
Bernhardt's German Composition	I, II
Bernhardt's Im Zwielficht, Vols. I and II	II
Bernhardt's Stille Wasser	II
Bierwirth's Beginning German	I
Bierwirth's Words of Frequent Occurrence in Ordinary German	II
Bluthgen's Peterle von Nurnberg	I, II
Brandt's German Reader	I
Buchheim's German Poetry for Repetition	I, II, III
Campe's Robinson der Jungere	II
Chamberlin's German Selections for Advanced Sight Translation	III
Collar's First Year German	I
Deering's Easy German Selections for Sight Translation	I
Deutsches Schreibe-Buch	I
Dippold's Scientific German Reader	II
Freytag's Aus dem Staat Friedrichs des Grossen, Freytag's Die Journalisten	III, IV III
Friedrich's Ganschen von Buchenau	II
Geibler's Deutsche Sagen	I, II
Gerstäcker's Garmelshausen	I
Gerstäcker's Irrfahrten	II
Geschichten vom Rhein (8th edition)	I
Goethe's Dichtung und Wahrheit	II, III

HIGH AND LATIN SCHOOLS.	Year.
<i>GERMAN. — Text-books, concluded.</i>	
Goethe's Hermann und Dorothea	III
Guerber's Märchen und Erzählungen	I
Guerber's Märchen und Erzählungen, Part II	I
Harris's German Lessons	I, II
Harris's German Reader for Beginners	I, II
Harris's Selections for German Composition	II, III, IV
Heine's Die Harzreise	III, IV
Hervey's Supplementary Exercises to Thomas's Practical German Grammar	III
Hewett's A German Reader	I, II
Hillern's Höher Als die Kirche	II
Kutner's Commercial German	II
Lange's German Method for Beginners	I
Leander's Traumereien	I
Lechner's Easy German Passages	II
Lessing's Minna von Barnhelm	III
Lohmeyer's Geissbub von Engelberg	I
Mondan's German Selections for Sight Trans- lation	II, III
Mosher's Willkommen in Deutschland	II, III
Müller & Wenckebach's Glück Auf. A First German Reader	I
Riehl's Der Fluch der Schönheit	III
Schiller's Gustav Adolf in Deutschland	III, IV
Schiller's Lied von der Glocke	III, IV
Schiller's Maria Stuart	III
Schiller's Wilhelm Tell	III
Schrakamp's Berühmte Deutsche	III
Spyri's Moni der Geissbub	II
Stein's German Exercises	II, III
Stein's German Exercises, Book II	II, III
Storm's Immensee	I
Super's Elementary German Reader	I
Thomas's A Practical German Grammar	II, III, IV
Vos's Materials for German Conversation	I, II
Watson's German Sight Reading	II
<i>Supplementary Books.</i>	
Schiller's Jungfrau von Orleans	III
Thiergen's Am Deutschen Herde	II, III

HIGH AND LATIN SCHOOLS.

¹ GREEK.

Text-books.

- Benner's Selections from Homer's Iliad.
 Goodwin's Greek Grammar.
 Goodwin's Greek Reader.
 Goodwin & White's Anabasis of Xenophon.
 Homer's Iliad, Books I-VI (edited by Keep).
 Homer's Odyssey, Books I-VIII (edited by Perrin, text edition).
 Pearson's Greek Prose Composition.
 Seymour's School Iliad.
 White's Beginners' Greek Book.
 White's First Greek Book.
 Woodruff's New Greek Prose Composition.
 Xenophon's Hellenica, Books I-IV (edited by Manatt).

Supplementary Books.

- Church's Stories from the East, from Herodotus.
 Church's Story of the Persian War, from Herodotus.
 Church's Stories from the Greek Tragedians.
 Demosthenes's Orations on the Crown (translated by Kennedy).
 Gulick's The Life of the Ancient Greeks.
 Homer's Iliad, Books XIII-XXIV (Teubner edition).
 Moss's A First Greek Reader.
 Xenophon's Cyropædia (Abridged for Schools by Gleason).
 Xenophon's The Anabasis and Memorabilia.
 Xenophon's The Hellenics (Hind's Classics).

HISTORY.

American.

Text-books.

- Channing's A Student's History of the United States.
 Johnston's High School History of the United States (revised by MacDonal).
 McLaughlin's A History of the American Nation.
 Scudder's A New History of the United States of America.
 Woodburn & Moran's American History and Government.

¹ For Classical Atlases see Ancient History.

 HIGH AND LATIN SCHOOLS.

HISTORY, *continued.*

Ancient.

Text-books.

- Allen's Short History of the Roman People.
 Botsford's A History of Greece.
 Botsford's A History of Rome for High Schools and Academies.
 Creighton's History of Rome.
 Fyffe's History of Greece.
 Ginn & Co.'s Classical Atlas.
 How & Leigh's A History of Rome.
 Kiepert's Atlas Antiquus.
 Leighton's History of Rome.
 Long's Classical Atlas.
 Morey's Outlines of Greek History.
 Morey's Outlines of Roman History.
 Myers's A History of Greece.
 Myers's Ancient History (revised edition).
 Myers's A Short History of Ancient Times.
 Myers's Rome: Its Rise and Fall.
 Oman's History of Greece.
 Robinson's Short History of Greece.
 Sanborn's Classical Atlas.
 Shuckburgh's A History of Rome for Beginners.

Supplementary Books.

- Botsford's An Ancient History for Beginners.
 Bury's A History of Greece.
 Sheldon's Greek and Roman History.
 Wolfson's Essentials in Ancient History.

General.

Text-books.

- Myers' General History (revised edition).
 Sheldon's General History.

Supplementary Books.

- Barnes's Brief History of Ancient Peoples.
 Fisher's Brief History of the Nations.

HIGH AND LATIN SCHOOLS.

HISTORY, *concluded*.

Mediæval and Modern.

Text-books.

- Adam's European History and Outline of its Development.
 Coman & Kendall's A History of England.
 Higginson & Channing's English History for Americans.
 Larned's History of England (with topical analyses, research questions, and bibliographical notes by Lewis).
 Tappan's England's Story.

Supplementary Books.

- Bourne's Mediæval and Modern History.
 Green's Readings from English History.
 Green's A Short History of the English People.
 Harding & Hart's Essentials in Mediæval and Modern History.
 Johnston & Spencer's Ireland's Story.
 Lingard's History of England. (Birt.)
 Munro's History of the Middle Ages.
 Myer's Mediæval and Modern History (revised edition).
 West's Modern History.
 Whitcomb's History of Modern Europe.

HOUSEHOLD SCIENCE AND ARTS.

Supplementary Books.

- Clark's Building Superintendence.
 Clark's The Care of a House.
 Coleman's Successful Houses.
 Gibson's Convenient Houses.
 Goodfellow's Dietetic Value of Bread.
 Harrington's A Manual of Practical Hygiene.
 Pattee's Practical Dietetics with Reference to Diet in Disease.
 Richards's Cost of Living as Modified by Sanitary Science.
 Sedgwick's Principles of Sanitary Science.
 Thompson's Food and Feeding.
 Thompson's Practical Dietetics.
 Yeo's Food in Health and Disease.

HIGH AND LATIN SCHOOLS.	Year.
¹ LATIN.	
<i>Text-books.</i>	
Allen & Greenough's Cæsar (with vocabulary),	II
Allen & Greenough's Cicero	III, IV
Allen & Greenough's New Latin Grammar . .	II, III, IV
Allen & Greenough's Select Orations and Let- ters of Cicero	III, IV
Allen & Greenough's Ovid	II, III
Atherton's Cæsar and Pompey in Greece . .	II, III
Bennett's A Latin Grammar	II, III, IV
Collar's New Gradation for Sight Reading . .	I
Collar's Practical Latin Composition	II, III
Collar's The Gate to Cæsar	I, II
Collar & Daniell's First Year Latin (with Teacher's Manual)	I
Collar & Daniell's The First Book in Latin . .	I
Daniell & Brown's New Latin Composition . .	III, IV
D'Ooge's Latin Composition, Part I	II
D'Ooge's Latin Composition, Part II	III, IV
D'Ooge's Select Orations of Cicero	III, IV
Fifty Letters of Cicero	III, IV
Frieze's Virgil	III, IV
Greenough, D'Ooge & Daniell's Second Year Latin, Parts I and II	I, II
Greenough & Kittredge's Virgil	III, IV
Harkness's Cæsar	II
Harkness's Latin Grammar	II, III, IV
Harkness's Latin Reader	I
Harkness's New Easy Latin Method	I
Harkness's Sallust's Catiline (with vocabulary),	III
Harkness, Kirtland & William's Cicero (re- vised edition)	III, IV
Lindsay's Cornelius Nepos	II
Moulton & Collar's Preparatory Latin Compo- sition	II, III
Pearson's Latin Prose Composition	II, III, IV
Tuell & Fowler's A First Book in Latin . .	I
<i>Supplementary Books.</i>	
Cæsar's Civil War (Perrin)	II, III
Eutropius (edited by White)	I
Forsythe's Life of Cicero	III
Quintus Curtius (pamphlet edition, published by Ginn & Co.)	III, IV

¹ For classical atlases see Ancient History.

 HIGH AND LATIN SCHOOLS.

MATHEMATICS.

Text-books.

- Atwood's Standard School Algebra.
 Bradbury's Academic Geometry.
 Bradbury and Emery's Academic Algebra.
 Campbell's Observational Geometry.
 Chauvenet's Geometry.
 Clay's Eight Thousand Examples in Algebra.
 Evans's Algebra for Schools.
 Lodge's Elementary Mechanics.
 MacDonald's Principles of Plane Geometry.
 McCurdy's Exercise Book in Algebra.
 Phillips & Fisher's Elements of Geometry.
 Syllabus of Propositions in Geometry (published by Harvard University).
 Taylor's Elements of Algebra.
 Van Velzer & Shutts's Plane and Solid Geometry.
 Wells's Essentials of Algebra.
 Wells's Geometry.
 Wentworth's New School Algebra.
 Wentworth's Trigonometry, Surveying and Navigation.
 Wentworth & Hill's Exercises in Algebra.

MUSIC.

Text-books.

- Eichberg's Girls' High School Music Reader. (For girls' schools.)
 Eichberg's New High School Music Reader.
 Erk & Griedlaender's Deutcher Liederschatz.
 Prout's Harmony: Its Theory and Practice.
¹Tufts and Holt's The Aœdean Collection. (For girls' schools.)
¹Tufts's The Euterpean. (Except for girls' schools.)
¹Tufts's Polyhymnia. (For boys' schools.)

Supplementary Books.

- Laurel Music Reader, The.
 Randolph's Patriotic Songs for School and Home.
 Silver Song Series, No. 25.
 Tomlins's The Laurel Song Book.

¹The number to be furnished to each school not to be greater than the largest number of pupils in any one class or division singing at one time.

 HIGH AND LATIN SCHOOLS.

MYTHOLOGY.

Text-books.

Beren's A Hand-book of Mythology.

Supplementary Books.

Bulfinch's Age of Fable, Revised Edition.

Bulfinch's Legends of Charlemange.

Bulfinch's The Age of Chivalry.

PENMANSHIP.

Text-books.

Mill's Modern Business Penmanship.

PHONOGRAPHY AND TYPEWRITING.

Text-books.

Anderson's American Phonography.

Howard's The Phonographic Amanuensis.

Mosher's Complete Typewriter Instructor.

Pitman's The Manual of Phonography.

Pitman's Practical Course in Touch Typewriting.

Pitman & Howard's The First Phonographic Reader.

Pitman & Howard's The Second Phonographic Reader.

Pitman & Howard's The Reporter's Companion.

SCIENCE.

Botany.

Text-books.

Bergen's Foundations of Botany (with accompanying hand-book for use of teachers).

Bergen & Davis's Principles of Botany.

Coulter's Plants, A Text-book of Botany.

Gray's School and Field Book of Botany.

Chemistry.

Text-books.

Crosby's Tables for the Determination of Common Minerals.

Hessler & Smith's Essentials of Chemistry.

Hill's Lecture Notes on Qualitative Analysis.

Irish's Qualitative Analysis for Secondary Schools.

Newell's Descriptive Chemistry.

 HIGH AND LATIN SCHOOLS.

Chemistry. — *Text-books*, concluded.

- Newth's Elementary Inorganic Chemistry.
 Noyes's Detailed Course of Qualitative Chemical Analysis.
 Remsen's An Introduction to the Study of Chemistry.
 Shepard's A Record of Laboratory Work.
 Shepard's Elements of Inorganic Chemistry.
 Storer & Lindsay's An Elementary Manual of Chemistry.
 White's Outlines of Chemical Theory.
 Williams's Elements of Chemistry.
 Williams's Laboratory Manual of Inorganic Chemistry.

Supplementary Books.

- Newell's Experimental Chemistry.
 Peters's Modern Chemistry.
 Prescott & Johnson's Qualitative Chemical Analysis.
 Waddell's A School Chemistry.

Physics.

Text-books.

- Avery's School Physics.
 Gage's Elements of Physics.
 Gage's Introduction to Physical Science.
 Gage's Laboratory Manual of Physics.
 Hall's Descriptive List of Elementary Exercises in Physics.
 Hall & Bergen's A Text-book of Physics.
 Higgins's Lessons in Physics.
 Millikan & Gale's A First Course in Physics (High School of Commerce).
 Millikan & Gale's A Laboratory Course in Physics for Secondary Schools (High School of Commerce).
 Nichols, Smith & Turton's Manual of Experimental Physics.
 Sabine's A Student's Manual of a Laboratory Course in Physical Measurements.
 Snyder & Palmer's One Thousand Problems in Physics.
 Wentworth & Hill's A Text-book of Physics.

Physiology and Hygiene.

Text-books.

- Colton's Physiology (briefer course).
 Martin's The Human Body (edition with special treatment of alcohol and other stimulants and narcotics).
 Martin's The Human Body (with practical exercises by Fitz).

 HIGH AND LATIN SCHOOLS.

SCIENCE, *concluded*.

Zoölogy.

Text-books.

Jordan, Kellogg & Heath's Animals.
Packard's Zoölogy.

Supplementary Books.

Buckley's Life and Her Children.
Buckley's Winners in Life Race.
Chapman's Birds.
Kellogg's An Elementary Zoölogy.

SPANISH.

Text-books.

Alarcon's El Capitan Veneno.
Carrion & Aza's Zaraguetta.
Cervantes's el Cautivo (edited by Fornies).
Clarke's A First Spanish Reader and Writer.
De Moratin's El Si de las Ninas (with introduction and notes and vocabulary by Geddes and Josselyn).
Doce Cuentos Escogidos (edited by Fontaine).
Edgren's A Brief Spanish Grammar.
Lesage's Historia de Gil Blas de Santillana (edited by Geddes and Josselyn).
Loiseaux's An Elementary Grammar of the Spanish Language.
Loiseaux's An Elementary Spanish Reader.
Loiseaux's Spanish Reader.
Monsanto & Languellier's A Practical Course in Spanish (edited by Josselyn).
Ramsey's Elementary Spanish Reader.
Spanish Commercial Correspondent.
Trueba's El Molinerillo (edited by Cortina).
Valera's El Pajaro Verde (revised by Rojas).
Worman & Monsanto's First Spanish Book.

NORMAL SCHOOL.

All books authorized for use in the other schools of the city are authorized for use in the Normal School.

Text-books.

Arnold's Reading: How to Teach It.

Blow's Symbolic Education.

Froebel's Mother Play, Mottoes and Commentaries of (translated by Blow).

Hodge's Nature Study and Life.

EVENING SCHOOLS.

All text and supplementary books authorized for use in the High and Latin Schools are also authorized for use in the Evening High Schools.

All text and supplementary books authorized for use in the elementary schools are also authorized for use in the Evening Elementary Schools.

EVENING SCHOOLS.	Evening High.	Evening Elementary.
<i>Text-Books.</i>		
Bradbury's Elementary Geometry	*	
¹ Chancellor's Reading and Language Lessons for Evening Schools		*
Chancellor's Studies in English		*
¹ Cunningham's A First Book for Non-English Speaking People		*
¹ Moore's A Second Book for Non-English Speaking People		*
Moore & Miner's Accounting and Business Practice, Shorter Course	*	
Noyes's Twilight Stories		*
¹ Wallach's A First Book in English		*
<i>Supplementary Books.</i>		
Dunbar's Chapters on the Theory and History of Banking	*	
Giffin's Language Reading Lessons		*
Parker & Whiting's School System of Waist Drafting		*

¹ Also authorized for use in ungraded classes in elementary schools.

ATLASES, CYCLOPEDIAS, CHARTS, DICTIONARIES, ETC.

List of atlases, cyclopedias, charts, dictionaries, etc., authorized for reference use in any of the schools.

- Anthon's Classical Dictionary.
 Appleton's Universal Cyclopedia and Atlas.
 Century Dictionary and Cyclopædia.
 Chamber's Encyclopedia.
 Champlin's Young Folk's Encyclopedia of Common Things.
 Champlin's Young Folk's Encyclopedia of Literature and Art.
 Champlin's Young Folk's Encyclopedia of Persons and Places.
 Charts of the Human Body (Milton Bradley & Co.).
 Cutter's Physiological Charts.
 Gordon's Comprehensive Method of Reading Phonic Charts, Nos. 1, 2, 3. Six equivalent charts and accompanying Letter Squares.
 Harper's Dictionary of Classical Literature and Antiquities.
 Harper's Latin Lexicon.
 Jameson's Dictionary of United States History.
 Labberton's Historical Atlas and General History.
 Liddell & Scott's Greek Lexicon (unabridged).
 Lippincott's New Gazetteer of the World (edited by Heilprin).
 Lippincott's (Thomas's) Pronouncing Dictionary of Biography and Travel.
 Lippincott's (Thomas's) Universal Pronouncing Dictionary of Biography and Mythology (revised edition).
 Loessing's Cyclopedia of United States History.
 March's A Thesaurus Dictionary of the English Language.
 Muret-Sanders Dictionary (two-volume edition).
 New International Encyclopedia.
 Newnes's Atlas of the World's Commerce.
 Schreiber's Atlas of Classical Antiquities.
 Shove's Number Cards for Primary Schools (first series, second series).
 Smith, Hamilton & Le Gros's French-English and English-French Dictionary.
 Standard Dictionary of the English Language.
 The Encyclopædia Americana.
 Webster's International Dictionary of the English Language (reference history edition).
 Worcester's Quarto Unabridged Dictionary.
 Yonge's English Greek Lexicon.

MAPS AND GLOBES.

List of maps, charts, globes, etc., authorized for reference use in any of the schools.

- Bacon's Map of the Foreign Possessions of the United States.
 Excelsior Maps (nine in set). (Edited by Bacon.)
 Gardner Season Apparatus.
 Hammett's Blackboard Outline Maps of the World, United States, North America, Europe and Mediterranean Countries, Mercator Projection.
 Hammett's twelve-inch Blackboard Globe with Meridian.
 Hammett's twelve-inch Excelsior Globe with Meridian.
 Hughes's Series of Maps.
 Johnston's twelve-inch Globe.
 Johnston's twelve-inch Blackboard Globe.
 Kiepert's Wall Map of Ancient Greece.
 MacCoun's Historical Charts of the United States.
 MacCoun's Historical Geography Charts of Europe, Ancient and Classical Period, Mediæval and Modern Periods.
 McKinley's Series of Geographical and Historical Outline Maps.
 Map of Massachusetts (Peerless Series).
 Phillips's Comparative Series of Maps: World, North America, South America, British Islands, Europe, Asia, Africa.
 Politico Relief Maps (Central School Supply House).
 Rand, McNally & Co.'s Bird's-eye View Series (66 x 46), Relief Maps: The World, North America, South America, Asia, Europe, Africa and the United States.
 Rand, McNally & Co.'s Physical Series (44 x 66): The World, North America, United States, South America, Asia, Europe and Africa.
 Sydow-Habenicht's Physical Maps of the two Hemispheres, Europe, Asia, Africa, North America and South America (six in set).
 Walker's Map of Boston.

SCHOOL DOCUMENT NO. 11—1907.

FRANKLIN MEDALS, PRIZES, AND DIPLOMAS OF
GRADUATION

AND

ROSTER

OF

CADET OFFICERS AND NON-COMMISSIONED
STAFF OFFICERS

OF THE

BOSTON SCHOOL CADET BRIGADE.

JUNE, 1907.



BOSTON:
MUNICIPAL PRINTING OFFICE.
1907.



FRANKLIN MEDALS, 1907.

PUBLIC LATIN SCHOOL.

Francis S. Wyner,	Albert M. Bierstadt,
Cornelius A. Guiney,	Joseph W. Finkel,
John H. Keyes,	Max Levine,
	Joseph M. Sanderson.

ENGLISH HIGH SCHOOL.

Samuel A. Epstein,	Daniel J. McGrath,
Robert L. James,	Bernard Morrison,
Page Junkins,	John J. Phelan,
Albert J. Kelley,	Walter C. Schumb,
Max Kushlan,	Louis H. Steinberg,
	Frank Stern.

MECHANIC ARTS HIGH SCHOOL.

Thomas H. Haines,	Philip C. Nash,
Joseph F. T. Mann,	Joseph A. Tosi,
Harold I. Moody,	George A. Robinson,
	Harry W. Waterfall.

PRIZES, 1907.

PUBLIC LATIN SCHOOL.

FROM TWO FUNDS.—One, a gift of several Boston gentlemen in the year 1819, and the other given by the late Abbott Lawrence of Boston in the year 1845.

FOR EXCELLENCE IN CLASSICS.—Joseph W. Finkel, Francis S. Wyner, Francis A. Whiteley, Charles O. Pengra, Harold T. McKenna, Harold J. Rosatto, Coleman Silbert, George H. Gifford, Robert K. Randall, Grover C. Murray, Joseph I. Sullivan, Joseph R. Cotton, Frederick J. Van Etten, Elmore T. Cohen, Ferdinand S. Bloom, Murray F. Hall, Frederick J. Gillis, Henry C. Bean.

FOR EXCELLENCE IN MODERN STUDIES.—John H. Keyes, Joseph A. Aaron, Herbert W. Smith, Almy D. Washburn, James E. Gallivan, Hamilton V. Bail, Samuel N. Wyner, Albert T. Nesmith, Aleph E. C. Oliver, Francis Pooler, Joseph M. Conway, Louis Gordon, Charles Nadler, Frank L. Reardon, Myron W. Adams, Trevor W. H. Swett, Henry H. Carpenter, Frank J. Glossa.

FOR EXCELLENCE IN DECLAMATION. — *First Prize.* — Warren J. Bloom. *Second Prize.* — Herman S. Nelke. *Third Prize.* — Arthur D. Brigham. *Special Prizes.* — Henry H. Crane, Reginald A. Cutting.

FOR EXCELLENCE IN READING. — *First Prize.* — William H. Bixby. *Second Prize.* — Trevor W. H. Swett. *Third Prize.* — Edward W. Supple.

FOR GENERAL EXCELLENCE IN CONDUCT AND STUDIES. — Henry C. Bean, Joseph R. Cotton, Frederick J. Van Etten, Coleman Silbert, Elmore T. Cohen, Frederick J. Gillis, Austin C. Alden, Wilfred F. Kelley, George H. Gifford, John H. Keyes, Louis Gordon, Ferdinand S. Bloom, Leon E. Ramsdell.

FOR EXEMPLARY CONDUCT AND FIDELITY. — William T. A. O'Brien, Joseph A. Cummings, William S. Lenihan, Constantine E. McGuire, Harvard Norton, Carl A. Karcher, Andrew R. McCormick, Thomas Coggeshall, Christopher A. Connor, Thomas J. Keliher, Jr., Edward A. Keddie, Hugh L. Stalker, Francis P. Devlin, Benjamin Rosenstein, Philip J. Bond, James A. Toole, Percy B. Davidson, George S. Kirvan.

FOR AN ORIGINAL WRITTEN EXERCISE. — A Translation from Livy. — Francis S. Wyner.

HONORABLE MENTION FOR CONSPICUOUS RECORDS DURING THE ENTIRE COURSE. — (1) Of Perfection in Attendance. — Chester A. Dunham, four years; Joseph M. Sanderson, four years; Joseph A. Cummings, four years. (2) Of Conduct above Criticism. — Joseph A. Cummings, four years; John A. Foley, five years.

GARDNER PRIZE. — From a fund given by pupils in New York and Boston of the late Francis Gardner, formerly head-master of the school.

ORIGINAL ESSAY. — The Search for the North Pole. — William T. A. O'Brien.

DERBY PRIZE. — From a fund left by the late Elias H. Derby.

DE BENEFICIIS IN REM PUBLICAM A FRANKLIN COLLATIS. — Joseph W. Finkel.

NICHOLS PRIZES. — From the income of a fund left by the late J. Howard Nichols, of Newton, in memory of his son.

First Prize. — Joseph A. Aaron. *Second Prize.* — Robert S. Jowett.

FOR MILITARY DRILL. — These prizes are awarded at the Annual Prize Drill from funds contributed by the school.

First Prize. — Co. D, Capt. Francis G. Duffy, Lieuts. John W. Churchward, Frederick P. Donovan.

Second Prize. — Co. C, Capt. Warren J. Bloom, Lieuts. Joseph P. Kennedy, Harold A. Murch.

First Prize to Junior Companies. — Co. H, Capt. Edwin C. Baker, Lieuts. Gardner D. Howie, George E. Hodge.

Excellence in Manual of Arms. — *First Prize.* — Corp. Herbert S. Potter. *Second Prize.* — Sergt. William A. Perrins, Jr. *Honorable Mention.* — Sergt. John R. Morton, Sergt. Walter B. Elcock, Sergt. Charles F. Hennessey, and Corp. Jacob Sisonsky.

Excellence in Drumming. — Rufus C. Harrington. *Honorable Mention.*
— Henry H. Crane.
Excellence on the Bugle. — Albert D. McCarthy.

ENGLISH HIGH SCHOOL.

LAWRENCE PRIZES. — From a fund given by the late Abbott Lawrence of Boston, in the year 1844.

FOR EXCELLENCE IN ENGLISH. — Arthur K. Lowell, John J. Phelan, Arthur W. Kenney, Richard P. Bonney.

FOR EXCELLENCE IN HISTORY. — Samuel J. Freedman, Walter E. Hammett, Barnet H. Bluestein, Henry Bevine, Frederick M. Linton, Richard P. Bonney.

FOR EXCELLENCE IN CIVICS. — Richard W. Sullivan.

FOR EXCELLENCE IN ECONOMICS. — Ralph Swartz.

FOR EXCELLENCE IN LATIN. — Frederick W. Whitman, John J. Phelan, Henry Levine.

FOR EXCELLENCE IN FRENCH. — Earl F. Audet, Frederick W. Whitman, Henry Levine, Isaac B. Simon.

FOR EXCELLENCE IN GERMAN. — Earl F. Audet, Page Junkins, Milton Kahn.

FOR EXCELLENCE IN SPANISH. — James J. Donovan, Joseph D. Hildreth, Louis H. Steinberg.

FOR EXCELLENCE IN MATHEMATICS. — Joseph Slepian, Robert L. James, Frederick H. Kennedy, Jr., Solomon M. Ginsburg.

FOR EXCELLENCE IN PHYSICS. — Max Kushlan, Miles E. Langley.

FOR EXCELLENCE IN CHEMISTRY. — Walter W. Lang, Frederick W. Whitman.

FOR EXCELLENCE IN BOTANY. — Donald R. Dixon.

FOR EXCELLENCE IN COMMERCIAL GEOGRAPHY. — Clayton L. Lent.

FOR EXCELLENCE IN BUSINESS LAW. — Robert A. Smith.

FOR EXCELLENCE IN BOOK-KEEPING. — Anthony Vincent, Bernard S. Hobdell.

FOR EXCELLENCE IN PHONOGRAPHY. — Otis R. Banks, Walter C. Schumb, Joseph Neitlich.

FOR EXCELLENCE IN DRAWING. — Frederick W. Coville, John E. Spinney.

FOR EXCELLENCE IN DECLAMATION. — Frank Stern, Carroll C. O'Neil, Harry Goldstein.

FOR FIDELITY AND DEPORTMENT. — Morris Omansky, Joseph H. Sasserno, Allen F. McLane, Joseph H. Cohen, Carl S. Gove, Henry Katz, Thomas L. Redgate, George C. Wells, Benno F. Bernstein, James P. Cleary, Jr., Leslie H. Goodwin, John H. Phillips, Jacob D. Shore, Leroy M. Young, Charles J. Cleary, Louis E. Friederman, Russell W. Hall, Leslie F. Jones, Myer Levinson, Max Moskowitz, Vivian F. Porter, Howard C. Shaw, Gordon U. Stewart, Thomas Kelly, Daniel J. Bowen.

FOR MILITARY DRILL.—These prizes are awarded at the Annual Prize Drill, from funds contributed by the School.

FIRST REGIMENT. — (Senior Company Competition.) — *First Prize.* — Co. B, Capt. Orrin E. Wilkins, Lieuts. Charles R. Hayes, Arthur W. Carpenter. *Second Prize.* — Co. A, Capt. Frederick W. Whittemore, Lieuts. Henry W. Eich, Francis A. Murphy.

Junior Company Prize. — Co. G, Capt. John V. Smith, Lieuts. Waldemar J. Vatter, Abraham Burack.

Individual Competitive Prizes. — *First Prize.* — Corp. Carroll C. O'Neill. *Second Prize.* — Sergt. Joseph W. Coville.

Honorable Mention. — Sergt. Louis Bennett, Sergt. Ozro F. Rideout, Corp. Charles J. Cleary, Corp. Benjamin Warshafsky.

THIRD REGIMENT. — (Senior Company Competition.) — *First Prize.* — Co. B, Capt. Guy P. Rounsefell, Lieuts. Richmond S. Shreve, Bernard L. Gorfinkle. *Second Prize.* — Co. A, Capt. Ralph H. Smalley, Lieuts. Abraham Levenson, Frederick H. Clark.

Junior Company Prize. — Co. H, Capt. William A. Maguire, Lieuts. Frank Arrington, Jr., Joseph V. Comerford.

Individual Competitive Prizes. — *First Prize.* — Sergt. Theodore R. Kendall. *Second Prize.* — Sergt. Cornelius Helpern.

Honorable Mention. — Sergt. Emmett Pishon, Corp. William P. Marksville, Corp. Kenneth S. Johnson, Priv. Patrick J. Bumstead.

Drumming Prize. — Jacob Riseman. *Honorable Mention.* — Edward Aronie.

Bugling Prize. — Max I. Krulee. *Honorable Mention.* — Le Roy V. Adlard.

For Excellence on the Fife. — Meville R. Barkley. *Honorable Mention.* — George Thurston.

DIPLOMAS OF GRADUATION, 1907.

Normal School.

James G. Wolff.

Gertrude A. A'Hearn,
Mabel A. C. Anderson,
Rita G. Baker,
Helena R. Baldrey,
Rena I. Black,
Alma Boodro,
Anna C. Bosfield,
Grace E. Brett,
Olive F. Buckle,
Mary C. Burns,
Mabel A. Campbell,
Mary L. Carey,
Dorothy M. Carney,
Alice M. Colbert,
Imogene J. M. Conland,
Helen M. Connelly,
Margaret L. Cosgrove,
Agnes G. Cotter,
Theresa M. Cotter,
Mary G. Coyle,
Sibylla R. Crawford,
Margaret F. Cummings,
Emily M. Curtis,
Harriet L. Dahl,
Katherine A. Daly,
Ava B. Dawson,
Susie C. De Ferrari,
Ella M. Dolben,
Agnes R. Driscoll,
Mary F. Driscoll,
Rose M. Driscoll,
Teresa E. Driscoll,

Frances L. Eager,
Effie L. Evans,
Dorothy Fairbanks,
Edna C. Farrington,
Anna E. Fiske,
Mary FitzGerald,
Julia M. Fitzpatrick,
Margaret R. Flanagan,
Annie E. Flood,
Mary L. Fogarty,
Marion G. Fottler,
Clara H. Franke,
Lena G. Frost,
Evelyn A. Gammons,
Rose J. Geggis,
Matilda J. Graumann,
Hannah Greenberg,
Annie S. Hagarty,
Alice G. Haggerty,
Grace R. Hallet,
May Harty,
Margaret G. Hatch,
Caroline M. Hauck,
Mary H. Healey,
Mabel A. Hebb,
Annie I. Heffernan,
Elizabeth A. Hickey,
Margaret F. Hilliard,
Annie V. Hogan,
Mildred M. Hood,
Flora M. Hoyt,
Natalie Irving,
Elizabeth L. Keefe,
Mary L. Keefe,
Elizabeth A. Keenan,

Alice L. Kelly,
 Mary G. Kenney,
 Marion E. Killion,
 Esther L. Kimball,
 Mildred R. Kimball,
 Avis A. Kingston,
 Grace E. Lalley,
 Frances C. Lamb,
 Mary T. Lynch,
 Mary F. MacGoldrick,
 E. Cecilia Mackin,
 Anna G. MacMahon,
 Elizabeth H. Mahar,
 Mary E. Marron,
 Agnes McCloskey,
 Susie J. McCloskey,
 Elizabeth M. McDermott,
 Margaret E. McMahon,
 Katharine R. McManus,
 Alice E. McMurrough,
 Anna L. McMurry,
 Mary E. A. McPherson,
 Alice J. Moran,
 Mabel V. Mulrey,
 Elizabeth J. Murphy,
 Adelaide G. Nelson,
 Lillian G. Norris,
 Anna T. O'Brien,
 Margaret M. O'Connor,
 Hortense J. Parker,
 Verna G. Pitt,
 Mary F. Powers,
 Bertha C. Quinnam,
 Grace M. Quirk,
 Eleanor L. Rand,
 Alice M. Riley,
 Lena H. Romberg,
 Anna Sansiper,
 Claire F. Shanahan,
 Catharine Sheehan,
 Ethel W. Smith,
 Pauline F. Smith,
 Sarah Smith,

Gertrude Stahl,
 Margaret Stedman,
 Margaret A. Sullivan,
 Alice M. Sweeney,
 Augusta S. Tavender,
 Teresa A. Tehan,
 Eileene R. Tewksbury,
 Mary B. Waldstein,
 Grace V. Walsh,
 Helen M. Walsh,
 Irene M. Walsh,
 Mary S. Watkins,
 A. Olive Wigley,
 Alice L. Williams,
 Blanche P. Williams,
 Annie Wynne.

Public Latin School.

Boys.

Joseph A. Aaron,
 Edwin C. Baker,
 Norton Baldwin,
 Albert M. Bierstadt,
 Warren J. Bloom,
 John W. Churchward,
 David P. Colville,
 Robert Crosbie,
 Joseph A. Cummings,
 Joseph O. Daly,
 Bernard F. Devine,
 John G. A. Downing,
 Francis G. Duffy,
 Chester A. Dunham,
 Harold R. A. Evans,
 Aaron Feinberg,
 Joseph W. Finkel,
 John A. Foley,
 John F. A. Giblin,
 Hyman Green,
 Homer P. Griffin,
 Cornelius A. Guiney,
 Roger B. Hill,

George E. Hodge,
 Sampson P. Holland,
 Leon G. Horue,
 Gardner D. Howie,
 Robert S. Jowett,
 John H. Keyes,
 Thomas J. Lane, Jr.,
 Max Levine,
 John J. McClellan,
 Harrison G. Meserve,
 Herbert E. Monahan,
 Harold A. Murch,
 Herman S. Nelke,
 William T. A. O'Brien,
 Ignatius G. O'Gorman,
 William G. O'Hare,
 Joseph M. Sanderson,
 Samuel I. Shore,
 Edward W. Supple,
 Arthur Sweetser,
 Charles J. White,
 Lenthall Wyman,
 Francis S. Wyner,
 Abraham N. Wyzanski.

Girls' Latin School.

Frances E. Barnes,
 Olive A. Beveridge,
 Mabelle H. Bonelli,
 Emily W. Browne,
 Emilie C. Burford,
 Katherine H. Camfill,
 M. Alice Chamberlin,
 Helen J. Coffin,
 Charlotte B. Crane,
 Romaine W. Cross,
 Jessie E. Dennett,
 Marie L. Duval,
 Ruth B. Dyer,
 Ruth Everett,
 Anita P. Forbes,
 Edna A. Gulbranson,

Caroline E. Hackebarth,
 Flora C. Hannum,
 Mildred Hood,
 S. Ernestine Howard,
 Victoria O. Howarth,
 Marion L. Judkins,
 Grace H. Kennedy,
 Alice G. King,
 Mildred E. Lange,
 Helen K. Loughlin,
 Dorothy Metcalf,
 S. Gertrude Murphy,
 Frances M. Owen,
 Ethel H. Rea,
 Fradelia Rice,
 Edith M. Richmond,
 Inez L. Sawyer,
 Ethel Schoonmaker,
 Josephine L. Scofield,
 Amy I. Smith,
 Anna E. Spillane,
 Harriette Swift,
 Henrietta J. Tufts.

Brighton High School.

SECOND DIPLOMA.

Boys.

Clifton A. Barrett,
 Frank J. Orchard,
 Linwood L. Spencer,
 Leon Whitaker,
 Reginald H. Wisbach.

Girls.

Abbie L. Achorn,
 Etta M. Brophy,
 Mary E. Carrigan,
 Ruth G. Cutler,
 Margaret F. FitzGerald,
 Martha E. Flaherty,

Helen E. Franklin,
 M. Margaret Gaffey,
 Abby S. Herrick,
 Dorothy E. Hopkins,
 Margaret A. Kenny,
 Ethel S. Knight,
 Laura I. Miller,
 Alice Noble,
 Gertrude M. Sullivan,
 Helen F. Taft,
 Bessie E. Warren,
 Alice C. Weaver.

FIRST DIPLOMA.

Boys.

Arthur Cornell,
 Henry C. Cox,
 Joseph P. Feeley,
 Martin J. Finnegan,
 Hugh A. Fitzgerald,
 Daniel J. Keefe,
 Arthur L. Keylor,
 Earle S. Murray,
 Francis O'Meara,
 William W. Overton,
 Harris A. Peterson,
 Charles E. Riordan,
 Howard L. Sherman,
 Ralph B. Sherman,
 Raymond E. Wilson,
 Frederick L. Woodlock.

Girls.

Olive H. Blake,
 Mildred M. Cashman,
 Edith L. Clarke,
 Mary C. Connelly,
 Barbara L. C. Corcoran,
 Marion L. Denney,
 Holdine F. Dobbratz,
 Jennie E. Downs,
 Mary C. Doyle,

Olive H. Elliot,
 Louise G. Farrington,
 Eleanor K. Finnegan,
 Mary J. Ford,
 Charlotte W. Fuller,
 Olive E. Fuller,
 Eileen C. Hickey,
 Rose A. Jacobs,
 Margaret E. Jones,
 Lucy E. Keylor,
 Florence M. Kiley,
 Katherine Lorway,
 L. Mabel Lowell,
 Ethel F. MacQuarrie,
 Catherine G. Maguire,
 Jennie A. Malm,
 Alice M. Moffette,
 May F. Murphy,
 Mildred A. Nesmith,
 Catherine M. Neville,
 Elizabeth W. Newcomb,
 Lorian Noble,
 Marion G. Nutting,
 Margaret A. O'Gorman,
 Chloe E. Phinney,
 Margaret Pond,
 Grace A. Roddy,
 Winifred J. Roddy,
 Annie J. Short,
 Bertha M. Stone,
 Anna M. Tucker,
 Mildred R. Underwood,
 Mary Van Etten,
 Alice R. Walsh,
 Mary F. Walsh,
 Adelaide N. Waterhouse,
 Marion R. Weaver,
 Marian L. Wellman,
 Ethel R. Wheeler,
 E. Grace White,
 E. Louise Wilson,
 Eva F. Winch,
 Marguerite H. Yancke.

Charlestown High School.

SECOND DIPLOMA.

Boys.

Edward L. Hefron.

Girls.

Helen E. Brady,
 Margaret M. Breen,
 Florence G. Carroll,
 Josephine E. Cass,
 Georgina Corbett,
 Margaret M. Crowley,
 Alice M. Currier,
 Ellen G. Donovan,
 Louise F. Dunning,
 Gertrude E. Flynn,
 Margaret Flynn,
 Margaret A. Gosnell,
 Grace A. M. Greene,
 Mary L. Greenlaw,
 Mildred R. F. Hefron,
 Agnes V. Joyce,
 Hannah J. Kelleher,
 Catherine E. O'Mara,
 Mary M. Reardon,
 Margaret M. Tegan.

FIRST DIPLOMA.

Boys.

John S. Flanagan, Jr.,
 Frank F. McCarthy,
 Matthew L. McGrath,
 John L. O'Leary,
 Herbert L. Pope,
 Charles H. Walker.

Girls.

Margaret E. Barrett,
 Georgina Corbett,
 Helena M. Dignan,
 Mary A. Donovan,
 Margaret F. Greene,

Sarah S. Haraden,
 Annie M. Hegarty,
 Nora H. Hegarty,
 Margaret T. Hernan,
 Georgia V. Hill,
 Grace E. I. Hine,
 Mary C. Horan,
 Helen G. Hurley,
 Agnes V. Joyce,
 Ellen A. Kelleher,
 Nora E. Kelleher,
 Agnes C. Leonard,
 Grace V. McMackin,
 Mary L. Malone,
 Mary C. Murray,
 Grace M. O'Brien,
 Mary G. Reardon,
 Ethel M. M. Robinson,
 Annie F. Sheehan,
 Rose E. Sidman,
 Mary L. Welsh.

Dorchester High School.

SECOND DIPLOMA.

Boys.

Alberico B. de Araujo,
 William H. Campbell,
 Herbert W. A. Clark,
 Joshua B. Clark,
 R. Reed Copp,
 William E. Crowell,
 Harold M. Drown,
 Frederick S. Ernst,
 James F. Fitzsimmons,
 Preston D. Fogg,
 Fred P. Goodrich,
 Jonathan B. Holt,
 Henry T. Keenan,
 Lloyd W. Knight,
 Raymond H. Lord,
 John A. MacLaughlin,
 Joseph C. Ohlund,

Harold F. Pelton,
Paul N. Shiverick,
Harold T. N. Smith,
Mack P. Storm,
George M. Waldie.

Girls.

Sarah Agoos,
Adelaide A. Albrecht,
Helen C. Aldrich,
Ida D. Antin,
Ethel R. Baird,
M. Frances Bell,
E. May Bird,
Gladys H. Blanchard,
Daisy I. Brown,
Miriam Brown,
Winifred R. Cavanagh,
Annie Clark,
Ellen F. Cleveland,
Lucy F. Cline,
Mary I. Coleman,
Charlotte M. Condon,
Alice M. Cummings,
Louise De Smedt,
Margaret C. Donovan,
Rose S. Drew,
Irene B. Driscoll,
Emma M. Eichorn,
Glenna M. Eldredge,
Ruth Evans,
Rose E. Fitzgerald,
Josephine E. Foster,
Vivian C. E. Freese,
Helen M. Greene,
Mary G. Grey,
Ruth P. Griffin,
Margaret M. Higgins,
Elizabeth M. Hoar,
Ruth Johnson,
Catherine C. Kelly,
Estelle K. Kennedy,
Mary H. Kent,

Gladys A. Lothrop,
Kathryn A. Lyons,
Agnes R. Maloy,
Maud L. Mason,
Maria F. May,
Mary A. McGrail,
Alice G. McGrath,
Isabelle McNamara,
Ruth B. Merrill,
Helen P. Nichols,
Mildred Peyser,
Katharine O. Pickett,
Edwina P. Quincy,
M. Bernadette Riley,
Grace E. Rockwell,
Florence M. Ross,
Regina E. J. Sallaway,
Ethel E. Sandell,
Florence C. Sargent,
Anna M. Schell,
Florence E. Sill,
B. Beatrice Strong,
Margaret V. Strong,
Mary Sullivan,
Grace E. Urban,
Marie S. Ware,
Helen E. Whitaker,
M. Matilda Woods.

FIRST DIPLOMA.

Boys.

John F. Ahern,
Milton E. Allen,
Elmore Ayer,
Stanley P. Bailey,
James Biggar,
John Q. Birmingham,
Louis A. Brawley,
George G. Caldwell,
A. Paul Cohen,
Laurence S. Crosby,

John M. Curley,
 Joel E. Davidson,
 Emile G. deCoen,
 Kerney A. Delaney,
 Charles J. Ego,
 James F. Fitzsimmons,
 Chester H. Fraser,
 Linwood F. Gifford,
 Carroll C. Gleason,
 Joseph G. Gormley,
 Charles H. Haines, Jr.,
 Edmund J. Hanlon,
 Frank A. Hanlon,
 Francis D. Harrigan,
 John E. Hart,
 Lorin B. Horton,
 Clifford L. Jordan,
 Harry T. F. Kemp,
 W. Stanley Kilner,
 Frederick W. Laier,
 Henry K. Lambert,
 Robert M. Leonard,
 Oliver C. Lombard,
 Francis A. MacKinnon,
 Charles A. McCarthy,
 Wallace J. Murray,
 Ernest B. Patten,
 William L. Perry,
 Luther J. Renfrew,
 Delbert L. Rhind,
 W. Elmer Richardson,
 Gabriel F. Rosenthal,
 Harold T. N. Smith,
 Robert A. Stetson,
 Francis J. Strobel,
 William L. Thayer,
 Frank O. Thissell, Jr.,
 Roland C. Thompson,
 Charles D. Tuckerman,
 Arthur M. Wall,
 Alarich L. F. Wassmus,
 Chester C. Wilcox,
 Walter B. Wright.

Girls.

Mabel F. Adams,
 Pauline Agoos,
 Dorothy H. Allen,
 Dorothy-M. Atkinson,
 Marion L. Baldwin,
 Lillian M. Bantle,
 Bernice M. Barry,
 Alice M. Baxter,
 Edith E. Bennett,
 Bertha Bernau,
 Rose M. Biggi,
 E. May Bird,
 Elizabeth P. Brennan,
 Eunice E. Brown,
 Mabelle L. Bullard,
 Alice H. Burke,
 Alice L. Byrne,
 Amy G. O. Carlson,
 Ida M. Carlson,
 Miriam Carp,
 Esther B. Cavanagh,
 Charlotte R. Coffin,
 Edith Cohen,
 Lillian Collins,
 Florence V. Cox,
 Josephine E. Creber,
 Agnes G. Crotty,
 Nellie C. Damon,
 Ethel M. Davis,
 Amy E. B. Day,
 Mary M. Devlin,
 Ethel M. Dillon,
 Mary E. Doran,
 Helena G. Durham,
 Marguerite Elliott,
 Vivian E. H. Elliott,
 Elizabeth C. Erhardt,
 Mildred B. Esten,
 Louise G. Farrell,
 Ellen M. Fenton,
 Dorothy W. Fitts,
 Emily M. Fitzpatrick,

Katherine I. Flanagan,
Grace L. Forbes,
Bessie C. Fraser,
Elva G. French,
Marion L. Frye,
Elsie W. Fuller,
Elizabeth B. Gardiner,
Gertrude S. Gardiner,
Irene Garra,
Harriet H. Gilbert,
Eleanor J. Glynn,
Elsie G. Gruhn,
Edith M. Gushee,
Frances H. Hanscom,
Florence M. Hawes,
Mary G. Heffernan,
Bessie C. Howard,
Florence J. Howe,
Mildred E. Irving,
Gertrude M. Jackson,
Ethel M. Jordan,
Edith C. Kavanagh,
Grace F. Kellogg,
Helen P. Kelly,
Adelaide T. Kennally,
Florence T. Kennedy,
Ida L. Killion,
Natalie Kurinsky,
Etta C. Levine,
Aimee I. Lewis,
Pauline M. Logan,
Ethel M. Lord,
Eva G. Lord,
Alfreda M. Lothman,
Gertrude C. Lucas,
Olive C. Lucas,
Marguerite H. Lyon,
Neva B. MacCurdy,
Grace L. Madore,
Helen J. Marcy,
Elizabeth A. McCaffrey,
Esther F. McCloskey,
Edith L. McFee,

Daisy M. McIntosh,
Leslie K. McKechnie,
Florence A. McPherson,
Evelyn F. McVey,
Gertrude A. Moore,
Bernice I. Newton,
Florence M. O'Donnell,
Agnes R. O'Gara,
Emma F. Park,
Lillian F. R. Pattison,
Clara H. Perry,
Eva I. Pilkrantz,
Vera E. Porter,
Marion H. Pratt,
Marion L. Priestley,
Marguerite M. Reagan,
Florence E. Reed,
Annette F. Regnier,
A. Agatha Richards,
Jessie N. Roberts,
Ethel M. Rogers,
Margaret T. Rooney,
Mary K. Ruby,
Ethel E. Sandell,
Katrina M. Sather,
Elsa C. Schroeder,
Rocelia M. Schulze,
Dorothy M. Scott,
M. Elizabeth Self,
Minnie Shikes,
Mary H. Simpson,
Eleanor M. T. Smith,
Lydia C. Spargo,
Carrie E. Stafford,
Almeda I. Sweeney,
Mary A. Sweeney,
Lucia H. Taft,
Edith S. Terry,
Elsada D. Twitchell,
Beatrice L. West,
Edna M. Weston,
Margaret Whitaker,
Gladys White,

A. Marie Whitney,
 Hattie C. Whittredge,
 Anna L. Wickwire,
 Mildred Willard,
 Effie E. Wiswall,
 M. Matilda Woods,
 Irene P. A. Zahn.

East Boston High School.

SECOND DIPLOMA.

Boys.

Charles H. Albee,
 Leonard Cushman,
 Walter L. Doane,
 G. Manson Glover,
 Louis R. Golden,
 Frank L. Gray,
 Jerome F. Green,
 J. Wilton Marno,
 Arthur F. McLean,
 Charles L. Milward,
 Wendell R. Swint.

Girls.

Cora A. Banks,
 Ruth L. Day,
 Anna M. Doyle,
 Mary E. Drew,
 E. Blanche Hinds,
 Helen M. Jameson,
 Louise B. Leary,
 Gertrude B. Low,
 Ida J. McCarthy,
 Mary A. McLaughlin,
 Margaret L. McLoughlin,
 Eugenia M. Prior,
 Sarah L. Robinson.

FIRST DIPLOMA.

Boys.

Charles H. Albee,
 Herman S. Beach,

George F. Bird,
 Ralph D. Conkey,
 Harry J. Covner,
 Arthur R. Dingwell,
 Joseph H. Driscoll,
 George Fine,
 Wolfe I. Grimm,
 Albert N. Henrickson,
 William S. Holdsworth,
 John MacDonald,
 Edwin P. McInerny,
 William F. Norton,
 Philip H. Sheridan,
 Arthur J. Young.

Girls.

Alva L. Andrews,
 Anna Beck,
 Grace D. Bethune,
 Gertrude W. Bodfish,
 Loretta F. Cronin,
 Myrtle E. Davis,
 Emma E. Day,
 Mary E. Drew,
 Bertha L. Ginepra,
 Ethel D. Hodson,
 Mollie Jacobson,
 Marguerite B. Kaye,
 Mary E. Keen,
 Kathryn M. Kelleher,
 Minnie Levin,
 Ida L. Lipsches,
 Laura S. Logan,
 Mary T. Love,
 Eleanor R. McEnaney,
 Elizabeth M. McLaughlin,
 Jane McMurray,
 Miriam Merrick,
 Elizabeth R. Mugglebee,
 Mildred O'Connell,
 Eugenia M. Prior,
 Sadie B. Prior,
 Clara M. Sanders,

Harriet J. Shine,
 Susan P. Sparklin,
 Ruth C. Strong,
 Nora T. Sullivan,
 Jennie Sylvén,
 Agnes C. Wallace,
 Eva E. White,
 Myrtle B. Williams.

English High School.

SECOND DIPLOMA.

Boys.

Donald C. Alexander,
 Simon Alperin,
 John H. Anderson,
 Earl F. Audet,
 Walter H. Barber,
 Manuel Bergman,
 Stephen J. Boylan,
 Elisha N. Brady,
 J. Leo Cass,
 Samuel Cline,
 George Costanza,
 Frederick W. Covill,
 Carroll C. Davis,
 George J. Donnelly,
 Kenneth W. Faunce,
 Bernard Finkelstein,
 David S. Finkelstein,
 Benjamin Friedman,
 Eli Friedman,
 William E. Gibbs,
 George Goldberg,
 Bernard L. Gorfinkle,
 William J. Gould,
 Roswell G. Hall,
 Jack Harding,
 John O. Helliwell,
 William D. Henderson,
 Joseph D. Hildreth,
 Albert Holzman,
 Leon S. Hubbard,

Augustus H. Kaufman,
 Paul H. Keating,
 Drue King,
 Joseph B. Klein,
 Walter W. Lang,
 Robert R. Langer,
 Max Levine,
 Samuel A. Levine,
 Arthur K. Lowell,
 Joseph M. Lubit,
 William T. McCracken,
 William J. McKenna,
 Allen F. McLane,
 Stephen Malatesta,
 Simon Nath,
 Walter J. O'Hearn,
 Morris Omansky,
 William F. Palmer,
 Thomas P. Parle,
 Carlos E. Pinfield,
 Samuel Quinn,
 S. Myer Ratzkoff,
 Edwin M. Robinson,
 Joseph H. Sasserno,
 Lindsly B. Schell,
 Benjamin Shoolman,
 David Siegel,
 Joseph Slepian,
 Richard W. Sullivan,
 Ralph W. Taylor,
 Charles L. Tuller,
 Louis S. Walsh,
 G. Gordon Watt,
 Edward I. Weisberg,
 Frederick W. Whitman,
 Simeon Wolfman.

FIRST DIPLOMA.

Philip J. Aaronofsky,
 Robert Abrams,
 Abbott G. Allbee,
 Richard Alter,
 William A. Anderson,

William M. Applebaum,
Spence C. Babbitt,
Otis R. Banks,
Louis I. Barnard,
David Belcher,
Simon Berkovsky,
Benjamin Berkowitz,
Harold C. Blake,
Barnet H. Bluestein,
Edward H. Bogan,
Stephen J. Boylan,
Ralph H. Bragdon,
William F. Brophy,
Patrick J. Bumstead,
Abraham Burack,
Frederick H. Busby,
Arthur W. Carpenter,
J. Leo Cass,
Walter E. Chessman,
Frederick H. Clark,
Joseph H. Cohen,
Edward J. Coleman,
Joseph V. Comerford,
Thomas E. Conway,
J. Roy Cottam,
Frederick W. Covill,
Francis P. Craig,
John F. Crowley,
Kenneth T. Crummer,
James E. Devlin,
Edward T. Dobbyn,
James J. Donovan,
John H. Drew,
George F. Dunkel,
Harry E. Eames,
Samuel Edelstein,
Henry W. Eich,
Samuel A. Epstein,
Harry Fein,
Nathan Finkelstein,
William E. Fortune,
Jacob A. Frank,
Samuel J. Freedman,

Jacob Friedberg,
Jacob A. Gediman,
Mayo Goldsmith,
Harry Goldstein,
Mark L. Goldstein,
Maurice Goldstein,
Nathaniel Goldstein,
Max Gordon,
M. Paul Gordon,
William J. Gould,
Carl S. Gove,
Walter E. Hammett,
Hugo H. Hanson,
Frederic W. Harrington,
Charles A. Haverty,
Charles R. Hayes,
James F. Healy,
Nathan A. Heller,
Mark H. Houghton,
Frank O. Howard,
Chester A. S. Hubbard,
G. Kenneth Hulse,
James T. Hunter,
Robert L. James,
Charles W. Jenks,
Page Junkins,
Robert W. Justis,
Morris Kaplan,
Paul H. Keating,
Charles R. Keilty,
Albert J. Kelley,
Henry D. Kemp,
Theodore R. Kendall,
William J. Kendrick,
Frederick A. Kenney,
Donald L. King,
William Kneller,
George R. Krebs,
Max Kushlan,
Gerald V. Lally,
Hyman Landy,
Thomas M. Lannon,
Max A. Lazarus,

Arthur J. Lennon,
 Abraham Levenson,
 Harry E. Levenson,
 William Levinson,
 Maurice Libby,
 William F. Linehan,
 Louis Lofchie,
 Harold H. Lord,
 Arthur K. Lowell,
 Louis Luftman,
 Walter E. McCathern,
 David J. McGrath,
 Loran C. McNutt,
 William A. Maguire,
 Aloysius J. Mahoney,
 Jacob Markovitz,
 Harry G. Matthews,
 T. Blake Merrick,
 Samuel J. Meshulam,
 Frank A. Mitchell,
 Henry F. Montgomery,
 Barnard Morrison,
 John J. Morrissey,
 Nathan C. Morse,
 Francis A. Murphy,
 Frederick J. Murphy,
 John H. O'Brien,
 Joseph Oppenheim,
 Wilfred A. Osgood,
 Theodore F. Papen,
 Charles M. Pearson, Jr.,
 John J. Phelan,
 Henry J. Phinn,
 Carlos E. Pinfield,
 Albert C. Rau,
 Thomas L. Redgate,
 Thomas E. Roche,
 Emanuel Roos,
 Nathan Rosen,
 Abraham Rosenstein,
 Maurice Saperstein,
 Walter C. Schumb,
 William S. Shaw,

Abraham Shohan,
 William Siegle,
 James F. Silva,
 Ralph H. Smalley,
 J. Verity Smith,
 Robert A. Smith,
 Charles Soddeck,
 Louis H. Steinberg,
 Frank Stern,
 George P. Sullivan,
 Ralph Swartz,
 Robert H. Thompson,
 George Thurston,
 Charles Toomy,
 Walter L. Toy,
 Charles L. Tuller,
 William L. Turetzky,
 Arthur A. Tuttle,
 Charles Ulin,
 Waldemar J. Vatter,
 Louis S. Walsh,
 Harrison A. Ward,
 John P. White,
 Frederick W. Whittemore, Jr.,
 Thornton G. Wilson,
 Louis A. Wolfson,
 Henry H. Ziegel.

Girls' High School.

SECOND DIPLOMA.

Della M. Ackerman,
 Florence K. Babcock,
 Ellen A. Barry,
 Susan R. Baxter,
 Marion A. Benton,
 Mae D. Benzaguin,
 Rosella V. Bishop,
 Eva A. Bradford,
 Mary F. Bruce,
 Marion A. Bryant,
 Lucy C. Burke,
 Gertrude K. Calnan,
 Mary St. A. Casey,

Freda Casson,
 Mary P. Clark,
 Elizabeth M. Cleary,
 Emily W. Collins,
 M. Gertrude Condon,
 E. Rebecca Conway,
 Ada C. Crysler,
 Annie E. I. Dixon,
 Sarah G. Doherty,
 Marion C. Drake,
 Mary E. Ducey,
 Miriam Ellis,
 Elizabeth B. Faden,
 Alice L. Gannon,
 Anna L. Gillis,
 Yettie B. Goldstein,
 Helen P. M. Gorman,
 Mary C. Hawkes,
 Mary L. Hawkes,
 Mabel E. Houghton,
 Emma R. Kaplan,
 Regina J. Kees,
 Agnes F. Kelley,
 Ethel C. Kuhne,
 Amy E. Levy,
 Margaret W. P. Lordan,
 Emma F. Lovett,
 Eileen R. Lynch,
 Mary A. S. Lynch,
 Caroline L. McAloon,
 Mary F. McAuliffe,
 Mary L. McCarthy,
 Alice E. McGough,
 Margaret F. Meehan,
 Mary A. Morrissey,
 Emily G. Philpotts,
 Ida Pollack,
 Kate Pollack,
 Bessie L. Quimby,
 Helen C. Schmidt,
 Mary F. Sharkey,
 Annie C. Shea,
 Ethel M. Smith,

Marie C. Strom,
 Elinor Twombly,
 Helen K. Walsh,
 Mary D. Welsh,
 Jean H. Westwood,
 Xenia V. Weye,
 Lillian M. Williams,
 Ethel M. Wilson.

FIRST DIPLOMA.

Mariona Achenbach,
 Elizabeth Adalman,
 Elizabeth Anselvich,
 Gertrude E. Appel,
 Mabel G. Arnold,
 Frances Aronberg,
 Jennie Barber,
 Rose Barber,
 Ethel M. Barry,
 Amanda E. Bartholomew,
 Edna F. Barton,
 Fannie O. Bengtson,
 Portia E. Bird,
 Bessie E. Blair,
 Clara C. Blasser,
 Mary F. Borges,
 Marie G. Brennan,
 Annie L. Brown,
 Elizabeth G. Burns,
 Paulina V. Burns,
 Helen C. Bush,
 Julia C. Cain,
 Florence L. Callahan,
 Winnifred I. Cardani,
 Anna F. Carr,
 Margeannah Carter,
 Helen T. Casey,
 Anne M. Cassidy,
 Mary M. Cassidy,
 Bertha M. Chandler,
 Mary D. Clare,
 Blanche M. Coburn,
 Elizabeth E. Cohen,

Katherine Cohen,
Rose S. Cohen,
Annie T. Collins,
M. Gertrude Condon,
Mary V. I. Conway,
Marie E. Conza,
Esther G. Coretsky,
Esther E. Cunningham,
Isabel M. Curry,
Ella L. Curtis,
Lillian A. Dermody,
Elinore F. Donoghue,
Mary J. Donovan,
Charlotte M. Dooley,
Mary L. Dooley,
Mary E. Doyle,
Mary J. A. Duffy,
Esther A. Ekstrom,
Cora E. Elms,
Lillian E. Enos,
Ellen M. Farrell,
Dorothy L. Federhen,
Etta Fimberg,
Margaret M. Fleming,
Gertrude E. Folan,
Mary P. Fowler,
Agnes Foyer,
Anastasia R. Fraher,
Sophia Freidson,
Alice R. Gallagher,
Lillian E. Galloway,
Alice M. Gardetto,
Harriet W. Gardiner,
Edith M. Gartland,
Edee E. Gibbs,
Caroline M. Giuffré,
Goldie B. Glover,
Fannie S. Goldstein,
Gertrude Goldstein,
Frances J. Greenburg,
Goldie Griefmann,
Kathryne V. Hagerty,
Lila F. Haines,

Avis M. Harding,
Winifred M. Hart,
Francesca E. Hasgill,
Ellen C. Hayes,
Theresa G. Hayes,
Viola A. Hayley,
Lolita E. Healey,
Florence M. Hildreth,
Caroline E. Hodgdon,
Johanna T. Hurley,
Mary E. Jago,
Evalyn L. Johansson,
Marion D. Jones,
Ida Kallen,
Christina C. Karlson,
Sarah L. Kavenagh,
Margaret M. Keefe,
Katharine E. Kelly,
Helen J. L. Kennelly,
May F. Keohane,
Helen King,
Celia Kirshen,
Julia Klebenov,
Lillian M. Leavitt,
Mary L. Lee,
Mary A. Leonard,
Mary M. Lepage,
Louisa A. Leverone,
Isabella M. Lewis,
Esther Loitman,
Jennie D. Loitman,
Rosa L. Loitman,
Bessie London,
Vera K. Long,
Mary L. Lynch,
Catherine M. L. McManus,
Viola A. Macquarrie,
Mary J. Manning,
Jeannette Marino,
Jeannie A. May,
Sara E. Mazur,
Florence E. McArdle,
Agnes F. McCarthy,

Mary McDougall,
 Rose G. McEnroe,
 Grace M. McGaw,
 Elizabeth G. McGee,
 Margaret T. McGowan,
 Frances Meltzer,
 Annie Micklay,
 Loretta E. Middleton,
 Jennie Miller,
 Minnie Miller,
 Elizabeth Mitchell,
 Pauline H. Montgomery,
 Georgetna Moore,
 Marion I. Morrell,
 Eleanor L. Morrissey,
 Bertha F. Murray,
 Mary G. Murray,
 Beatrice Nathanson,
 Helen T. Noonan,
 Margaret M. O'Connell,
 Mary E. O'Connell,
 Frances R. Ohrum,
 Claire M. O'Malley,
 Caroline A. Overn,
 Bessie Paeff,
 Ruth G. Page,
 Frances M. Palais,
 Dorothy Pearson,
 Margaret D. Pearson,
 Theresa M. Pennini,
 Etta R. Piotti,
 Alice H. M. Power,
 Lottie Price,
 Elsie A. Prokasky,
 Rose Rabinovitch,
 Anna Ractliffe,
 Mary F. Reagan,
 Mary L. Reagan,
 Elizabeth A. Reed,
 Jennie M. Robertson,
 Frances R. Rocchi,
 Edith D. Rodgers,
 Lucy Romberg,

Rebecca Rovit,
 Sarah Rubin,
 Minnie J. Sambedale,
 Annie Shapiro,
 Mary A. Sheahan,
 Marie G. Sheehan,
 Marion I. Sherman,
 Julia Silverman,
 Ethel M. Simonds,
 Rose Singer,
 Marie F. Singler,
 Eleanor G. Sloan,
 Madaline Small,
 Lillian G. Smart,
 Christina A. Smith,
 Mildred A. Snow,
 Grace C. Snyder,
 Margaret M. Sollitto,
 May M. Solomon,
 Ruth Solomon,
 Celia Sosonsky,
 Hannah L. Spittle,
 Rose Stone,
 Ruth A. Stone,
 Jennie B. Stratton,
 Mary H. Streeter,
 Catherine J. I. Sullivan,
 Elizabeth G. Sutton,
 Helen Tapley,
 Sarah Task,
 Mary M. Twining,
 Helen L. Vance,
 Maud A. Vestergard,
 Martha J. B. Wahl,
 Margaret A. Wallace,
 Helen K. Walsh,
 Teresa M. Walsh,
 Mary A. Ward,
 Jessie I. Westwood,
 Clara R. O. Whipple,
 Virginia E. White,
 Mary M. Whyte,
 Martha G. Youngren.

Mechanic Arts High School.

FOUR YEAR CLASS.

Boys.

Clifford N. Amsden,
 James G. Barnes,
 Abraham H. Bayer,
 Samuel I. Blum,
 Suren Bogdasarian,
 Oberlin S. Clark,
 G. Ellis Couillard,
 Paul S. Cushman,
 Harold M. Davis,
 Thomas P. Dooley,
 Theodore P. Dresser. Jr.,
 F. Foster Farwell, Jr.,
 James J. A. Gannon,
 Walter I. Gerrold, Jr.,
 Charles S. Graham,
 John S. Grant,
 Harold M. Hallett,
 Lloyd A. Hechinger,
 William F. Hennessey, Jr.,
 Ralph A. Holbrook,
 Sherwin E. Hubbard,
 T. Edward Kenney,
 Victor P. Klapacs,
 Francis J. Krumscheid,
 Joseph M. Levine,
 Nathan Levy,
 Charles J. McCarty, Jr.,
 Charles F. McDonald, Jr.,
 Charles A. J. McManus,
 Edward F. McNamara,
 Sumner N. Mills,
 Daniel G. Mosher,
 Philip C. Nash,
 Chester H. Norwood,
 Lawrence G. Odell,
 Frank D. Orvitt,
 Lester S. Perkins,
 Edmund W. Reardon,
 Stewart R. Robertson,

George E. Robinson,
 Francis E. Severance,
 Dennis F. Sheehan, Jr.,
 Isador Sisonsky,
 Daniel J. Smith,
 Max Smith,
 D. Maynard Sullivan,
 Hugh A. Tobias,
 John F. Warren, Jr.,
 Harry W. Waterfall,
 Harry E. Watts,
 Edgar L. Woodward.

THREE YEAR CLASS.

Albert H. Allen,
 Herman E. Allen,
 Joseph H. Allen,
 Robert H. Allen,
 Herbert J. Anderson,
 R. Wilbur Anderson,
 George V. Augusta,
 Harry L. Bailly,
 Willard J. Ball,
 Henry Barkan,
 W. Ellsworth Barnes, Jr.,
 Charles J. Bateman, Jr.,
 Walter E. Bauer,
 Albert S. Beaumont,
 Leon E. Berry,
 Albert E. Block,
 Benjamin Boas,
 Frederick A. Bradford,
 John L. Bray,
 Chester L. Brennan,
 Karl R. Briel,
 Howland S. Brown,
 John J. Burke,
 Harold LeF. Burr,
 Robert C. Buttrick,
 Joseph J. Carty,
 Henry F. Casey,
 John J. Casey,
 Henry M. Caswell,

Henry B. Charak,
 Martin C. Cherry,
 Frederick E. Clayton,
 Richard F. Cleary,
 Don H. Colby,
 Francis M. Condon,
 C. Stanley Cotton,
 John D. Creamer,
 George H. Cummings,
 William B. Cummings,
 Thomas H. Dacey,
 Albert W. Davis,
 Albert W. Davol,
 Joseph Deane,
 Frederick E. deVeer,
 Harold W. deVeer,
 Robert L. Devine.
 L. Burton Duke,
 William A. Erlandson,
 Ralph Erling,
 David A. Eskin,
 Albert F. Fedel,
 Frank N. Ferrone,
 Walter T. Fitzpatrick,
 Herbert W. Flagg,
 Charles W. Foss,
 Paul G. Fraser,
 Daniel H. Freeman,
 Lester S. French,
 Samuel Friedman.
 Walter S. Frost,
 Edwin B. Gadsby,
 Robert T. Gallagher,
 Charles A. Garraghan,
 Arthur R. Gates,
 Herbert M. L. Giduz,
 Abraham H. Goldman,
 Charles F. Gorman,
 Clarence A. Greenlaw,
 Solomon J. Gulesian,
 Thomas H. Haines,
 Roland A. Hale,
 Louis M. Hammond, Jr.,

Thomas J. Harrington, Jr.,
 Leo A. Hartnett,
 Joseph E. Hayes, Jr.,
 Ralph M. Herrick,
 Louis A. Hirshe,
 Frederick D. Hyland,
 Percival D. Jacobs,
 Charles B. Karlson,
 Edward J. Kelly,
 Leo T. Kewer,
 Arthur J. King,
 Theodore E. Koerner,
 Henry E. Kreinsen,
 E. Harry Landberg,
 Theodore Laven,
 Albert H. Leussler,
 Alfred A. Liebert,
 Francis T. McAvoy,
 Henry E. McClay,
 Charles A. McCormack,
 J. Francis McGee,
 P. Edward McGovern,
 Alfred U. Mack,
 William N. McKenna, Jr.,
 Ernest W. McMullen,
 George L. McNeill,
 Richard F. Mahoney,
 Edward W. Malone,
 Francis J. Malone,
 Joseph F. T. Mann,
 Herbert O. Maxwell,
 C. Harold Mitchell,
 Walter A. Mitsch,
 John J. Molloy,
 Harold I. Moody,
 Frank V. Murphy,
 William D. Murphy,
 Joseph I. Murray,
 F. Howard Nelson,
 Edmund J. O'Connor,
 Joseph T. O'Connor,
 Mark A. Oettinger,
 John P. O'Keefe,

Roland H. Page,
 Horace S. Payson,
 John R. Power,
 William J. Power, Jr.,
 Fred E. Proudman,
 Alvin W. Quennell,
 Joseph H. Quinn,
 George A. Robinson,
 Ralph C. Robinson,
 John T. Rockwood,
 A. Warren Rutherford,
 George S. Sawyer,
 Charles Schindler,
 Solomon Schneider,
 Herman L. Schreiber,
 L. Melville Shalit,
 John J. Shea, Jr.,
 Clarence M. Smith,
 Harold P. Smith,
 Wilbur T. Soulis,
 Abraham Stern,
 Harold F. Stevens,
 Vas S. Stimson,
 Edward L. Sullivan,
 John W. Sullivan,
 Frank B. Supple,
 Frank D. Talbot,
 John F. Thomas,
 Joseph A. Tosi,
 Daniel G. Tower,
 Arthur S. Tupper,
 G. Wilbur Tupper,
 Frederick F. Turner,
 Frank L. Wallace,
 G. Bertram Washburn,
 Earle B. Watson,
 Francis D. Welsh,
 John A. West,
 Nehemiah H. Whitman,
 Arthur B. Whittredge,
 Charles E. Wilder,
 Edward Wingsky,
 Herbert N. Witt,

Frank A. Wood,
 Harold C. Yeaton.

Roxbury High School.

SECOND DIPLOMA.

Boys.

Carl E. Allison,
 James W. T. Andem,
 George T. Austin,
 J. Leslie Brummett,
 Thomas A. Loughlin,
 Hugh P. McNally, Jr.,
 Edwin W. Ottie,
 Willard L. Quennell,
 Carl L. Stucklen,
 Raymond S. Tobey.

Girls.

Margaret B. Beatley,
 Marguerite M. D'Arcy,
 H. Estelle De Costa,
 Harriett E. Dickinson,
 Sybilla A. Dierck,
 Ella Dinner,
 Mary E. Doherty,
 Norine G. Doyle,
 Florence K. Dunn,
 Anna F. Farren,
 Rose A. Goldstein,
 Helen L. Good,
 Margaret G. Hennessy,
 Ada Kasanof,
 Helen Keeler,
 Helen R. Lanagan,
 Fredrieka Lord,
 Sarah S. MacGill,
 Anna C. Magullion,
 Elsie M. McWilliams,
 Zoe Miller,
 Florence L. Murphy,
 Helen G. Murphy,

Eleanor M. Palmer,
 Emma R. Plummer,
 Anna W. Pumphrey,
 Isabel V. Reardon,
 Hester Sherman,
 Marguerite D. Tschaler,
 Margaret Wyner.

FIRST DIPLOMA.

Boys.

Clyde L. Bennett,
 J. Leslie Brummett,
 Elmer J. Bryan,
 George F. Conklin, Jr.,
 Lyman Croan,
 Raymond E. Desautels,
 Sidney G. Field,
 Roland A. Files,
 John J. Flanagan,
 James E. Gibbons,
 Roscoe F. Grabert,
 Theron D. Harris,
 Henry B. Kohler,
 Fred A. Lawson,
 Alexander Luft,
 William C. Lynch,
 Stanislaus M. Manton,
 Guy R. Miller,
 Joseph T. Stephan,
 Frank N. Terhune,
 George F. Wallburg.

Girls.

Wilma E. Adams,
 Annie L. T. Andem,
 Mildred M. Baatz,
 Fay G. Barnes,
 Alice M. Baxter,
 Catharine B. Beatley,
 Mollie A. Benjamin,
 Georgia M. Bickford,
 Isabel P. Blanchard,
 Harriet Bornstein,

Laura J. Bradbury,
 Ruth H. Buttrick,
 J. Annie Cahill,
 Francesca I. Chaffee,
 Isabella H. Charak,
 Alwildia Chase,
 Mildred H. Cook,
 Anastasia M. Cotter,
 Esther A. Creney,
 Marguerite Davis,
 Estelle B. Dickey,
 Sybilla A. Dierck,
 Ella Dinner,
 Katherine A. Doyle,
 Evelyn Edson,
 Ruth H. Edwards,
 Bessie Feinberg,
 Mildred A. Files,
 Martha Finberg,
 Delia Finklestein,
 Agnes M. Finn,
 Louise T. Fishel,
 Mae A. E. Giblin,
 Laura M. Gobron,
 Etta F. Goldberg,
 A. Florence Goldsmith,
 Fannie Gray,
 Rose Greenburg,
 Christine E. Hall,
 Edith M. Herter,
 Eva V. Hochberger,
 Charlotte Holden,
 Helen T. Hooley,
 Katherine E. Howard,
 Helena G. Hynes,
 Margaret C. Hynes,
 Charlotte Isaacs,
 Ada Kasanof,
 Marion Keeler,
 Anna C. Kelly,
 Pauline G. Lehr,
 Agnes V. Lennon,
 Fredrieka Lord,

Catherine E. Lynch,
 Sarah S. MacGill,
 Caroline B. MacLean,
 Jeannette M. Magid,
 Gertrude E. Magullion,
 Agnes Maher,
 Bessie Mazur,
 Elizabeth M. McCarthy,
 Mary C. McGettrick,
 Agatha L. McGrath,
 Elsie M. McWilliams,
 Maude E. Morgan,
 Mary C. Morris,
 Bertha K. Murphy,
 Mary L. Murphy,
 Estelle C. Myers,
 Annie Navison,
 Carrie E. Nettles,
 Ruth Pierce,
 Sadie G. Pinanski,
 Bertha M. Plummer,
 Abbie C. Pulsifer,
 Gwendolyne L. Quint,
 Hilda Reinstein,
 Mildred A. Rich,
 Bertha F. Richardson,
 Ethel L. Ring,
 Mary Rohrer,
 Grace C. Russell,
 Virgie S. Sanborn,
 Alice B. Schoppee,
 Katharine M. Schubarth,
 Nellie T. Shea,
 Gertrude Silverman,
 Dorothy S. Starratt,
 Mary C. Stearns,
 Elizabeth F. Stone,
 Jeanette S. Swartzman,
 Rosa A. Vogel,
 Wanda E. Wardell,
 Dorothy E. Wharff,
 Alice B. Williams,
 Eudice A. Wyzanski.

South Boston High School.

SECOND DIPLOMA.

Boys.

James J. Ambrose,
 George F. Barry,
 Frank A. Burke,
 George J. Byrnes,
 Matthew H. Doyle,
 Charles H. Egan,
 Frederick J. Evans,
 William V. Flaherty,
 George S. Lockhart,
 Thomas A. McDonald,
 John J. Moriarty,
 Frederick J. Muldoon,
 Charles H. Ryan,
 Richard J. Ryan,
 Michael J. Sheedy,
 Joseph L. Sheehan.

Girls.

Elizabeth G. Barry,
 Mary E. Barry,
 Gertrude R. Baybutt,
 Elizabeth A. Burns,
 Alice G. Collins,
 Delia M. Coneys,
 Anna M. Devin,
 Frances M. Donegan,
 Anna K. A. Donovan,
 Mary B. Dorcey,
 Mabelle F. Dunn,
 Ella M. Garvin,
 Ella M. Heberd,
 Mary L. C. Holmes,
 Grace M. Horan,
 Geraldine C. Johnstone,
 Alice B. Kelley,
 Mary C. Kent,
 Mary A. Kinsella,
 Margaret J. Lindsay,

Ora M. McDonnell,
 Alice E. Mahoney,
 Helen S. A. Mahoney,
 Mary A. Manning,
 Florence A. Mitchell,
 Cecilia H. Moran,
 Mary J. Mullen,
 Lillian B. Newton,
 Mary M. O'Mara,
 Hazel L. Thornton,
 Mary F. Thornton.

FIRST DIPLOMA.

Boys.

James R. Archibald,
 John T. Barrett,
 Vincent J. Brennan,
 Andrew G. Brothers,
 Joseph L. Butler,
 Henry E. Casey,
 Alfred Clune,
 John Defren, Jr.,
 Francis P. Downing,
 William H. Eames,
 William V. Flaherty,
 Maurice J. Flynn,
 Henry J. Foley,
 Herbert T. Greeley,
 Martin T. Hart,
 Edward D. Hassan,
 Joseph D. Hurley,
 Orlando M. Lord,
 George W. Lusardi,
 J. Ernest Mitchell,
 John J. Moriarty,
 Henry P. Murphy,
 Norman D. Nechtovich,
 Francis H. O'Donnell,
 Patrick F. O'Toole,
 John F. Porter,
 Carl C. Shreiner,
 James J. Sullivan,

Nathan Thorner,
 John J. Troy.

Girls.

Agnes J. Agnew,
 Charlotte B. Bailey,
 Ruth M. Bailey,
 Mary E. Barry,
 Lillian P. Beckler,
 Eleanor Bernard,
 Mary L. Bishop,
 Clara E. Blackden,
 Sophia A. Bramowski,
 Edith T. Buchanan,
 Helen M. Buchanan,
 Elizabeth F. Burley,
 F. Lorraine Cooper,
 Mary G. Curran,
 Enid A. Cutting,
 Elva K. Dellagana,
 Anna L. Dempsey,
 Anna M. Devin,
 Delia A. Donaher,
 Sylvia E. Donegan,
 Mary B. Dorcey,
 Margaret M. Durick,
 Gertrude F. Ford,
 Isabel M. Ford,
 Mildred L. Fryer,
 Isabelle C. Gallacher,
 Alice M. Garvin,
 Gertrude M. Gowen,
 Etta L. Grenfell,
 Elizabeth M. Grove,
 Hope M. L. Hearn,
 Edith M. Heyer,
 Lillian A. Hormel,
 Marguerite E. Kane,
 Anna E. King,
 Marie R. Kirby,
 Martha I. G. Lane,
 Daisy M. Lowe,
 Elinor C. McDonough,

Luella F. MacGregor,
 Nora M. McLean,
 Mary A. Magner,
 Edith W. Mason,
 Theresa A. Mercer,
 Helen F. Merrill,
 Helena R. Moore,
 Cecilia H. Moran,
 Mary J. Mullen,
 Agnes R. Murray,
 Katherine A. Murray,
 Winifred H. Nash,
 Alice V. Nolan,
 Ellen H. O'Brien,
 Winifred H. M. O'Donovan,
 Marguerite R. O'Neil,
 Julia M. Palmer,
 Olga Pavlick,
 Lima R. Quigley,
 Kathryn A. M. Quinn,
 Marie T. Ryan,
 Nellie Sanders,
 Ethel M. F. Savoy,
 Eileen M. F. Shea,
 Anna M. Sheehan,
 Freida Speth,
 Anna M. Tierney,
 Gertrude M. Tobin,
 Irene M. Trelegan.

West Roxbury High School.

SECOND DIPLOMA.

Boys.

Cedric S. Anderson,
 George A. Cahill, Jr.,
 Rudolph Emmel,
 Philip S. Durfee,
 Fred H. Hitchcock,
 Constantine G. Kirov,
 Thomas A. Leonard,
 William Levin,
 Edward G. R. Post,

Roger B. Stone,
 Max G. Wuth.

Girls.

Esther C. Cann,
 Clare S. English,
 Mary S. Fiske,
 Evelyn S. Grover,
 Edith G. Hunter,
 Gertrude E. Johnson,
 Marie Knowles,
 Gertrude E. Lennon,
 Marie M. McLaughlin,
 Alice L. Molineaux,
 Caro M. Murch,
 Elsie H. Nickerson,
 Margaret S. Stebbins,
 Beatrice B. Underwood,
 Eva F. Weeks,
 Jennie B. Wilkinson,
 Else Woernle.

FIRST DIPLOMA.

Boys.

John T. Balkam,
 John J. Brady,
 Arthur H. Brew,
 Edmund G. Brown,
 Edward A. Burbank,
 Eric F. Chase,
 Philip S. Durfee,
 Ralph L. Faulkner,
 Edward T. Flynn,
 Philip W. Gaston,
 Constantine G. Kirov,
 William Levin,
 John O. Martin,
 Alfred F. Müller,
 Eugene E. Reilly,
 Chester P. Wetherbee,
 John A. Whittemore, Jr.

Girls.

Alice L. Beck,
 Susan M. Bennett,
 Corinne I. Blake,
 Grace B. Bowman,
 Ethel A. Brady,
 Susan E. Brady,
 Ruth Brown,
 Catherine G. Cassidy,
 Marguerite V. Child,
 E. Eunice Condon,
 Corinne P. Corsin,
 Lillian L. Deyman,
 Mary R. Dooley,
 Sara L. Dooley,
 Sarah H. Dyer,
 Florence C. Elz,
 Mary S. Fiske,
 Hazel A. Flint,
 Lena M. Grogan,
 Ethel E. Guild,
 Leonora E. Haley,
 Grace L. Hallowell,
 Stella H. Ives,
 Alice G. Leonard,
 Elizabeth K. McClelland,
 Florence B. McDonough,
 Marie M. McLaughlin,
 Julia W. McNulty,
 M. Claire Mahony,
 Ruth Marble,
 Helena Meredith,
 Jean M. Murdock,
 Katherine J. Noyes,
 Gladys A. Orr,
 Frances M. Parker,
 Lillian F. Place,
 Jessie A. Powers,
 Helen B. Richardson,
 Anna M. Rogers,
 Gretchen A. Rose,
 Eunice M. Sawyer,

Etta A. Scheer,
 Gertrude P. Shea,
 Florence A. Smith,
 Rose Sydeman,
 Hazelle M. Underwood,
 Sarah M. Whitman,
 Dorothy H. Whittemore,
 Olga F. Wiedeman.

Adams School.*Boys.*

Vincent N. Bellizia,
 Carl A. Bessler,
 Benjamin W. Bishop,
 Solomon Cohen,
 Christian F. Dahnke,
 Henry W. Dahnke,
 Gabriel A. Disario,
 Albert P. Dodson,
 Charles R. Doyle,
 Louis A. Duckstein,
 Ernest W. Falconer,
 Paul Giambarba,
 Frank Goostray,
 John K. Havelin,
 Moses Heinstein,
 Edward F. Henneberry,
 Edwin F. W. Hossbach,
 Philip Dee,
 George P. Mahoney,
 Peter Masucci,
 Samuel Maylor,
 Robert R. Nolan,
 Ossian Peterson,
 William Pierce,
 Michael Richmond,
 Francis L. Sheehan,
 Harry Silverman,
 Ernest J. Stahl,
 John A. H. Stahl,

Albert M. Stedfast,
 James C. Stedfast,
 George W. Sullivan,
 John H. M. Thalin,
 Benjamin Ulin,
 Victor B. Wennerstrom.

Girls.

Helena A. Anderson,
 Edith A. M. Anderson,
 Olive L. Anderson,
 Rose Annapolsky,
 Mary F. Astrella,
 Sarah B. Berman,
 Rosa Caggiano,
 Mary Cohen,
 Mary R. DeLuca
 Ethel Foster,
 Lillian E. Gottlieb,
 Signhild H. V. Gustafson,
 Lillian L. Klarfaen,
 Anna M. Knudsen,
 Regina Langenthal,
 Lillian Levine,
 Grace H. Lightfoot,
 Bella Markus,
 Sarah E. Mason,
 Catherine McIntyre,
 Edith L. Mills,
 Elvira C. Olsen,
 Geraldine F. Owen,
 Euphemia P. Pero,
 Mary L. Pinto,
 Ida Rican,
 Agnes R. Sharpe,
 Genevieve L. Sisto,
 Mary F. Sisto,
 Rose Swartz,
 Agnes M. Tennyson,
 Dorothy S. Ulin,
 Rose Ulin,
 Daisy I. Wood.

Agassiz School.

Boys.

William W. Allan,
 James M. Barrows,
 Charles O. Brown,
 James A. B. Cahill,
 C. Albert Carlson,
 Theodore H. E. Carter,
 Eugene A. Collins,
 Philip F. Cunniff,
 Earl Davison,
 Francis J. Dolan,
 Otto Dörrer,
 James J. Dowling,
 Thomas W. Galvin,
 Andrew J. Gambon,
 Thomas J. Glancy,
 John T. Glennon,
 Simon Goldberg,
 George F. Hill,
 Thomas A. Hill,
 John Hyneman,
 Michael E. Jacobs,
 Russell F. Jeffery,
 Robert F. Kelly,
 Victor J. Kenneally,
 Benjamin F. Kraus,
 Stanley M. Lawrence,
 Arthur M. Lichtenstein
 Gilbert A. Lynch,
 Herman J. Maier,
 Robert J. Matthews,
 Paul T. McAuliffe,
 Albert I. McDermott,
 Louis F. Messias,
 Mora L. Miller,
 Ralph T. Moore,
 Patrick J. Murphy,
 John M. Phillips,
 Herbert J. Randall,
 Thomas F. Ratigan,
 Francis C. Rooney,

Chester B. Savels,
 Harold J. Smith,
 James C. Soelle,
 James Tirrell,
 James B. Twomey,
 Frank E. Weiler,
 Russell O. Young.

FRANCIS PARKMAN BUILDING.

Boys.

Edwin C. Archibald,
 Charles C. Bidwell,
 Maurice H. Bridges,
 Harry R. Broadley,
 Edward J. Coan,
 William J. Curley,
 Francis C. Curren,
 Charles F. Danforth, Jr.,
 Edward H. Dolan,
 Joseph P. Doyle,
 Patrick J. Flaherty,
 Horace R. Geyer,
 Herbert St. C. Houghton,
 Edwin H. Kelly,
 John E. Loughan,
 Rudolph N. Maginot,
 T. Francis Manley,
 Peter J. McGarry,
 Hugh A. McLellan,
 Francis McNulty,
 Wilson Morse,
 Maurice Peterson,
 George Pfannenstiehl,
 Daniel J. Saunders, Jr.,
 Myron A. Strammer,
 Sidney E. Thorup,
 Ray W. Tripp,
 Lester J. Wright.

Girls.

Nellie C. Beyer,
 Sara L. Cleary,

Mary A. Dolan,
 Ellen T. Doyle,
 Ellinor T. Emden,
 Anna L. Flaherty,
 Jennie E. Fraser,
 Blanche A. Greenaway,
 Pauline Helms,
 Helen F. Jordan,
 Elsie G. Knox,
 Katherine T. McCartin,
 Naomi C. Morse,
 Grace F. O'Brien,
 Helen A. Regan,
 Ella Root,
 Marion H. Sawyer,
 Margaret L. Travers,
 Elizabeth C. Werner,
 Marie B. Wetzler.

Bennett School.*Boys.*

Ralph H. Brauer,
 Newhall Brock,
 Ralph W. Brown,
 John T. Buckley,
 John J. Burke,
 John A. Clark,
 Timothy J. Connors,
 Charles F. Davis,
 George A. Davis,
 Patrick F. Donovan,
 Thomas F. Duffy,
 John W. Dwyer,
 John S. Elliott,
 Michael A. Farrell,
 Robert Ferris, Jr.,
 Roger W. Harvey,
 Robert L. J. Hinchliffe,
 Charles A. Holman,
 Fred W. Hubbard,
 Frank J. Kennedy,
 John J. Lannon,

Ormond L. Lyons,
 Vashni M. Marchant,
 Sidney M. Masse,
 Alphonsus L. McCormack,
 Thomas J. McInerney,
 Raymond L. McPhail,
 Willis R. Morey,
 Matthew W. Mullen,
 William J. Murphy,
 Lucas C. Neal,
 Forrest A. Nute,
 Leslie C. Nute,
 Michael O'Brien, Jr.,
 Frank O'Connor,
 Russell F. Park,
 Walter M. Poole,
 Leo F. Ready,
 Clarence V. Ruggles,
 Joseph Russell,
 Arthur J. Short,
 Arthur M. Smith,
 William R. Spellman,
 Ralph H. Steward,
 Ernest L. Sutherland,
 William F. White,
 Harry O. Wilson.

Girls.

Dorothy M. Armstrong,
 Mary E. Benson,
 Mary F. Bracelin,
 Ruth L. Brock,
 Gertrude M. Brophy,
 Fannie E. Camack,
 Mildred B. Cleary,
 Annie C. Collins,
 Anna J. Coughlin,
 Mary E. F. Desmond,
 Agnes J. L. Dobbratz,
 Mary M. Dwyer,
 Margaret M. Evans,
 Lillian M. Ferris,
 Vera M. Forbes,

Anastasia M. Gahan,
 Emma W. Geiger,
 Allie P. George,
 Susie A. Hall,
 Theresa C. Hayes,
 Caroline E. Humphreys,
 Annie A. E. Hutchinson,
 Marion E. Leary,
 Margaret K. Lynch,
 Annie L. Maguire,
 Bessie L. Marshall,
 Marie A. Mason,
 Anna G. McCarthy,
 Gertrude L. Newman,
 Lillian E. Patterson,
 Lillian E. W. Sanborn,
 Ruth S. Sawyer,
 Ruth S. Thomas,
 Ellen E. K. Welch,
 Margaret C. Welch,
 Gertrude A. Young.

Bigelow School.

Boys.

Walter Adler,
 John R. Allen,
 William P. F. Barry,
 John N. Berlo,
 Henry Bishop,
 William H. Boodro,
 John A. Burleigh,
 William A. V. Caine,
 John J. Callanan,
 Ernest J. Carraher,
 Ernest R. Caverly,
 Francis T. J. Chaplik,
 Harold W. Chittick,
 Michael H. Condon,
 Myles J. Connors,
 John J. Corliss,
 Francis J. Costello,
 James J. Crowley,

John H. Cruse,
 Philip Di Natale,
 John P. F. Devine,
 Herbert T. Donovan,
 John J. Donovan,
 Warren T. Drury,
 James M. Egan,
 Joseph Egan,
 James W. Fitzgerald,
 Redmond J. Fitzgerald,
 James C. Flaherty,
 Jeremiah J. Foley,
 Frederick A. Freeman,
 Charles Galitsky,
 William B. Gallagher,
 Allen C. Gover,
 George R. Gustin,
 Archibald T. Hadley,
 Michael J. Hanrahan,
 Thomas F. Hanrahan,
 John L. Harper,
 Michael J. Healey,
 Albert T. Hennessey,
 Nelson F. Hermance,
 James E. Hickey,
 Thomas J. Higgins, Jr.,
 Willis J. Hoadley,
 William M. Keenan,
 Patrick J. Keeley,
 James J. Kelley,
 James A. Kenyon, Jr.,
 Joseph F. King,
 Albert F. Kobs,
 Joseph T. F. Kowalik,
 John A. Lahive,
 Joseph V. Lane,
 Patrick J. F. Larkin,
 William J. Lawless,
 Francis J. Linehan, Jr.,
 Joseph E. Logue,
 George E. Lonergan,
 Harold D. McBride,
 George W. McCormack,

Arthur A. McGill,
 William R. McGinty,
 Edmund J. McGrath,
 John V. McGrath,
 Andrew J. McIntyre,
 Frederick McKeon,
 Thomas E. McMurray,
 David H. Miles,
 Ralph W. Mitchell,
 Michael J. Moran,
 John J. Muldowney,
 Joseph A. Myers,
 Francis P. Nania,
 Thomas A. Nee,
 Francis P. Porter,
 John J. Regan,
 George D. C. Roache,
 Bertram M. Robbins,
 Francis H. H. Robertson,
 Harold F. Roche,
 Patrick J. Scanlan,
 Frank E. Schayer,
 John T. Sheehan,
 James E. Smith,
 John D. J. Sullivan,
 Thomas W. Thornton,
 John J. Waggett,
 Thomas V. Welch,
 Joseph G. White,
 Albert J. Wilhelm.

Blackinton School.

Boys.

Charles E. Almeda,
 Edgar R. Baum,
 Antonio W. Belange,
 Abelio L. Borges,
 George W. Boyce,
 John J. Brady,
 Rocco L. Caliri,
 Joseph I. Carlton,
 George F. Clifford,

Arthur J. Crooks,
 Walter Doyle,
 Raymond T. Dugan,
 Harry Finkelstein,
 Edward J. Hines,
 Thomas H. Hines,
 Robert I. Innis,
 Harold F. Kincade,
 Walter M. Lane,
 Frank W. Lund,
 Francis J. MacMaster,
 Christi Madsen,
 George T. Mahoney,
 Ellsworth J. Martin,
 Thomas A. McCrindle,
 Edward R. Millen,
 Joseph Muntz,
 William T. O'Donnell,
 Frank L. Ratto,
 Percival O. Sears,
 George C. Smith,
 William J. Stewart,
 Walter J. Sullivan,
 David A. Titcomb, Jr.,
 Samuel A. Warren,
 Joseph T. Watkins.

Girls.

Sofia M. Bruno,
 Helen G. Butt,
 Loretta W. Carr,
 Elizabeth A. Cooke,
 Gertrude A. Delory,
 Grace Derba,
 Myra Drewett,
 Bertha C. Fogarty,
 Gladys A. Freeman,
 Lillian E. Gray,
 Margaret E. Haines,
 Minnie M. Haines,
 Bertha E. Hansen,
 Martha Hobdell,
 Blanche I. Kelley,

Mary F. Labadini,
 Theresa A. S. Labadini,
 Esther F. Leahy,
 Ethel M. Martin,
 Anna G. McLoughlin,
 Ruth McMurray,
 Susan L. Necco,
 May G. Noonan,
 Anna M. Pounder,
 Flora G. Rae,
 Mildred C. Ray,
 Rose I. Rosenberg,
 Mabel Silva,
 Gertrude I. Shehan,
 Ruth Speirs,
 Rosalie F. Sullivan,
 Dorothy C. Webster,
 Marguerite A. Wise.

Bowditch School.

Girls.

Amelia W. Albrecht,
 Agnes M. Allan,
 Beatrice Anthony,
 E. Olive Ballou,
 Frieda C. Bernhard
 Emma Borgos,
 Alice M. Brennan,
 Lottie B. Chase,
 Ellen Coleman,
 Julia E. Condry,
 Margaret C. Conner,
 Lillian M. Connors,
 Margaret E. Craig,
 Edith R. Curley,
 Ethel G. Daniels,
 Helen A. Doherty,
 Theresa A. Dolan,
 Anna Donath,
 Blanche G. Dowd,
 Mary E. Doyle,
 Marguerite R. Drescher

Hilma E. Ehrenholm,
 Mabel H. Faulkner,
 Mary C. Fenerty,
 Miriam K. Flynn,
 Helen G. Gaffney,
 Felonise C. Gingras,
 Mary G. Graham,
 Gertrude Haag,
 Marion W. Harvey,
 Nina M. Hatch,
 Margaret E. Hines,
 Alice D. E. Holmberg,
 Beatrice M. Hutchinson,
 Anna J. Janke,
 Mary M. Kelly,
 Gertrude E. Kenney,
 Elizabeth L. Kennison,
 Elizabeth R. Killion,
 Helen M. Kinlin,
 Eleanor J. Klein,
 Olga E. Lawson,
 Margaret L. Leonard,
 Gladys G. MacDonald,
 Elsie H. Maurer,
 Vesta H. Maxfield,
 Gertrude C. Mayer,
 Theresa M. McAleer,
 Rose A. G. McDermott,
 Catherine A. McKeown,
 M. Catherine McLellan,
 M. Gertrude McMorrow,
 Ilse E. Mertin,
 Anita E. Mosman,
 Caroline C. Moy,
 Eleanor M. Mulcahey,
 Margaret E. Noon,
 Rose M. Norton,
 Julia E. Nugent,
 Kathleen J. O'Brien,
 Catherine L. O'Connell,
 Helen M. O'Connell,
 Mary R. O'Donnell,
 Frances V. O'Gorman,

Agnes F. O'Hare,
 Alice T. Olson,
 Myrtle C. Olson,
 Amelia M. Polhaus,
 Ida M. Pottinger,
 Anna A. Purtell,
 Gertrude Reilly,
 Katharine O. Reinhard,
 Grace H. Richards,
 Caroline M. Scheib,
 Helen G. Shaw,
 Marjorie G. Short,
 Gertrude E. Steinauer,
 Helena A. Tardivel,
 Ruth M. Taylor,
 Mildred R. Thompson,
 Louise C. Tingley,
 M. Mildred Wright.

Bowdoin School.

Girls.

Eva R. Alperin,
 Minnie Aronovitz,
 Florence M. Bannen,
 Annie Bantik,
 Mary S. Brooks,
 E. Madeline Broxup,
 Ethel M. Butler,
 Mabel A. Butler,
 Catherine M. Byrne,
 Nina L. Chisholm,
 Abigail B. Connor,
 Flora E. Craft,
 Mollie L. Drooker,
 Bertha O. Dunn,
 Antoinette Eberare,
 Alice E. Eggleston,
 Frieda A. Eisenberg,
 Mary A. Ennis,
 Frances R. Fay,
 Evelyn M. Ford,
 Blanche A. Hadlock,

Sophia B. Janjigian,
 Mary B. Kalker,
 Katherine W. Kilgallon,
 Matilda G. King,
 Rosa S. Klein,
 Lillian M. Laroche,
 Emilie M. Larsen,
 Ellen A. Lassen,
 Corinne Legasey,
 Ethel M. Lovett,
 Agnes R. McMullen,
 Rose E. Miodovnik,
 Marion Newlander,
 Anna N. Paeff,
 Elizabeth A. Riley,
 Elizabeth Robbins,
 Victoria Robbins,
 Rose E. Segal,
 Alice M. Smith,
 Marguerite S. Stone,
 Nettie M. Suggs,
 Ella F. Watts,
 Matilda Wise,
 Sarah C. West,
 Mary Wolff.

Brimmer School.

Boys.

Harold S. Adams,
 Benjamin Askinizey,
 Edward H. Bond,
 David J. Breen,
 Joseph Cannata,
 James J. Casey,
 Samuel Daniels,
 Thomas A. Delaney,
 William J. English,
 Robert Goldstein,
 William G. Goldstein,
 Abraham Hamburg,
 Otto Hippler,
 Louis Klinger,
 Abraham Kowarski,

Morris Krantzman,
 Walter A. Langley,
 Raymond Lee,
 Robert F. Lindsay,
 Louis Levenson,
 Philip Levy,
 James Marcus,
 Benjamin Markowitz,
 Robert S. McEleney,
 William O. B. Moore,
 John J. Murphy,
 Nathan Myers,
 Harry Newman,
 Walter W. Plant,
 Bernard A. Poullman,
 Jacob M. Poullman,
 Bartholomew F. Reardon,
 James Rosenberg,
 John J. Shinkwin,
 William P. Shea,
 Leopold Simmons,
 Frederick J. Walsh,
 David L. Warnock,
 Harold S. Whitcomb,
 Harry J. Wilfert,
 Max Zorn.

Bunker Hill School.

Boys.

Henry J. Bailey,
 Merrill A. Bennett,
 John H. Cauley, Jr.,
 Morris A. Connor,
 John F. Curran,
 Joseph A. Dolan,
 James E. Donovan,
 Daniel V. Grant,
 Otto B. Hanson,
 Edmund L. Kelleher,
 George E. Lowder,
 George F. Mac Mellville,
 William J. O'Connell,
 Joseph S. Power,

Hyman Slotnick,
Morris J. Slotnick,
Parker Spaulding,
William J. Troyers.

Girls.

Gleena O. Baird,
Ethel L. Bartlett,
Edith Bertram,
Elizabeth F. Carbone,
Elizabeth M. Crowley,
Helen F. Cummings,
Mary F. Donovan,
Ethel M. Dunn,
Helen F. Galley,
Margaret M. Grauey,
Veronica J. Hynes.
Inez M. Jameson,
Katherine M. Lally,
Anna J. Maguire,
Margaret E. Maguire,
Bertha Marcus,
Alice L. Mechan,
Isabel C. McMahon,
Rose C. Quigley,
Mary F. Reardon,
Marion E. Towle,
Mary J. Turnbull,
Rose Woolfson,
Alice M. Worthley.

Chapman School.*Boys.*

J. Harold Bates,
Roy H. Baxter,
James S. Bithell,
John J. Carroll,
William E. Clarke,
Clarence E. Doane,
J. Millard Drinkwater,
Charles H. Duston,
Israel Godinski,
Ronald A. Halsall,

Allan J. Hendrigan,
Frederick M. Jackson,
Charles F. Jameson,
Charles K. Jones,
George E. Leet, Jr.,
D. Leslie Logan,
William P. McConnell,
Harry MacDonald,
Edward F. McGran,
M. Luther MacKay,
Frederick L. Mahoney,
Guy Mahoney,
Thomas F. Meagher,
Malcolm Merrick,
John D. Millar,
Francis B. Morrison,
John A. Murphy,
Cyrus H. Needham,
M. Frederick O'Connell,
Joseph Odence,
Edward P. O'Keefe,
W. Warren Rausch,
Thomas W. Rogers,
Herman W. Shaneck,
Charles H. Smith,
George A. Sterling,
Percy L. Sterling,
George E. Stout,
Raymond F. Sullivan,
Lauchlan M. Swansburg,
Ernest R. Van Wart,
Burton H. Walker,
John H. Warnock,
Ernest C. Whynot.

Girls.

Edna M. Beverly,
Amelia A. Brown,
Caroline P. Chatto,
Josephine M. Delehanty,
Agnes G. Duffy,
Ellen E. Duncan,
Lillian M. Duston,

Eulalia England,
 Elizabeth J. Fleischmann,
 Gladys C. Folger,
 Zita J. Gillen,
 Annie Gleeson,
 Mary E. Gleeson,
 Pearl L. Goldinger,
 Anna R. Hollywood,
 Louise A. Johnson,
 Myra L. Jones,
 Josephine M. Keen,
 Rena E. Keene,
 Esther E. Larson,
 Mary M. Legere,
 Charlotte B. Little,
 E. Harriett Livingstone,
 Louisa M. McGuire,
 Helen L. McPherson,
 Lena Marcus,
 M. Gladys Mason,
 Edith Morrison,
 Luta M. Nelson,
 Angelina C. Nolan,
 Louise O'Connor,
 Zemira A. Paine,
 Ella M. Peters,
 M. Esther Pierce,
 Arletta M. Rogers,
 Josephine H. Rollins,
 Annie M. Ruggles,
 Margaret Russell,
 Grace C. Taylor,
 Charlotte L. Turner,
 Grace D. Walker,
 Emma F. Ward,
 Ethel M. Wooldridge,
 Ina M. Wooster.

Charles Sumner School.

Boys.

Walter L. Ammidown,
 Carl O. Anderson,
 Robert J. Bell, Jr.,

Justin L. Bromberg,
 Wendell P. Brooks,
 Clarence M. Chase,
 Lloyd H. Chillman,
 William H. Clinton,
 Henry J. Collé,
 Thomas C. Cosgrove,
 Louis E. Diehl,
 Joseph N. Faulstich,
 Arthur C. Fiest,
 Edward W. Foye, Jr.,
 Thomas L. Foye,
 Frank L. Healy,
 Ralph P. Hebb,
 Ed A. Helmboldt,
 Lincoln H. Hersee,
 Andrew R. Hippler,
 Albert E. Hood,
 William B. Johnson,
 Stephen Maher,
 John J. McCarthy,
 John J. Mahoney,
 René J. Malo,
 Harold H. Mitchell,
 John R. Müller,
 Arthur C. W. Nilson,
 Maurice F. Noonan,
 Robert F. Phinney,
 Edmund C. Raub,
 Carl H. Rose,
 Wallace H. Rutherford,
 Angelo C. Schiano,
 Vivian J. B. Schofield,
 Edward R. Walsh,
 Roy G. Watson.

Girls.

Gladys F. Adams,
 Lydia E. Anderson,
 Nellie J. Barnes,
 Florence E. Bryan,
 Jeannette S. Buchanan,
 Anna C. Craft,

Anna R. B. Deichert,
 Frances J. C. Devlin,
 Elsie A. Dollé,
 Charlotte M. Donahue,
 Ruth M. Eaton,
 Katharine M. L. Faulstich,
 Helen L. Fogle,
 Gudrun L. Fosse,
 Mabel G. Gilman,
 Stella M. Gilmore,
 Jennie C. Goetz,
 Marie A. Goetz,
 Winifred Hall,
 Harriet M. Hamblen,
 Hattie R. Hyland,
 Grace M. Jordan,
 Mabel J. Jewett,
 Agnes C. Kelly,
 Caroline I. Kundert,
 Ethel F. Lovell,
 Mabel L. Luke,
 Anna E. McGrath,
 Ada M. MacLeod,
 Jeannette C. Martin,
 Winifred L. Moore,
 Dorothy M. Morse,
 Mary H. D. Mullins,
 Sarah Needleman,
 Mildred Peshmalyan,
 Marie D. Peterson,
 Alice R. Shannehan,
 Ella A. Stohn,
 Theodora A. Taillandier,
 Louise A. Tambeau,
 Mary M. Tarpy,
 Edith M. Taylor,
 Helen B. Wilson,
 Bertha M. Wolfe.

Christopher Gibson School.

Boys.

Moses Balkan,
 John H. Blank,

Arthur Bloom,
 Lionel W. Burke,
 Maurice Cartoof,
 Frederick W. Davis,
 Walter J. Deiss,
 Harold I. Dine,
 Hyman Dine,
 James H. Donovan,
 Howard R. Field,
 Charles P. Flanagan,
 Joseph L. Garrity,
 I. Russell Goldsmith,
 Isaac Goldstein,
 Edward F. Goodspeed,
 Harold C. Hall,
 Joseph Halper,
 Roland W. Herd,
 Joseph L. Keefe,
 Charles P. F. Kendall,
 David B. Levy,
 Aubrey C. Lyons,
 Carlyle S. McClare,
 Berton A. McDevitt,
 Frederick W. T. McKinnon,
 Robert A. MacLellan,
 Heywood B. Macomber,
 Frederick Muir,
 Stanley H. Oliver,
 Charles F. Pearson,
 Walter H. Piston,
 Gordon S. Roche,
 Charles Rosenwald,
 Nathan M. Rosnosky,
 Alfred E. Smith,
 George W. Smith,
 Harold J. Smith,
 Edmund J. Welch,
 Edward W. Wilder.

Girls.

Miriam Barron,
 Edith M. Bonnar,
 Lillian G. Bradley,

Mary L. Buckley,
 Marie G. F. Cameron,
 M. Josephine Casey,
 Jennie Chertok,
 Irma A. Clarke,
 Mary E. Costello,
 Anna J. Cottle,
 Lillian M. Deiss,
 Annie S. Dinglee,
 Annie Dobson,
 Nora A. Donovan,
 Florence L. Dugan,
 Irene B. Farrar,
 Marie Fitton,
 Harriet B. Foster,
 Gertrude I. Freeman,
 A. Louise Gallivan,
 Jennie Goldberg,
 Mary F. Hicks,
 Dorothy M. Kelley,
 Marion L. Kemp,
 Della E. Lawrence,
 Elsie R. Levine,
 M. Madeline McMorrow,
 Lily Marzynski,
 Frances L. O'Conner,
 Mary V. O'Connor,
 Jennie M. Park,
 Mildred B. Parker,
 Bertha J. Pearson,
 Eliza J. Pearson,
 Lillian I. Phinney,
 Irene M. Plummer,
 Mary E. Plummer,
 Clara V. Plunkett,
 Harriet D. Porosky,
 Mary A. Preen,
 Gertrude E. Purcell,
 Miriam I. Ross,
 Bertha Rubin,
 Anna H. Segal,
 Frances R. Segal,
 Emily I. Smullen,

Bessie E. Stafford,
 Madeleine T. Sullivan,
 Marion F. Taylor,
 Lillian G. Terry,
 Emma E. Thurlow,
 Mildred C. Varney.

Comins School.

Boys.

John Bertuccio,
 Jacob Bloom,
 Louis J. Boinay,
 Edward Borger,
 Grover J. Boyd,
 Joseph F. Cain,
 Oliver B. Capelle,
 James F. Carroll,
 George H. Coleman,
 John J. Crane,
 George Cullen,
 H. William Dame,
 Walter Denzler,
 Joseph J. Donahue,
 John P. Englert,
 Edmund J. Fitzgerald,
 Francis A. Gately,
 Joseph A. Gilmore,
 Frank Gilpatrick,
 Andrew F. Grady,
 John F. Handren,
 Louis E. Heuser,
 Benjamin Hirshberg,
 Robert L. Hurst,
 George F. Kelley,
 P. Joseph Killeen,
 Samuel H. Levine,
 Louis H. Lucke,
 Bernard G. Masterson,
 James C. Masterson,
 Gerald J. McCarthy,
 John J. Neary,
 Paul E. Norton,

John J. O'Connell,
 John F. O'Hare,
 John Peterman,
 Hans G. Seel,
 Max D. Solomon,
 Edward F. Thompson,
 David F. Walsh,
 Paul G. Weden.

Girls.

Margaret M. Ahern,
 Emilie A. Bertsch,
 Elma E. Brackett,
 Esther E. Brooks,
 Ellen E. Carroll,
 Teresa E. Catarius,
 Elizabeth E. Christoph,
 Mary T. Daley,
 Minnie E. Donath,
 Alice G. Donnelly,
 Katherine A. Drury,
 Henrietta J. Dudgeon,
 Maria A. Fleming,
 Adella M. Flock,
 Mary J. Gleason,
 Mary E. Glynn,
 Mary A. Hardiman,
 Katherine C. Holzwarth,
 Agnes M. Jacobsen,
 Jane A. Kelley,
 Annie T. King,
 Alice G. Lyons,
 Hilda Magnuson,
 Elizabeth M. Maxwell,
 Mary E. McCaffrey,
 Catherine L. McKinnon,
 May J. Morrow,
 Margaret V. Mulloy,
 Mary E. Murray,
 Gertrude M. O'Brien,
 Alice Rehm,
 Martha Schlosky,
 Catherine A. Shea,

Annie Slater,
 Raphiela Sohr,
 Madeline A. Sullivan,
 Mary E. Tracey,
 G. Marguerite Traverse,
 Helen G. Walsh,
 Ella J. Welsh,
 Theresa F. Welsh,
 Catherine M. Whelan,
 Margaret J. White.
 Catherine F. Winn.

Dearborn School.*Boys.*

Albert J. Benzaquin,
 John P. Black,
 Lucius A. Blinn,
 Joshua Bond,
 James F. Butler,
 Gerard A. Carty,
 William J. Connors,
 Albert P. Cox,
 James J. Curley,
 Frederick J. Daly,
 Carl H. Delvantal,
 Daniel F. Doherty,
 John A. Doherty,
 M. Thomes Doherty,
 Henry J. Dornigan,
 Thomas A. Donnelly,
 William E. Flaherty,
 John J. Gately,
 Matthew J. Gately,
 Thomas H. Gordon,
 J. Henry Graham,
 Eugene E. Grant,
 Thomas J. Guinea,
 Joseph W. Henzler,
 Francis J. Irwin,
 John P. Kane,
 James M. Keefe,
 T. Joseph Kelley,

Charles E. Lennon,
 John E. Lonas,
 Frank E. Magullion,
 John P. McCarthy,
 Michael J. McCarthy,
 Francis J. McDonough,
 Alfred J. McGuinness,
 Charles G. Murray,
 Edward J. O'Keefe,
 Eugene J. O'Neil,
 Simon Pearl,
 Richard J. Phelan,
 Thomas F. Queeney,
 P. Joseph Reardon,
 John J. Restarrick,
 Frederick G. Richardson,
 John A. Runey,
 James P. Sheehy,
 Daniel P. Sullivan,
 Frederick A. Sullivan,
 James J. Toohey,
 George C. Wagner.

Girls.

Evelyn J. Alther,
 Grace I. Blackwood,
 Henrietta J. Browne,
 Mary M. Burke,
 Sarah A. Carey,
 Mary E. Carney,
 Minnie Coplan,
 Agnes J. Cronin,
 Mary J. Dooley,
 Catherine F. Flynn,
 Ellen L. Flynn,
 Margaret U. Franklin,
 Ruth A. Gage,
 M. Elizabeth Gay,
 Celia Gordon,
 Anna V. Heavey,
 Gertrude M. Howard,
 Margaret G. Keane,
 Alice F. Keevan,

Lillian J. Leahy,
 Charlotte E. Lewis,
 Frances G. Madden,
 Ruth C. Mayer,
 Genevieve J. McBride,
 Jeanette V. McCarthy,
 Jeanette I. McElroy,
 Palma L. Molinelli,
 Margaret M. Moore,
 Ella M. O'Mara,
 Helen G. O'Rourke,
 Pearl C. Page,
 Rose Portner,
 Jennie R. S. Segel,
 Esther T. Stenberg,
 Mabel M. Svedeman,
 Catherine C. Whalen.

Dillaway School.

Girls.

Florence E. Akerly,
 Helen B. Andersson,
 Helen Angell,
 Dorothy E. Bacon,
 Bessie L. Barber,
 Rosa N. Berman,
 Gertrude M. Bogan,
 Helen M. Burke,
 Edith E. Burkhardt,
 Nora M. Callahan,
 Sarah M. Cannon,
 May E. Carson,
 Grace K. Chisholm,
 Eva G. Collins,
 Emily P. Conant,
 Gertrude M. Cox,
 Leah M. Crowell,
 Elizabeth G. Cunniff,
 Martha C. Cushman,
 Josephine F. DeMers,
 Frances M. Donahue,
 Catherine V. Donovan,

Belinda R. Fay,
 Mary J. Flynn,
 Dorothy E. Frazee,
 Anna Friendson,
 Mary G. Gallagher,
 Loretta P. Garland,
 Frances G. Gill,
 Henrietta Glickman,
 Annie Goodman,
 Mary E. Gorman,
 Sarah V. Gormly,
 Maude G. Grasser,
 Anna E. Hagerton,
 Ruth M. Hallett,
 Anna C. Hampe,
 Edith L. Hayes,
 Evelyn Honeywill,
 Gertrude E. H. Johnson,
 Marguerite D. Jones,
 Evelyn R. Kingston,
 Martha T. Kranefuss,
 Bernadette C. LaBossiere,
 Esther H. Lancaster,
 Clara Lieber,
 Ellen M. Logue,
 Catherine A. Mantle,
 Dora Marks,
 Eulalie S. Masterson,
 Marguerite McDade,
 Helen J. Middleton,
 Marion J. Mitchell,
 Julia C. Monte,
 Harriet N. W. Morrison,
 M. Isabel Murray,
 Helen E. O'Brien,
 Sarah G. O'Brien,
 Helen M. O'Neill,
 Adelaide C. Osgood,
 Ruth C. Robinson,
 Louise F. Rogers,
 Marguerite V. Ryan,
 Grace M. Sawyer,
 Margherita E. Sgotto,

Katherine E. Shay,
 Rose J. Shay,
 Bessie D. Simkovitch,
 Henrietta Simon,
 Lillian V. Springer,
 Lilly M. Sorensen,
 Lydia H. Stoltz,
 Catherine W. Stone,
 Lillian E. Stone,
 Eva M. Terfry,
 Louise J. Tower,
 Ida A. Traunstein,
 Alice R. Wallace,
 Josephine A. Walsh,
 Margaret A. Ward,
 Esther M. Waxman,
 Lillian M. Webb,
 Gertrude F. Wentworth,
 Agnes M. White.

Dudley School.

Boys.

William L. Abbott,
 William T. Akerley,
 Florin J. Amrhein,
 George W. Banks,
 James T. Barrett,
 Carl E. Benson,
 George E. M. Bertram,
 Charles F. Bowman,
 Walter Brent,
 Edward T. Brown,
 Thomas G. Brown,
 George V. Bubear,
 Harold T. Buckman,
 Roy H. Campbell,
 Harold W. Cane,
 Hjalmar Cederstrom,
 Allen R. Clark,
 Munroe Cohen,
 William F. Connors,
 John E. Conway,

Watson E. Curley,
Louis Davis,
Harold A. Dempsey,
Frank T. Donahue,
Henry B. Eckman,
George A. V. Emery,
Wilbur Estabrooks,
Thomas J. Fay,
Joseph Finberg,
Joseph P. Fleming,
Michael R. Gannon,
Earl N. Garland,
William H. Gobron,
Leo C. Goode,
Alexander Gotz,
Christopher J. Gray,
Benjamin Grosbayn,
Frederick L. Grover,
William J. Hagerman,
John P. Hagerty,
Joseph Hagerty,
Malcolm G. Hallett,
Joseph G. Hardiman,
Albert M. Harlow,
William E. Harwood,
Otto E. Hermes,
Thomas F. Hogan,
Ulmont W. Holly,
James J. Hughes,
Saul Jacobson,
Philip J. Jones,
Fred P. Johnson,
James J. Keating,
Theodore Kendrick,
J. Arthur Kitson,
Frank A. Kranefuss,
William E. Lawrence,
Edmund F. Leahy,
Albert J. Leavitt,
Henry N. F. Leen,
Mandal M. Lewenberg,
Henry E. Luby,
Gotfred Lunberg,

William Marshall,
Clarence W. Mason,
Frank B. Masterson,
Edward J. McCabe,
James J. McDonald,
Earl A. McGregor,
Wendell E. B. McKean,
Victor C. Mikolas,
A. Russell Mitchell,
J. Harold Mitchell,
Norman E. Morrison,
Patrick L. Murphy,
William J. Murphy,
George G. Nilsson,
Theodore E. Norcross,
Daniel J. O'Brien,
Austin F. O'Malley,
John O'Rourke,
Charles C. Parker,
Paulus Paulsen,
David Pearlstein,
George G. Pierce,
Harold M. Pieroway,
William H. Powderly, Jr.,
William H. Price,
Jacob Revman,
William D. Richards,
Arthur J. Rogers,
Paul Rogers,
Ralph Sadler,
Hugo Sander,
James H. Saunders,
Clifford T. J. Sennott,
Harold A. Simpson,
Stephen G. Simpson,
James H. Simson,
S. George Stacy,
John L. Sullivan,
Humbert V. Tassinari,
Clarence D. Taylor,
George F. Turner,
Harold F. Turner,
Ernest Wheeler.

Dwight School.*Boys.*

Nathan Alberts,
 William H. Arrington,
 William A. Baltzo,
 Robert L. Bolling,
 William P. Bolling,
 Leslie Bronski,
 John J. Buckley,
 Joseph F. Burrell,
 Eskil O. Carlson,
 Howard S. Chapman,
 John J. Collins,
 Walter J. Cowan,
 James D. Craig,
 Edward J. Doherty,
 Walter Donahue,
 Arthur F. Donnell,
 Richard J. Donovan,
 Edward C. Dougher,
 Clarence E. Dyer,
 Charles H. Eich,
 Francis P. Fisher,
 Harold L. Frank,
 James J. Friedberg,
 Walter P. Gilmour,
 Tsung Y. Goon,
 Arthur S. Gorham,
 Lealand H. Gove,
 Frederick N. Hagan,
 Walter J. Harrington,
 Gordon E. Howe,
 Hatten W. Hudson,
 Henry Huey,
 Walter W. Hutchinson,
 Ernest F. Jackson,
 Harrison O. Joseph,
 Alexander Latimer,
 Ellis E. Lee,
 Harold T. Levy,
 Daniel J. Lynch,
 Joseph P. Lyons,

George A. Malloy,
 Earl L. Marshall,
 Earle G. May,
 William M. McCarthy,
 William McKay,
 George F. McLaughlin,
 Louis D. Mignard, Jr.,
 Fred P. Morrissey,
 Carl C. Muller,
 James F. Murphy,
 Thomas J. Murphy,
 John B. Murray,
 Wesley H. Murray,
 Winthrop E. Nightingale,
 René M. Nothelfer,
 John W. Orcutt,
 Maurice L. Orleans,
 Rufus Parker,
 Egbert C. Pile,
 Clement J. Robinson,
 Albert R. Rolfe,
 Robert N. Sandberg,
 Fred D. Sargent,
 Arthur H. Sayles,
 Joseph J. Scanlan,
 Alonzo M. Schiby,
 Frederick G. Scott,
 Edward Selig,
 Ray H. Shattuck,
 Michael J. Smith,
 J. Walter Stronach,
 George Wallace,
 Thomas L. P. Walsh,
 Joseph E. White,
 Edgar F. Woodruff.

Edward Everett School.*Boys.*

Thomas J. Barry,
 Robert Boles,
 Arthur O. Bradford,
 George W. Brennan,

Charles E. Couillard,
 Ralph F. Crowther,
 Vernon F. Danforth,
 Thomas F. Donovan,
 Stephen L. Driscoll,
 Paul F. Fraser,
 George R. French,
 Ralph S. Hall,
 Charles B. Hammell,
 Fred Hahn,
 Sydney Holt,
 Francis L. Irvine,
 C. Arthur Jernberg,
 Edward G. Kennedy,
 Harold L. Kidd,
 John Lawton,
 Henry McGrath,
 Joseph A. Murphy,
 Ralph R. Murphy,
 Edward E. Oakes,
 Melvin E. Oakes,
 Patrick O'Callaghan,
 Merrill C. Patten,
 Arthur A. Pearce,
 Louis C. Powell,
 Francis H. Quinn,
 Kenneth Reid,
 Edme J. L. Ruel,
 Harry N. Sandell,
 Raymond P. Shanahan,
 John J. Shay,
 James T. Sheehan,
 Robert J. Smith,
 Parke Snow,
 John E. Treanor,
 Warner W. Wayne,
 Arthur I. Webber,
 Harry E. Webber.

Girls.

Margaret F. Abbott,
 Velma F. Adelofo,
 Emma L. M. Bailie,

Annie M. Banks,
 Hester Beaumont,
 Mabel L. Bennett,
 Margaret L. I. Burke,
 Amelia E. Burnham,
 Gladys V. Carew,
 Agnes H. W. Carlson
 Elizabeth G. Chisholm,
 A. Ethel Chisholm,
 Olla B. Chisholm,
 R. Irene Downs,
 Mary Fawcett,
 Mary L. Furlong,
 Ruth E. Gilliland,
 Hazel M. Grant,
 Janet M. A. Grieve.
 Hattie B. Harris,
 Elizabeth A. V. Hastie,
 Martha E. Hayes,
 Alice M. Higgins,
 Lillian E. Hird,
 Agnes J. Horgan,
 Ruby E. Jackson,
 Bertha Jobling,
 Mabel E. Kent,
 Grace L. Larivee,
 Alice C. Manning,
 Florence C. Moore,
 Gladys F. Parker,
 Caroline L. Pozzi,
 Edith Sonnabend,
 Gertrude M. Symes,
 Estella R. Tuttle,
 Marion E. Upham,
 Marion F. Wall,
 Dorothy Whitcomb,
 Frances I. Woodsome.

Eliot School.*Boys.*

Fred L. Arata,
 David Arlovsky,

Louis Arvedon,
 Robert Berger,
 Andrew Biggi,
 Thomas L. Blewett,
 Prisco L. Bonipone,
 Hyman Bornstein,
 Peter Caliri,
 Peter W. Carline,
 George Casella,
 Frank Cataldo,
 Edwin Consolmagno,
 Charles De Castro,
 John Di Natale,
 John L. Donovan,
 Paul E. Ercolini,
 John Fenochetti,
 Myer R. Fisher,
 Thomas J. Gilligan,
 Ernest A. Gioiosa,
 Barnet Goldstein,
 William J. Grossman,
 William Guinzali,
 Henry B. Halpin,
 John W. Hoff,
 Samuel D. Karp,
 Harry L. Katz,
 David Kopelman,
 John P. Leverone,
 Robert Levine,
 Samuel Levine,
 Barnard Long,
 Stephen P. Molinari,
 Austin Montanaro,
 Antonio Moshella,
 Louis Noahson,
 Louis J. Poli,
 John F. Pullo,
 Edmund P. Rizzo,
 Benjamin Rosen,
 James V. Rubbico,
 Abraham Rubin,
 Benjamin Rubin,
 Benjamin L. Saperstein,

Louis I. Shore,
 Samuel Simons, Jr.,
 Joseph Singer,
 Stephen A. Solari,
 Louis Stanislaw,
 George I. Tofias,
 Charles D. Velardo,
 Nathaniel A. Williams,
 Silvio Zanetti.

Emerson School.

Boys.

Robert Beard,
 Herbert C. Bowditch,
 Charles J. Brooks,
 Chester W. Callbeck,
 George A. Clark,
 Edward J. Doyle,
 Albert S. Evans,
 Douglass B. Evans,
 Anthony A. Francis,
 W. Walter Healy,
 Walter J. Hegner,
 Samuel Hirschberg,
 Lester N. Hodgkins,
 Charles G. Holland,
 Edward A. Keenan,
 James F. Kennedy,
 Charles W. Kneath,
 Irving C. Mathews,
 Edward L. McKendrew,
 Arthur F. McKenna,
 Henry L. McLaren,
 Abraham Miller,
 Frank O. Miller,
 Arthur D. Ross,
 Alden W. Sprague,
 Joseph F. Sullivan,
 Benjamin E. Teixeira,
 Israel E. Vernick,
 Clarence F. Whalen.

Girls.

Ethel L. Ashley,
 Annie M. Brown,
 Jennie M. Burnett,
 Viola A. Coffin,
 Edith B. Cook,
 Martha Cuning,
 Frances L. Eccleston,
 Irene F. Ford,
 Elizabeth Gilstein,
 Edith E. Glass,
 Anna M. Gomes,
 Sophia Grossman,
 Morna M. Harvender,
 Edith M. Hooper,
 Rhoda J. Hulke,
 Helen B. James,
 Estella M. Johns,
 Annie Johnson,
 Mary C. Joseph,
 Louise A. Lane,
 Alice F. Leahy,
 Sarah Lipson,
 Mary L. Loschi,
 Georgia F. Mahoney,
 Rosina L. Mazza,
 Minnie M. McPhail,
 Ella M. McRae,
 Elizabeth Milner,
 Mary M. Moriarty,
 Mary J. O'Donnell,
 Evelyn M. Parsons,
 Ruth Rendle,
 Eleanor F. Reynolds,
 Florence S. Rogers,
 Isabelle G. Rogers,
 Carmen A. C. Sadler,
 Lillian M. Seaboyer,
 Mary G. Seaman,
 Mollie Sherman,
 Ethel M. Silver,
 Alida E. Smith,

Annie Stevenson,
 Ruth H. Swanson,
 Ethel H. Watts,
 Frances I. Welsh,
 Alexina Zimmer.

Everett School.*Girls.*

Ethel E. Alberts,
 Beatrice U. Allen,
 Gertrude R. Anderson,
 Louise O. Anderson,
 Millie A. Barteaux,
 Eva M. Benson,
 Crystal D. Bird,
 Margaret G. Bohan,
 Eleanor M. Buckley,
 Winifred C. Burchill,
 Mabel E. Burrell,
 Josephine M. Card,
 Eleanor E. M. Carney,
 Theresa E. Cohen,
 Agnes S. Cole,
 Margaret M. Collins,
 Mary E. Collins,
 Ellen M. Corrigan,
 Margaret C. Cruikshank,
 Mary J. Desmond,
 Genevieve E. Dinneen,
 Margaret M. V. Ducey,
 Annie C. Ennis,
 Bessie M. Estabrook,
 Adelaide L. Freeman,
 Cecilia A. Genesse,
 A. Eva Greene,
 Ellen V. Haggerty,
 Ruth Hall,
 Rhoda E. Hart,
 Helen E. Henderson,
 Elsie M. Honywill,
 Lottie G. Latour,
 Ester L. L. Lawson,

Lora S. Leathe,
 Avis M. Lord,
 Anna E. Lynch,
 Irene Marmein,
 Georgina Martin,
 Paula E. Menn,
 Gladys L. Percival,
 Frances M. Perley,
 Geraldine L. Porter,
 Ruth A. Powers,
 Helena M. Quinn,
 Ethel J. Reid,
 Sadie Rosengard,
 Marie A. Scanlan,
 Sophie Shore,
 Sadie Silverman,
 Ethel P. Sloat,
 Ina B. Welch,
 Mildred M. Welch,
 Carrie G. Whitman,
 Edna B. Williams,
 Ethel A. Woodworth,
 Ruby J. Yarke,
 Cora Young.

Franklin School.

Girls.

Mary Blass,
 Martha Boraks,
 Rose Brockman,
 Hazel A. Brown,
 Frieda M. Burkle,
 Dora M. Cameron,
 Marion R. Chartkoff,
 Theresa I. Connell,
 Edna M. Cripps,
 Helena D. Crowley,
 Freda Dobrein,
 Alice Donoghue,
 Eleanor M. Finnerty,
 Cecelia A. Fitzgerald,
 Geneva T. Foster,

Ella H. France,
 Elizabeth M. Francis,
 Rose Freedman,
 Annie Friedberg,
 Annie Goldstein,
 Dorothy P. Hall,
 Mary D. E. Harrington,
 Ruth S. Haskell,
 Ida C. Henderson,
 Viola Hingley,
 Edith M. Hunter,
 Ursula A. Jones,
 Mabel Laverick,
 Mary Lotto,
 Laura E. Lutter,
 Kunigunde M. Luttmann,
 Ruth M. Lyons,
 Elizabeth F. B. Mackay,
 Grace A. Mackinnon,
 A. Emma Macleod,
 Sybil T. Mannis,
 Esther Markow,
 Florence I. Markow,
 Lillian M. McEachern,
 Julia H. McCarthy,
 Rachel M. McLaney,
 Mary M. McManus,
 Minnie R. McWilliams,
 Sarah G. Miller,
 Ada M. Morton,
 Sarah Moskowitz,
 Mary W. Murphy,
 Lizzie Neitlich,
 Mary Orlick,
 Elizabeth D. Ortoft,
 Ruth Pollak,
 Hazel Prince,
 Mabel Rosenberg,
 Eloise K. Sargent,
 Lillian B. Sargent,
 Theresa Schriftgeisser,
 Dora L. Seevak,
 Sarah Shir,

Tabitha Slessinger,
 Rose Suchonitsky,
 Kate Trotsky,
 Lillian M. Walker,
 Katherine V. Walsh.

Frothingham School.

Boys.

Harry G. Blazo,
 Walter H. Brady,
 William J. Bragan,
 Anthony S. Cannata,
 William J. Cody,
 James F. Crowley,
 Daniel T. Cunningham,
 Albert L. Curtis,
 Edward M. Doherty,
 Charles J. Doherty,
 James P. Dowling,
 John P. J. Dwyer,
 Edward F. Galvin, Jr.,
 Francis J. Green,
 James D. Harrington,
 Arthur I. Keefe,
 James D. Keenan,
 John J. Keenan,
 Richard J. Kelley,
 Alfred H. Kelley,
 James J. Kennedy,
 Henry F. Kiley, Jr.,
 John J. Livoti,
 William E. McDonough,
 Thomas J. Melville,
 William J. Mullaney,
 Walter P. O'Halloran,
 Walter M. Roche,
 William J. Ryan,
 Arthur F. Soderberg,
 Walter D. Sullivan,
 William L. Tibbetts,
 Joseph G. Toland.

Girls.

Catherine C. Allen,
 Geraldine A. Barry,
 Sylvia E. Bernstein,
 Sarah M. Boles,
 Emily A. Brady,
 Corinne A. Bissonnette,
 Marguerite T. Burr,
 Julia M. Connor,
 Catherine A. Cooke,
 Marie R. Crowley,
 Alice J. Delaney,
 Ellen T. Doherty,
 Catherine E. Doherty,
 Mary F. Donovan,
 Mary F. Faulkner,
 Mary L. Flynn,
 Mary V. Gallagher,
 Mary V. Gilmore,
 Catherine M. Glavin,
 Gertrude E. Harrington,
 Marguerite F. Horrigan,
 Jennie Keefe,
 Zita C. Kyle,
 Agnes V. MacPhee,
 Johanna A. McCarthy,
 Joanna M. McCarthy,
 Alice F. McMenamie,
 Julia C. Meade,
 Mary M. Molloy,
 Annie E. Molloy,
 Julia T. Mulhern,
 Catherine L. Murphy,
 Margaret E. O'Brien,
 Elizabeth F. O'Keefe,
 Margaret M. O'Shea,
 Helena R. O'Teri,
 Mary J. Riordan,
 Mary A. Rogers,
 Elizabeth A. Ryan,
 Margaret G. Sexton,
 Pearl Smith,

Josephine A. Sullivan,
Gertrude Trainor,
Marguerite E. Wells.

Gaston School.

Girls.

Ida R. Amon,
Sonja L. Anderson,
Barbara L. Andrews,
Alice M. Barrett,
Ruby W. Bateman,
Gladys F. Bostwick,
Lucy F. Brenner,
Viola A. Brittain,
Alice M. Brown,
Eleanor L. Carroll,
Ella G. Cole,
Katharine S. L. Coneys,
Ella J. Condon,
Mary J. Corrigan,
Frances M. D'Amico,
Nellie Deardon,
Dorothy L. Devine,
Jennie F. I. Dixon,
Ethel A. Drew,
Regina I. Driscoll,
Blanche J. Eaton,
Lottie R. Ellms,
Barbara M. Fein,
Florella Fisher,
Lena H. Gill,
Florence M. H. Gorman,
Dora E. Gross,
Emily M. Ham,
Fannie K. Hahn,
Martha M. Hamelburg,
Elizabeth F. Hayes,
Mildred C. Haynes,
Elsie L. Henry,
Pauline A. Henberger,
Clara E. Hill,

Edith E. Hurst,
Carrie Hutchins,
Edith M. Hutchinson,
Signe S. Jacobson,
Leokadya M. Jahnsyn,
A. Edna Johnson,
Blanche L. Johnson,
Louise H. Kehoe,
Ruth C. Kells,
Mabel M. Kent,
Marguerite C. Kinneair,
Rosa C. Lehr,
Effie M. Look,
Anna L. Manning,
Gertrude M. McAuliffe,
Mary E. McCoubrey,
Florence M. McCoy,
Sarah H. McLeish,
Emma A. Menslage,
Mary A. Minton,
Frances G. Monks,
Katherine E. A. Mutz,
Gertrude C. Noonan,
Alice E. O'Hearn,
Hazel A. Prescott,
Anna I. Rigney,
Ruth M. Russell,
Martha M. Saxon,
Marie R. Schubert,
Emma J. Smith,
Margaret R. Sims,
Sophia M. Spits,
Mary E. Taylor,
Minnie E. Tennihan,
Winnifred A. Tennyson,
Marie A. Vincent,
Louise A. Weston,
Anastasia K. White,
Eliza J. Wilson,
Edna V. Wood,
Evelyn G. York,
Annie P. Young,
Mary Ysebaert.

George Putnam School.*Boys.*

Jacob Berlowitz,
 Wilfred J. Day,
 William A. Ferguson,
 Arthur J. Flint, Jr.,
 Warren P. Forde,
 Raymond Grady,
 Julius F. Haller,
 John I. Harris,
 J. Wendell Hiltz,
 Albert S. Hyman,
 Samuel H. Johns,
 Gustav W. Jordan,
 Richard Lane, Jr.,
 Charles Levy,
 Albert E. Lindquist,
 Charles W. Ludwig,
 Robert A. Lynch,
 Harris B. McInnes,
 Joseph W. Murray,
 E. Robert Potter,
 Frederick C. Swan,
 James F. Travers,
 Louis J. Ullian,
 Waldo E. Windhorn,
 Henry Wirth, Jr.

Girls.

Mary K. Austin,
 Frances Berlowitz,
 Katherine F. Bletzer,
 Lucy C. Brueggeman,
 Carolyn M. Butcher,
 Emerald E. Carter,
 Mary A. E. Connolly,
 Prudence A. De Lang,
 Elizabeth C. Etling,
 Maud H. Fetridge,
 Clara G. Forbes,
 Catherine V. Gavin,

Matilda L. Hackebarth,
 Marjorie A. Hamilton,
 Mabel E. Heath,
 Huldah M. Henning,
 Bertha Hubert,
 Helen G. Lane,
 Agnes E. Lindell,
 Anna E. McGirr,
 Regina M. Paris,
 Mildred E. Peterson,
 Christina Schneider,
 Elizabeth S. Sherman,
 Mary F. Sullivan,
 Helen L. Varley,
 Elizabeth C. Welch,
 Louise A. M. White.

Gilbert Stuart School.*Boys.*

Carl W. Beam,
 John F. Brennan,
 Frank Costello,
 Walter C. Crane,
 Frederic E. Crowell,
 Percival E. Davis,
 Ambrose Donahue,
 Thomas H. Hickey,
 Stephen Hoye, Jr.,
 Fred W. Hunter,
 Clifton N. Jacobs,
 Herman M. Jordan,
 Ralph M. Knowland,
 Angelo G. Lanata,
 Robert S. Leonard,
 Edward J. Marr,
 L. Perkins Martin,
 George McGregor,
 Harold W. Pierce,
 Pasquale G. Proni,
 William E. Rauschall,

Lester H. Standley,
William F. Stephens.

Girls.

Dorothy M. Belknap,
Agnes F. Bennett,
Marguerite Crosby,
Gladys P. Eaton,
Alice G. Furlong,
Elsie G. Hayden,
Edith Hayes,
Agnes Hunter,
M. Serena Johnson,
Frances Keenan,
Alice M. P. Lanigan,
Rosamund MacBride,
Helena E. Mason,
Mary E. O'Brien,
Ruth L. Penney,
Winevie M. Pursell,
Bessie A. Sampson,
Margaret M. Stuart,
M. Priscilla Wellman.

Hancock School.

Girls.

Lillian Abrams,
Augusta Auring,
Catherine Bellizia,
Beatrice R. Berman,
Sarah Berman,
Sarah J. Bertuccio,
Minna M. Bornstein,
Mary G. Brown,
Sarah Cantrovitz,
Marguerite G. Castodoro,
Elizabeth M. Cerezola,
Lillian E. Channen,
Gertrude R. Cohen,
Mary E. Edyvean,
Lauretta N. Ferretti,

Annie Fine,
Rose G. Finkelstein,
Rose R. Freedman,
Eva G. Galbenewetz,
Ida E. Goldstein,
Mary Goldstein,
Pauline Goldstein,
Celia Goodman,
Agnes M. Green,
Rebecca R. Harris,
Sarah Harris,
Rose Kahn,
Esther R. Kawarsky,
Etta Koritsky,
Albina Lavezzo,
Annie D. Levine,
Ida Levine,
Julia E. Levine,
Michelina Luciano,
Jennie C. Milano,
Beatrice F. Miller,
Mary A. Moore,
Phoebe Pearlman,
Ida G. Pearson,
Etta Penansky,
Elinor M. Pierce,
Mary J. Provini,
Libera R. Puntoni,
Annie Rocchi,
Ida Rosenthal,
Rose M. Schlosberg,
Lena E. Seskin,
Elizabeth Serio,
Fannie Silberman,
Mary Stearn,
Sarah R. Stoller,
Rose F. Tushinsky,
Rose H. Weinberg,
Rose Weiner,
Lena J. Weinstein,
Fannie White,
Annie B. Wolfman,
Louisa Zanetti.

Harvard School.*Boys.*

William F. Barry,
 James Bernstein,
 John A. Brennan,
 James H. Burns,
 John M. Callahan,
 Joseph Callahan,
 Hugh J. Coyne,
 Thomas F. Donoghue,
 Peter A. Donovan,
 Charles S. Feinburg,
 John A. F. Finn,
 Richard T. Flanagan,
 James A. Gilbride,
 Charles F. Kyle,
 William A. Magner,
 James E. McAuliffe,
 Daniel F. McQueeney,
 Joseph L. Mullen,
 Walter J. Murphy,
 John J. Noonan,
 Jeremiah F. O'Neil,
 Stephen C. Poor,
 Thomas J. Robinson,
 John Ryan,
 James A. Scott,
 John M. Toomey,
 Henry P. Walsh,
 John F. Wood,
 Patrick J. Woods.

Girls.

Bessie L. Alves,
 Ethel E. Balderson,
 Elizabeth T. Barry,
 Eleanor V. Bollard,
 Adelaide L. Borges,
 Yulie F. Bradley,
 Margaret M. Breslin,
 Ellen E. Buckley,

Marguerite V. Carroll,
 Ruth G. Carroll,
 Catherine C. Collins,
 Mary E. Connelly,
 Elizabeth V. Connors,
 Clara M. Cowan,
 Mary E. Crowley,
 Mary F. Dempsey,
 Gertrude H. Denton,
 Alice E. Donovan,
 Agnes M. Foley,
 Florence J. Halpin,
 Mary M. Hayes,
 Alice V. J. Healy,
 Mary F. Horgan,
 Josephine E. Hurley,
 Mary V. Keliher,
 Mary A. Leahy,
 Emma V. Martin,
 Gertrude M. McAuliffe,
 Frances M. McCarthy,
 Frances M. McColligan,
 Agnes C. McKendry,
 Alice M. Moore,
 Margaret C. Murphy,
 Kathleen A. O'Brien,
 Mildred Russell,
 Henrietta M. Sullivan,
 Lillian S. Symmes,
 Mildred B. Taylor,
 Margaret M. Toomey,
 Elizabeth A. Weeks,
 Bertha A. Weild,
 Mabel Wilson.

Henry L. Pierce School.*Boys.*

Simeon Atwood, Jr.,
 Edward M. Balfe,
 Ormond Bates,
 Arthur S. Beattie,

Jacob Bernau,
 Edward T. Betts,
 William G. Brooks,
 George W. Brown,
 Robert G. Campbell, Jr.,
 Roger F. Chapin,
 Marlon S. Emery,
 Joseph Fenton,
 Irving H. Fowle,
 Harold L. Gleason,
 William E. Goodale,
 Parker G. Higgins,
 Robert G. Jennings,
 Albert T. Johnson,
 Edgar C. Keller,
 Ralph Mansfield,
 Elton LeR. B. McCausland,
 Ralph E. Naylor,
 Arthur L. Nelson,
 George E. O'Brien,
 Philip J. O'Brien,
 Leo A. O'Leary,
 Joseph H. O'Neill,
 Harold F. Parker,
 H. Raymond Piper,
 Oswald E. J. Regnier,
 Francis S. Sherry, Jr.,
 George A. Stockemer,
 Cyril P. Thorpe,
 Ambert E. Thresher,
 John H. Triggs,
 Gerald T. Wogan.

Girls.

Katharine L. Alden,
 Margery F. Bates,
 Marion E. Campbell,
 Grace E. Carney,
 Cornelia Carter,
 Dorothy Clements,
 Mildred Collins,
 Sara Comins,
 Mary F. Coveney,

Gladys R. Crosbie,
 Dorothy Dasey,
 Beatrice V. Divver,
 Marion H. Dodge,
 Sarah M. Dorsey,
 Gertrude A. Downey,
 Ruth A. Dyar,
 M. Agnes Fitzgerald,
 Florence B. Fossett,
 Mary L. Gunning,
 Harriet P. Hayes,
 Lillian E. Howland,
 Helene M. Jacobs,
 Annie B. Johnson,
 Celina Joy,
 Ruth Kingman,
 Alice L. Linnehan,
 Agnes M. Lynch,
 Cathrine McCloskey,
 Mary P. McMahan,
 Anne E. Marquardt,
 Laura M. Marquardt,
 Helen B. Martin,
 Mildred A. Milner,
 M. Alice Murray,
 Mary I. Newborg,
 Helen M. Norton,
 Ruth P. Nutter,
 Phoebe E. Parker,
 Grace Perry,
 Irma P. Porter,
 Madeline L. Power,
 Frances R. Putnam,
 Nettie M. Ruttle,
 Luella B. Spence,
 Elizabeth V. Stewart,
 Sarah A. Stockemer,
 Mabel G. Taylor,
 Helen Thompson,
 Prudence Vance,
 Helen G. White,
 Mabel E. Whitehouse,
 Marion F. Wilder.

Horace Mann School.*Boys.*

Herbert N. Colby,
Theodore J. Colegrove,
Arthur L. Dexter,
John McIntire.

Girls.

Isidora Beal,
Nora C. Eagan,
Fannie Philla.

Hugh O'Brien School.*Boys.*

John J. Allston,
William J. Bassett, Jr.,
Aaron A. Beattie,
John I. Bennett,
Arthur G. Bergheim,
Mark A. Burkett,
William R. Campbell,
George H. Chapman,
John J. Connor,
George A. Dimmock,
Thomas E. Doyle,
John J. Ferry,
Walter F. Fuller,
William A. Henry,
John W. Hines,
Charles E. Howard,
Daniel E. Hurley,
Charles A. Hynes,
Willeard E. Jordan,
Martin F. Laracy,
J. Christopher Lynch,
Thomas J. Lynch,
Joseph E. McCormick,
F. Leslie McFarland,
Frederick H. McFawn,
John J. McLaughlin,
John P. Mulvey,
Waldo E. Oettinger,

George B. Paddock,
Harry C. Pike,
John W. Ryan,
Albert C. Sawyer,
James A. Spillane,
Thomas J. Sullivan,
Edwin W. Walsh,
Chester Wiley,
Richard J. Williams, Jr.

Girls.

Gertrude I. Anderson,
Hulda M. Anderson,
Ruth A. Bowles,
Nellie J. L. Brogan,
Minnie H. Buckler,
Catherine B. Burke,
Mary J. Burke,
Ellen V. Carr,
Nancy D. Chapman,
Clara E. Colson,
Almeda B. Corey,
Mary M. Davis,
Alice F. Doherty,
Mary E. Downey,
Veronica C. Downey,
Mary G. Driscoll,
Isabel H. Duncan,
Ruth E. Fischer,
Elizabeth L. L. Fitzgerald,
Florence E. Fletcher,
Marguerite S. Frothingham,
Mary L. Garber,
Marion A. Halliday,
Flora M. Hay,
Marion G. Hynes,
Jennie E. Joyce,
Mary E. Kealey,
Alice E. Lenihan,
Catherine E. Lenihan,
Sarah E. MacDonald,
Mary M. McCallion,
Mary G. McCready,

S. Hazel Mellen,
 Ruth Norton,
 Mary E. Orem,
 Hazel A. Piper,
 Siri E. Ridder,
 Mildred M. Rubin,
 Caspara H. Ruud,
 Grace C. Sculley,
 Veronica M. Sliney,
 Hazel R. Spinney,
 H. Pearl Sylvester,
 Edith V. Tower,
 Laura Wainburg.

Hyde School.

Girls.

Esther Abrams,
 Florence M. Bishop,
 Agnes C. Blute,
 Annie E. Bradford,
 Rose A. G. Brennan,
 Harriet F. Cobe,
 Belinda M. Cooney,
 Mary E. Donovan,
 Marie D. Dufresne,
 Mabelle O. Dunwell,
 Martha J. Felleman,
 Lavinia Gilbert,
 Lillian C. Graham,
 Elizabeth M. Hayes,
 Cora M. Heggie,
 Margaret W. Hodgkins,
 Georgiana E. Jones,
 Helen C. Joyce,
 Emily L. Kilgallon,
 Dagmar B. Kleist,
 Mary E. Lanergan,
 Julia M. Latrobe,
 Grace M. McCarthy,
 Rose V. McNamara,
 Genevieve M. Murphy,
 Lillian C. Murphy,

Agnes Nilson,
 Harriet Norton,
 Rose Orlinky,
 Hattie M. Prance,
 Marion H. Purdy,
 Catherine T. Reedy,
 Mary P. Scales,
 Sadie C. Shumsky,
 Mary L. Smith,
 P. Blanche Stevens,
 Ruth C. Stewart,
 Mary A. Stiles,
 Esther M. Stowell,
 Catherine M. Sullivan,
 Helen M. Walker,
 Elma G. Ware,
 Katherine L. Weston.

Jefferson School.

Boys.

Joseph A. Ahearn,
 Forbes Allan,
 Nathan Bensusan,
 Christopher J. Brady,
 James J. Brady,
 John F. Callan,
 Frederick Cay,
 George H. Christensen,
 Ernest R. Ciriack,
 Frank A. Corrigan,
 Raymond A. D'Arcy,
 Daniel J. Devlin,
 Herbert L. Dick,
 Frederick Dold,
 John G. Donovan,
 William J. Doyle,
 Holgar A. Ellisen,
 Morgan J. Ferris,
 Henry G. Grabert,
 Simon Hart,
 J. Albert Hasselbrook,
 Joseph P. Helfrich,

Joseph F. Hurley,
 Frank C. Jacobs, Jr.,
 Chester E. Kammler,
 Chester W. LeGacy,
 Francis J. Lyons,
 Linus Macdonald,
 Rudolph O. Mahr,
 James P. Maney,
 Thomas F. Maney,
 John J. McCormick,
 Thomas L. McLaughlin,
 Joseph W. Miley,
 Daniel Miley,
 Charles H. Miller, Jr.,
 Joel Moss,
 Frank A. Reynolds,
 Walter H. Schlichting,
 Meyer Sefman,
 John F. Shea,
 William H. S. Stammer,
 Alfred Stirba,
 Theodore O. Surman, Jr.,
 Joseph T. Sweeney,
 Joseph Traynor,
 Oscar J. Vogel,
 Charles E. Whiteley,
 John White,
 Edward A. Wischtokat.

Girls.

Agnes C. Anderson,
 Grace R. Barr,
 Mary S. Boghosian,
 Anna C. Coltier,
 Myra C. Dolan,
 Mary E. Downey,
 Mary Fraser,
 Marion J. Gallagher,
 Rose Gallagher,
 Catherine M. Gildea,
 Margaret E. Gildea,
 Winifred Glennon,
 Annette B. Harris,

Annie Harris,
 Dora G. Isaacs,
 Mary Kennedy,
 Grace E. Leahy,
 Louise B. Matthies,
 Margaret Moore,
 Helen F. Murphy,
 Evelyn R. Paskell,
 Catherine Reynolds,
 Ermyn E. Schumann,
 Ethel M. Schumann,
 Hattie Stroock,
 Nathlyn F. Turner,
 Lena M. Vanderwal,
 Hazel M. Wallace,
 Gertrude J. Whalen,
 Annie Wildberger,
 Emily L. Ziegler.

John A. Andrew School.

Boys.

William A. Batts,
 Joseph A. Bulman,
 William M. Collins,
 Joseph B. Currie,
 Henry P. Dooley,
 Henry J. Ducey, Jr.,
 James J. Duff,
 Arthur C. Edwards,
 Michael J. Elyko, Jr.,
 William F. Esterhill,
 Thomas A. Field,
 Francis X. Hanlon,
 Henry F. Haun,
 Edward J. Iefsky,
 Herbert F. Lynch,
 William G. Lynch,
 John J. Madden, Jr.,
 J. Alfred McCarthy,
 James L. McCoy,
 Timothy F. McLaughlin,
 Walter I. McLeod,

Arthur D. Murphy,
Edward S. O'Brien,
Vincent C. Plunkett,
Leslie H. Prentiss,
William J. Prescott,
Martin J. Scully, Jr.,
Raymond W. Shannon,
George S. Swanson,
James F. Tierney,
Bertram F. Whitley.

Girls.

M. Christine Agnew,
Marguerite T. Beecher,
Mary V. Beecher,
Grace L. Boback,
Ellen M. Bransfield,
Katherine E. Cleary,
Mary A. Curtis,
Theresa E. Daley,
Teresa L. Doherty,
Esther R. Fabian,
Catherine W. Faherty,
Grace M. Fenton,
Katherine A. Field,
Lillian M. Gallagher,
Judith V. Gustafson,
Mabel E. Jago,
Julia V. Joy,
Lucy J. LeCorn,
Marietta F. Malloy,
Helen G. Marsh,
Alice F. Molito,
Catherine F. Moran,
Mildred K. Murray,
Nellie M. Murray,
Caroline H. Olson,
Susie Philbrick,
Helen A. Plociennik,
Edith M. Pritchett,
Cecilia K. Radzikowski,
Florence M. Ryder,
Gudrun Sivertsen,

Jessie H. Spratt,
Mary J. Sullivan,
Jeannette T. Svehla,
Catherine V. Walsh,
A. Selena Wild.

Lawrence School.*Boys.*

John J. Beatty,
Daniel F. Collins,
Gerald J. Connor,
Edward F. Corbett,
Jeremiah J. Crowley,
Henry A. Donovan,
George F. Drew,
John A. Driscoll,
Edward M. Dugan,
William J. Fitzpatrick,
Frank J. Flaherty,
William C. Flaherty,
John F. Flannery,
Jeremiah J. Flynn,
John F. Galvin,
Daniel J. Goggin,
Thomas F. Green,
Thomas J. Griffin,
William P. Hall,
Frederick J. A. Hogan,
John J. Hurley,
James F. Joyce,
Thomas E. King,
William Klaus,
Henry Locke,
Albert Mamaty,
Emil Mamaty,
Richard F. Marnell,
John J. McCarthy,
Francis L. McDonough,
William E. Monahan,
William A. Morris,
James J. Moynihan,
Patrick J. Mullen,

William J. Murphy,
 Adam Niemant,
 Albert C. Norris,
 John P. O'Neill,
 Robert W. O'Neil,
 Dominick F. Orfanello,
 Patrick J. O'Sullivan,
 Joseph J. Ridge,
 John J. Rolfe,
 Daniel S. Santry,
 Edward Sheehan,
 John L. Sheehan,
 Daniel V. Sullivan,
 Jeremiah P. Sullivan,
 Thomas J F. Teehan,
 Herbert F. Walker,
 James T. Wall,
 Matthew J. Walsh,
 Robert P. Walsh.

Lewis School.

Boys.

Victor E. Allen,
 Arthur F. Babcock,
 Howard S. Bartlett,
 Walter R. Boone,
 John E. Carney,
 Harry B. Cohen,
 Maurice Cohen,
 Frank E. Costa,
 Ralph L. Countie,
 Leopold H. Dinner,
 Wendell P. Dodge,
 Earl R. Edson,
 Robert A. Edson,
 Raymond C. Fishel,
 John P. FitzGerald,
 Albert Fleisher,
 Edward E. Freeman,
 Sears Fuller,
 Ernest R. Fullerton,
 John E. Gahan,

Samuel A. Gardner,
 William Glover,
 Stanley P. Greene,
 Ernest P. Haley,
 Ralph C. Hamm,
 Bernard D. Harris,
 Dwight H. Harris,
 John J. Hartin,
 David L. Hennessy,
 William F. Hooton,
 Abraham Jacobs,
 John J. A. Jones,
 George W. Kilduff,
 Max Leibson,
 David Levin,
 Barney B. Levy,
 Herbert S. Levy,
 James D. Long,
 John T. Mahoney,
 David Mandelswig,
 Walter J. May,
 Edward A. McLaughlin, Jr.,
 Carroll L. Meins,
 Abraham Montague,
 John J. Murphy,
 Harry P. Nawn, Jr.,
 Louis M. Pinkoffsky,
 Harold M. Prouty,
 William J. Robb,
 George E. Savage,
 Edgar W. Spinney,
 Ernest A. Sterling,
 Stewart A. Tibbetts,
 A. Conrad Titus,
 John A. P. Tobin,
 Walter R. Todd,
 Harold L. Vinal,
 Fortunat W. Vincent,
 Leo R. Vincent,
 Albert J. Williams,
 Joseph J. Wolf,
 John S. Wood,
 Charles E. Wyman, Jr.

Girls.

Bella Alexander,
 Marion L. Bailey,
 Miriam Baitler,
 Josephine A. Baxter,
 Madelaine M. Becker,
 Ruth O. Birnbaum,
 Fannie Bloomberg,
 Rose Blumenthal,
 M. Hazel Boone,
 Grace E. Boyd,
 Hazel M. Brackett,
 Gladys G. Burton,
 Florence Butter,
 E. Marion Carruth,
 Gertrude M. Casey,
 Margaret M. Casey,
 Emily D. Chambers,
 Marion Church,
 Ruth Church,
 Edith Cohen,
 Eva B. Cohen,
 Ida F. Cohen,
 Antoinette E. Collins,
 Sarah A. Darnes,
 Alice M. Dinn,
 Maurine E. Donaldson,
 Margaret B. Dowsley,
 Elsie Dreyfus,
 Alice S. Drisko,
 Mary I. Duffy,
 Theresa E. Finkelstein,
 Maisie B. Fogel,
 Ellen E. Froom,
 Ruth Fullerton,
 S. May Gates,
 Marie J. Good,
 Esther M. Gordon,
 Josephine B. Gordon,
 Phyllis M. Goulston,
 June C. Graham,
 Mary E. Grimm,

Grace E Hanney,
 Audrey T. Haskell,
 Mary V. C. Heffernin,
 Constance C. Hill,
 Clara V. Howlett,
 Marguerite D. Israel,
 Elizabeth G. Jones,
 Madeline Kamber,
 May G. Kelley,
 Margaret L. Kennedy,
 Mildred C. Killion,
 Doris Kurrus,
 Sarah D. Libbey,
 Annie Lipson,
 Edith L. Lord,
 Vida Lundberg,
 Adeline Marcus,
 Helen A. Melia,
 Esther G. McCulloch,
 Mary E. McGuire,
 Agnes C. McKenna,
 Liliias H. McLane,
 Alice C. McNally,
 Grace A. Menadier,
 Wilhemina L. Miller,
 Gertrude H. Mitchell,
 Georgena H. Morrill,
 Margaret M. O'Connor,
 Gladys E. O'Neil,
 Julia L. Pawley,
 Ruth E. Redmond,
 Lillian Reed,
 Lulu V. Reger,
 Sarah Schreiber,
 Maybelle L. Shanks,
 Lillian Shedusky,
 Helen H. Shufeldt,
 Marjorie E. Stanley,
 Louise M. Starrett,
 Ina M. Sterling,
 Emma J. Thompson,
 Ethel M. Townsend,
 Juliette M. Waas,

Grace L. Walker,
Dorothy Weil,
Helen E. Welch,
Carrie M. Williams,
Edith M. Williams,
Rebecca Wolf.

Lincoln School.

Boys.

Julius M. Aicardi,
Arthur L. Anderson,
George W. Arnold,
James E. Bagley,
Rupert J. Bracy,
James H. Brodie,
Maurice F. Brodie,
Arthur L. Campbell,
William L. Carey,
M. Henry Carroll,
Francis J. Cleary,
Joseph H. Clough,
Arthur E. Cokely,
Francis H. Corrigan,
Thomas Cunningham,
George E. Dennis,
Charles J. Devlin,
Francis J. Donaher,
Joseph J. Donovan,
Edward J. Dooley,
Charles F. Dwyer,
Michael O. Fadden,
Alfred T. Forest,
Fintan L. Golden,
Charles H. Gordon,
William E. Haley,
Henry T. Hallahan,
Albert E. Hanna,
William F. Hartery,
Stephen W. Higgins,
Everett J. Holmes,
Walter Illingworth,
Harold F. Jones,

John A. Kearney,
John F. Kearney,
Percy L. Kierstead,
Harold W. Linnehan,
John F. McCarthy,
Joseph P. McCarthy,
William J. McCluskey,
Thomas F. McFarland,
Charles J. Mehegan,
Frank J. Moore,
Eugene J. Moriarty,
Lloyd W. Morrell,
Ralph Murray,
Hans C. Neilson,
James J. O'Connor,
Patrick J. O'Keefe,
Joseph M. O'Neill,
Dennis J. O'Shaughnessy,
John H. Powers,
Henry C. Pyne,
Joseph M. Raftery,
Daniel J. Reardon,
Joseph J. Sarjeant,
John J. Scanlan,
Jeremiah L. Sheehan,
Thomas J. Sheehan,
Clarence H. Sheiring,
Albert W. Short,
William T. Smith,
Ernest F. Speth,
Arthur W. Sullivan,
Arthur H. Totske,
Lawrence A. Upton,
Charles F. Welch,
Joseph Ziegler.

Longfellow School.

Boys.

Douglas Adie,
Carl M. Barnard,
Edward S. Beck,
Carl H. Buttner,

Christopher C. Callahan,
 Charles E. Christian,
 George T. Clifford,
 George W. Collins,
 John J. Donnelly,
 Peter Driscoll,
 Walter J. Driscoll,
 James P. Dwyer,
 Arthur N. Fernald,
 John H. Gillis,
 Murdoch J. Gillis,
 Henry A. Green,
 Robert P. Green,
 John H. Haliburton,
 Albert M. Horn,
 John F. Hurley,
 Alvah D. Jewett,
 Harold C. Kelsey;
 John J. King,
 Bernard G. Macy,
 Alfred H. McGlinchy,
 Ralph S. Miller,
 Howard S. Morrison,
 William M. Orchard,
 Ralph H. Osborn,
 Harold A. Packard,
 Winchester C. Packard,
 Edwin Peterson,
 Herbert J. Pfoetzschner,
 Harry S. Pickernell,
 John H. Scherer,
 James E. Shea,
 Carl W. Telander,
 Frank C. Vincent,
 Louis H. Zepfler.

Girls.

Alice J. Anderson,
 Elsie O. Anderson,
 Elvy M. Barak,
 Eleanor F. Bower,
 Beulah H. Breed,
 Lillie H. Doell,

Laura E. Donahoe,
 Margaret W. Donnelly,
 Ethel B. Elliott,
 Lucy E. English,
 Gertrude T. Fair,
 Eliza Fitzpatrick,
 Lena Frueh,
 Rosa E. Gilcher,
 Clare C. Hines,
 Mary T. Hogan,
 Bertha O. Ives,
 Lily W. Jewett,
 Elsie V. Karlson,
 Margaret S. Kelton,
 Nellie T. Kenney,
 Grace A. Lawson,
 Emma S. Libourel,
 Patience Mitchell,
 Marguerite J. Morton,
 Bernice E. Munro,
 Cora M. Nicoll,
 Meta C. Nielsen,
 Alice E. Palmer,
 Dorothy E. Pohl,
 Lena P. Rau,
 Florence M. Rogers,
 Helen B. Rogers,
 Miriam G. Smith,
 Ellen Stackhouse,
 Emma M. Steinmüller,
 Vivian J. Sullivan,
 Gwendolin A. Summers,
 Pauline B. Turner,
 Martha B. Wells,
 Ruth Westman,
 Sarah P. Wilson.

Lowell School.*Boys.*

William H. Armstrong,
 Edwin C. Beyer,

George J. Blum,
 Albert J. Boggie,
 Frank Bohmbach,
 Joseph F. Burke,
 Raymond J. Cole,
 James J. Connolly,
 Ira A. Dwinell,
 Arthur S. Dyer,
 William A. Foley,
 George C. Fürst,
 Edgar H. Greenhood,
 Albert A. Hayes,
 Charles J. Heffernan,
 Thomas A. Kennedy,
 Edward A. Knight,
 Lawrence P. Larson,
 Walter E. Leidner,
 William B. Long,
 Irving F. Ludwig,
 Azel W. Mack,
 Henry O. Mahn,
 Edson R. Mandigo,
 J. Leo McGrath,
 Leo R. McHale,
 Earl R. McInnis,
 John A. McIsaac,
 Daniel McKinnon,
 Edwin J. McMullen,
 Daniel J. O'Connor,
 Westley D. Ray,
 Max A. Seisel,
 Arthur T. Shea,
 George J. Smith,
 William F. Stellberger,
 Byron J. Stone,
 Anthony Tiews,
 George L. Vogel,
 Victor Weimar,
 William A. Weinacker,
 Harold G. Wilson,
 Kendal A. Woodrough,
 Frederick B. Zepfler.

Girls.

Winnifred M. Ade,
 Winifred E. Austin,
 Louise M. Aechtler,
 Helen L. Bluhm,
 L. Frances Brewster,
 Norah M. Burdett,
 Mary A. Coyle,
 Gertrude M. Crafts,
 Helen K. Davis,
 Margaret R. Dickhaut,
 Alice M. Doherty,
 Eva V. Fluster,
 Edith M. Gledhill,
 Helen G. Graves,
 Ray Greenman,
 Emma M. Gross,
 Sarah V. Hacker,
 Olga A. Heuser,
 Gertrude Hopkins,
 Edna Hupprich,
 Walda Kalbskopf,
 Elizabeth G. Kelley,
 Mary A. Kelley,
 Eleanor M. Killion,
 Elin F. Landin,
 Florence M. McDonald,
 Katherine F. McNamara,
 Mary E. McNulty,
 Henrietta V. Moffie,
 Ruth J. Montgomery,
 Emma B. Münzenmaier,
 Sarah E. O'Donnell,
 Ellen Ryan,
 Lillian F. Sheerin,
 Irene L. Simpson,
 Emma J. Stellberger,
 Helen W. Therio,
 Gladys E. Trefry,
 Lillian F. Welter,
 Elsie H. Zimmer.

Lyman School.*Boys.*

Isaac Bigoff,
 William J. Brooks,
 Septimio Caruso,
 Frederick Clouter,
 Solomon W. Cohen,
 Morris A. Cohen,
 Daniel J. Daly,
 Abraham B. Davidson,
 John Donovan,
 Owen F. Donovan,
 Solomon B. Drevitch,
 Edward F. Dunn,
 Samuel H. Eskin,
 Benjamin Evarts,
 Benjamin Finkelstien,
 Charles F. Finkelstien,
 Jacob Foster,
 Edward F. Gardner,
 George H. Gigare,
 Harry N. Ginsburg,
 Joseph Giverz,
 Bernard Greenblatt,
 Edwin Hansen,
 Jacob Harris,
 Thomas Hazelton,
 William T. Henricksen,
 Abraham H. Jacobson,
 Louis E. Jacobson,
 Robert J. Jones,
 August C. Kelle,
 Michael Kelly,
 Max Klabin,
 George Kraska,
 Hugh F. Leahy,
 Harry Levenson,
 George Marcus,
 Michael J. McCarthy,
 Thomas E. McCarthy,
 Harry A. Moynihan,
 Hyman Nathanson,

Edwin T. Peterson,
 Edward Rosencovitz,
 Simon Rosenzweig,
 Louis F. Salerno,
 Abram Schweig,
 George H. Schwartz,
 George Segal,
 Moses Segal,
 Andrew D. Small, Jr.,
 Louis Stone.

Girls.

Annie Becker,
 Lillian C. Berman,
 Sarah Bertman,
 Annie G. Brown,
 Sarah Cohen,
 Jennie M. Crawford,
 Gertrude B. Dauphinée,
 Dora Diamond,
 Harriet L. English,
 Sadie Feingold,
 Mary Felleter,
 Sadie C. Finkelstein,
 Sarah H. Freedman,
 May Gerstien,
 Blanche L. Gigare,
 Lillian Goldberg,
 Rose Greenberg,
 Lillian Greenblatt,
 Daisy Hamilton,
 Rebecca Helman,
 Mary G. Hennessey,
 Sarah E. Hochman,
 Alfreda C. Jackson,
 Lillie B. Jacobs,
 Annie Kalman,
 Gertrude Keenan,
 May A. Kelley,
 Etta Kinsky,
 Sarah D. Klein,
 Margaret L. Landrigan,
 Frances R. Lingley,

Sophie Lourie,
 Eva L. Marcus,
 Elizabeth McLeod,
 Emily Müller,
 Marcia Nathanson,
 Kate Needle,
 Pauline Rimalovsky,
 Lillian Saperstein,
 Mary G. Schiebel,
 Sarah Segal,
 Ida Seldor,
 Etta Sharaf,
 Alice C. Stang,
 Stella Stevens,
 Bessie B. Sunderland,
 Annie Tekulsky,
 Valentina Valenti,
 Elizabeth Zaffe.

Martin School.

Boys.

William G. Abercrombie,
 James E. Bagley,
 Frank T. Buckley,
 John J. Burns,
 John J. Carey,
 Patrick J. Carroll,
 William E. Chase,
 Thomas A. Coughlin,
 Robert G. Crocker,
 George E. Cusick,
 Armstead H. Dixon,
 William F. Dwyer,
 William J. Dwyer,
 James H. N. Flanagan,
 Ralph O. Frank,
 Charles H. Goodrich,
 Henry W. Halligan,
 Edward B. Holman,
 Charles J. C. Johansen,
 Joseph G. Kavanagh,
 John V. Kenney,

John L. Leverone,
 Thomas F. Maguire,
 Joseph F. McGovern,
 George P. Morris,
 James B. Muldoon,
 Martin J. Mulroy,
 John F. Murphy,
 Joseph F. Murray,
 Edward M. Nussbaum,
 John E. O'Connor,
 John E. O'Neill,
 George E. Read,
 Walter Shea,
 Joseph S. Somerville,
 George T. Sullivan,
 William B. Sullivan,
 James P. Trayers,
 Thomas H. Waldron,
 John C. Woodhead.

Girls.

Lillian Bowen,
 Margaret M. Browne,
 Marie A. Casey,
 Mary F. Crocker,
 Margaret H. Donlan,
 Harriet M. Donovan,
 Elsa M. Eager,
 Sadie E. Goldstein,
 E. Alice Gouldman,
 Adelaide L. Hickman,
 Pauline E. Hunter,
 Lillian A. Keefe,
 Margaret M. Keenan,
 Theresa E. Kelley,
 Lydia B. Kenney,
 Elizabeth A. M. Kopp,
 Elsie E. Kraut,
 Agnes I. Maguire,
 Mary F. Mahoney,
 Anna L. Mayer,
 Katherine A. M. Carron,
 Alice L. McDonald,

Helen M. McMorrow,
 Cynthia M. Mead,
 Eleanor M. O'Brien,
 Gertrude E. O'Callaghan,
 Emily M. Perry,
 Nina I. Ractliffe,
 Mary F. Riley,
 B. Louise Rowley,
 Edna R. Saunders,
 Hilda Schnabel,
 Florence M. Severance,
 Catherine T. Shaughnessy,
 Mary J. Sprissler,
 Helen C. Sullivan,
 Frances I. Trenholm,
 Rose M. Webberson,
 Sarah M. Whittaker.

Mary Hemenway School.

Boys.

Daniel J. Ahern,
 Alfred C. Anderson,
 William T. Andword,
 Howland C. Averill,
 Norman E. Beattie,
 Edmund R. Boyd,
 Robert H. Bradshaw,
 Harold A. Browne,
 Louis A. Brounlow,
 Thomas Clinton,
 Roger H. Conboy,
 William L. Conboy,
 Coleman W. Conley,
 Charles N. Cotter,
 Joseph A. Coughlin,
 Frederick M. Dominick,
 Richard Donahoe,
 John E. Driscoll,
 Leslie C. Griffin,
 Nicholas C. Harlan,
 Charles W. Henderson,
 Edward M. Hodgkins,

Charles Howard,
 Robert H. Johnson,
 Walter E. Johnson,
 William R. Keane,
 George E. Kehoe,
 Carroll J. Kelley,
 Peter J. F. Kendrick,
 George T. Lawler,
 Hubert A. Lynch,
 Louis F. W. Lynch,
 Edward Lyons,
 Harold L. Morris,
 William M. Munroe,
 John V. Murphy,
 John W. Murphy,
 Frederick J. Murray,
 Walter F. Noyes,
 William N. Ormsby,
 Frank E. Parsons,
 Lipman Pitonof,
 Glen A. Robertson,
 Edward J. Rose,
 Richard O. Rouse,
 Ernst L. Schultz,
 Edward M. Smith,
 Arthur W. Spencer,
 Charles H. A. Stenberg,
 Francis A. Sullivan,
 James F. Sullivan,
 William C. Sweeney,
 Edward H. Taylor,
 Albert W. Vinal,
 Lawrence G. Washburn,
 David M. Waterhouse,
 John M. Welch,
 John H. Wilkinson,
 Simon Wolff.

Girls.

Marion Anthony,
 Emma V. Carlson,
 Hilda R. Carlson,
 Geraldine N. Caswell,

Esther M. Chisholm,
 Annie T. Connolly,
 Mabel R. Cooke,
 Jeannette Cooks,
 Marion A. Corkum,
 Ruth E. Crowell,
 Madeline M. Daly,
 Marguerite M. Daly,
 Cora J. De Smedt,
 Frances I. Durbin,
 Alice J. Elms,
 Josephine Fogel,
 Dorothy R. Frizell,
 Clara E. Fuller,
 Theora M. Goodwin,
 Elizabeth M. Gordon,
 Reta M. Gould,
 Margie E. Grant,
 Bertha M. Holland,
 Henrietta E. Jenson,
 Helen L. Kelley,
 Lella A. Kelley,
 Elsie B. Laier,
 Blanche L. Lincoln,
 Agnes W. Lilly,
 Marie H. Lindberg,
 Katherine M. Martin,
 Emma G. McIntosh,
 Catherine McKenna,
 Catherine M. McMorrow,
 Mary J. McMorrow,
 Blanche M. McShane,
 Winogene Osgood,
 Vera M. Price,
 Florence A. Rablin,
 Catherine J. Ryan,
 Margaret J. Ryan,
 Charlotte M. Safford,
 Doris E. Savage,
 Marion C. Sawyer,
 Irène M. Scott,
 Hester A. Shaw,
 Ada P. Sim,

Blanche L. Smith,
 Luella A. Stanley,
 Martha F. Steeves,
 Gertrude Stinson,
 Louise J. Sullivan,
 Ottilia C. Tavender,
 Marion H. Taylor,
 Avis Thrasher,
 Evelyn W. Teel,
 Nettie E. Upton,
 Ida G. Vial,
 Dorothy Whidden,
 Jennie H. Williams,
 Alice J. Wood,
 Elsie Wood,
 Lavinia S. Wood,
 Florence S. Wragg,
 Ethel M. R. Wright,
 Maye G. Young.

Mather School.

Boys.

Paul Adams,
 Erik A. Andersen,
 James T. Beard,
 Louis F. Billings,
 Patrick J. Callahan,
 Herbert L. Campbell,
 Frank S. Caswell,
 Albert F. Christensen,
 Eugene C. Clark,
 John J. Coakley,
 Albert E. Coleman,
 John E. Coleran,
 Joseph S. Crocker,
 Perley F. Crosby,
 Domenico J. Cusolito,
 John F. Dever,
 Harold R. Donaghue,
 Carlton W. Eddy,
 G. A. Herbert Gaynor,
 James E. Gibbons,

Leo A. Grey,
 James H. Grimley,
 Robert L. Ham,
 Paul Harrington,
 John L. J. Hart,
 William M. A. Hart,
 John J. A. Hartin,
 George E. Hayes,
 Charles E. Hennessey,
 Joseph A. Hennessey,
 George H. Holland,
 Edmund E. Hopey,
 Harold G. Kaye,
 Thomas J. Kelley,
 Gordon H. Kembal,
 James T. Kilroy,
 Carl E. Lawson,
 Stephen A. Lawson,
 Embert A. LeLacheur,
 Isaac Levine,
 Simon H. Levy,
 James G. Lunney,
 John F. McAvoy,
 Harold McCarthy,
 George S. McDonald,
 Arthur L. McMahon,
 Thomas W. McMahon,
 John D. McPherson,
 Louis A. Meyer,
 Charles D. Minahan,
 Carlton R. Moore,
 Frederick A. K. Mowatt,
 John J. Murphy,
 William L. Newell,
 Harold J. Nickerson,
 John J. O'Leary,
 William F. O'Leary,
 John T. O'Neil,
 Harold K. Parker,
 A. Percy Pope,
 Frank W. Prescott,
 Paul J. Quilty,
 Ivor P. Rawding,

Charles T. Reardon,
 John P. Reardon,
 John G. Richardson,
 William J. Roach,
 Andrew F. Roche,
 John W. Shorrocks,
 C. Dayrell Shreve,
 J. Francis Simpson,
 Percy L. Smith,
 James E. Stanley,
 Charles A. Tierney,
 Daniel D. Tierney,
 Chester L. Vaughn,
 Kenneth C. Walker,
 Harold S. White,
 Andrew B. Williams.

Girls.

Laura E. Best,
 Grace C. Billcliff,
 Mary B. W. Bisaccia,
 M. Harriet C. Bonney,
 M. Madeline C. Brett,
 Elizabeth A. Callahan,
 A. Esther Calnan,
 Pauline L. Christian,
 Mary E. V. Coholan,
 May E. Connor,
 Grace W. Corliss,
 Caroline V. Curry,
 Annette A. Dasey,
 Caroline Davis,
 A. Beatrice Derrah,
 Gertrude V. Dinsmore,
 Dora E. Dobson,
 Margaret C. Doody,
 Carol P. Forsberg,
 Edith I. Franklin,
 Catherine A. Gibbons,
 Mary E. Gill,
 Rose Hambro,
 Catherine B. Hart,

Ellen Hennessey,
 Delia F. Higgins,
 Katherine F. Holland,
 Hazel B. Hopey,
 Esther L. James,
 Margaret Kelley,
 Helen J. E. Lakeman,
 Margaret F. Lally,
 Gertrude A. F. Lamb,
 Margaret W. Leary,
 Maria A. Lind,
 M. Pauline Lurvey,
 Mary T. Lyons,
 Geneva M. MacLeod,
 Alice B. Mahoney,
 Agnes E. T. McBrien,
 Mary F. McDonnell,
 Mary Ida McInnis,
 Ruth L. McKinnon,
 Margaret McMorro,ow,
 Mary P. Mulcahy,
 Alice M. C. Mullin,
 Mildred V. Murch,
 Catherine L. Murray,
 Bertina E. Neilson,
 Louise Newton,
 Anastasia M. O'Brien,
 Elizabeth M. O'Leary,
 Stella C. O'Neil,
 Aleta W. Parker,
 Ethelyn J. A. Pattison,
 Karin C. Rodin,
 Martha E. Scamman,
 Margaret J. Shine,
 Marion A. Simpson,
 Helen E. Spear,
 Ethel R. Swett,
 Ada B. Taylor,
 Marjorie G. Taylor,
 Dorothy W. Walker,
 Isabella Wieher,
 Phyllis I. Wight,
 Margaret A. Wright.

Minot School.

Boys.

John A. Cotter,
 Rex H. Crandall,
 Francis W. Doyle,
 William H. Flynn,
 Francis W. Gill,
 Fred M. Glynn,
 L. Forrest Hallett,
 Stanley V. Haydock,
 Albert H. Lawson,
 Jacob Levine,
 Roy G. Lundin,
 John G. Marland,
 John J. McCarty,
 Michael F. Murphy,
 Eugene L. Perkins,
 William A. Rich,
 Charles W. Robie,
 William P. Ronan,
 Clarence A. Simonds,
 Walter R. Sweeney.

Girls.

Doretta L. Baker,
 Josephine A. Buckley,
 Marguerite M. Casey,
 Margaret T. Clancy,
 Annie T. Clark,
 Irene B. Cotter,
 Esther L. Dahlberg,
 Adelia L. Danielson,
 Edna M. Davis,
 Marion E. De Lapp,
 Lillian A. Dodge,
 Ellen T. Driscoll,
 Elizabeth V. Fitzgerald,
 Helen F. Flagg,
 Mary E. Fox,
 Margaret T. Glavin,
 Mary C. Krantz,
 Helen A. Ougler,

Flora M. Roberts,
 Alice M. Silva,
 Philomena E. Viafora,
 Loretta M. Viafora,
 Ruth M. Wright.

Norcross School.

Girls.

Beatrice M. Aicardi,
 Edith F. Brown,
 Mary L. Cady,
 Margaret L. Callahan,
 Mary J. Carolan,
 Margaret M. Cavanagh,
 Patricia A. Chezewski,
 Rose Cohen,
 Grace V. Collins,
 Agnes R. Connor,
 Ellen G. Coughlin,
 Catherine F. Curran,
 Helena J. Daly,
 Emily S. Dalzell,
 Lillian G. Davis,
 Loretta I. DeCosta,
 Margaret A. Devine,
 Jeannette A. Donovan,
 Annie F. C. Earle,
 Irene A. Egan,
 Rose Goldberg,
 Julia A. Gookin,
 Annie F. Habelt,
 Agnes G. Hurley,
 Annie Jacobson,
 Katherine A. King,
 Adeline F. Lavin,
 Mary H. Lawless,
 Anna J. Long,
 Mary E. McAuliffe,
 Mary I. McBrine,
 Elizabeth H. McGowan,
 Lillian E. Murray,
 Ellen J. Nihan,

Henrietta C. Parr,
 Julia A. Plunkett,
 Rosalie A. Pomes,
 Helen L. Reavey,
 Mollie Sandler,
 Josephine T. Scannell,
 Margaret M. Scannell,
 Helen L. Troy,
 Margaret M. Wall,
 Mary E. White.

Oliver Hazard Perry School.

Boys.

Joseph L. Blowers,
 Earle L. Burnham,
 Clifford N. Cann,
 William J. Clark,
 John J. Conroy,
 John C. Gill,
 Frank E. Graham,
 C. Oliver Halloran,
 Edward L. Harrigan,
 J. Ralph Harrington,
 Thomas J. Haynes,
 Thomas F. Heffernan,
 James M. Hilliard,
 William L. Hilliard,
 Martin J. Kent,
 Richard E. Keyes,
 Joseph E. Mahoney,
 John J. McLean,
 John F. O'Connell,
 William H. Peak,
 George J. Reagan,
 Gerard A. Rones,
 Harold Schofield,
 Charles E. Shields,
 Manuel J. Smith,
 William J. Smith,
 James J. Stapleton,
 Michael A. Stapleton,

Edward J. Wall,
William L. Young.

Girls.

Helen G. Bixby,
Ethel M. Bolles,
Anna H. Z. Brophy,
Mary E. Brophy,
Lucy I. Brown,
Helena E. Casey,
Marjorie B. Clapp,
Margaret A. Cooney,
Margaret F. Costello,
Helen J. Cronan,
Marie B. Crowley,
Elizabeth H. Curran,
Bridget E. Cushing,
Mary E. R. Dever,
Helen E. Dolaher,
M. Katherine Donnellan,
Mary A. Downey,
Margaret R. Drew,
Frances E. Drummond,
Hannah E. Flavin,
Louise C. Furlong,
Sarah J. Glancey,
Elizabeth C. Glover,
Lulu B. Grant,
Ruth E. Higgins,
Bertha A. Hiltz,
Ethel M. Hiltz,
Mary F. Hogan,
Emma I. Kellen,
Anna A. Lockhart,
Margaret T. Lockhart,
Ethel F. Love,
Mary R. McCarty,
Dorothy C. McGowan,
Katharine T. H. McNamara,
Nellie Metzler,
Mary E. Minton,
M. Olive Murphy,
Carrie C. Neff,

Helen M. Pfund,
Lillian Pragoff,
Mary H. Rayne,
Myrtle M. Robbins,
Agnes R. Ryder,
M. Elizabeth Seipp,
Mabel A. Sheiring,
Anna M. Sullivan,
Mattie E. Swallow,
Inez L. Wentworth,
Winifred R. Wilson,
Alice H. Wouldridge.

Oliver Wendell Holmes School.

Boys.

Clarence W. Abbott,
Harold C. Abbot,
Thomas F. Bateman,
Ernest G. Bemis,
Harold E. Biather,
Fred J. Bieler,
James W. Birmingham,
George H. Boyd,
William H. Brackett,
Clarence G. Bradley,
Everett R. Brigham,
Thomas J. Brown,
Arthur I. Butler,
David B. Cadigan,
Elmer O. Calder,
John L. Callahan,
Gordon G. Campbell,
Harold F. Chadbourne,
Chester C. Chadwick,
Julius L. Chaloff,
Robert W. Cobe,
Paul Connor,
Alton A. Cook,
Leo F. Cronin,
J. Edward Daly, Jr.,
Frederick A. Dannahy,
William H. Davidson,

George J. Dean,
 Henry D. Delaney,
 Irving Derby,
 Edmund L. Dolan,
 Winthrop E. Drown,
 Francis J. Duffly,
 Howard J. Edmands,
 Henry F. Fernald,
 Russell F. Fields,
 Leo C. Finn,
 Ralph L. Fletcher,
 John S. Flynn,
 Arthur L. Greeley,
 Ray B. Greene,
 Charles L. Hall,
 Woodbury R. Hamilton,
 Walter R. Hennessy,
 William C. Horneman,
 Henrie N. Horton,
 Alexander J. Jardine,
 Percy E. Josselyn,
 Edward Kent,
 Selah Lampie,
 Edward W. Lane,
 James J. Lynch,
 Peyton Lyon,
 Malcolm Martin,
 John J. May,
 Russell V. Meade,
 Philip A. Merrill,
 Roger A. Morse,
 Benjamin H. Moxon,
 William J. Mulhern,
 Michael J. Murphy,
 John S. Murray,
 George O'Shea,
 Elroy Penniman,
 Harlow L. Pendleton,
 Ernest A. Phillips,
 Berton V. Phinney,
 Wilkin Pollock,
 Edward J. Quigley,
 Joseph Quinlan,

Charles B. Reynolds,
 J. Urban Riley,
 Charles F. Rood,
 Herbert E. Ross,
 H. St. Clair Ruggles,
 Fred C. Russell,
 Arthur Saftel,
 Harold M. Sawyer,
 Elliot R. Sharp,
 Fred I. Sharp,
 John A. Shuttleworth,
 Albert D. Smith,
 Harry A. Spiller, Jr.,
 Bradford Stetson,
 Francis T. Stumcke,
 Elmo B. Taylor,
 Edward W. Tewhart,
 Charles W. Tweed,
 Fred T. Willett,
 Sanford L. Willis,
 David S. Wood,
 George A. Wood,
 Myron D. Wood.

Girls.

Lillian E. Anderson,
 Florence M. Andrews,
 S. Josephine Arnold,
 Helen S. Bailey,
 Marguerite F. Barrar,
 Helen C. Bates,
 Olive B. Beiermeister,
 Louise W. Bell,
 Cecilia L. Black,
 Ruth Blanchard,
 Suzzane V. Brinkley,
 Mildred H. Carberg,
 Florence S. Carp,
 Luella Chadbourne,
 Gladys E. Clark,
 Josephine G. Cody,
 Gertrude L. Cook,
 Helen L. Cunningham,

Frances E. Dasha,
 Lena Desmond,
 Mabel Dey,
 Rosemary Doe,
 Grace L. Donahoe,
 Lillian A. Donahoe,
 Pearl Elton,
 Olga M. Erickson,
 Edith Fay,
 Frances Fessenden,
 Madeleine G. FitzGerald,
 Martha S. Forshee,
 Ethel M. Fraser,
 Mildred C. Fraser,
 Florence K. Freese,
 Emily H. Fuller,
 Margaret P. Fuller,
 M. Madeline Gillis,
 Hazel M. Goodine,
 Lillian G. Green,
 Louisa C. Green,
 Jessie M. Harrington,
 Teresa M. Hartney,
 Hortense Hill,
 Helen Horneman,
 Ada E. Huckins,
 Irma M. Johnson,
 Edith W. Karcher,
 Marion A. Keene,
 Gertrude F. Kent,
 Julia M. Lawless,
 Stella R. Lindsay,
 Ruth L. Mabie,
 Irene M. MacDonald,
 Lillian C. McCarthy,
 Mary F. McDonough,
 C. Ethel McLaud,
 Katherine Marden
 Ethel M. Moxon,
 Frances C. Murray,
 Louise Nicholson,
 Nellie C. Oxton,
 Lucille E. Page,

Charlotte B. Patterson,
 Florence H. Paul,
 Freda M. Phillips,
 Hazel Sanford,
 Clara S. Sargent,
 Mildred H. Sears,
 Mary E. Shaw,
 Helen Shevlin,
 Ida H. Shikes,
 Margaret Siebert,
 Evelyn Simpson,
 Anna Smith,
 Bertha W. Smith,
 Mildred A. Smith,
 Ruth H. Snow,
 Caroline D. Sparrow,
 Susan M. Spence,
 Estelle E. Stevens,
 Dorothy Stockbridge,
 Gertrude Talbot,
 Martha C. Veazie,
 Bessie H. Vinal,
 Gladys G. Wheatley,
 Margaret M. Whidden,
 Marion F. Willett,
 Bertha E. Wilson,
 Gladys Wright.

Phillips School.

Boys.

Samuel M. Arkin,
 Henry Baker,
 Carl Bearse,
 Tullio N. Bello,
 Isadore Berenson,
 Samuel Berkowitz,
 Philip A. Birnbach,
 Edward Bornstein,
 Walter J. Burke,
 David Clayman,
 Gabriel Cohen,
 Hyman Cohen,
 Thomas J. Collins,

John H. Conway,
 Nathan Eglitcher,
 Charles Epstein,
 Louis M. Finkelstein,
 Israel Fogelson,
 Isaac Goldberg,
 Samuel Goldstein,
 Herbert F. Hartford,
 Abraham M. Herbsman,
 John P. Higgins,
 Harry Hornstein,
 Benjamin Kerstein,
 Hyman Kitsis,
 Philip J. Knox,
 Harry Levine,
 Samuel H. Lewis,
 James E. Maguire,
 Baldo M. Manzo,
 Israel Miller,
 Julius Miller,
 Edward A. Nathanson,
 Joseph Needleman
 Joseph S. O'Hara,
 Samuel Olansky,
 Abraham Ostrowsky,
 Michael Phillipson,
 Louis H. Pollack,
 Arthur L. Quigley,
 Maurice H. Romanow,
 Samuel M. Rosen,
 Harry Rudnick,
 William Sadow,
 Barnard Sagall,
 Edison F. Sawyer,
 Jacob J. Sax,
 Harry Segal,
 Harry Slabinsky,
 Harry Slepian,
 Patrick F. Sullivan,
 Barnet M. Wein,
 Jacob Weinberg,
 George Weinsman,
 Harold A. Wilson.

Phillips Brooks School.

Boys.

Edgar D. Andrews,
 Abram R. Anthony,
 Elliott Backup,
 Harry L. Barron,
 David S. Berman,
 Edward Birger,
 Franklin E. Blanchard,
 Paul J. Bonardi,
 William L. Bonardi,
 Herbert F. Bryant,
 Maurice Calmus,
 Ira Caro,
 James W. Carr,
 Joseph D. Cass,
 Harry M. Chamow,
 Philip A. Chapman,
 Clyde E. Chester,
 Michael J. Coyle,
 Thomas F. Creamer,
 George Creney,
 Mason P. Currier,
 William E. Dacey,
 James T. Darling, Jr.,
 Charles H. Denton, Jr.,
 Albert F. Donovan,
 Daniel F. Donovan,
 Avery S. Doty,
 James A. Elliott,
 Abraham Ellis.
 J. Raymond Faunce,
 Harold G. Files,
 Harry Fish,
 William J. Fitzgerald,
 Ernest F. Fortier,
 Edward D. Fuller,
 Ernest J. Gumpright,
 Daniel A. Howard,
 Raymond W. Howe,
 Delphy O. Isaacs,
 Paul R. Keeler,

Charles E. Kelly,
 Augustus Kerrch,
 Joseph B. Kirby,
 Max Klein,
 Frederick Knauber,
 William Kroetzch,
 Edmund Lane,
 Justin E. Langille,
 George F. Lenzi,
 Nathan P. Lord,
 Max Lowenberg,
 James W. Macquarrie,
 Frank J. McCabe,
 Francis W. McCarthy,
 Joseph J. F. Mulhern,
 Francis J. Murphy,
 Frank Murphy,
 Harry F. Murphy,
 William H. O'Connor,
 Clifton H. Perry,
 Edwin T. Rae,
 Harold T. Robinson,
 Randolph Ross,
 Richard J. Scullion,
 H. Leon Sharmatz,
 William D. Shougrow,
 Lawrence A. Slutske,
 Harry S. Swartz,
 Arthur D. Tighe,
 Harold G. Van Norden,
 Emile C. Villemaire,
 Paul L. Webster,
 Edward T. Whelan,
 Walter White,
 William T. Wyman.

Girls.

Bertha Ableman,
 Josephine J. Abrams,
 Fannie G. Adelman,
 Mary M. Alintuck,
 Isabel M. Anthony,

Pauline Aronson,
 Blanche B. Barnes,
 Hannah P. Barnett,
 Josephine Bergman,
 Minnie Blauman,
 Jeannette Bornstein,
 Miriam V. Bornstein,
 Ethel M. Cann,
 Madeline Clark,
 Alice I. Cohen,
 Ethel Cohen,
 Marguerite A. Connor,
 Genevieve M. Conroy,
 Mary F. Cook,
 Josephine M. Corner,
 Catherine F. Coyne,
 Ethel G. Critcherson,
 Mildred Currier,
 Beulah W. DeLong,
 Lillian M. Devine,
 Maude A. Dixon,
 Annie L. Doherty,
 Elizabeth C. Ferguson,
 Grace G. Fitzgerald,
 Etta M. Frankel,
 Bertha L. Geddes,
 Lillian C. Gigie,
 Martha Ginsburg,
 Ida Gordon,
 Zelda J. Gordon,
 Esther Gorodetsky,
 Rose Gorodetsky,
 Annie M. Gotthardt,
 Esther M. Gumpright,
 Elizabeth F. Hadley,
 Eugenie Hadley,
 Florence M. Hagerty,
 Annie F. Harwood,
 Edith A. Herzig,
 Lillian Hochberg,
 Myra M. Holland,
 Alena H. Holt,
 Alice C. Howard,

Emily E. Jackson,
 Gertrude Jacobs,
 Catherine M. Joyce,
 Louise M. Keppel,
 Emma J. Lang,
 Esther Levine,
 Annie C. Lorden,
 Evelyn C. MacNeil,
 Minnie L. Malcolm,
 Annie Malinsky,
 Hazel E. Matthes,
 Agnes M. McClennan,
 Alice E. Melhado,
 Saidee B. Miranda,
 Anna G. Mitten,
 Josephine Myers,
 Frances L. Newell,
 Margaret L. O'Brion,
 Emilie M. Ordway,
 Eulalia M. O'Toole,
 Helena I. O'Toole,
 Laura H. Randlett,
 Annie L. Riley,
 Bertha Rosenthal,
 Maude Ross,
 Ruth L. Round,
 Rosalie E. Rowe,
 Henrietta S. Russell,
 Annie B. Schenck,
 Adele R. Shohan,
 Miriam Shreider,
 Lillian L. Simons,
 Priscilla Simons,
 Edna V. Smith,
 Esther L. Smith,
 Matilda Stahl,
 Gladys E. Talbert,
 Pauline Tishler,
 Eva J. Wilson,
 Mabel C. Wolf,
 Marion Wyman,
 Essner R. Wyzanski,
 Leah B. Wyzanski.

Prescott School.*Boys.*

Joseph F. Baker,
 Henry M. Bartlett,
 Arthur J. Brickley,
 Henry J. Briggs,
 James F. Broderick,
 James L. Conley,
 James N. Conley,
 Edwin A. Eastman,
 John Gardner,
 George F. Hooper,
 Melvin A. Hooper,
 George F. Hughes,
 William J. Jennings,
 John J. Kelly,
 Robert J. Kelly,
 Thomas A. McCain,
 Albert W. Nicholls,
 Ralph E. Quigley,
 William L. Wilkinson.

Girls.

Caroline Braman,
 Ellen L. Brown,
 Margaret I. Brown,
 Gertrude F. Calhoun,
 Mary O. Carvalho,
 Alice T. Casey,
 Julia M. Cass,
 Nora M. Collins,
 Gertrude A. Crawford,
 Theresa V. Crowley,
 Catherine A. Desmond,
 Josephine V. Dineen,
 Susan V. Donahue,
 Mary E. Forrest,
 Ellen V. Hayes,
 Lucy A. Hickey,
 Mary E. Holland,
 Alice L. Keenan,
 Helena M. Kelleher,

Alice T. Kelly,
 Anna G. Kurvin,
 Alice G. Maher,
 Abigail V. Mahoney,
 Mary G. McCain,
 Mary E. Mitchell,
 Annie M. Murphy,
 Irene M. Newman,
 Florence I. Riley,
 Frances C. Sullivan,
 Mildred C. Sullivan.

Prince School.

Boys.

John S. Abbott,
 Bertram M. Aborn,
 Carleton M. Allen,
 Paul S. Banister,
 Lucius A. Bigelow, Jr.,
 Edward F. Bowman,
 Edwin A. Brown,
 Kenneth E. Bryant,
 Mason John Campbell,
 William M. Chapman,
 Standish C. Cheney,
 William C. Cronin,
 H. Reid Culbertson,
 Walter W. Demelman,
 Edward Finn,
 Carl S. Fleming,
 J. Robert Fleming,
 Charles W. Griffin,
 John A. Hopkins,
 Daniel J. Keane,
 James A. Lambert,
 Joseph F. Lennon,
 Ralph W. Longfellow,
 Karl W. Marks,
 William M. McAuliffe,
 Maynard R. McCandless,
 I. Gordon Merrill,
 Alfred J. Obst,

Edgar A. Perry,
 Walter W. Powers,
 Ellwood D. Purdy,
 Joseph Quigley,
 Luther M. Silby, Jr.,
 William H. Smith,
 Theodore F. Spear,
 D. Leslie Strickland,
 Charles H. Sweeney,
 Charles P. Washburn, Jr.,
 Thomas J. Wilson,
 John W. Wixon,
 William F. Wyatt.

Girls.

Irene G. Abraham,
 Beatrice Allard,
 Annie S. Appleton,
 Florence A. Bailey,
 Beatrice M. Barrington,
 Gladys Bartlett,
 Beatrice G. Bisset,
 Gladys D. Bowen,
 Marion V. Bray,
 Percess M. Brown,
 Marion Bruce,
 Frances J. Butler,
 Margaret W. Chater,
 Mary A. Chater,
 Louise M. Colbert,
 Caroline E. Delahunt,
 Dorothy Dixon,
 Regina M. Ferden,
 Helene L. Foye,
 Alice G. Furley,
 Hazel W. Goodrich,
 Gladys K. Gould,
 Helen C. Grover,
 Germaine G. Guiot,
 Adela J. Hain,
 Irene S. Hanton,
 Katherine A. Hawkes,
 Madeline M. Holmes,

Esther Howard,
 Mary J. Hoyt,
 Inez Kjellstrom,
 Florence F. Leach,
 Frances D. Martin,
 Dorothy L. Mason,
 Kathleen R. Mayne,
 Helene E. McClure,
 Mary F. Morey,
 Helen J. Moroney,
 Winifred J. Nash,
 Nellie Ormond,
 Evelyn W. Parker,
 Mabel D. Posner,
 Esther I. Ray,
 Mary Y. Richards,
 Edith M. Robinson,
 Frances S. Rodgers,
 Gladys M. Rodgers,
 Francesca Rotoli,
 Anna M. Shiels,
 Pearl A. Shumway,
 Sarah R. Shurdut,
 Ethel F. Silver,
 Ada M. Slamin,
 Katherine M. Smith,
 Edith A. Tate,
 Susie S. Tufts,
 Elsa D. Tuttle,
 T. Paulina Twining,
 F. Louise Van Nevar,
 Carin O. von Wachenfeldt,
 Agnes Wilson.

Quincy School.

Boys.

George S. Ameer,
 Louis Bernazzani,
 Dennis J. Bowler, Jr.,
 William H. Crowley,
 Maurice I. Cushing,
 Thomas F. Finn,

John P. Fleming,
 Arthur J. Gaddis,
 Henry A. Gilman,
 Benjamin A. Gordon,
 Jacob Greenberg,
 Samuel Handel,
 Henry P. Ireland,
 Joseph Katz,
 Max Landy,
 Max W. Levy,
 Isaac Lewis,
 Morris A. Lewis,
 Solomon Lewis,
 Michael J. Moschowitz,
 Solomon Naiman,
 Benjamin Pearlman,
 Ralph W. Robertson,
 Charles Rosen,
 Joseph Rosen,
 Philip Rosenblum,
 Harry W. Rosenthal,
 Abraham H. Sackem,
 Arthur A. Schwarz,
 Morris Strock,
 Myer P. Wassercug,
 Samuel D. Wertsilensky,
 Michael S. Wise.

Rice School.

Boys.

Mendel Becker,
 George K. Bleakley,
 Hyman Blume,
 George Bresnahan,
 Edward Browne,
 Robert Butler,
 Joseph E. Catogge,
 James J. Coady,
 Martin Daniels,
 Thomas F. Donovan,
 John H. Edwards, Jr.,
 James A. Fairfield,

John J. Farley,
 Samuel Fendel,
 Frank Gershon,
 Meyer Goldstein,
 Milton S. Goode,
 Jeremiah J. Hagerty,
 Thomas J. Haggerty,
 Porter D. Helliwell,
 Claude Hynes,
 Bertram L. Jacobs,
 David Leight,
 Nathan Levitan,
 Edward J. Linnett,
 Donald Macdonald,
 John D. McKee,
 Neil MacKinnon,
 Valentine Murphy,
 Israel Paris,
 Wallace Pettingell,
 Jacob Pozner,
 Franklin B. Sanborn,
 Joseph Silverman,
 Arthur W. Smith,
 Beverly Smith,
 William W. Stephen,
 Reginald Wilbur,
 Calvin R. Wilcox,
 Harry Wilson.

Robert G. Shaw School.

Boys.

George E. Bickford,
 Walter C. Blaney,
 J. Earle Borden,
 John A. Campbell,
 Henry Clouten,
 Henry A. Cunningham,
 George W. Deroo,
 Max W. Echterler,
 Stephen T. Fallon,
 Walter J. Feeney,
 Chester A. Fegan,

Harold R. Ford,
 Francis H. Gately,
 Siegfried W. Gerhardt,
 Martin J. Heiligmann, Jr.,
 Francis H. Jackson, Jr.,
 Walter H. Kipp,
 Frank E. Kramer,
 Charles J. Lynch,
 H. Donald Macpherson,
 John J. O'Brien, Jr.,
 Joseph F. O'Dea,
 O. Albert Ostberg,
 William E. Powers,
 Frederick V. Rasch,
 Walter S. Ryan,
 Austen R. Stiles,
 Henry A. Sullivan,
 Charles S. Toy,
 Paul Weismann.

Girls.

J. Elizabeth Condon,
 Agnes C. Cronin,
 Helen F. Cronin,
 Bertha S. Harmon,
 Grace M. Hennessy,
 Ella M. Jamouneau,
 Martha E. Lowe,
 Mary F. Lynch,
 L. Marguerite MacDonald,
 Mary C. Macpherson,
 Mary E. Maroney,
 Martha McKay,
 E. Priscilla Mullan,
 Stella I. Nichols,
 Caroline P. Nourse,
 Helen M. Perkins,
 Elizabeth Pishon,
 Hama O. Potter,
 Gertrude M. Prentiss,
 Mary M. Roth,
 Louise K. Tilton,
 Edith M. Vaunce,

Gertrude A. Watt,
Annie K. Welsh,
Helen R. Wolkins,
Mary H. Young.

Roger Wolcott School.

Boys.

Melvin P. Beckevold,
Benjamin Bernhard,
Harry Bernhard,
Walter R. Christiansen,
Charles H. Clark,
George N. Cleaves,
Howard H. Cooper,
George T. Curley,
Joseph F. Donahue,
Paul F. Donelan,
Carl T. Dunn,
Howard W. Dunn,
C. Roland Eichorn,
James L. Fultz,
Harvey C. Golder,
Charles B. Hatfield,
Bernard Hoppe,
Chester C. Johnson,
Chesley C. Jones,
John Kell,
John J. Lennon,
James T. Maher,
H. Donald Mansur,
George V. McLaughlin,
Paul F. Mitsch,
Ray W. Nuttle,
Frank J. Obert,
John M. O'Connell,
Herbert E. Orta,
Harold E. Price,
Walter Purcell,
Arthur F. Sargent,
George M. Schindler,
Osborne M. Sparrow,
Willis L. M. Stark,

Edward T. Stern,
G. Irving Stotz,
Max F. Stueber,
William M. Vaughan,
L. Robert Wagner,
Victor O. Whitney,
David H. Wononff.

Girls.

Amelia M. Adams,
Hazel G. Atkinson,
Grace N. Aznive,
Lilian M. Barry,
Ibelle C. Beals,
Alice G. Beltring,
Vera I. Belyea,
Celia Brown,
Elizabeth A. Burckhart,
Anna L. Carey,
Rosa H. Cobb,
Sadie C. Cobb,
Mary E. Cormican,
Helen J. Creedon,
Agnes Curley,
Myrtle C. Dickie,
Gertrude F. Dow,
Agnes G. Dunn,
Alice Finn,
Lillian M. Gale,
Mabel B. Gill,
Dorothea M. Griffin,
Edith L. Hart,
Elsie B. Haynes,
Elsie W. Heiden,
Alice P. Heintz,
Ruth G. Higgins,
Gladys E. Hinks,
Ethel M. Hoeffner,
Frances L. Hoeffner,
Grace L. Humphrey,
Dorothy G. Hunter,
Mildred N. Hunter,
C. Marie Hurley,

Ethel C. E. Johanson,
 Amy O. Johnson,
 Lottie W. Jordan,
 Emma A. Lamb,
 Helen M. Lannen,
 Grace F. Larsen,
 Bertha I. Larson,
 Catherine C. Leahy,
 Ellen G. Lennon,
 Ellen V. Lynsky,
 Edith M. Meneely,
 Mary M. Moran,
 Ethel R. Morrill,
 Eva S. Mortensen,
 Anna Naiherseg,
 Minnie Nelsen,
 Marion A. O'Mealey,
 Frances M. Payson,
 Ellen F. Petterson,
 Gladys E. Ridley,
 Angeline E. Ripley,
 Cecilia G. Roberts,
 Addie H. Robinson,
 Adeline G. Sawyer,
 Florence Sullivan,
 Adele M. Svenson,
 Elsie M. Taylor,
 Olga L. Thiesfeldt,
 Cora Van Heest,
 C. Doris Watkins,
 Mabel L. Weaver,
 Alice M. Williams.

Sherwin School.

Boys.

Gustav Abraham,
 Nathan Binder,
 Joseph Bloomberg,
 Thomas F. Bowles,
 John P. Brennan,

John E. Burrows,
 Robert J. Burns,
 Elof L. Carlson,
 Philip H. Cohen,
 Joseph S. Coughlin,
 Frederick J. Curtis,
 Thomas J. Dillon,
 John J. Drea,
 John J. Elbery,
 George H. Faul,
 Carl R. Fichtner,
 John F. Glavin,
 James A. Glover,
 Harry Goldkrand,
 George M. R. Goodwin,
 James F. Haggerty,
 Albert D. Harrington,
 Walter F. Haskard,
 Francis A. Henson,
 William A. James,
 Verner A. Johnson,
 Alton C. Kennedy,
 Hyman L. Lieberman,
 Maurice Lieberman,
 Robert E. Manning,
 William E. Manokey,
 Albert J. Martenson,
 L. Joseph McDonald,
 Richard F. McKenzie,
 Daniel E. Nelson,
 Hjalmar Nilson,
 John R. O'Neill,
 George W. Papen,
 Thomas H. Prendeville,
 Walter H. Shumsky,
 Robert E. Smith,
 Joseph W. Somerville,
 John L. Stokes,
 James A. Sullivan,
 Charles T. Sweeney,
 William P. Watt,
 Hugo W. H. Wellington,
 Everett C. Yates.

Shurtleff School.*Girls.*

Caroline M. Barry,
 Margaret E. Barry,
 Margaret R. Barry,
 Helen E. K. Bishop,
 Mabel M. Byrnes,
 Josephine M. Cannata,
 Katherine R. Cook,
 Mary J. Courtney,
 Helen M. Cowhig,
 Elizabeth C. Cussen,
 Marion R. Davis,
 Marguerite F. Devin,
 Florence J. Dewar,
 Annie L. Donald,
 Elizabeth C. Dooley,
 Martha M. Dooley,
 Louise V. Doyle,
 Elizabeth G. Draheim,
 Marion Fawcett,
 Anna G. Finnegan,
 Sadie M. Harrington,
 Ellen T. Havlin,
 Helen M. Healey,
 Regina Hearn,
 Agnes B. Kelly,
 Alice L. Kittredge,
 Elizabeth M. Kletecka,
 A. Louise Kurriss,
 Marie L. Lamb,
 Agnes B. Lane,
 Helen H. Leland,
 Mary Magner,
 Nellie E. McAuliffe,
 Edith M. McLeod,
 Annie J. Milan,
 Annie E. Miles,
 Katherine G. Miller,
 Anna L. Murphy,
 Katherine E. Murphy,
 Helen L. Myers,

Maud A. Newcomb,
 Alice M. O'Brien,
 Josephine L. Oliver,
 Elizabeth V. O'Neill,
 Julia M. O'Sullivan,
 Mary F. Podolske,
 Josephine R. Reardon,
 Mary C. Reardon,
 Alice M. Reed,
 Agnes A. Regan,
 Mary A. Ryan,
 Mary G. Ryan,
 Agnes G. Santry,
 Estelle M. Seelye,
 Mary V. Sweeney,
 Frances M. Towle,
 Flora M. Twitchell,
 Alice A. Tynan,
 Jeannette Weinstein,
 Anna M. Whall,
 Marion L. Whiting.

Thomas Gardner School.*Boys.*

James J. Bagnall,
 John W. Barrett,
 John E. Burns,
 Francis L. Carley,
 William F. Casey,
 Bernard C. Chase,
 Louis DeGrasse,
 Walter S. Fox,
 Charles E. Guest,
 Frederick W. Hanson,
 Joel G. Harris,
 John J. Heffernon,
 Peter J. Hendricks,
 F. Eaton Hollum,
 Edward P. Kavanaugh,
 Patrick Kenney,
 Ernest R. Lally,
 Francis G. Leland,

Frank T. McDonald,
 James J. McGuire,
 Ewen MacIntyre,
 William C. McKinney,
 John J. A. McNeil,
 John F. Morrison,
 Alfred L. C. O'Brien,
 John M. Parry,
 Thomas Pettit,
 J. Stanley Power,
 James B. Robertson,
 Leslie J. Rogers,
 John P. Ryan,
 Basil F. Shovelier,
 John F. Sullivan,
 William H. Sullivan,
 Howard P. Woodlock,
 George S. Yeaton.

Girls.

Elizabeth Babson,
 Ray Benjamin,
 Annie T. Bernard,
 Mary Blake,
 Mary E. Carter,
 Alice A. Coggeshall,
 Charlotte F. Cole,
 Lillian E. Coleman,
 Susan Cornell,
 Mary E. Coyle,
 Theresa Coyle,
 Mary F. Coyne,
 Mary E. Crowley,
 Ellen A. Cunniff,
 L. Adele Davies,
 Alice I. Desmond,
 Ellen V. Doyle,
 Ida E. Duemmling,
 Margaret M. Fagan,
 Mary G. Fagan,
 Florence Farracy,
 Etheline M. Finley,

Margaret E. Finnegan,
 M. Josephine Flaherty,
 Elizabeth J. Flynn,
 Mary E. Gallagher,
 F. Alliene Gane,
 Annie E. Good,
 Augusta I. Gordon,
 Eleanor Gordon,
 Florence M. Graham,
 Louise K. Griesman,
 Ellen Hannon,
 Anna M. Hauptman,
 Martha E. Isaac,
 Jennie L. Johnston,
 Louise G. Jones,
 Amelia Kelly,
 Anna F. Kenney,
 Ellen P. Kenney,
 Katherine Kenney,
 Alice A. Kriensen,
 May G. Leland,
 Mary S. Mannix,
 Dorothy McKee,
 Olive McKee,
 Edith F. Merchant,
 Josephine F. Morrison,
 Margaret A. Mulvaney,
 Olive K. Murphy,
 Lillian I. Penton,
 Ethel H. Smith,
 Alice V. Sullivan,
 Gertrude E. Towne,
 Margaret E. White,
 Ruby L. White,
 Mabel A. Wilson.

Thomas N. Hart School.

Boys.

Christopher S. Ahearn,
 Clarence J. F. A'Hearn,
 Leonard W. A'Hearn,
 Frederick I. Barlow,

D. Russell Brewer,
 William Bronkhorst,
 Frederick W. Burnham, Jr.,
 John E. Campbell,
 John A. Canniff,
 Arthur F. Carven,
 John F. Conley,
 Lawrence F. Connolly, Jr.,
 Alexander R. Cook,
 William S. Courtney,
 Franklin M. Davis,
 Charles H. Dawson,
 J. Francis Devine,
 John R. Devine,
 Francis D. Donovan,
 Walter W. Donovan,
 Thomas E. Duffey,
 John R. Dunn,
 J. Richard Ellingwood,
 Francis L. Evans,
 Edwin C. Fein,
 Arthur Finley,
 Winfred H. Fisher,
 Arthur Ford,
 Charles V. Gillis,
 George F. Grace,
 Robert F. Grant,
 Percy A. Hall,
 Joseph Hayes,
 Daniel J. Horgan,
 Edward V. Hughes,
 Malcolm Jenney,
 Harold P. Johnson,
 Lawrence Kammerer, Jr.,
 John H. Kane,
 Charles H. L. Kewer,
 William H. Kogel,
 Francis J. Kurriss,
 Thomas E. Lawless,
 Malcolm J. Logan,
 James J. Lynch,
 James P. Martin,
 Charles J. McCarthy,

Frederick V. Meisse,
 Frank Murphy,
 William P. A. Neville,
 John P. O'Brien,
 Thomas O'Connor,
 George A. Oldfield,
 Milton C. Paige,
 Frank A. Pfeffer,
 Christian F. Plett,
 Justin F. Richmond,
 Walter G. Schultz,
 Joseph A. Shea,
 William M. Slattery,
 Henry D. Slocum,
 William C. Stanley,
 Daniel W. Sullivan, Jr.,
 John F. Sullivan, Jr.,
 Russell A. Sullivan,
 William B. Thomas, Jr.,
 Arthur C. Thompson,
 George J. Thornton,
 Francis J. Toland,
 Alfred E. Tracy,
 Nathan C. Trask,
 Hubert H. Waldron,
 Fred E. Webber,
 Anthony J. Welch,
 Samuel West,
 Joseph F. Whalen,
 William Wilson,
 Oscar L. Woodward,
 Hector A. Xavier.

Warren School.

Boys.

William R. Ahearn,
 Frank I. Benford,
 David Braude,
 Thomas Day, Jr.,
 Francis H. Dillon, Jr.,
 John Duff, Jr.,

Paul H. Duff,
 Francis J. Finn,
 Harry J. Hannon,
 Francis J. Hoy,
 Frank M. Hurley,
 William J. McManus,
 James H. McMinn,
 Daniel A. Normile,
 Joseph J. O'Hare,
 Joseph Simmons,
 Newell P. Taylor,
 Alan Wilkie,
 James M. Wilson.

Girls.

Carrie L. Allen,
 Anna Alpert,
 Helen E. Ball,
 Gladys G. Black,
 Eva M. Bowen,
 Mary A. Buckley,
 Bertha M. Drake,
 Mary C. Falvey,
 Gertrude M. Finn,
 Gertrude E. Gerow,
 Grace M. Gifford,
 Harriet D. Hammond,
 Lilla M. Howatt,
 Emma L. Kilmalae,
 Elizabeth F. Laughlin,
 Alice P. Lockrey,
 Theresa F. Maginniss,
 Marian E. Magoun,
 Elizabeth M. McNamara,
 Mary F. Meltzer,
 Rose A. Porter,
 Christina M. Roche,
 Edwina M. Rosatto,
 Anna M. Spratt,
 Mary M. Story,
 Mildred C. Sullivan,
 Florence A. Taber.

Washington School.*Boys.*

Edward E. Arenson,
 Jacob Beresofsky,
 Isaac Berman,
 Louis S. Brodsky,
 George Butler,
 Paul Calabro,
 Hyman Cohen,
 Peter F. Conlon,
 Israel W. Davis,
 Henry L. Drucker,
 Myer E. Eilberg,
 Salvatore J. Ferigno,
 Benjamin E. Finberg,
 Victor Fine,
 Abraham D. Freedman,
 Barnett Goldberg,
 Edward Goldman,
 Jacob Goldstein,
 Jacob W. Guren,
 Louis Harris,
 Ray G. Hill,
 Saul Horenstein,
 Charles Kaplan,
 Joseph Klarfeld,
 Abraham Krivitsky,
 Jacob Lapidus,
 Benjamin Lapp,
 Samuel Levenson,
 Myer B. Levine,
 Henry Matusewitch,
 Isaac May,
 Nathan Milgroom,
 John C. Murphy,
 Walter A. Pearson,
 James P. Powers,
 Myer Rogovin,
 Harry Rosenberg,
 Joseph Segal,
 Abraham I. Seidenberg,
 Benjamin Simons,

Michael Slutsky,
David Snyder,
Louis Spaziman,
Joseph Spitz,
William Wax,
William Zikovsky,
Harry Zimmerman,
Abraham Ziskend.

Girls.

Sarah Banks,
Sophia Becker,
Sarah Butter,
Katherine Cohen,
Katie G. Cohen,
Rose Cohen,
Rebecca Daitch,
Freida F. Feinzig,
Mary E. Flanagan,
Mary Galaid,
Sarah Ginsburg,
Etta Glick,
Bessie Goldman,
Augusta G. Goldstein,
Ida M. Goodstein,
Emma Green,
Annie Helman,
Bertha Kaufman,
Annie A. Labovitz,
Florence Levenson,
Rose R. Levenson,
Sophia Levin,
Etta Livingston,
Bella Miller,
Katharine J. Murphy,
Elizabeth Papov,
Eva Politsky,
Annie Rabinovitz,
Dora R. Robinson,
Etta Segal,
Clara Shapiro,
Ida A. Silverman,
Minnie Silverman,

Rachael Silverman,
Annie Simons,
Ida Simons,
Rebecca R. Slutsky,
Mary Snyder,
Rose Snyder,
Sarah L. Spitz,
Dora Steinberg,
Ida L. Stohn,
Matilda Teffshansky,
Celia Tolchinsky,
Ida E. Vigoda,
Mary J. Vincone,
Annie Wax,
Eva R. Winer,
E. Josephine Winn,
Frances Wolk.

Washington Allston School.*Boys.*

John W. Achorn,
John Amoroso,
Hermann C. Bernner, Jr.,
S. Harrison Chamberlain, Jr.
Arthur J. Collins,
Anthony C. Colombo,
Charles F. Dalton,
John H. DeKlyn,
A. Vard Dennison,
Maurice W. Dennison,
Wallace B. Dukeshire,
Norman Ellard,
Bradford Ellison,
Leonard W. Grant,
S. John Horton,
David T. Keefe,
Lewis R. Levi,
William G. McQuarrie,
Frederick L. Merry,
Samuel E. Nash,
Ralph C. Peterson,
Russell J. Rice,

William A. Robbs,
Homer Rogers, 2d,
Marshall M. Sawyer,
J. Prescott Sutherland,
Ernest F. Thulin,
Elmer A. Willis,
Kenneth H. Wood.

Girls.

Helen C. Bannon,
Elizabeth Barrett,
Helen E. Bayard,
Pauline R. Bayne,
Lillian M. Beck,
Evelyn B. Bills,
Emily Blacker,
Irene F. Bliss,
Catharine R. Brown,
Gertrude E. Champlin,
Myrtie M. Clark,
Florence A. Cose,
Edith G. Deane,
Dorothy Dunning,
Margaret Eagan,
Anna R. Earnshaw,
C. Agnes Ford,
Margaret G. Ford,
Adelaide Harrington,
Helen S. Hyde,
Pauline Jaquith,
Irene E. Kiley,
C. Gertrude Knight,
Marion P. Leighton,
Anna M. Lorenzo,
Ida O. Marcow,
Janet C. Maxwell,
Marguerita A. McDonald,
Mary I. A. McDougall,
Bernice C. Merrill,
Abbie Murphy,
Marie A. Noonan,
Alma T. Nutting,
R. Isabel Povall,

Marie C. Ranney,
F. Marion Reid,
Clara E. Rice,
B. Ilma Stair,
Wilhelmina Wagner,
Beatrice L. Wheeler,
Ermee B. Willett,
Louise E. Wright.

Wells School.

Girls.

Ethel I. Alper,
Pauline Apt,
Rose Aranoff,
Sarah Balty,
Agnes M. Bennett,
Eva Berlin,
Mildred M. Berman,
Hannah Brody,
Sarah Burnce,
Hildegard Cohen,
Miriam Cohen,
Gertrude M. Crowley,
Gertrude B. Davis,
Agnes V. De Lay,
Evangeline C. Dine,
Mary J. Doherty,
C. Alice Downey,
Frances Eglichen,
Sarah Eyges,
Rose Finkelstein,
Frances Fox,
Sarah F. Freedman,
Augusta Goldberg,
Ida Goldferb,
Gertrude Goldstein,
Flora H. Green,
Lena M. Green,
Frieda Helvitz,
Anna Hubbard,
Frances Hubbard,
Annie Jacobs,

Jennie Kedansky,
 Elizabeth Klatsky,
 Lilly Krasnoff,
 Jeannette Lefkovich,
 Josephine G. Malone,
 Rosetta G. McCarthy,
 Ellen F. McNeil,
 Anna Mendelsohn,
 Bertha Meretsky,
 Sadie Michelson,
 Lillian L. Millmeister,
 Anna T. Murdock,
 Mary Natenson,
 Gertrude Nottenberg,
 Lena Omansky,
 Rose Pearlstein,
 Eva R. Pollay,
 Rose Porter,
 Sarah Poslonsky,
 Bertha B. Rabinovitz,
 Eva I. Rosenberg,
 Lena Rosenberg,
 Mary F. Savage,
 Fanny Sawyer,
 Lena Schlosberg,
 Myra Schwartz,
 Anna Scovitch,
 Annie E. Senft,
 Dora Slepian,
 Rose Small,
 Dora Sneiderman,
 Dora Solomon,
 Anna Stearn,
 Mollie Sterling,
 Ida Stern,
 Susan J. Stern,
 Elizabeth Steuer,
 Esther M. Sturmack,
 Dinah Umans,
 Ida Wein,
 Augusta Wilcon,
 Rebecca Winetsky,
 Jeannette V. Wray,

Sarah Yoffa,
 Florence R. Zachon.

William E. Russell School.

Boys.

John W. Alyward,
 Matthew S. Brennan,
 Thomas J. Clancy,
 William J. Cochran,
 Leo T. Cribben,
 Robert W. Crosscup,
 William J. Crowley,
 Frank E. Daly,
 Arthur A. Donovan,
 John J. Driscoll, Jr.,
 Albert E. Ford,
 Arthur L. Frazer,
 Eugene J. Gillen, Jr.,
 James A. Gillis,
 John F. Glennon,
 George J. Gottwald,
 R. Warren Griffin,
 Johan F. Hein,
 William D. Hutcheson,
 Arthur J. Lawson,
 Francis T. Little,
 Joseph A. McDonald,
 Joseph V. Minton,
 Charles F. Muldoon,
 Robert Paterson,
 Christian A. Powers,
 Arthur H. Proctor,
 William C. Siney,
 William Smallman,
 Edmund R. Stevens,
 John J. Sullivan,
 Giles A. Threadgold,
 Lawrence Varnerin,
 John S. Walsh,
 William I. Warren,
 Rhey A. Wheelock,
 Walter E. Young.

Girls.

Edith M. Allison,
 Glenna M. Allison,
 Loretta J. Berlo,
 Annie L. Bowman,
 Martha L. Bradley,
 Svea T. Brink,
 Frances C. S. Brown,
 Lillian M. Cheverie,
 Annie J. Collins,
 Marguerite I. Conlon,
 Nellie M. Corliss,
 Frances H. Crosscup,
 Marie I. Currie,
 Annette B. Desaulniers,
 Agnes G. Devitt,
 Mary R. Fallon,
 Elizabeth W. Finaghty,
 Olive B. Garland,
 Isabella F. Glennon,
 M. Louise Golar,
 Annie S. Gore,
 Grace E. Gottwald,
 Mary A. Green,
 Katherine L. Harkins,
 Margaret E. Hicks,
 Mabel G. Higgins,
 Olive D. Horton,
 Marion Hurley,
 Margaret N. Irwin,
 Gertrude A. Jones,
 Bertha E. Jutras,
 Josephine J. Lynch,
 Katherine H. Mahoney,
 Rosemary McDevitt,
 Helen A. F. McLaughlin,
 Ethel E. Meaney,
 Anne L. Mooney,
 Nellie A. Murray,
 Agnes E. Nelson,
 J. Etta O'Brien,
 Ethel M. O'Neill,

Margaret Paterson,
 Annie J. Prince,
 Annie C. Ramasco,
 Barbara I. Roberts,
 Caroline L. Silva,
 May H. Smith,
 Marguerite R. Tobin,
 Elizabeth G. Toner,
 Florence E. Turner,
 Annie M. Varnerin,
 H. May Wallace,
 Irene M. Werner.

Winthrop School.*Girls.*

Grace F. Barry,
 Annie Baum,
 Rose Bloom,
 Sarah E. Boynton,
 Jane G. Bray,
 Rebecca Cohen,
 Mary E. Darney,
 Eliza A. Disbrow,
 Mary P. Driscoll,
 Pearl Engler,
 Mary Galanche,
 Katie Ginsberg,
 Leah Goldberg,
 Lillian Gordon,
 Veronica F. Harris,
 Hanora E. Hennessy,
 Lillian Herzberg,
 Agnes J. Higginbottom,
 Annie Hirshman,
 Olga C. E. Johnson,
 Susan J. Keelan,
 Matilda Kramer,
 Sarah Linsky,
 Gertrude R. Lynch,
 Mary E. Maher,
 Catherine M. Mahoney,
 Helen J. Maloney,

Katherine M. McArdle,
Olive M. Neilson,
Frances I. Novogrod,
Bertha A. Price,
Katheryn F. Riley,
Annie G. Rosnov,
Amy E. Schwartz,
Edith Shulman,
Abigail Slattery,

Selma S. Stern,
Mary A. F. Sullivan,
Ethel C. Thornblade,
Mary J. Todaro,
Martha E. Vallet,
Mary E. Welch,
Fannie V. Wiseman,
Annie E. Wolk.

ROSTER

OF

CADET OFFICERS AND NON-COMMISSIONED

STAFF OFFICERS

OF THE

BOSTON SCHOOL CADET BRIGADE.

JUNE, 1907.

ROSTER OF THE BOSTON SCHOOL CADET BRIGADE,
JUNE, 1907.

FIRST REGIMENT.

English, Charlestown, and East Boston High Schools.
(English High School.)

FIRST AND SECOND BATTALIONS.

Cadet Lieut.-Col. — Frederick W. Whittemore.

Cadet Major. — Henry D. Kemp.

Cadet Major. — John V. Smith.

STAFF OFFICERS.

Cadet Regt. Adj. — Charles R. Hayes.

Cadet Regt. Q. M. — James F. Silva.

Cadet Batt. Adj. — Francis A. Murphy.

Cadet Batt. Adj. — Abraham Burack.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — Harold M. Lord.

Cadet Regt. Q. M. Sergt. — Duncan MacIntyre.

Cadet Batt. Sergt.-Major. — Carroll C. O'Neill.

Cadet Batt. Sergt.-Major. — Ozro F. Rideout.

Cadet Color Sergt. — Ralph W. Morris.

Cadet Drum Major. — Nelson P. James.

FIRST BATTALION.

A COMPANY. *Cadet Capt.* — Henry W. Eich; *Cadet Lieuts.* — Robert L. James, Paul D. Everett.

B COMPANY. *Cadet Capt.* — Arthur W. Carpenter; *Cadet Lieuts.* — George P. Sullivan, Harry E. Sulkis.

C COMPANY. *Cadet Capt.* — Harrison A. Ward; *Cadet Lieuts.* — Emanuel Roos, Richard Alter.

D COMPANY. *Cadet Capt.* — Harold C. Blake; *Cadet Lieuts.* — M. Paul Gordon, Eric N. Boland.

SECOND BATTALION.

E COMPANY. *Cadet Capt.* — Frank A. Mitchell; *Cadet Lieuts.* — Albert J. Kelley, Robert J. Shapira.

F COMPANY. *Cadet Capt.* — Barnard Morrison; *Cadet Lieuts.* — William Siegle, Frederick H. Busby.

G COMPANY. *Cadet Capt.* — Waldemar J. Vatter; *Cadet Lieuts.* — Abraham Rosenstein, Harold Klarfield.

H COMPANY. *Cadet Capt.* — David J. McGrath; *Cadet Lieuts.* — John P. White, Joseph H. Cohen.

THIRD BATTALION.

(Charlestown and East Boston High Schools.)

Cadet Major. — J. Wilton Marno (East Boston High).

Cadet Adj. — John S. Flanagan (Charlestown High).

Cadet Sergt.-Major. — Herbert L. Pope, “

Cadet Color Sergt. — Harold W. Ryder (East Boston High).

E COMPANY. (Charlestown High.) *Cadet Capt.* — Edward L. Hefron; *Cadet Lieuts.* — Matthew L. McGrath, Frank P. Kelly.

H COMPANY. (East Boston High.) *Cadet Capt.* — A. Judson Young; *Cadet Lieuts.* — William S. Holdsworth, Albert N. Heinrickson.

SECOND REGIMENT.

Public Latin, Roxbury, and West Roxbury High Schools.

(Public Latin School.)

FIRST AND SECOND BATTALIONS.

Cadet Lieut.-Col. — Francis G. Duffy.

Cadet Major. — Warren J. Bloom.

Cadet Major. — Edwin C. Baker.

STAFF OFFICERS.

Cadet Regt. Adj. — Chester A. Dunham.

Cadet Regt. Q. M. — ——— ———.

Cadet Batt. Adj. — Harold A. Murch.

Cadet Batt. Adj. — George E. Hodge.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — Edward F. Murray.

Cadet Regt. Q. M. Sergt. — ——— ———.

Cadet Batt. Sergt.-Major. — Charles M. Seavey.

Cadet Batt. Sergt.-Major. — ——— ———.

Cadet Color Sergt. — Edward J. Gough.

Cadet Drum Major. — Roger B. Hill.

FIRST BATTALION.

A COMPANY. *Cadet Capt.* — Edward W. Supple; *Cadet Lieuts.* — Lewis N. Stanton, Henry P. Vieth, Jr.

B COMPANY. *Cadet Capt.* — William T. A. O'Brien; *Cadet Lieuts.* — John H. Keyes, Harrison G. Meserve.

C COMPANY. *Cadet Capt.* — Joseph P. Kennedy; *Cadet Lieuts.* — Fabyan Packard, Thomas B. A. Fitzpatrick.

D COMPANY. *Cadet Capt.* — Frederick P. Donovan; *Cadet Lieuts.* — William S. Lenihan, Thomas G. Goodwin.

SECOND BATTALION.

E COMPANY. *Cadet Capt.* — Homer P. Griffin; *Cadet Lieuts.* — John J. McClellan, John G. A. Downing.

F COMPANY. *Cadet Capt.* — Norton Baldwin; *Cadet Lieuts.* — Joseph W. Finkel, Leon J. Horne.

G COMPANY. *Cadet Capt.* — Aaron Feinberg; *Cadet Lieuts.* — Sampson P. Holland, Arthur D. Brigham.

H COMPANY. *Cadet Capt.* — Gardner D. Howie; *Cadet Lieuts.* — Elmore G. Simons, Frederick W. Stuart, Jr.

THIRD BATTALION.

(Roxbury and West Roxbury High Schools.)

Cadet Major. — J. Leslie Brummett (Roxbury High).

Cadet Adj. — Carl E. Allison “

Cadet Q. M. — Clyde L. Bennett “

Cadet Sergt.-Major. — John T. Balkam (West Roxbury High).

Cadet Color Sergt. — Fred R. Langley (Roxbury High).

A COMPANY. (Roxbury High.) *Cadet Capt.* — George F. Conklin; *Cadet Lieuts.* — Roland A. Files, James E. Gibbons.

C COMPANY. (Roxbury High.) *Cadet Capt.* — Frank N. Terhune; *Cadet Lieuts.* — Guy R. Miller, Fred A. Lawson.

G COMPANY. (West Roxbury High.) *Cadet Capt.* — Laurence B. Killian; *Cadet Lieuts.* — Eric F. Chase, Ernest F. Graumann.

THIRD REGIMENT.

English and Brighton High Schools.

(English High School.)

FIRST AND SECOND BATTALIONS.

Cadet Lieut.-Col. — Ralph H. Smalley.

Cadet Major. — Abbott G. Allbee.

Cadet Major. — William A. Maguire.

STAFF OFFICERS.

Cadet Regt. Adj. — Bernard L. Gorfinkle.

Cadet Regt. Q. M. — Harry F. Eames.

Cadet Batt. Adj. — Abraham Levenson.

Cadet Batt. Adj. — Frank Arrington, Jr.

NON-COMMISSIONED STAFF OFFICERS.

- Cadet Regt. Sergt.-Major.* — Samuel Yoffe.
Cadet Regt. Q. M. Sergt. — Francis J. N. Joyce.
Cadet Batt. Sergt.-Major. — L. Edward Mendelssohn.
Cadet Batt. Sergt.-Major. — John J. Howell.
Cadet Color Sergt. — Cornelius J. Kiley, Jr.

FIRST BATTALION.

- A COMPANY. *Cadet Capt.* — Frederick H. Clark; *Cadet Lieuts.* — Arthur A. Tuttle, Harry P. Faulkner.
 B COMPANY. *Cadet Capt.* — Theodore R. Kendall; *Cadet Lieuts.* — Louis J. St. Amand, Joseph L. Griffin.
 C COMPANY. *Cadet Capt.* — Frederic W. Harrington; *Cadet Lieuts.* — Charles Soddeck, Francis P. O'Hara.
 D COMPANY. *Cadet Capt.* — Robert R. Langer; *Cadet Lieuts.* — Simon Berkovsky, Mayo Goldsmith.

SECOND BATTALION.

- E COMPANY. *Cadet Capt.* — Charles W. Jenks; *Cadet Lieuts.* — Walter L. Toy, Edward V. Cronan.
 F COMPANY. *Cadet Capt.* — Robert A. Smith; *Cadet Lieuts.* — Ralph H. Bragdon, Spence C. Babbitt.
 G COMPANY. *Cadet Capt.* — John H. O'Brien; *Cadet Lieuts.* — Edward H. Bogan, Fred J. Murphy.
 H COMPANY. *Cadet Capt.* — Joseph V. Comerford; *Cadet Lieuts.* — Edmund J. Daily, Emmett Pishon.

THIRD BATTALION.

(Brighton High School.)

- Cadet Major.* — Fred A. Starkey.
Cadet Adj. — Harry A. Peterson.
Cadet Sergt.-Major. — Joseph P. Feeley.
Cadet Color Sergt. — William W. Overton.
- F COMPANY. *Cadet Capt.* — Earle S. Murray; *Cadet Lieuts.* — Hugh A. Fitzgerald, Martin J. Finnegan.
 M COMPANY. *Cadet Capt.* — A. Frank Bailey, Jr.; *Cadet Lieuts.* — Raymond E. Wilson, Clifton A. Barrett.

FOURTH REGIMENT.

Dorchester and South Boston High Schools.

(Dorchester High School.)

FIRST AND SECOND BATTALIONS.

- Cadet Lieut.-Col.* — Joshua B. Clark (Dorchester High).
Cadet Major. — Lawrence S. Crosby “ “
Cadet Major. — Charles H. Fraser “ “

STAFF OFFICERS.

Cadet Regt. Adj. — Milton E. Allen (Dorchester High).

Cadet Regt. Q. M. — — — — —

Cadet Batt. Adj. — Roland C. Thompson.

Cadet Batt. Adj. — Frank C. Thissell.

NON-COMMISSIONED STAFF OFFICERS.

Cadet Regt. Sergt.-Major. — Torsten A. Carlson (Dorchester High).

Cadet Regt. Q. M. Sergt. — — — — —

Cadet Batt. Sergt.-Major. — — — — —

Cadet Color Sergt. — Bradford L. Beal (Dorchester High).

FIRST BATTALION.

A COMPANY. *Cadet Capt.* — Kenney A. Delaney; *Cadet Lieuts.* — Robert A. Leonard, W. Stanley Kilner.

B COMPANY. *Cadet Capt.* — Delbert L. Rhind. *Cadet Lieuts.* — George G. Caldwell; Emile B. DeCoen.

C COMPANY. *Cadet Capt.* — John E. Hart. *Cadet Lieuts.* — Linwood F. Gifford, Chester C. Wilcox,

SECOND BATTALION.

D COMPANY. *Cadet Capt.* — Oliver C. Lombard; *Cadet Lieuts.* — Orville F. Colby, Charles D. Tuckerman.

E COMPANY. *Cadet Capt.* — Elmore Ayer; *Cadet Lieuts.* — Charles A. McCarthy, Ernest B. Patten.

F COMPANY. *Cadet Capt.* — Louis A. Brawley; *Cadet Lieuts.* — Carroll C. Gleason, Luther T. Renfrew.

THIRD BATTALION.

(South Boston High.)

Cadet Major. — Paul J. Jakmauh.

Cadet Adj. — Henry P. Murphy.

Cadet Q. M. — — — — —

Cadet Sergt.-Major. — Harry E. Meehan.

Cadet Color Sergt. — John H. Healey.

A COMPANY. *Cadet Capt.* — Herbert T. Greeley; *Cadet Lieuts.* — Harry J. Foley, Norman D. Nechtovich.

B COMPANY. *Cadet Capt.* — Orlando M. Lord; *Cadet Lieuts.* — Edward B. Hasson, Maurice J. Goggin.

C COMPANY. *Cadet Capt.* — John E. Mitchell; *Cadet Lieuts.* — Andrew J. Brothers, W. Frank Litchfield.

COLONEL GEORGE H. BENYON,

M. V. M. (retired),

Instructor of Military Drill.

SCHOOL DOCUMENT No. 12—1907

SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS

JUNE, 1907



BOSTON
MUNICIPAL PRINTING OFFICE
1907

SEMI-ANNUAL STATISTICAL REPORT.

To the School Committee of the City of Boston :

I respectfully submit the statistics of the public schools for the five months ending June 30, 1907. These are preceded by tables showing the growth of the schools during the corresponding months of the four preceding years.

These tables are as follows:

Whole number of pupils belonging to all the day schools on the thirtieth day of June of each year for five years:

	1903.	1904.	1905.	1906.	1907.
Normal School.....	216	229	265	274	229
Latin and High Schools...	5,681	6,026	6,366	6,632	6,709
Elementary Schools.....	73,140	75,294	76,789	78,560	79,580
Kindergartens.....	4,958	5,224	5,510	5,782	5,772
Totals.....	83,995	86,773	88,930	91,248	92,290

Average number of pupils belonging to all the day schools during the five months ending the thirtieth day of June of each year for five years:

	1903.	1904.	1905.	1906.	1907.
Normal School.....	223	229	266	311	234
Latin and High Schools...	5,994	6,363	6,732	6,994	7,106
Elementary Schools.....	74,144	76,065	78,105	79,654	80,505
Kindergartens.....	4,849	5,004	5,398	5,581	5,573
Totals.....	85,210	87,661	90,501	92,540	93,418

Average number of pupils belonging to the special schools during the terms of those schools prior to the thirtieth day of June in each year for five years:

	1903.	1904.	1905.	1906.	1907.
Horace Mann School for the Deaf...	129	131	139	150	143
Evening High Schools.....	2,584	4,424	4,810	4,764	3,517
Evening Elementary Schools.....	3,665	4,117	4,361	5,523	6,764
Evening Drawing Schools.....	691	706	647	663	670
Spectacle Island School.....	8	8	5	11	8
Totals.....	7,077	9,386	9,962	11,111	11,102

The whole number of pupils belonging to the regular day schools on June 30, 1907, was 1,042 greater than the whole number belonging on June 30, 1906; this is but little more than one-half the average annual increase during the same months for the period covered by the tables.

In the same schools the average number of pupils belonging during the half year which ended June 30, 1907, was 878 greater than the average number belonging during the same period of the year 1906 — something more than one-third of the average increase for the same months of the specified years.

During the five months covered by this report there has not been any addition to the permanent school accommodations owned by the city which has been put in use.

The number of teachers employed has been increased over that of a year ago by 61; of which 10 are employed in the Latin and high schools; 39 in the elementary schools, and 12 in the kindergartens.

STRATTON D. BROOKS,

Superintendent of Public Schools.

REGISTRATION. — 1906-1907.

Pupils registered in the public schools during the year ending June 30, 1907.

DAY SCHOOLS.	Boys.	Girls.	Totals.
Normal, Latin, and High.....	3,759	4,832	8,591
Elementary.....	46,727	43,712	90,439
Kindergartens.....	3,659	3,511	7,170
Special schools.....	86	84	170
Totals — Day Schools.....	54,231	52,139	106,370
EVENING SCHOOLS.			
High.....	4,120	3,394	7,514
Elementary.....	8,442	5,879	14,321
Drawing.....	1,071	173	1,244
Totals — Evening Schools.....	13,633	9,446	23,079
Grand totals.....	67,864	61,585	129,449

SUMMARY.

June 30, 1907.

GENERAL SCHOOLS.	No. of Schools.	NO. OF REGULAR, ADDITIONAL AND SPECIAL TEACHERS.			Average No. of Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attend- ance.	Number at Date.
		Men.	Women.	Total.					
Normal	1	4	11	15	234	230	4	98.3	229
Latin and High	13	120	156	276	7,106	6,650	456	93.6	6,709
Elementary	64	146	1,647	1,793	80,505	73,868	6,637	91.8	79,580
Kindergartens	108	.....	211	211	5,573	4,231	1,342	75.9	5,772
Totals	186	270	2,025	2,295	93,418	84,979	8,439	91.0	92,290

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	16	143	123	20	86.0	144
Spectacle Island	1	1	8	7	1	87.5	12
Evening High, Central:							
Monday, Wednesday, Friday ..	1	29	847	726	121	85.7	.....
Tuesday, Thursday.....	1	27	746	636	110	85.3	.....
Other Evening High.....	4	52	1,924	1,044	880	59.5	.....
Evening Elementary	13	250	6,764	4,386	2,378	64.8	.....
Evening Drawing	6	29	670	475	195	70.9	.....
Totals.....	27	404	11,102	7,397	3,705	66.6	.....

SPECIAL TEACHERS.

Not Included in the Preceding Tables.

	Men.	Women.	Totals.
Drawing and Manual Training: Director and Assistants,	8	41	49
Evening and Vacation Schools: Director.....	1	.....	1
German: Girls' Latin and Girls' High Schools.....	1	.....	1
Household Science and Arts: Supervisor and Teachers, .....	.....	73	73
Kindergartens: 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
Special Classes: Medical Inspector.....	1	.....	1
Substitutes: Supervisor.....	.....	1	1
Totals.....	24	120	144

NORMAL, LATIN, AND HIGH SCHOOLS.

Semi-annual Returns to June 30, 1907.

SCHOOLS.	AVERAGE NUMBER OF PUPILS BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Normal.....	1	233	234	1	229	230	4	98
Public Latin.....	568	.....	568	545	.....	545	23	96
Girls' Latin.....	.....	392	392	.....	367	367	25	94
Brighton High.	67	196	263	64	181	245	18	93
Charlestown High.....	65	181	246	59	170	229	17	93
Dorchester High.....	326	784	1,110	303	724	1,027	83	93
East Boston High.....	112	232	344	105	216	321	23	93
English High.....	903	.....	903	843	.....	843	60	93
Girls' High.....	.....	1,049	1,049	.....	971	971	78	93
High School of Commerce,	126	.....	126	120	.....	120	6	95
Mechanic Arts High.....	672	.....	672	651	.....	651	21	97
Roxbury High.....	115	462	577	109	427	536	41	93
South Boston High.....	147	325	472	136	306	442	30	94
West Roxbury High.....	90	294	384	83	270	353	31	92
Totals.....	3,192	4,148	7,340	3,019	3,861	6,880	460	94

Graduates, June 30, 1907.

SCHOOLS.	REGULAR COURSE.		FOUR YEARS' COURSE.		Totals.
	Men.	Women.	Men.	Women.	
Normal.....	1	126	.....	.....	127
Public Latin.....	47	.....	.....	.....	47
Girls' Latin.....	.....	39	.....	.....	39
Brighton High.....	16	52	5	18	91
Charlestown High.....	6	26	1	20	53
Dorchester High.....	53	135	22	64	274
East Boston High.....	16	35	11	13	75
English High.....	161	.....	66	.....	227
Girls' High.....	.....	205	.....	64	269
Mechanic Arts High.....	160	.....	51	.....	211
Roxbury High.....	20	97	10	30	157
South Boston High.....	30	68	16	31	145
West Roxbury High.....	17	49	11	17	94
Totals	527	832	193	257	1,809

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1907.

STATISTICS.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.
	Normal.....	102	127	229	1	5	33	76	54	60
Public Latin.....	65	72	51	111	61	49	130	539	.....	14	37	93	101	129	87	42	31	5	.....
Girls' Latin.....	30	32	58	68	54	41	92	375	4	17	35	60	77	70	54	37	18	3	.....
Brighton High.....	80	71	73	27	.....	.....	.....	251	.....	.....	2	19	62	64	58	34	9	2	1
Charlestown High.....	113	61	32	26	.....	.....	.....	232	.....	.....	6	31	50	59	47	28	9	1	1
Dorchester High.....	430	302	207	112	.....	.....	.....	1,031	.....	2	11	81	235	298	210	135	43	12	4
East Boston High.....	148	96	50	32	.....	.....	.....	326	.....	2	12	41	84	83	72	20	6	5	1
English High.....	320	208	186	117	.....	.....	.....	831	.....	.....	20	80	175	196	163	98	61	25	13
Girls' High.....	452	260	211	72	.....	.....	.....	905	.....	.....	15	86	228	291	206	119	38	9	3
High School of Commerce.....	82	16	19	.....	.....	.....	.....	117	.....	.....	.....	9	23	49	24	8	4	.....	.....
Mechanic Arts High.....	250	195	158	52	.....	.....	.....	655	.....	.....	3	31	104	162	156	128	50	16	5
Roxbury High.....	261	141	105	43	.....	.....	.....	550	.....	.....	9	37	104	159	122	80	33	4	2
South Boston High.....	176	107	104	54	.....	.....	.....	441	.....	1	12	45	97	119	80	58	24	8	2
West Roxbury High.....	159	102	72	33	.....	.....	.....	366	.....	.....	7	22	92	119	68	34	21	3	.....
Totals.....	2,648	1,790	1,326	747	115	90	222	6,938	4	36	169	635	1,432	1,799	1,352	849	423	147	92

NORMAL, LATIN, AND HIGH SCHOOLS.
Number and Rank of Teachers, Number of Pupils to a Teacher, excluding Principal, June 30, 1907.

SCHOOLS.	Head Masters.	Masters.	Junior Masters.	Assistant Principals.	Assistants.	Instructors.	Assistant Instructors.	Special Instructors.	Special Assistant Instructors.	Whole Number of Teachers.	Average Number of Pupils.	Average Number of Pupils to a Teacher, excluding Principal.
	1	2	8	1	11	1	1	1	1	15	234	16.7
Normal.....	1	2	8	1	11	1	1	1	1	15	234	16.7
Public Latin.....	1	12	8	1	10	1	1	1	1	21	568	28.4
Girls' Latin.....	1	1	1	1	7	1	1	1	2	13	392	30.2
Brighton High.....	1	1	1	1	7	1	1	1	2	13	263	21.9
Charlestown High.....	1	1	1	1	7	1	1	1	2	12	246	22.4
Dorchester High.....	1	2	5	1	19	2	4	5	39	39	1,110	29.2
East Boston High.....	1	2	1	1	8	1	3	1	16	344	22.9	
English High.....	1	15	11	1	1	1	2	2	32	903	29.1	
Girls' High.....	1	2	1	1	27	1	2	2	6	39	1,049	27.6
High School of Commerce.....	1	1	3	1	1	1	1	1	6	6	126	25.2
Mechanic Arts High.....	1	5	6	1	14	5	4	2	23	23	672	30.5
Roxbury High.....	1	2	2	1	11	1	1	3	2	26	577	23.1
South Boston High.....	1	2	1	1	11	1	1	2	2	20	472	24.8
West Roxbury High.....	1	2	1	1	10	1	2	2	1	16	384	25.6
Totals, Latin and High Schools.....	12	48	38	5	113	6	9	22	23	276	7,106	26.9

ELEMENTARY SCHOOLS.

Semi-annual Returns, June 30, 1907.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Adams	683	596	1,279	621	535	1,156	123	90
Agassiz	1,042	358	1,400	969	324	1,293	107	92
Bennett	547	470	1,017	513	430	943	74	93
Bigelow	1,188	243	1,431	1,120	214	1,334	97	93
Blackinton	519	474	993	482	434	916	77	92
Bowditch	313	988	1,301	232	920	1,202	99	92
Bowdoin	304	806	1,110	269	724	993	117	89
Brimmer	717	162	879	656	150	806	73	92
Bunker Hill	441	418	859	404	371	775	84	90
Chapman	599	628	1,227	559	579	1,138	89	93
Charles Sumner	509	497	1,006	474	456	930	76	92
Christopher Gibson	455	459	914	426	422	848	66	93
Comins	560	573	1,133	524	521	1,045	88	92
Dearborn	1,002	856	1,858	890	742	1,632	226	88
Dillaway	311	1,205	1,516	281	1,101	1,382	134	91
Dudley	1,262	324	1,586	1,147	287	1,434	152	90
Dwight	910	285	1,195	824	249	1,073	122	90
Edward Everett	661	631	1,292	617	581	1,198	94	93
Eliot	1,649	345	1,994	1,557	316	1,873	121	94
Emerson	638	601	1,239	583	544	1,127	112	91
Everett	206	886	1,092	183	801	984	108	90
Franklin	362	1,168	1,530	326	1,071	1,397	133	91
Frothingham	631	639	1,270	582	588	1,170	100	92
Gaston	217	1,025	1,242	200	934	1,134	108	91
George Putnam	564	578	1,142	522	524	1,046	96	92
Gilbert Stuart	456	389	845	408	341	749	96	89
Hancock	445	1,533	1,978	403	1,411	1,814	169	91
Harvard	520	514	1,034	476	475	951	83	92
Henry L. Pierce	504	514	1,018	457	463	920	98	90
Hugh O'Brien	1,007	573	1,580	940	527	1,467	113	93
Hyde	233	904	1,137	201	818	1,019	118	90
Jefferson	442	377	819	422	356	778	41	95
John A. Andrew	726	562	1,288	673	512	1,185	103	92

ELEMENTARY SCHOOLS.

Semi-annual Returns June 30, 1907. — Concluded.

SCHOOLS.	AVERAGE WHOLE NUMBER.			AVERAGE ATTENDANCE.			Average Absence.	Per cent. of Attendance.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Lawrence	903	205	1,108	839	183	1,022	86	92
Lewis	772	749	1,521	709	678	1,387	134	91
Lincoln	842	117	959	781	103	884	75	92
Longfellow	477	477	954	443	431	874	80	92
Lowell	635	587	1,222	597	538	1,135	87	93
Lyman	1,006	869	1,875	943	808	1,751	124	93
Martin	479	427	906	448	393	841	65	93
Mary Hemenway	645	674	1,319	585	613	1,198	121	91
Mather	1,066	929	1,995	973	839	1,812	183	91
Minot	351	386	737	320	345	665	72	90
Norcross	184	986	1,170	169	905	1,074	96	92
Oliver Hazard Perry	529	627	1,156	496	586	1,082	74	94
Oliver Wendell Holmes	819	795	1,614	742	721	1,463	151	91
Phillips	1,301	.....	1,301	1,227	.....	1,227	74	94
Phillips Brooks	966	932	1,898	890	854	1,744	154	92
Prescott	475	509	984	439	462	901	83	92
Prince	480	541	1,021	434	487	921	100	90
Quincy	932	265	1,197	840	236	1,076	121	90
Rice	624	99	723	565	85	650	73	90
Robert G. Shaw	354	339	693	324	305	629	64	91
Roger Wolcott	779	802	1,581	715	728	1,443	138	91
Sherwin	863	255	1,118	798	226	1,024	94	92
Shurtleff	170	719	889	158	670	828	61	93
Thomas Gardner	648	654	1,302	604	601	1,205	97	93
Thomas N. Hart	1,024	229	1,253	979	214	1,193	60	95
Warren	473	478	951	433	433	866	85	91
Washington	1,069	924	1,993	986	844	1,830	163	92
Washington Allston	439	411	850	407	380	787	63	93
Wells	693	1,601	2,294	645	1,503	2,148	146	94
William E. Russell	752	807	1,559	700	736	1,436	123	92
Winthrop	183	970	1,153	162	898	1,060	93	92
Totals	41,556	38,949	80,505	38,342	35,526	73,868	6,637	92

ELEMENTARY SCHOOLS.

Number of Pupils in each Grade, June 30, 1907.

SCHOOLS.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Thrd Grade.	Second Grade.	First Grade.	Special Class.	Disciplinary Class.	Whole Number.
Adams	44	95	36	101	108	155	117	149	187	283	....	....	1,275
Agassiz	94	129	126	235	165	211	.....	112	142	116	....	....	1,830
Bennett.....	85	97	93	107	105	105	.....	99	155	154	....	....	1,000
Bigelow	91	83	156	116	166	155	107	176	163	215	15	....	1,443
Blackinton	68	66	80	99	124	114	25	113	118	176	....	....	983
Bowditch.....	82	93	95	147	98	117	32	188	203	217	....	....	1,272
Bowdoin.....	44	51	68	82	128	99	51	144	173	274	14	....	1,128
Brimmer.....	40	54	72	88	94	134	75	102	115	129	....	....	903
Bunker Hill.....	42	38	75	99	98	99	26	111	124	136	....	....	848
Chapman	88	92	134	136	113	144	30	138	138	176	....	....	1,189
Charles Sumner.....	86	78	97	129	112	110	.....	134	145	130	....	....	1,021
Christopher Gibson..	91	84	102	101	131	127	.....	89	83	104	....	....	912
Comins.....	83	78	96	114	144	162	38	132	133	149	....	....	1,129
Dearborn.....	86	90	139	133	193	218	33	256	266	392	....	....	1,806
Dillaway	84	84	136	219	146	200	.....	178	196	234	....	....	1,477
Dudley	108	78	160	146	152	160	37	194	228	250	15	....	1,528
Dwight.....	75	78	94	114	103	104	38	131	179	225	15	....	1,156
Edward Everett.....	83	105	124	139	159	142	.....	146	151	208	....	....	1,257
Ellot.....	54	51	89	125	189	278	331	141	254	412	....	....	1,924
Emerson.....	75	83	108	137	135	140	41	141	166	184	....	....	1,210
Everett.....	58	72	108	108	130	132	29	133	131	178	....	....	1,079
Franklin.....	72	70	114	132	137	150	47	156	207	423	....	....	1,508
Frothingham	77	88	79	133	152	144	23	152	161	225	....	....	1,234
Gaston.....	78	91	147	154	168	159	.....	143	119	172	....	....	1,231
George Putnam.....	53	50	99	129	127	175	.....	164	163	180	....	....	1,140
Gilbert Stuart.....	50	98	111	55	106	102	.....	115	94	105	....	....	836
Hancock.....	62	57	93	123	142	194	267	209	274	483	....	....	1,904
Harvard.....	71	62	85	91	122	125	.....	140	145	208	....	....	1,049
Henry L. Pierce....	83	106	114	103	135	123	.....	113	118	159	....	....	1,054
Hugh O'Brien.....	85	96	141	205	215	223	.....	160	184	241	....	....	1,550
Hyde.....	46	87	95	106	135	155	70	136	144	160	15	....	1,149
Jefferson	42	78	78	96	93	61	.....	104	99	154	....	....	805
John A. Andrew....	67	88	128	143	186	134	36	158	152	181	....	....	1,273

ELEMENTARY SCHOOLS.

Number of Pupils in Each Grade, June 30, 1907. — Concluded.

SCHOOLS.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Ungraded.	Third Grade.	Second Grade.	First Grade.	Special Class.	Disciplinary Class.	Whole Number.
Lawrence.....	53	35	74	87	90	97	66	176	173	213	....	....	1,064
Lewis.....	153	133	192	151	186	145	.....	203	200	159	....	17	1,539
Lincoln.....	69	87	101	129	149	68	27	98	98	119	.....	....	945
Longfellow.....	86	42	96	110	137	74	.....	124	136	152	.....	....	957
Lowell.....	85	104	104	120	131	158	23	151	148	167	.....	....	1,191
Lyman.....	99	83	137	137	188	257	132	182	245	398	15	....	1,873
Martin.....	83	100	90	113	119	118	25	71	75	92	.....	....	886
Mary Hemenway....	127	110	133	161	144	163	.....	148	136	171	.....	....	1,293
Mather.....	145	156	198	247	218	189	27	248	264	342	.....	....	2,034
Minot.....	43	75	76	86	69	82	.....	77	81	124	.....	....	713
Norcross.....	44	61	104	106	107	108	80	159	194	207	.....	....	1,170
O. H. Perry.....	84	94	120	142	88	147	.....	159	127	179	.....	....	1,140
O. W. Holmes.....	176	153	168	194	177	183	.....	226	259	287	.....	....	1,823
Phillips.....	56	88	155	201	260	254	239	.....	.....	.....	.....	....	1,253
Phillips Brooks....	162	138	167	187	198	236	.....	234	228	314	.....	....	1,864
Prescott.....	49	47	91	108	114	155	.....	103	131	158	.....	....	956
Prince.....	96	87	99	110	156	102	17	125	118	151	.....	....	1,061
Quincy.....	34	35	49	106	100	147	88	167	204	222	.....	....	1,152
Rice.....	40	56	57	90	93	100	29	84	72	63	.....	....	684
Robert G. Shaw....	55	51	68	79	108	102	.....	73	79	81	.....	....	696
Roger Wolcott.....	109	122	140	192	184	177	.....	186	198	272	.....	....	1,580
Sherwin.....	48	44	93	93	143	154	38	145	173	196	.....	....	1,127
Shurtleff.....	59	91	90	96	67	105	48	96	101	113	.....	....	866
Thomas Gardner....	96	81	119	137	133	149	.....	153	189	211	.....	....	1,268
Thomas N. Hart....	79	71	83	133	132	159	.....	188	178	201	.....	....	1,224
Warren.....	48	80	67	85	124	150	.....	94	124	136	7	....	915
Washington.....	105	41	125	100	135	296	243	224	298	389	.....	....	1,956
Washington Allston,	71	68	94	142	60	122	.....	112	77	86	.....	....	832
Wells.....	76	99	121	180	111	193	117	330	391	596	.....	....	2,214
William E. Russell..	91	108	145	189	190	192	.....	207	215	226	.....	....	1,563
Winthrop.....	37	75	92	111	154	146	135	63	123	202	.....	....	1,138
Totals.....	4,905	5,265	6,920	8,267	8,776	9,579	2,787	9,363	10,345	13,260	96	17	79,580

ELEMENTARY SCHOOLS.

Pupils by Ages, June 30, 1907.

SCHOOLS.	Under Five Years.	Five Years.	Six Years.	Seven 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.	Whole Number.
Adams.....		59	136	136	144	153	161	120	124	123	78	33	8	....	....	1,275
Agassiz.....		16	87	96	124	153	167	149	177	171	118	43	24	3	2	1,330
Bennett.....		22	87	103	125	110	104	93	93	101	85	57	16	4	....	1,000
Bigelow.....		37	116	145	143	157	199	176	190	159	86	27	7	1	....	1,443
Blackinton.....		44	113	93	93	114	119	97	107	90	64	41	5	3	....	983
Bowditch.....		43	140	163	175	126	138	97	109	98	101	64	15	3	....	1,272
Bowdoin.....		46	144	141	161	136	94	109	95	86	73	23	13	7	....	1,128
Brimmer.....		33	69	86	97	84	111	100	121	86	67	33	15	1	....	903
Bunker Hill.....		34	79	92	96	87	99	100	102	71	53	19	11	5	....	848
Chapman.....		39	90	126	130	134	116	146	127	114	86	52	20	8	1	1,189
Charles Sumner... 1		24	111	92	132	110	119	101	89	97	80	41	20	4	....	1,021
Christopher Gib- son.....		26	63	82	74	107	116	102	93	98	62	62	22	4	1	912
Comins.....		32	104	106	127	116	136	121	141	126	73	41	4	2	....	1,129
Dearborn.....		53	202	231	248	173	204	173	188	169	92	55	16	2	....	1,806
Dillaway.....		49	142	160	179	141	174	156	139	158	90	59	18	12	....	1,477
Dudley..... 1		58	135	141	195	203	169	169	176	101	83	60	25	10	2	1,528
Dwight.....		43	116	135	136	103	135	107	115	123	70	47	19	3	4	1,156
Edward Everett... 36		120	130	151	136	142	131	129	113	99	53	14	3	....	1,257	
Elliot.....		56	186	187	214	180	205	225	223	224	128	77	19	....	....	1,924
Emerson.....		40	112	138	141	130	138	139	115	119	85	37	10	....	....	1,210
Everett.....		17	92	102	110	144	121	110	116	108	89	46	18	5	1	1,079
Franklin.....		67	158	191	184	172	165	143	150	125	85	52	11	3	2	1,508
Frothingham.....		49	154	131	135	149	136	119	114	122	77	31	13	3	1	1,234
Gaston.....		60	104	126	115	129	136	132	134	133	89	56	14	3	....	1,231
George Putnam... 19		114	128	146	132	148	128	89	100	73	43	16	4	....	....	1,140
Gilbert Stuart.... 20		69	77	103	103	87	97	93	97	61	26	3	....	....	....	836
Hancock.....		72	224	226	251	210	199	182	172	206	105	48	9	....	....	1,904
Harvard.....		59	110	111	115	126	110	115	102	84	68	38	11	....	....	1,049
Henry L. Pierce... 32		115	120	102	111	114	107	82	90	83	64	23	11	....	....	1,054
Hugh O'Brien.... 56		130	138	128	178	206	184	182	149	117	65	14	3	....	....	1,550
Hyde.....		20	100	93	133	128	124	127	118	125	89	56	23	12	1	1,149
Jefferson.....		32	104	71	60	94	87	90	87	69	56	44	9	1	1	805
John A. Andrew... 40		107	147	128	133	139	143	137	151	94	37	14	8	....	....	1,273

ELEMENTARY SCHOOLS.

Pupils by Ages, June 30, 1907. — Concluded.

SCHOOLS.	Under Five Years.	Five Years.	Six Years.	Seven 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.	Whole Number.
Lawrence		46	133	141	120	136	114	113	85	103	48	20	5	....	....	1,064
Lewis		24	144	168	164	177	160	165	151	148	120	90	24	4	....	1,539
Lincoln		27	81	80	93	119	120	122	109	100	63	22	5	4	....	945
Longfellow		31	92	87	114	108	111	121	89	93	70	30	8	3	....	957
Lowell		23	97	114	145	154	117	140	134	133	72	47	10	4	1	1,191
Lyman		67	238	199	204	211	213	201	180	176	134	43	6	1	....	1,873
Martin		13	58	66	66	93	105	96	91	110	77	63	33	15	....	886
Mary Hemenway		34	82	115	111	110	146	153	162	153	118	74	33	2	....	1,293
Mather		64	236	218	202	225	231	214	193	210	148	67	19	7	....	2,034
Minot		26	61	63	74	84	65	82	86	77	59	28	5	3	....	713
Norcross		54	120	127	139	114	161	145	115	124	56	14	1	....	....	1,170
Oliver Hazard Perry		38	133	118	132	144	130	115	93	95	84	46	10	2	....	1,140
Oliver Wendell Holmes		75	203	217	210	186	163	157	162	175	125	105	37	5	3	1,823
Phillips .....		....	....	....	23	127	182	211	230	192	183	77	19	7	2	1,253
Phillips Brooks		56	198	227	210	228	194	199	160	160	146	57	26	3	....	1,864
Prescott		36	93	94	116	104	112	104	87	99	65	29	12	5	....	956
Prince		26	83	96	106	126	108	108	109	109	107	54	25	4	....	1,061
Quincy	2	42	148	136	144	149	122	107	98	112	53	26	8	4	1	1,152
Rice		8	40	41	71	79	88	87	80	73	76	30	11	....	....	684
Robert G. Shaw		13	39	92	62	73	73	86	75	80	58	27	14	4	....	696
Roger Wolcott	1	60	161	183	167	184	161	149	163	153	93	72	32	1	....	1,580
Sherwin		41	102	124	130	149	142	123	97	118	61	32	6	1	1	1,127
Shurtleff		21	53	84	80	109	93	105	89	103	77	34	15	3	....	866
Thomas Gardner		47	129	157	139	131	109	151	137	140	75	38	11	4	....	1,268
Thomas N. Hart		26	150	166	160	129	131	125	93	106	87	37	13	1	....	1,224
Warren		20	99	88	101	108	114	107	88	90	53	29	13	4	1	915
Washington		76	203	211	246	226	238	192	208	172	121	43	14	5	1	1,956
Washington Allston		14	59	70	94	114	88	102	106	86	60	29	9	1	....	832
Wells		140	317	356	307	238	182	154	176	131	124	63	25	1	....	2,214
William E. Russell		45	169	173	184	172	160	179	164	130	115	51	19	2	....	1,563
Winthrop		53	94	83	104	93	138	137	155	122	100	44	14	1	....	1,138
Totals	5	2,579	7,748	8,338	8,313	8,368	8,889	8,538	8,134	7,859	5,587	2,951	961	224	26	79,580

ELEMENTARY SCHOOLS.

Number and Rank of Teachers; Number of Pupils to a Teacher, Excluding Principal, June 30, 1907.

SCHOOLS.	Masters.	Sub-Masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants.	Special Classes.	Number of Teachers.	Average Number of Pupils.	Average Number of Pupils to a Teacher, excluding Principal.
Adams	1	1	1	1	1	.....	23	.....	28	1,279	47.4
Agassiz	1	3	1	.....	1	.....	24	.....	30	1,400	48.3
Bennett	1	2	1	.....	1	.....	18	.....	23	1,017	46.2
Bigelow	1	1	1	1	1	.....	27	1	33	1,431	44.7
Blackinton	1	2	1	.....	.....	.....	19	.....	23	993	45.1
Bowditch.....	1	.....	1	1	2	.....	23	.....	28	1,301	48.2
Bowdoin.....	1	.....	1	1	1	.....	21	.....	25	1,110	46.3
Brimmer	1	2	1	.....	1	.....	16	.....	21	879	44.0
Bunker Hill.....	1	1	1	1	1	.....	16	.....	21	859	43.0
Chapman.....	1	1	1	1	1	.....	23	.....	28	1,227	45.4
Charles Sumner.....	1	1	1	1	2	.....	17	.....	23	1,006	45.7
Christopher Gibson...	1	1	1	.....	1	.....	15	.....	19	914	50.8
Comins	1	1	1	1	1	.....	19	.....	24	1,133	49.3
Dearborn....	1	1	1	1	2	.....	34	.....	40	1,858	47.6
Dillaway....	1	.....	1	1	3	.....	27	.....	33	1,516	47.4
Dudley.....	1	2	.....	1	2	.....	28	1	35	1,586	46.6
Dwight.....	1	2	1	.....	2	.....	21	1	28	1,195	44.3
Edward Everett.....	1	1	1	1	1	.....	22	.....	27	1,292	49.7
Elliot.....	1	3	1	.....	2	1	37	.....	45	1,994	45.3
Emerson.....	1	1	1	1	1	.....	22	.....	27	1,239	47.7
Everett.....	1	.....	1	1	1	.....	21	.....	25	1,092	45.5
Franklin.....	1	.....	1	1	2	.....	29	.....	34	1,530	46.4
Frothingham.....	1	1	1	1	1	.....	23	.....	28	1,270	47.0
Gaston.....	1	.....	1	1	1	.....	22	.....	26	1,242	49.7
George Putnam.....	1	1	1	.....	1	.....	21	.....	25	1,142	47.6
Gilbert Stuart.....	1	1	1	.....	1	.....	15	.....	19	845	46.9
Hancock	1	.....	1	.....	2	1	43	.....	48	1,983	42.0
Harvard.....	1	1	1	1	2	.....	17	.....	23	1,034	47.0
Henry L. Pierce.....	1	1	1	1	2	.....	15	.....	21	1,018	50.9
Hugh O'Brien.....	1	2	1	1	1	1	27	.....	34	1,580	47.9
Hyde.....	1	.....	.....	1	1	.....	23	1	27	1,137	43.7
Jefferson.....	1	1	1	.....	.....	.....	15	.....	18	819	48.1
John A. Andrew.....	1	1	1	1	1	.....	24	.....	29	1,288	46.0

ELEMENTARY SCHOOLS.

Number and Rank of Teachers, etc., June 30, 1907.—Concluded.

SCHOOLS.	Masters.	Sub-Masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants.	Special Classes.	Number of Teachers.	Average Number of Pupils.	Average Number of Pupils to a Teacher, excluding Principal.
Lawrence	1	1	1	.....	2	.....	20	.....	25	1,108	46.2
Lewis.....	1	2	1	.....	1	1	29	* 1	36	1,521	43.5
Lincoln.....	1	2	1	.....	1	.....	17	.....	22	959	45.7
Longfellow.....	1	1	1	1	.....	.....	17	.....	21	954	47.7
Lowell.....	1	1	1	1	2	.....	21	.....	27	1,222	47.0
Lyman	1	2	1	1	2	1	33	1	42	1,875	45.7
Martin.....	1	1	1	1	1	.....	15	.....	20	906	47.7
Mary Hemenway.....	1	2	1	1	1	.....	23	.....	29	1,319	47.1
Mather.....	1	2	1	1	2	.....	37	.....	44	1,995	46.4
Minot.....	1	1	1	.....	1	.....	12	.....	16	737	49.1
Norcross.....	1	.....	1	1	2	.....	20	.....	25	1,170	48.7
Oliver Hazard Perry..	1	1	1	1	1	.....	20	.....	25	1,156	48.1
Oliver Wendell Holmes	1	1	1	1	2	.....	31	.....	37	1,614	44.8
Phillips	1	3	1	.....	1	.....	22	.....	28	1,301	48.2
Phillips Brooks.....	1	2	1	1	2	.....	34	.....	41	1,898	47.5
Prescott	1	1	1	.....	1	.....	18	.....	22	984	46.9
Prince	1	1	1	.....	1	.....	20	.....	24	1,021	44.4
Quincy	1	2	1	.....	1	.....	20	.....	25	1,197	49.9
Rice	1	2	1	1	1	.....	11	.....	17	723	45.2
Robert G. Shaw.....	1	1	1	1	.....	.....	12	.....	16	693	46.2
Roger Wolcott.....	1	2	1	1	2	.....	27	.....	34	1,581	47.9
Sherwin	1	2	1	.....	1	1	20	.....	26	1,118	44.7
Shurtleff.....	1	.....	1	1	1	.....	17	.....	21	889	44.5
Thomas Gardner.....	1	2	1	.....	.....	.....	25	.....	29	1,302	46.5
Thomas N. Hart.....	1	2	1	.....	2	.....	20	.....	26	1,253	50.1
Warren.....	1	1	1	1	.....	1	18	1	24	951	41.3
Washington.....	1	1	1	1	1	1	38	.....	44	1,993	46.3
Washington Allston...	1	1	1	.....	1	.....	15	.....	19	850	47.2
Wells	1	.....	1	1	3	.....	44	.....	50	2,294	46.8
William E. Russell....	1	1	1	1	1	.....	29	.....	34	1,559	47.2
Winthrop.....	1	.....	1	1	1	.....	22	.....	26	1,153	46.1
Totals.....	64	76	62	41	81	8	1,454	7	1,793	80,505	46.6

*Teacher of Disciplinary Class.

KINDERGARTENS.

Semi-annual Returns, June 30, 1907.

DISTRICTS.	Number of 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	66	65	131	41	43	84	47	64	53	81	134
Agassiz.....	4	45	58	103	33	43	76	27	74	32	62	94
Bennett.....	3	44	50	94	35	38	73	21	78	28	65	93
Blackinton....	4	54	47	101	41	36	77	24	76	51	52	103
Bowditch.....	4	47	48	95	39	38	77	18	81	34	60	94
Bowdoin.....	4	57	60	117	32	38	70	47	60	70	54	124
Brimmer.....	2	35	20	55	24	12	36	19	65	15	15	30
Bunker Hill...	2	28	27	55	19	16	35	20	64	28	27	55
Chapman.....	4	48	50	98	37	37	74	24	76	67	51	118
Chas. Sumner,	4	51	59	110	41	46	87	24	79	60	68	128
Chris. Gibson,	2	22	25	47	17	18	35	12	74	23	27	50
Comins.....	7	110	84	194	85	63	148	46	76	59	148	207
Dearborn.....	2	32	29	61	25	22	47	14	77	28	33	61
Dillaway.....	4	52	43	95	41	34	75	20	79	35	59	94
Dudley.....	4	53	42	95	38	29	67	28	71	51	42	93
Dwight.....	4	45	55	100	34	42	76	24	76	44	50	94
Edw. Everett..	2	23	30	53	19	22	41	12	77	5	49	54
Ellot.....	4	51	42	93	42	31	73	20	78	31	59	90
Emerson.....	2	30	31	61	25	20	45	16	74	15	50	65
Everett.....	2	27	21	48	18	14	32	16	67	13	33	46
Franklin.....	2	28	24	52	23	19	42	10	81	21	29	50
Frothingham..	2	26	29	55	23	24	47	8	85	30	28	58
Gaston.....	2	30	22	52	24	19	43	9	83	24	27	51
Geo. Putnam..	2	31	22	53	26	18	44	9	83	20	36	56
Gilbert Stuart,	3	45	44	89	29	31	60	29	67	61	39	100
Hancock	10	124	138	262	97	108	205	57	78	121	131	252
Harvard.....	4	45	53	98	35	42	77	21	79	62	42	104
H. L. Pierce ..	4	45	42	87	34	30	64	23	74	54	41	95
Hugh O'Brien,	4	56	53	109	48	45	93	16	85	62	55	117
Hyde.....	2	27	33	60	22	25	47	13	78	26	33	59
Jefferson.....	4	39	54	93	30	43	73	19	78	48	59	107
J. A. Andrew,	2	23	26	49	17	19	36	13	73	6	45	51

KINDERGARTENS.

Semi-annual Returns, June 30, 1907. — Concluded.

DISTRICTS.	Number of 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	52	43	95	42	32	74	21	78	68	36	104
Lewis.....	5	75	59	134	58	44	102	32	76	56	72	128
Lincoln.....	2	32	22	54	24	16	40	14	74	24	29	53
Longfellow ...	2	33	24	57	25	19	44	13	77	11	43	54
Lowell.....	4	52	58	110	41	45	86	24	78	51	64	115
Lyman.....	8	99	99	198	80	78	158	40	80	90	112	202
Martin.....	3	35	37	72	29	31	60	12	83	55	35	90
Mary Hemenway.....	3	50	46	96	40	34	74	22	77	32	69	101
Mather.....	4	59	50	109	45	35	80	29	74	47	72	119
Minot.....	1	35	19	54	22	11	33	21	61	16	42	58
Norcross.....	2	21	19	40	19	17	36	4	90	29	19	48
Oliver Hazard Perry.....	2	28	28	56	23	26	49	7	88	8	45	53
Oliver Wendell Holmes.....	4	66	56	122	51	43	94	28	77	85	61	146
PhillipsBrooks	5	58	69	127	45	53	98	29	77	65	59	124
Prescott.....	2	29	29	58	21	20	41	17	71	16	41	57
Prince.....	2	18	24	42	14	18	32	10	76	24	50	74
Quincy.....	4	47	58	105	39	48	87	18	83	60	54	114
Rice.....	2	23	14	37	18	9	27	10	73	15	25	40
Robert G. Shaw	3	32	39	71	25	28	53	18	75	28	49	77
Roger Wolcott,	5	68	54	122	50	36	86	36	70	57	76	133
Sherwin.....	4	58	54	112	47	41	88	24	79	65	53	118
Shurtleff.....	3	51	42	93	39	31	70	23	75	33	58	91
Thomas Gardner.....	5	66	69	135	48	51	99	36	73	66	75	141
Thos. N. Hart,	4	67	35	102	56	28	84	18	82	44	61	105
Warren.....	4	48	51	99	36	35	71	28	72	22	75	97
Washington...	4	55	56	111	42	33	75	36	68	40	66	106
Washington Allston.....	2	20	25	45	16	20	36	9	80	15	32	47
Wells.....	6	99	68	167	80	52	132	35	79	51	115	166
William E. Russell.....	2	23	20	43	19	16	35	8	81	16	26	42
Winthrop.....	1	26	16	42	16	12	28	14	67	21	21	42
Totals.....	211	2,864	2,709	5,573	2,204	2,027	4,231	1,342	76	2,487	3,285	5,772

ELEMENTARY SCHOOLS.

Graduates. — June, 1907.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams.....	35	34	69	Lawrence.....	53	.....	53
Agassiz.....	75	20	95	Lewis.....	63	90	153
Bennett.....	47	36	83	Lincoln.....	68	.....	68
Bigelow.....	91	.....	91	Longfellow.....	39	42	81
Blackinton.....	35	33	68	Lowell.....	44	40	84
Bowditch.....	.....	82	82	Lyman.....	50	49	99
Bowdoin.....	.....	46	46	Martin.....	40	39	79
Brimmer.....	41	.....	41	Mary Hemenway.....	59	66	125
Bunker Hill.....	18	24	42	Mather.....	79	67	146
Chapman.....	44	44	88	Minot.....	20	23	43
Charles Sumner.....	38	44	82	Norcross.....	.....	44	44
Christopher Gibson..	40	52	92	Oliver Hazard Perry..	30	51	81
Comins.....	41	44	85	Oliver Wendell Holmes	93	88	181
Dearborn.....	50	36	86	Phillips.....	56	.....	56
Dillaway.....	.....	84	84	Phillips Brooks.....	75	91	166
Dudley.....	106	.....	106	Prescott.....	19	30	49
Dwight.....	75	.....	75	Prince.....	41	61	102
Edward Everett.....	42	40	82	Quincy.....	33	.....	33
Elliot.....	54	.....	54	Rice.....	40	.....	40
Emerson.....	29	46	75	Robert G. Shaw.....	30	26	56
Everett.....	.....	58	58	Roger Wolcott.....	42	66	108
Franklin.....	.....	63	63	Sherwin.....	48	.....	48
Frothingham.....	33	44	77	Shurtleff.....	.....	61	61
Gaston.....	.....	78	78	Thomas Gardner.....	36	57	93
George Putnam.....	25	28	53	Thomas N. Hart.....	80	.....	80
Gilbert Stuart.....	23	19	42	Warren.....	19	27	46
Hancock.....	.....	58	58	Washington.....	48	50	98
Harvard.....	29	42	71	Washington Allston..	29	42	71
Henry L. Pierce.....	36	52	88	Wells.....	.....	76	76
Hugh O'Brien.....	87	45	82	William E. Russell...	37	53	90
Hyde.....	.....	43	43	Winthrop.....	.....	44	44
Jefferson.....	50	31	81	Horace Mann.....	4	3	7
John A. Andrew....	31	36	67	Totals.....	2,400	2,548	4,948

EVENING SCHOOLS.

October, 1906 — March, 1907.

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, except Principal.
				Boys.	Girls.	Total.		
Central High :								
*Division I	56	1,636	847	445	281	726	29	26
*Division II	37	1,414	746	310	326	636	27	24
Charlestown High.....	79	656	357	90	104	194	10	22
East Boston High.....	79	751	318	97	82	179	9	22
Roxbury High.....	79	1,543	690	151	155	306	17	19
South Boston High.....	75	1,514	559	171	194	365	36	24
Bigelow.....	97	3,149	1,350	226	412	638	33	20
Bowdoin.....	97	991	660	.....	431	431	24	19
Ellot.....	97	1,571	674	548	.....	548	33	17
Franklin	97	1,333	666	233	215	448	23	20
Hancock	97	1,380	540	136	306	442	25	18
Lincoln	97	486	205	60	55	115	8	6
Lyman.....	97	891	462	194	136	330	20	17
Mather.....	97	496	183	55	54	109	9	14
Quincy.....	97	774	312	144	65	209	12	19
Sherwin.....	97	1,082	615	182	133	315	17	20
Warren.....	97	408	292	121	78	199	11	20
Washington Allston....	95	368	173	100	51	151	10	17
Wells	97	1,392	632	451	.....	451	25	19
Totals.....	1,664	21,835	10,281	3,714	3,078	6,792	358	20

* Division I. met Monday, Wednesday, and Friday evenings; and Division II. met Tuesday and Thursday evenings.

EVENING DRAWING SCHOOLS.

October, 1906 — March, 1907.

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 except Principal.
				Boys.	Girls.	Total.		
Charlestown	58	200	125	63	3	66	4	22
Design	37	66	49	12	17	29	2	29
East Boston.....	58	199	96	61	4	65	4	22
Mechanic Arts.....	58	260	127	110	1	111	6	22
Roxbury.....	58	399	160	122	14	136	8	19
Warren avenue.....	58	186	113	41	27	68	5	17
Totals.....	327	1,244	670	409	66	475	29	21

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 .....	.....	.....	.....	.....	.....	.....	.....
Elementary Schools.	Ninth Grade .. {	Boys.	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....
	Eighth Grade. {	Boys.	.....	.....	.....	.....	.....	.....
		Girls.	.....	.....	.....	.....	.....	.....
	Seventh Grade {	Boys.	.....	.....	.....	.....	.....	3
		Girls.	.....	.....	.....	.....	.....	.....
	Sixth Grade .. {	Boys.	.....	.....	.....	.....	.....	45
		Girls.	.....	.....	.....	.....	1	61
	Fifth Grade... {	Boys.	.....	.....	.....	.....	1	31
		Girls.	.....	.....	.....	.....	.....	17
	Fourth Grade. {	Boys.	.....	.....	.....	.....	6	396
		Girls.	.....	.....	.....	.....	10	470
	Ungraded {	Boys.	.....	.....	.....	1	2	44
		Girls.	.....	.....	.....	.....	6	33
	Third Grade .. {	Boys.	.....	.....	.....	5	479	1,917
	Girls.	.....	.....	.....	16	493	1,819	
Second Grade. {	Boys.	.....	.....	5	620	2,267	1,679	
	Girls.	.....	.....	1	607	2,146	1,458	
First Grade... {	Boys.	.....	5	1,373	3,333	1,579	486	
	Girls.	.....	.....	1,200	3,163	1,348	456	
Special Classes {	Boys.	.....	.....	.....	1	1	3	
	Girls.	.....	.....	.....	2	.....	3	
Disciplinary Class... {	Boys.	.....	.....	.....	.....	.....	.....
	Girls.	.....	.....	.....	.....	.....	.....
	Totals .....	.....	5	2,579	7,748	8,338	8,813	8,868
Kinder- gartens.	All Classes.... {	Boys.	121	1,118	1,502	184	11	.....
		Girls.	144	1,104	1,365	217	6	.....
	Totals .....	.....	265	2,222	2,867	401	17	.....
Totals by Ages ...			265	2,222	5,446	8,149	8,355	8,813	8,868

TO AGE AND TO GRADE, JUNE 30, 1907.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years and over.	Totals.
.....	.....	14	37	93	101	129	87	42	36	539
.....	4	17	35	60	77	70	54	37	21	375
.....	4	31	72	153	178	199	141	79	57	914

.....	.....	.....	.....	.....	.....	18	56	72	115	261
.....	.....	.....	.....	.....	.....	15	74	130	88	307
.....	.....	.....	.....	3	29	101	190	136	80	539
.....	.....	.....	.....	2	29	159	248	173	67	678
.....	.....	.....	1	26	130	227	162	83	19	648
.....	.....	.....	2	37	201	346	228	73	24	911
.....	.....	3	45	173	336	291	101	36	17	1,002
.....	.....	2	49	241	529	442	147	34	5	1,449
.....	.....	5	97	482	1,254	1,599	1,206	737	415	5,795

.....	5	102	411	813	704	278	63	9	.....	2,385
.....	2	51	354	865	798	343	99	8	.....	2,520
7	79	355	850	753	349	85	13	2	.....	2,493
5	52	357	961	847	422	106	20	2	.....	2,772
70	427	1,050	1,076	587	192	45	8	1	.....	3,459
47	463	1,044	1,094	566	180	49	8	.....	3,461	
457	1,266	1,208	845	300	56	11	2	3	.....	4,193
493	1,294	1,188	728	242	56	9	2	.....	4,074	
1,428	1,298	791	421	141	23	6	3	.....	4,585	
1,388	1,218	652	321	99	21	3	1	.....	4,191	
1,457	772	394	208	54	19	4	1	.....	5,010	
1,370	691	324	124	43	14	1	.....	.....	4,569	
296	335	301	224	149	63	10	1	1	.....	1,553
247	251	247	183	115	37	10	3	.....	.....	1,234
648	167	37	17	.....	1	.....	.....	.....	.....	4,857
572	140	47	15	2	1	.....	.....	.....	.....	4,506
155	30	9	1	1	.....	.....	.....	.....	.....	5,385
172	22	6	.....	.....	.....	.....	.....	.....	.....	4,957
35	9	4	2	.....	.....	.....	.....	.....	.....	6,963
24	4	4	2	.....	.....	.....	.....	.....	.....	6,297
6	8	10	10	1	.....	.....	.....	.....	.....	45
12	4	6	8	4	5	1	.....	.....	.....	51
.....	1	7	4	5	.....	.....	.....	.....	.....	17
8,880	8,538	8,194	7,850	5,587	2,951	961	224	26	.....	79,580

.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,936
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,836
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,772
8,880	8,542	8,230	8,028	6,222	4,383	2,759	1,571	842	472	92,061

SCHOOL DOCUMENT NO. 13—1907

TWENTY-SEVENTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC SCHOOLS

OF THE

CITY OF BOSTON

JULY, 1907



BOSTON
MUNICIPAL PRINTING OFFICE
1907



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BOSTON, MASS., July, 1907.

To the School Committee :

I submit herewith the twenty-seventh annual report of the Superintendent of Schools, that for the school year 1906-07.* It is chiefly devoted to a discussion of those items of educational progress in which the public will be most interested.

Respectfully submitted,

STRATTON D. BROOKS,
Superintendent of Public Schools.

* Prior to 1881 the reports of the superintendent were issued semi-annually, the last of which, number thirty-seven, was dated March 1, 1880. Annual reports have been issued in March of each year from 1881 to 1905, inclusive. The date of the annual report was then changed to July so that each report might cover the preceding school year.

REPORT.

Among the numerous school activities of the year 1906-07 that are worthy to be discussed in this report those have been selected that may be treated under the following topics :

- I. The unification of the teaching force.
- II. The improvement of the teaching force.
- III. The improvement of conditions under which teachers work.
- IV. Change of ideals of administration and supervision.
- V. Industrial education.
- VI. Co-operation with committees of citizens.
- VII. Greater attention to the physical welfare of the children.

I. THE UNIFICATION OF THE TEACHING FORCE.

The most important educational accomplishment of the year has been the unification of the teaching force for purposes of educational advancement. The schools of Boston have reached their present standards very largely by individual effort, and any attempt to bring about co-operative work has been looked upon with suspicion. There has been a feeling that system meant restriction, that it would produce uniformity, and that uniformity meant mediocrity. In place of this there has grown up a strong desire to co-operate in carrying forward all plans affecting the schools as a whole, a willingness to concede some fraction of

individual opinion in the interests of harmonious and united action, and an appreciation of the fact that the progress of Boston schools will be forwarded faster by concerted effort along a few well chosen lines than by individual effort in many different lines. This unification of the teaching force has been shown in many ways.

EIGHT GRADES FOR ELEMENTARY SCHOOLS.

1. Most conspicuous among these is the attitude of the elementary school principals towards the reduction of the course of study from nine to eight years. For many years this has been a topic of discussion, and the principals, with but few exceptions, have been opposed to the change. It is probable that this was the opinion of most of them at the beginning of the year, and that there are still many principals who doubt the wisdom of the action. Nevertheless the vigor with which the principals have entered into the problem of readjustment, and the skill with which the difficulties of reorganization have been met, will bring the eight-year course of study into effective operation much sooner than the most sanguine had hoped. It is a matter of congratulation that the year has demonstrated that the reputation for ultra conservatism that has attached to the elementary school principals of Boston since the time of Horace Mann is not a deserved one, and that by their warmth of co-operation and vigor of action they have demonstrated the possession of ability to accept a new system of administration and instruction and to put it into effective operation, thus showing themselves entitled to be considered as leaders of progressive education.

CHANGE OF IDEALS IN HIGH SCHOOL INSTRUCTION.

2. The rapidity with which the elementary school principals have carried forward the reorganization incident to the adoption of the eight-year course has shifted the chief difficulties of the situation to the high schools. The high schools have already had a serious problem to meet, as indicated by the fact that approximately one-fourth of the pupils attending the high schools did not find therein work of such a standard or of such a nature that they could perform it satisfactorily. If now and then a pupil should fail to do the work, it would perhaps be justifiable to say that he is not qualified to profit from high school instruction and that he should be excluded from school; but when twenty-five per cent. of all the pupils in the high schools of the city fail to do the work required, a course of exclusion cannot be successfully defended. These pupils are as justified in demanding high school instruction adapted to their needs as are the pupils who find it possible to do the work now offered.

The high school principals were already giving serious attention to this problem when it became evident that the difficulties were to be increased because of the necessary readjustments accompanying the adoption of the eight-year course in the elementary schools. For a year or two the high schools will need to receive pupils who have had part of the old course and part of the new, and even after the readjustment is complete the pupils entering the high schools will be younger than those now entering. For the consideration of these problems a committee of conference was appointed, consisting of the superintendent, the assistant superintend-

ents, the high school principals, five elementary school principals, and several high school and elementary school teachers. Many meetings were held, and the problems were discussed from the point of view of how the high schools will need to be modified in order to meet the needs of the pupils rather than how to make the pupils meet the present standards of the high schools. From these conferences it became evident that the essential thing is a sympathy of feeling, a clearness of understanding, and a harmony of action between the high school teachers on the one hand and the elementary school teachers on the other. It was decided, therefore, to have each principal of a high or elementary school discuss the problems with his teachers.

Later a general meeting was called, attended by the principals and teachers of high schools and by the principals and teachers of the upper classes of elementary schools. This meeting was addressed by one elementary school principal, one high school principal, and by the superintendent. As a result of the conferences of the committee and of the general meeting, a very much better understanding of the difficulties of the situation has been gained. There will be less hesitation on the part of elementary school principals to recommend the graduation of pupils who, on account of age and maturity, should be in a high school rather than an elementary school, less reason to criticise the non-sympathetic attitude of the high schools, less need to fear the statement that the pupils fail in the high schools because they have been poorly taught in the grades. On the part of the high school teachers there will be a better understanding of

the necessity of teaching the pupils what they need and can do rather than driving them from the school if they cannot comply with certain fixed standards; a better appreciation that the responsibility is upon them to make this adjustment, and that this responsibility is not to be avoided by claiming poor elementary school preparation; a greater belief that the "slow section" is not an annoyance, but an opportunity.

The problem is not solved; it is merely stated. What has been accomplished is that the conditions for its solution have been produced. So long as teachers feel that their own success is to be measured by the number of pupils that reach certain fixed and traditional standards of scholarship, they must of necessity look with doubt, if not displeasure, upon those who can not attain to those standards. What has been done is to point out clearly that the success of a teacher should be judged, and now will be judged, by her ability to provide work of such a nature that all the members of her class not grossly indolent can reach a satisfactory standard of achievement. To have twenty per cent. of a class fail to pass is full proof either that the work is not adapted to the class or that the teacher is inefficient, and yet in many classes the percentage of failures has risen to thirty-five or even to forty per cent. For the principal of the high school is the task of administering his school so that the teacher will have the greatest possible opportunity to attain to this ideal. What these adjustments should be we do not know, but with the high school principals and the high school teachers giving thoughtful attention to it, and with the sympathetic and helpful co-operation of elementary school

principals and teachers, there seems to be hope that a better articulation between the elementary and high schools will arise and that some progress will be made towards the necessary high school modifications.

REVISED COURSE OF STUDY FOR ELEMENTARY SCHOOLS.

3. The reduction of the elementary school period from nine to eight years rendered necessary a revision of the course of study. This revision was made under the general direction of the board of superintendents, but the work in the various subjects was done by special committees consisting of one or more assistant superintendents, directors, principals, and teachers. By this means a close co-operation between teachers and supervising officials was secured, the teachers furnishing a knowledge of details that only specialists in the subject could possess, and the supervising officials checking the enthusiasm of these specialists to the extent made necessary by the time limitations and the legitimate demands of other subjects. The enthusiasm with which these committees entered upon their work, the painstaking care with which the details were worked out, and the careful scrutiny given to each item by teachers of the highest success in that particular line, guarantee that the course of study is not something arbitrarily imposed by higher authority, but that it is the product of harmonious and co-operative effort on the part of all the educational forces concerned therewith.

In addition to this co-operation with a limited committee, a much broader invitation has been extended to each teacher to consider the course of study, not as a fixed and final body of regulations to be followed without comment, but rather as a

live and growing thing, the course of this growth to be in a large measure determined by the experience of the teachers. To this end the course is definitely marked tentative, and each teacher is invited to give earnest attention to its perfections and its defects, so that her advice and comment may have its due weight in causing desirable modifications.

REVISED LIST OF TEXT AND SUPPLEMENTARY BOOKS.

4. As a further illustration of the helpful co-operation of committees composed largely of teachers, attention should be called to the revision of the authorized list of text and supplementary books. This list has been in need of revision for many years. Books long since outlived have been retained upon the printed list, even tho no copies were purchased. The publishers have been anxious to have these books and others of inferior grade retained upon the Boston list, because it helped sell the books in other parts of the country. It has been considered a recommendation for a book to be upon the Boston list, and a false sympathy with publishers has caused many books to be retained, the appearance of which was no recommendation to Boston. The first task in revising the book list was to omit many books of doubtful value. It still remained to arrange the list in such a form that the points of weakness would be most readily detected and to supplement these weaknesses by the addition of desirable books. The secretary of the Board devised a most excellent arrangement. With this in hand many different committees of teachers gave attention to the lists of books in the different sub-

jects. One committee of primary teachers read every reading book on the list for the first three grades and examined all books submitted for adoption for those grades. As a result of nearly a year's work many unsatisfactory books were removed from the lists, and many desirable ones added. A similar committee gave consideration to the reading supplied for the upper grades. In both cases the grade for which a book has been found most satisfactory has been indicated. Committees of teachers have given similar attention to books for high schools, especially in French, Latin, German, and English. In order to make this of still greater value, a general invitation is extended to all teachers to report the results of their experience as to the adaptibility of each book to the grades specified, so that as the list is revised from year to year it will become more helpful to the inexperienced teacher in its suggestions as to the proper grades in which to use books, and so that it will eventually contain no book that it is not creditable to Boston to approve.

UNIFORMITY IN HIGH SCHOOL METHODS.

5. Successful efforts have been carried forward to bring the high school teachers of the same subject into some agreement as to what should constitute the main elements of the course in that subject. The differing courses in physics, chemistry, biology, etc., that existed in the high schools have rendered it difficult for the board of superintendents to set examinations for admission to the Normal School that would be equally difficult for pupils coming from the various schools. The assistant superintendents have conducted

a series of conferences with the teachers of each subject. In every case substantial progress towards agreement has been made, and in some subjects a complete formulation of topics to be taught in a given subject has been agreed upon by all the teachers concerned.

HEADS OF DEPARTMENTS IN HIGH SCHOOLS.

6. The problem of securing co-operative endeavor in the high schools will be greatly simplified when the reorganization providing heads of departments has been finally completed. Boston once had writing masters and grammar masters of equal rank in charge of its schools. Tho the administrative and educational advantages arising from making the grammar master responsible for the entire school were evidently great, yet for seventeen years after it was first proposed the writing masters succeeded in preventing this action. The present movement to establish heads of departments, tho having large administrative and educational advantages, naturally disturbs some individuals who fear that their own privileges, or their rank and prestige, may be affected. Fortunately the change has been possible without reducing the rank or decreasing the salary of any teacher in the service. The old system of teaching classes of the same grade — for example, first year French — without conference among the teachers, and by such different methods that the pupils could with great difficulty be placed the next year in the same section of the second year French, was so wasteful of energy that it is to be wondered why it endured so long. The establishment of heads of departments responsible for the major items of method and material in their departments

will ensure a greater co-operative effort within the same school, and render possible reasonable co-operation between schools. The creation of positions of different ranks and salary within the departments will furnish the possibility of promotion for the efficient. The creation of salaries higher than those previously paid gives to the most proficient a higher range of final attainment than has hitherto existed in the Boston high schools.

The selection of six teachers in each school who have demonstrated that they possess executive ability, their definite appointment to positions partially executive, and the addition of a small amount to their yearly salary (\$144 for men, \$216 for women) as compensation for these additional executive duties, is but giving open recognition to individuals who have in the past given freely of their time in assisting in the executive administration of the schools, and will without question render this service more effective. It is to be expected that there will be some disappointments when the announcements of promotions are made and that there will be some unrest and unfavorable comment until the readjustment is completed and the duties and responsibilities of heads of departments established by precedent and practice, but there is no doubt that the final result will be worthy of record as one of the most conspicuous examples of increased educational product brought about by co-operative effort and rendered possible by the creation of a suitable administrative system.

UNITING OF DRAWING AND MANUAL TRAINING.

7. Last year the regulations were so amended as to unite the departments of drawing and manual

training. This has been put into effect, and furnishes another strong illustration of the increase of co-operative effort that has characterized the school work of this year. The two bodies of teachers have found so much of common interest that they have even thus soon been welded most effectually into one. An extended understanding of the aims and purposes of each department has rendered unnecessary the duplication of work that formerly existed, and has furnished opportunity to extend the work of both without increasing the time allotment. The new department has been able to make many changes in the nature of the work attempted. These changes have met with the approval of the principals and teachers to such an extent that the possibilities of more effective work in both drawing and manual training have been greatly enhanced. Great credit is due the director and his assistants and to the teachers in the department for the conditions that exist.

EVENING SCHOOLS.

8. The appointment of a director of evening and vacation schools has rendered possible many improvements in the service. The details of these are discussed in the appended report of the director. Most important of them all is the spirit of common work for a common end that has been engendered in the principals and teachers in the many conferences that they have held with each other and with the director. In these conferences much has been done to show the possibilities of improvement along the lines of the two major problems of evening school work, viz., the bringing into the evening schools of those who leave

the elementary schools and the teaching of English to foreigners. There has arisen a broader conception of the magnitude of the problems confronting the evening schools and a clearer knowledge of the ways and means best adapted to the work to be undertaken. Service in the evening schools is better understood both by teachers and pupils to be a service of serious importance and grave responsibility rather than a mere "stop-gap" affair intended to supplement a meagre income or to tide over the period of waiting for a permanent appointment.

EXHIBIT AT THE JAMESTOWN EXPOSITION.

9. The Board accepted the invitation extended to the Boston schools to prepare an exhibit for the Jamestown Exposition. The preparation of this exhibit was undertaken by the teachers, and furnishes a very excellent illustration of the effectiveness of co-operative effort. A more detailed report of the exhibit has been made by the assistant superintendents in charge and appears on page 43.

NORMAL SCHOOL EXTENSION.

10. Last among the movements towards more harmonious and united educational efforts will be mentioned the extension of the influence of the Normal School. An effort has been made to bring the Normal School into closer touch with the general educational policies of the school system, and to make it a helpful agency in the work of improving the teaching force after entrance into the service as well as before. This has been done both by sending the Normal teachers out into the schools and by having

the directors of special subjects give instruction in the Normal School. Teachers from the Normal School have held meetings to discuss educational topics, for example, the course of study in arithmetic for primary grades. The director of kindergartens has given a course to pupils in the Normal School. The department of drawing and manual training has given assistance designed to prepare the pupils for service in the vacation schools. The supervisor of substitutes has met with the senior class often enough to get some estimate of the abilities and peculiar fitness of the pupils, and to give them some conception of the difficulties that they will meet as special assistants and substitutes. The director of evening and vacation schools has given instruction designed to assist the pupils in the mastering of the problems that will confront them as teachers in the evening school service. The year, therefore, has increased the co-operation of the Normal and the schools and has marked the beginning of an extension of the Normal School along lines that promise excellent results.

II. THE IMPROVEMENT OF THE TEACHING FORCE.

During the year considerable progress has been made along the lines of endeavor intended to provide the best possible teachers for entrance into the service and for their professional improvement after entrance upon the work of teaching.

ADMISSION TO THE NORMAL SCHOOL.

1. The quality of the preparatory work in the high schools demanded of pupils coming to the Normal School has been materially improved during the year.

The teachers of various subjects have met in conference with the assistant superintendents and have given careful attention to the subject matter and to the methods of instruction that should prevail in each subject, so that the pupils will be better prepared for entrance into the Normal School. In addition to this, the system of certificate admission has resulted in a very marked improvement in the standards of efficiency of the so-called Normal section in each high school. There is no longer a marked distinction in favor of the college preparatory section. It is evident that the Boston Normal School should demand pupils quite as efficient as those who are going to college, and this condition has been created by the system adopted.

MERIT SYSTEM OF APPOINTMENT.

2. By the operation of the merit system of appointment all teachers coming into the service have been selected from among the best available. The application of this system necessarily disappointed those who otherwise would have received appointment in the schools. While it is probable that in some cases a teacher better adapted to a particular school might have been secured from a position lower on the lists, it is evident that a school system receiving into its teaching force approximately one hundred fifty teachers per year will be better served if these teachers come from the top of the lists than if they are selected from the middle or bottom of the lists. In order to increase the opportunity of finding teachers adapted to the peculiar conditions of the various schools, the board of superintendents has found it expedient to increase the number of lists by rating in separate lists the holders of the grammar

school special certificate granted to college graduates who are also graduates of the Normal School.

In order that all graduates of the Normal School shall receive proper credit for the quality of their work as teachers, the number of reports of the work done by them in substitute and temporary positions and as special assistants has been considerably increased. For those who served in the vacation schools a year ago a record was kept and a report made indicating the quality of the service rendered. For those who served in the evening schools similar reports were made both by the principal of the school and by the director of evening and vacation schools. The principals of elementary schools have filed monthly reports indicating the quality of the service rendered by all teachers acting as special assistants, temporary teachers, and substitutes in their schools. The supervisor of substitutes has likewise given careful attention to the quality of the work rendered by each and has submitted a report thereof. All of these reports were carefully considered by the board of superintendents in re-rating candidates, and were supplemented by such personal visits as the assistant superintendents had been able to make.

The re-rating of Normal graduates has been based upon full information of the quality and character of the work done by them, and has been carefully and deliberately done by the board of superintendents. While it is probably true that there is no very great difference between candidates appearing approximately at the same place upon the list, it is unquestionably true that the upper third of the list has demonstrated its superiority to either the middle or

the lower third. It is especially interesting to notice that many young women have by superior ability as teachers raised themselves very materially in the rating. It is of equal value to the schools that other young women, who were originally rated high on account of their scholastic attainments, have shown themselves unequal to the demands placed upon them in the school-room and have been very materially lowered. While we must all sympathize with the girl who fails to get an appointment, we must not forget that if she had been appointed some other girl of greater ability and more satisfactory service as a teacher could not have been appointed.

CERTIFICATE REQUIREMENTS.

3. The certificate requirements have been thoroughly codified by the secretary of the Board, and new regulations have been adopted providing for new grades of certificates. Provision has been made for the separation of Normal School certificates from high school certificates, because the qualifications required for instruction in the Normal School cannot be met under the groups most desirable for high school positions. There has also been provision made for the granting of evening school certificates, because it was found that the needs of the evening schools could not be best met by requiring the teachers therein to obtain certificates under the same conditions as those granted for regular day school work.

SUPERVISOR OF SUBSTITUTES.

4. The purpose of the appointment of the supervisor of substitutes was discussed in last year's

report. The results of the year's work have quite exceeded all expectations. The creation of this office has been of very great service to the teaching force, both directly thru the amount of advice and assistance that the supervisor has been able to give to the teachers who are just beginning their service, and indirectly by freeing the principals from a considerable amount of work in connection with the seeking of substitutes, so that they might give this additional time to the supervision and assistance of their teachers. For the skilful management of the duties of the office and the patient and effective work with the prospective teachers, the supervisor of substitutes is deserving of the highest commendation. Next year she will enter upon the work familiar with its routine, well acquainted with nearly all of the teachers doing substitute work, and conversant with the schools of the entire city. These conditions will render more easy the administration of one of the most important and most difficult of departments in the school system.

PROFESSIONAL PROGRESS OF TEACHERS.

5. The first promotional examination will not occur until October, 1908. It is therefore too early to state its effect upon the teaching force. It is, however, pleasing to note here that there has been during the year a very large amount of effort on the part of teachers who are not required to prepare for a promotional examination to improve themselves along the lines of their professional duties. This effort has been in many cases individual, and in many cases taken up by bodies of teachers, as illustrated by the work of the

primary teachers in the study of methods of arithmetic, or of the cookery teachers in the employment of lecturers. Similar activities have been very common thruout the teaching force, indicating that the teachers of Boston have every intention of meeting every professional demand made upon them.

LEAVE OF ABSENCE ON HALF PAY.

6. During the year the opportunity granted by the regulations to take a year's leave of absence on half pay, for purposes of study, travel, or rest, has been liberally availed of by the teachers. Tho the regulations were not in print until late in the summer, yet twenty-eight teachers have already been granted leave for the purposes specified. Of these, ten took leave for purposes of rest, six for purposes of study and rest, four for purposes of study, seven for purposes of study and travel, one for purposes of travel. Without question these teachers will return to their work with an increase of knowledge, a breadth of view, a renewed and enthusiastic optimism, and a surplus of physical and nervous energy that will make teaching both easier and better. Their increased efficiency will soon compensate the schools for the loss they have sustained by having the less experienced substitute teachers during the year.

However, the effect of this system of leaves of absence upon the teaching force is much greater than is indicated by the number who have been granted leave. A very much larger number of teachers have already made requests of the superintendent for leave of absence to study and travel. Many of these cannot arrange for absence next year, but have asked to be allowed to

go two, three, or even four years hence. In the meantime they are taking up by private study or by attendance upon evening or summer schools the subjects that will best prepare them for a successful year of study when the leave is taken. By this means many teachers not holding a college degree expect to complete a sufficient amount of work, so that when the sabbatical year is taken they can with one year of residence obtain a college degree. It is doubtful that any single provision in the new regulations will accomplish more for the benefit of the schools than the one providing for the sabbatical year.

III. THE IMPROVEMENT OF CONDITIONS UNDER WHICH TEACHERS WORK.

Not only should the quality of the teachers coming into the service be improved and opportunity given for further improvement after they are in the service, but the conditions under which they work must be made as favorable as possible in order to secure the highest efficiency. During the year considerable progress has been made in two important matters affecting the conditions under which teachers work; namely, the quota of pupils per teacher, and the compensation paid the teachers.

QUOTA OF PUPILS PER TEACHER.

1. The regulations have been so amended that the quota of pupils per teacher in the elementary schools shall be gradually decreased from the present minimum of fifty to forty-four. It is provided that for the school year 1907-08 the number of pupils per teacher shall be forty-eight; for the year 1908-09,

forty-six; and for the year 1909-10 and thereafter, forty-four. It is hoped that this transition can be carried forward in connection with the reduction of the school course from nine to eight years, so that the saving made in the expense of the schools by the reduction of the course of study may be devoted to the employment of an additional number of teachers. The application of this regulation in all schools will not be possible during the coming year, on account of the fact that there will not be a sufficient number of class-rooms available. The adoption of the regulation, however, marks the beginning of an important movement in the Boston schools. It has been accompanied by a change of policy on the part of the Schoolhouse Commission, and the new schools are being planned with rooms of proper size for the accommodation of forty-four pupils instead of fifty-six pupils. The result of this is well illustrated by the addition to the Francis Parkman building. The plans provided for four class-rooms having a seating capacity of fifty-six pupils each. By dividing the same amount of space differently provision has been made for six class-rooms seating forty-four pupils each. The slightly increased expense is more than compensated for by the increase in the total number of pupils accommodated, but a still greater advantage arises from the possibility of providing for six teachers and the assigning to each of a reasonable number of pupils, thus rendering the work of the teachers not only easier, but insuring its greater efficiency. The extension of these advantages to the schools of the entire city is to be very greatly desired.

INCREASES IN SALARIES.

2. Altho the financial conditions are such as to preclude any possibility of large increases in salary, yet some desirable readjustments have been made, and a considerable number of individuals in the service will receive increased pay. In addition to some minor increases allowed to individuals, there are two classes of teachers to whose salaries material additions have been made as follows: (*a*) the master's assistants in elementary schools have had the maximum salary increased from \$1,212 to \$1,308; (*b*) the position of first assistant, high school, has been created. Four such positions will exist in each of the high schools for girls and in each of the mixed high schools. These positions will be occupied by women, who will be heads of departments. The salary has been fixed with a maximum of \$1,836. This is an increase of \$216 as compared with the maximum paid assistants in high schools.

It is to be regretted that increases in salary for other classes of teachers, that have been under consideration during the year, could not be effected at this time. It is evident to those who have given any consideration to the question that the time is rapidly approaching when the amount of money available for the salaries for school teachers must be materially increased. The increased cost of living and the enlargement of opportunities for women to secure remunerative positions in many other lines of work make it more and more difficult to secure and retain women of the highest ability as teachers on the present salaries. If the schools are to be held in a con-

dition of efficiency a much larger amount of money must be devoted to salaries.

IV. CHANGE OF IDEALS OF ADMINISTRATION AND SUPERVISION.

During the school year certain changes of ideals in the management of school affairs have been going forward, both on the part of the community and on the part of school officials.

EXECUTIVE DUTIES NOT PERFORMED BY BOARD MEMBERS.

1. For more than a century it was customary for the selectmen, and later for the individual members of the School Committee, to perform executive duties in connection with the schools. This condition of affairs still prevails in many of the smaller communities. It is natural, therefore, that persons who have not given consideration to the change of ideals in respect to school supervision should expect the individual School Committee members to continue to perform these duties and personally to take part in matters of school administration. During the year, however, the marked stand of the members of the School Committee in opposition to any such action has had a perceptible effect, and the number of persons now going to the School Committee members to ask that they individually give attention to matters that should properly be determined by the principals, the assistant superintendents, or the superintendent, has very materially decreased. The advantage of successful administration that arises from the feeling on the part of the principals and assistant superintendents

that authority that has been delegated to them by the School Board is to be exercised by them alone until such time as the School Board by vote shall remove that authority from the principals or assistant superintendents, is very great. During the year the confidence of the teaching force in the intention of the School Board to maintain the standards of administration that it has set forth has been completely established, and the administration of the schools has gained a force and vigor that it would be impossible for it to attain under any other conditions.

TRANSFERS OF TEACHERS.

2. There has grown up during the year a wider recognition of the desirability of easier transfer of teachers from school to school. The attitude of professional courtesy that has hitherto existed was so strong as to make the transfer of teachers one of great difficulty. A broader recognition of the fact that teachers may perform for the city a much better service in a different school has rendered possible the transfer of many teachers, and has made it easier to supply a school with teachers specially adapted to the conditions therein.

PRINCIPALS TO TRAIN TEACHERS.

3. Owing to the fact that a very large share of the elementary teachers of the City of Boston are taken from the Normal School, it is essential that they receive the sort of training that will bring them to the highest efficiency as teachers. There has been a rapidly growing appreciation of this fact among the principals of elementary schools. It is becoming evident that the

greatest service of the principals to the schools is to be rendered in the training of teachers rather than in the finding of teachers already trained. This means a radical increase in the amount of supervision given to the schools on the side of training the teachers. It would be highly profitable to the schools if principals could be relieved of a very large share of the clerical duties now falling on them, so that they might give very careful attention to the problem of training the inexperienced teachers.

ASSISTANT SUPERINTENDENTS.

4. A very radical change of function has taken place with the assistant superintendents. A few years ago the function of the assistant superintendents was almost exclusively that of training young teachers and furnishing advice and assistance thereto. With the increase of executive duties that has been placed upon the assistant superintendents, the possibility of such supervision and training of individual teachers has in the main disappeared. The assistant superintendents have taken on a very large increase of administrative duties and must necessarily cease to give as much time and attention to supervision as hitherto. This increased supervision must necessarily be taken up and carried forward by the principals, as indicated in the preceding paragraph.

V. INDUSTRIAL EDUCATION.

Boston has felt to a very large extent the influences that are now running thru the educational fields in the interests of industrial education, and is making very material efforts to adapt the schools to the demands of the times.

GIRLS' HIGH SCHOOL OF PRACTICAL ARTS.

1. A Girls' High School of Practical Arts has been established and will be opened at Lyceum Hall, Dorchester, in September, 1907. Its course of study will be four years in length, and the conditions of admission and graduation will be equivalent to those required in the regular high schools of the city. The purpose of the school is to give a greater opportunity for development of that type of pupil whose talents lie more in lines of doing and expressing than in lines of acquisition. The work will be in two general divisions — academic and industrial.

The academic work will include English, history, art, modern languages, mathematics, and science — differing from the present work in these subjects in the regular high schools in that both in the methods of presentation and in the applications of the subjects emphasis will be given to expression rather than to acquisition; for example, the work in English will include more composition and less of the historical and literary elements than are usually given.

On the industrial side the school will aim to provide for two classes of girls: first, those who do not intend to become self-supporting, but who desire the best possible training for home-making. For these pupils considerable emphasis will be given to all phases of domestic science and arts. Second, for those who must become — at least for a time — self-supporting. To these pupils the school will aim to give such a foundation in taste, and such skill in giving concrete expression to this taste, that they

may more readily enter upon the higher phases of dressmaking, millinery, and other activities centering around fabrics. It is hoped that exceptional pupils may eventually become designers in these fields. Certain courses will give such an acquaintance with fabrics, their manufacture and the varying standards thereof as to make efficient saleswomen of students pursuing them. Other phases of industrial work are under consideration, and new departments will be added and developed with the growth of the school.

HIGH SCHOOL OF COMMERCE.

2. The High School of Commerce, which was established by vote of the Board in March, 1906, opened in September, 1906, in temporary quarters on Winthrop street. It has now completed its first year, and all concerned are pleased with the success of the work. The school is definitely a vocational school, seeking to give the most effective preparation for active participation in commercial life. It has distinctly the expectation of preparing for leadership all those pupils who are qualified. It intends to give concentration upon some particular subject, and to specialize thoroly in technical lines, but at the same time to provide a sufficiently liberal education to prevent narrowness. The school is making every effort to bring its teachers and pupils into the closest possible relation with the commercial life of the city and to correlate its work in every possible way. The progress that has been made in this year is great promise that the pupils who will graduate from this school will find themselves as well prepared for a successful pursuit of commercial activities as can ever be

expected from young men of high school age. The Commercial High School and the Girls' High School of Practical Arts in the present stage, must be considered experimental in the sense that the principals and teachers thereof are making every possible effort to determine what methods of instruction and what material of instruction should be used in order to furnish the best preparation for vocational pursuits. Whenever the work has progressed so that any satisfactory answer to these questions has been reached, it is evident that the other schools should adopt for many of the pupils attending them the same or similar methods and material. These schools should therefore be given full freedom to demonstrate the effectiveness of new methods and of new subjects, to the end that the methods that they shall show to be most successful may be adopted and put in use in the other schools.

MECHANIC ARTS HIGH SCHOOL.

3. The opportunity for education of the type furnished in the Mechanic Arts High School is to be materially increased. For many years it has been impossible to admit to this high school all of the pupils applying for admission. The proposed addition to the building has been for various causes long delayed. It has finally been definitely agreed by the authorities concerned that this building should be completed. It is hoped that by the close of next year the possibility of giving instruction in mechanic arts to all boys who apply will exist. It is probable that the ideals of this school will need some adjustment, to the end that the training may be made more definitely vocational.

INDUSTRIAL EDUCATION IN ELEMENTARY SCHOOLS.

4. In March, 1904, the School Board authorized the experimental modification of the course of study in the Winthrop School, so that the graduates thereof might be better adapted for industrial pursuits, and considerable work along these lines has been carried forward in this school during the past three years. This year it was deemed wise to extend this effort to give industrial training in the elementary schools, and an order was passed authorizing the experimental modification of the course of study in a boys' elementary school so that the course might furnish a better preparation for industrial work. The Agassiz District has been designated for this purpose, and during next year certain boys therein will be given a much larger proportion of industrial training than is provided in the regular course. A further experiment along the line of industrial training in elementary schools will be undertaken next year in the industrial school in the North Bennet-street neighborhood. The School Board has accepted the offer from this school to take sixty girls from the Hancock School and give them industrial training every afternoon thruout the week.

All of these efforts to incorporate industrial training in the elementary schools should be looked upon as experimental, having for their purpose the determination of what is most desirable along these lines.

VI. CO-OPERATION WITH COMMITTEES OF CITIZENS.

Not only have the schools been adjusting themselves to the needs of the community, but the effort has been made to bring the community into more

definite and vital relation to these changes. Many parents' associations, women's clubs, civic clubs and similar organizations have, as heretofore, given much consideration to educational matters, and have rendered valuable assistance. More definite than this has been the assistance rendered by special committees of laymen appointed for the purpose of advising and assisting those professionally concerned with the progress of the schools. For each of these committees men have been selected who are recognized as competent to give expert advice on the topics submitted to them.

COMMITTEE TO CONSIDER HEALTH OF PRIMARY CHILDREN.

1. The health of the children is a matter of the greatest importance. In recognition of this the School Board on the 25th of June, 1906, invited a commission of physicians to give consideration to all matters affecting the health of children in the first three grades. This commission was composed of men whose work in medicine gave them special fitness for the consideration of the topic assigned to them. The detail of their work and the conclusions that they reached are set forth in the report made by them. (School Document No. 2, 1907.)

The recommendations made by this commission have been considered by the Board and provisions made for important modifications in school management to comply therewith. For example, one of these recommendations is that the last hour each day in primary grades be given to manual work and to play, games, or other activities largely directed by

the children themselves. The Board has directed that beginning in September twelve schools shall give this recommendation an experimental trial.

COMMITTEE TO CONSIDER LIGHTING OF SCHOOL BUILDINGS.

2. One of the recommendations of the commission of physicians rendered desirable the appointment of another commission qualified to speak with authority on the subject of lighting and its effect upon the eyesight of children. The Board accordingly on the 29th of April, 1907, appointed a commission consisting of three oculists and two electricians. They have been asked to give attention to the eyesight of the children in the schools and to make recommendations in regard to the best means of lighting, both for day and evening schools. This commission has been at work for some months and a report is expected soon.

COMMITTEE TO PREPARE A CIVIC PRIMER.

3. A third illustration of the co-operation of laymen with the schools is the preparation of a civic primer, for use in evening schools. The problem of greatest difficulty in the evening schools has been the teaching of English to the newly arrived foreigner. Running parallel with this has been the task of the settlement houses and other philanthropic organizations that are endeavoring to instruct these foreigners in the duties and privileges of American citizenship. Hitherto little or no co-operative relation has existed between these two forces. The evening school has been forced to use the discarded books of the day schools, and the adult foreigner has been taught to read from books intended

for first grade children. During the year this has been partially corrected by the use of books written especially for evening school work and containing a vocabulary better suited to adult minds than that to be found in primers and first readers.

In order to furnish material for reading that will be suitable for adults and at the same time be of assistance in the work of teaching American citizenship, several men and women have undertaken to prepare a civic primer, the various chapters of which shall deal concretely with those phases of municipal government with which the foreigner first comes in contact. Those having in charge the preparation of this material are highly qualified to decide what is needed. With the help of the director of evening and vacation schools, the work of adapting this material to the needs of the schools is going rapidly forward, and the final product will be helpful for both of the purposes for which it was undertaken.

ADVISORY COMMITTEE FOR THE HIGH SCHOOL OF COMMERCE.

4. Somewhat different in its character from these committees that have to do with all the schools or with an entire class of schools is the committee of twenty-five business men that have been invited to act in an advisory capacity for a single school, the High School of Commerce. This committee was appointed on the third of December, 1906, and includes in its membership twenty-five of the ablest business men of Boston and vicinity. From them those in charge of the school get a direct and forceful statement of what the business man expects to

find in the high school graduate. With the business man to say what is wanted and the professional educator to point out the best methods of obtaining the desired results it is hoped that the High School of Commerce may more rapidly accomplish its particular purpose than it otherwise could.

VII. GREATER ATTENTION TO THE PHYSICAL WELFARE OF CHILDREN.

In addition to the commission giving attention to the health of children in the three lower grades, and the commission on lighting previously mentioned in this report, the year has been characterized by a radical change in the amount and character of the attention to be given to the health of the children. The Board has passed a new set of regulations governing the department of physical training that provide for its complete reorganization, beginning in September, along the lines indicated below. From the scope of this reorganization it is evident that the department is much broader than the title "Physical Training and Athletics" indicates, and it might with propriety be given a different name.

SCHOOL HYGIENE.

1. The department will, as heretofore, have charge of all matters of general school hygiene and give attention to heating, lighting, sanitation, and other matters affecting the health of children, including an amount of systematic physical exercises during the school hours sufficient to secure relaxation and avoid strain.

DEFECTS OF EYESIGHT AND HEARING.

2. Under the law passed in 1906, the teachers were required to examine every child for defects of eyesight

and hearing. These examinations have been carried forward during the year and the required reports to the State Board of Education have been made. Great good has already been accomplished, but in order to obtain the maximum benefit a system must be devised that will ensure the correction of the defect in every case. It will be the business of the department to devise such a system and to put it into effective operation.

INSPECTION BY SCHOOL PHYSICIANS.

3. In addition to the inspection of the eyesight and hearing by the teachers, the law provides that the school physicians appointed by the Board of Health may examine children for any defect that interferes with their progress in school work. One of the most important functions of the department will be the establishing of an effective and harmonious system of co-operation between the schools and the physicians appointed by the Board of Health. It is estimated that more than a hundred thousand dollars is expended annually in attempting to instruct children who because of physical ailments are unable to profit by such instruction. The economic importance to the community, and the gain in good citizenship that will result from removing the conditions that have caused many hundreds of children to be backward in their work, is very great.

In this connection it should be said that while the school physicians were concerned solely with contagious diseases they were properly to be controlled by the Board of Health. Under the new law the work of examining into any defect that interferes with the progress of the children in school is not in the main a

question of public health. It is rather an educational question, and is so directly allied to the work of the department of physical training that the school physicians should be appointed by the School Board and become a part of this department. The highest efficiency will be impossible until this action is taken.

SCHOOL NURSES.

4. School nurses have been employed at private expense in five of the schools. The first of these began service in the Quincy school in November, 1905; the last one in the Washington school in November, 1906. The success with which these nurses conducted the work was a large factor in persuading the legislature to provide for a system of nurses in all the schools. The law requires that there shall be a supervising nurse and a suitable number of district nurses, and provides an addition to the school taxes sufficient for their support. The Board has established a set of regulations to carry the law into effect, the board of superintendents has conducted the necessary examinations, and, beginning in September, the whole city will have a system of nurses in the schools. These nurses supplement the work previously outlined as being under the charge of the department of physical training. They will therefore become a part of that department.

PLAYGROUNDS AND ATHLETIC CONTROL.

5. Under the law passed by the legislature in the spring of 1907 an addition of approximately \$50,000 per year has been made to the school funds for the purpose of enabling the School Board to extend the

work in physical training so that it may cover both the school exercises and the playground activities of the children. It is hoped to correlate the entire physical activities of the child to the one end of healthy, happy, and useful living. The Board has authority to supervise and control physical exercises and play not only in its own buildings and yards, but in such other municipal playgrounds as are not specifically deemed to be unfit for such purposes by the Park Commissioners. Under the provisions of this law thirty-three playgrounds were opened on July 9, and kept open until September 1.

During the coming year the work in playgrounds will be extended as far as the appropriation available will allow. In the elementary schools there will be need of systematic organization for the purpose of carrying out the provisions of the law expeditiously and satisfactorily. One of the first duties of the reorganized department of physical training will be that of organizing the playground activities of the elementary school children of Boston in such a way as to give them the highest possible recreational value and to retain the greatest possible correlation with the main purposes of the department, viz., health and educational efficiency.

In the high schools some portion of this work has been already done. Under the law passed in 1906 the Board was authorized to designate someone who should have complete control of athletics both in school and out. The superintendent was so designated and authorized to establish, with the approval of the board of superintendents, all rules and regulations necessary for the control of athletics. During the year very marked progress has been made in correcting the evils formerly

prevailing in school athletics. Uniform requirements of eligibility and regulations governing competitive games have been agreed upon. In order to give effect to the spirit of the new law this work must be completed so that the work in athletics, physical training, and military drill shall be given its highest value.

The problem of working out a satisfactory correlation of the indoor and outdoor physical activities of high school pupils so as to give the highest physical, moral, educational, and social results is one of vast importance. It is to be hoped that the department of physical training will be able to make substantial progress in this field.

Wise legislation and a definite administrative policy on the part of the Board and hearty co-operation on the part of the teaching force are the elements most essential to the progress of the schools. The year has demonstrated that Boston is fortunate in having all three of these elements. The conditions for efficiency and progress in the schools were never more favorable.

STRATTON D. BROOKS,
Superintendent of Schools.

SUPPLEMENTARY REPORT.

THE EXHIBIT AT THE JAMESTOWN EXPOSITION.

MR. STRATTON D. BROOKS,
Superintendent of Public Schools:

DEAR SIR,—In reply to your request concerning the exhibit at Jamestown we report as follows:

Boston has sent an educational exhibit to nearly every exposition: The Vienna Exposition in 1873; Philadelphia in 1876; Paris in 1878 and again in 1889; Chicago in 1893; Paris in 1900; St. Louis in 1903; Portland in 1904; Jamestown in 1907.

Our exhibit at Jamestown is arranged in the following order: Twenty-six cabinets placed against the wall on the four sides of our space. On the walls directly above the cabinets are placed (a) the work of the evening drawing schools—freehand, mechanical, ship-drafting, and claywork—and (b) panels showing work in manual training. Above these are hung large photographs of some of our typical school buildings—primary, grammar, and high—together with the architect's drawing of the Fenway group kindly furnished us by the Schoolhouse Commission.

A cabinet consists of three parts—the wing-frames, the showcase, and the base, which has either open shelves or drawers. The space on the wing-frames of each cabinet equals nearly one hundred twenty-five square feet.

Each cabinet contains one subject carried thru all grades; for example, one cabinet contains work in arithmetic from Grade I. thru Grade IX. The aim is to show how arithmetic is taught in each grade, and this is done by single papers in the wing-frames and sets of papers from whole classes in bound volumes placed on the shelves of the base. Any teacher by studying this case may learn what we do in arithmetic and how we do it. Another cabinet shows similar facts in regard to United States History; another in regard to geography, and so on.

The twenty-six cabinets present subjects as follows:

1 Kindergarten,	1 English History,
1 Cooking,	1 Mathematics,
1 Sewing,	1 Commercial Branches,
2 Language,	1 Drawing,
2 Geography,	1 Botany,
1 United States History,	1 Zoölogy,
1 Arithmetic,	1 Chemistry,
1 Drawing,	1 Physics,
1 Manual Training,	1 Mechanic Arts High,
1 Elementary Science,	1 Normal,
1 Horace Mann School,	1 Administration.
2 Evening Schools,	

The wing-frames show pupils' work and photographs. The showcases contain pupils' notebooks, materials used, and articles made by pupils in regular work. The drawers or open spaces show various lines of industrial work. Thus the various lines of industrial work of the evening schools and of manual training are shown in the open spaces of several of the cabinets.

It will be seen that this gives a full and logical view of our work, and it is a fact that a great many educators — teachers, superintendents, and commissions — spend hours with notebooks in hand studying our methods, and the words in praise of Boston's work after such examination are based upon a better knowledge than that acquired by a visit to two or three of our eighty schools, for in the exhibit is to be found work from every school in the city.

The question is sometimes asked, "What good does such an exhibit do?"

In the first place, it is of great benefit to our own teachers. Of all the many teachers who took an active part in arranging our exhibit for St. Louis and Jamestown, and who thus became really acquainted with it, we do not know of one who did not become enthusiastic over the good it had done her, and nearly all of them expressed a hope that all the Boston teachers might have an opportunity to study it, believing that more could be gained in that way than by visiting schools. Our experience has shown me that those teachers who see no good in such an exhibit are likely to be those who are totally unacquainted with it, or who are asked, or are afraid they will be asked, to do something which will disturb their quiet routine.

It is safe to say that there are to-day more than fifty teachers who, thru their connection with the exhibit, have a better knowledge of the schools of the city, and have gained more valuable ideas than they could have gotten in any other way. Their own work has been broader and better because of it, and their influence with those associated with them has been a benefit to the schools.

In the next place, it helps teachers from other parts of the country.

If visitors come to Boston to study our schools we show them all courtesy possible. At the Jamestown Exposition Miss Willis explained the work to some twenty in a single day, and these were only a small part of the whole number visiting the Boston booth during that time.

Students of education are there from foreign countries, besides those from various parts of the United States, who came by hundreds. As we have someone there competent to explain our work, it is being studied by more people than would see it in our own city in several years.

A few passages from letters written by Miss Willis, while in charge of the Boston exhibit, will give some idea of the nature of her work. She writes, "I had a visitor from Turkey who was exceedingly interested in what we are doing for the foreigners in our evening schools." Again, "I had a man from England who was sent here to inspect our manual training work. Then I had three superintendents of schools, one from Texas, one from South Carolina, and one from California. I spent over an hour with the latter, who was intensely interested in our evening schools. I went all over the lowest grade work with the one from Texas." "I had two Japanese students the other day who spent a long time with me taking copious notes as I explained our work." "There's a teacher from the—— Training School who comes in every few days with notebook and pencil and takes up different lines of work with me." "I spent a whole morning with a young lady from Florida who was delighted with our number work."

“‘Caretaker,’ a name which I very much dislike, for altho taking care of the exhibit is incidental to my work, I consider it the least important reason for my being here. I am here to receive visitors, show and explain the work, and interest them in what is being done for the cause of education in our city. I find people are much more interested when they learn I am a teacher and know what I am talking about. Really no one but a teacher working in our schools, and with a good knowledge of what is going on educationally in the city, could answer the questions that are constantly being put to me. And you cannot imagine the tremendous interest that the teachers of the South show in our work. I consider that the City of Boston . . . is working professionally for the cause of education in the United States and elsewhere.”

It is by mutual exchange of ideas and methods that school systems are improved. No city can be independent of criticism, whether favorable or unfavorable, and it cannot be doubted that our policy is influenced to a considerable degree by expressions of opinion from outside. After the St. Louis Exposition we had a great many visitors from foreign countries who spent days studying our schools, led hither by work they saw in St. Louis. These all brought valuable ideas to those of our schools with which they came in contact. The work presented in the Boston exhibit furnishes visiting educators from other sections of our country material for thought and emulation. In working out the theories thus suggested in other fields by other minds and adapting them to different needs the plans of work become broader, the results

better, and in this later and improved form they again find their way to later expositions as work from other sections of our land, to be seen in turn by visiting educators from our own city, which is thus directly influenced by the contact of other minds with her own former exhibit.

May the day never come when Boston will feel that she is working out her educational problem by herself. We show our educational goods at these great expositions, and according as the public approves or disapproves we make our future wares.

We have received requests for the entire exhibit, but we would recommend that room be made for it in one of the buildings of the Fenway group, where it may be installed and open to the inspection of the teachers, and that it be kept up to date by putting each subject under a committee whose duty it shall be to see that changes are made from time to time, so that teachers and visitors shall be able to see what is being done in each subject in each grade.

MAURICE P. WHITE,
AUGUSTINE L. RAFTER.

SUPPLEMENTARY REPORT.

EVENING SCHOOLS.

MR. STRATTON D. BROOKS,
Superintendent of Schools:

DEAR SIR, — In my first report on the evening schools of the City of Boston, which I herewith submit to you, I have discussed the matters in connection with the condition and needs of the evening schools which seem to me most important, without reference to the many problems of detail in administration which it is possible to dispose of without special mention.

EQUIPMENT.

- Text-books in elementary and high schools.
- Instruments and casts in drawing schools.
- Equipment expenses and salary expenses.
- Length of term as affected by expenses for equipment.

The efficiency of instruction depends very largely on the quality and quantity of the equipment. A high degree of efficiency cannot be expected from schools furnished with books cast out from the day schools.

In evening elementary schools for foreign-born adults the quality of much of the reading matter is poor and suited to the minds of young children rather than adults. A large number of readers designed for non-English speaking people, and a good supply of supplementary reading on American life, biography, and history are much needed.

In evening high schools modern text-books in commercial arithmetic and bookkeeping, and typewriting manuals which are up to date, are among the most needed improvements. The work in English and American literature requires a better supply of texts for reading and study. There should

be available for the use of teachers in English two or three good texts on composition and rhetoric.

New instruments for mechanical drawing schools and new casts for freehand drawing should be supplied where needed. The instruments purchased should be of a standard type and quality satisfactory to the director of drawing. A cheapening of the quality of mechanical drawing instruments is poor economy. This deficiency has been partly remedied this year by the distribution of one hundred and eighty sets of instruments for first year mechanical work in the different schools, and by the renovation of old casts and the purchase of new ones in the Warren-avenue Evening Drawing School. Attention is invited to the arrangement and equipment of this school as an example of what can be accomplished by a moderate expenditure.

If there is no other way of keeping the equipment of evening schools up to date and adequate in quantity it should be done by shortening the length of the term by two or three nights, thus saving an amount which would be ample to cover the additional expense for equipment and supplies not usually furnished, but which should be provided before the beginning of another year. This slight shortening of the term for the purpose of increasing the efficiency of the evening schools by adding to their equipment is suggested on the supposition that the length of the term is twenty-two weeks. This is little enough time to accomplish the amount of work necessary to maintain a satisfactory standard.

The shortening of the regular term in evening schools to twenty weeks seems undesirable from any point of view, and it is particularly harmful to the efficiency of the schools when they have been established on a twenty-two week basis. The schools cannot be organized and regular work started in less than a week, and the examinations at the end of the term take up another week for a large number of the pupils. These losses, with a night or two at Thanksgiving time, and necessarily small attendance on some of the most stormy

nights, reduce the time that can be given to progressive work by at least three weeks. Whatever may be the necessity that prompts a reduction of two weeks in the length of the evening school term, it should be clearly understood that this means a loss in efficiency to a very considerable extent. It is just as important that the length of term should be uniform from year to year as it is that the general equipment should be ample and adequate, if a higher standard of accomplishment is to be reached and maintained.

SCHOOLHOUSE COMMISSION.

Lighting improvements.

Indirect lighting system.

Work contemplated.

The Schoolhouse Commission has made improvements in the lighting facilities of the following schools: Bigelow, Eliot, Hancock, Lincoln, Lyman, Sherwin, and Wells. A rearrangement of lights is contemplated in the East Boston Evening Drawing School, and a new installation of electric drop-lights in the Charlestown Evening Drawing School is under consideration, to take the place of an extremely objectionable arrangement of flaming gas jets, which produce an intense heat in close proximity to the eyes of the students. If this change is made it is very likely that the facilities for heating the building may have to be increased, as the lights now in use have been depended upon to supply a large portion of the heat needed.

The indirect lighting system, so-called, consisting of a translucent curved glass shade underneath a cluster of electric lights, and a plate of clear glass above, has been a source of general complaint. The chief objections against this system seem to be: (1) the globes are very difficult to keep clean; (2) much light is lost in transmission; (3) the lights are placed so high from the floor and are so hard to get at, that the bulbs are not changed by janitors as often as they should

be; (4) the original expense of installation is very large, and broken parts are expensive and difficult to get replaced; (5) a much greater candle-power is needed than in other forms of lights in use to produce satisfactory results; (6) in general, under the conditions existing in most of our schools, taking into consideration the color of the walls and ceiling, the amount of blackboard space—which reflects almost no light—and the care that janitors can be expected to give to the lights, this system does not compare favorably with others in practical use. It is fair to say that this style of lamp, kept perfectly clean, supplied with new incandescent bulbs, in a room where the walls are of a light color and the ceiling is white, gives a soft, pleasant light, easy for the eyes and of sufficient brightness, with a consumption of current approximately 50 per cent. greater than that ordinarily required.

As an example of the material objections to this light, attention is called to the condition at the Lyman Evening School, where twenty-seven of the overhead glass plates have been broken in about three years. The cost of replacing these plates would be considerable, and in doing the work the fixtures would have to be taken apart and new connections made. Further installation of this system of lighting should not be made without a most searching test of other systems available.

I wish to express my appreciation of the effort made by the Schoolhouse Commission to make needed improvements and repairs during the year.

For next year, besides the important changes in the lighting arrangements of the East Boston and Charlestown Evening Drawing Schools, there should be provided in every school, where there are not proper facilities for storing books in the rooms, a sufficient number of small bookcases so that the books belonging to a room can be kept in that room instead of being piled with others into a large box as they now are.

The principals of the different schools have submitted detailed requests of work which should be done by the Schoolhouse Department before another year, and these requests have been duly laid before the Commissioners.

REPORTS.

A. — I have found that the "number of pupils belonging" has been so inaccurately reported by many schools that its significance as a basis for comparison is very slight. For the following reasons I recommend that it be discontinued as a feature of the monthly reports:

1. It takes more time than it is worth to ascertain it accurately.

2. When accurately obtained it is of little practical value.

3. The deductions that have been made in using the number so reported in previous years are misleading, and would better be based upon the actual average attendance.

B. — The methods of obtaining the average attendance and other averages for the yearly statistics is not mathematically correct. For instance, in the Roxbury Evening High School the average attendance "by months" during the term of 1906-07 was as follows:

October . . .	16 nights;	576 average attendance.	
November . . .	15 "	381	"
December . . .	8 "	302	"
January . . .	16 "	233	"
February . . .	16 "	181	"
March . . .	8 "	161	"

The sum of these numbers divided by 6 (the number of months) gives a so-called "average for the year" of 305.7; but the total attendance for the 79 nights on which the school was in session is 25,249, which divided by 79 gives an actual average attendance of 319.6. The cost per pupil for the whole year, based on average attendance, is according to the first result \$21.14, and according to the second \$20.22, or

92 cents less. Inasmuch as the source of error lies in the fact that the "months" vary in length from sixteen sessions to eight sessions, a condition which may at any time change with changes in the duration and arrangement of the term, the first method of obtaining average attendance does not seem to be a particularly useful one for accurate comparisons. The same error exists in ascertaining the average number of pupils to a teacher, the average number of teachers, and other results which it is desirable occasionally to obtain.

C. — In the evening high schools there are seven different grades of teachers who may be appointed without reference to the rules limiting the number of pupils to a teacher. The form of report now used makes no account of these.

D. — The nightly reports from teachers are not now kept in such form as to enable any one to obtain information that is frequently needed.

I submit two report forms for use in evening schools which are arranged so as to give the information necessary for a full and accurate record of essential facts. (Appendix A.)

EXTENSION OF INDUSTRIAL INSTRUCTION.

In view of the fact that a very great number of people are seeking industrial and technical instruction in correspondence schools, the question of giving such instruction in evening schools is one that cannot be overlooked. In an investigation into the methods and results of some of the best correspondence schools, I have been impressed with the unusual value of the text-books used as a basis for instruction given. The instruction pamphlets published by some of the correspondence schools in technical subjects are superior to anything I have seen in public school text-books. They are revised frequently, and seem to be of the greatest practical value. To rival such instruction as is given by the best of these schools — in fact, to give any technical instruction worthy of the name to men employed in the trades and occupations requiring skilled labor and technical knowledge —

would necessitate the outlay of a large amount of money per pupil. There should be such restrictions as to qualification for admission as to insure an attendance at first only of those who are really in earnest and can profit by the instruction given. No effort should be made to attract large numbers at the expense of fitness for the work in hand. It would be of advantage to require a deposit of five dollars from each student, to be returned in case of attendance for 60 per cent. of the whole number of sessions. There are many material objections in the way of undertaking technical and industrial instruction on a comprehensive scale in the evening schools, and it seems unwise to inaugurate any extensive movement in that direction, with a strong probability of its discontinuance after a few years, as was the case in the Mechanic Arts Evening High School. Until more money is available for the work now in hand I do not recommend such a departure. Some of the subjects which might be taught to advantage if means were afforded are :

Electrical engineering,
Telephone practice,
Stationary engineering,
Steamfitting,
Plumbing,

Woodworking,
Iron working — turning and
forging,
Pattern cutting.

NUMBER OF PUPILS TO A TEACHER IN EVENING ELEMENTARY SCHOOLS.

It is universally conceded among the teachers of elementary schools that an average attendance of twenty pupils to a teacher is more than can be uniformly maintained to advantage. In the small schools it is difficult to form large enough groups at the beginning to maintain an average attendance of twenty in each group through the term. The larger schools can do this more successfully, but as they are in every case schools largely attended by foreign-born pupils, or having a variety of industrial work like the Bigelow Even-

ing School, some teachers are indispensable for clerical work — caring for supplies and books, looking after the notifications sent to employers of the attendance of illiterate minors, and the numerous details of a large school with its constantly fluctuating attendance and special needs not common to day schools. If the rule requiring twenty pupils to a teacher is to be strictly enforced it will be at the expense of efficiency of service. I recommend that some discretionary power be vested with the superintendent as to its enforcement. The maximum number possible without serious loss in efficiency is different in different schools, but appears to vary from sixteen to eighteen.

ATTENDANCE IN EVENING HIGH SCHOOLS.

The question of how to secure regular attendance in evening schools is one that probably will never be fully solved as long as instruction is free. This problem is particularly troublesome in evening high schools, owing to the necessary specialization of instruction and the necessity of continuous attendance on the part of pupils in order to prevent disorganization of the work of the class as a whole.

There will always be a large enrollment at first of pupils who are not thoroly in earnest or who do not possess the perseverance necessary to complete a full course. The rapid falling off of these pupils and the coming in of others, the consolidation of classes to keep up the number of pupils necessary for each teacher, and the normal amount of absence on the part of those whose attendance extends over the whole term, all combine to make the successful administration of an evening high school a difficult matter.

A smaller enrollment of pupils, with a larger per cent. of attendance on enrollment, would result in better schools, not only in the evening high schools, but in evening drawing and elementary schools. The following propositions are worthy of consideration in this connection :

1. A deposit of at least \$1 to cover the cost of books, this amount to be returned in case of attendance by the pupil for at least 60 per cent. of the possible number of sessions.

2. A more rigid examination of candidates for admission and refusal to allow them to elect courses for which they are unfitted.

3. Closer adaptation of the school work to the immediate needs of the pupils.

4. Closer connection between the evening high schools and the day and evening elementary schools; and the formation of special classes for graduates of the elementary schools whenever this is possible.

5. An improvement in the kind of text-books furnished, so that the work may be more definite in each year, and progressive from year to year.

1. The first of these suggestions, while it is not likely to be adopted, for reasons not having to do with its intrinsic merit, is one that has worked well in other institutions. It is the almost universal testimony of those familiar with evening school work and other instruction of like character, that a reasonable charge for tuition, or at least a deposit, to be returned in case of regular attendance, is beneficial to the character of the work done, and is almost essential for the maintenance of the highest standards.

- 2 and 3. A more rigid standard of admission to evening high schools, and better adaptation of instruction to practical needs, are matters of gradual growth, and should be given careful attention each year.

4. The principals of evening high schools have been requested to plan elective courses of study to be placed before pupils applying for admission, with a view to encouraging them to take consecutive work from year to year, leading to a diploma in three years. It is expected that principals will do much more than has been done to make

closer the connection between the evening high schools and schools of lower grade, by visiting schools in their respective districts and getting in touch with the pupils.

5. An improvement in text-books and equipment is a matter of the utmost moment, especially where the corps of teachers is subject to frequent changes. Money cannot be more wisely spent than in the purchase of books suitable for use, ample in number, and adequate in every way to carry out the provisions of the course of study.

The attendance in high schools could probably be increased if more attention were paid to the social spirit among pupils, and there are many arguments in favor of this course, based on the assumption that it is the duty of the school to attract and hold as large a number of pupils as possible. It seems fair to assume, however, that the best results can be obtained by giving attention to the needs of students who are sufficiently in earnest to come to evening school for serious study rather than for the pleasures of social life. Two social gatherings during the term, one before Christmas and one at the closing exercises, ought to meet the legitimate demands for this kind of activity in evening high schools.

COURSE OF STUDY IN EVENING HIGH SCHOOLS.

The new course of study reduces the number of electives open to first year pupils, encourages progressive work thru first, second, and third years, and makes it possible for a pupil, by steady application, to secure a diploma at the end of three years' regular attendance, or earlier if he is able to secure advanced standing thru previous high school study.

CONTINUITY OF SERVICE.

Continuity of service on the part of teachers in evening schools is one of the most important ends to be sought, even tho it cannot be secured. The work of the average teacher in evening schools improves steadily during the first three years of service, and there is no evidence that it tends

to deteriorate immediately after that time. If all the teachers who have served three years or more were to be dropped from the service, regardless of their regular employment in day schools, the evening school service would be thoroly demoralized. Anything which tends to make the changes in the corps of teachers more frequent is, therefore, harmful to the interests of the evening schools.

EVENING SCHOOL ATTENDANCE OF ILLITERATE MINORS.

The law relating to evening school attendance of illiterate minors is neither observed nor enforced as it might be.

Practically no employers of minors between 14 and 16 send to the School Committee, as required by law, a list of the names of all minors who cannot read and write; but the law itself — Revised Laws, chapter 106, section 29 — is so framed that to enforce it would be an injustice, since this list is not required except from persons employing minors between 14 and 16, who have age and schooling certificates, altho it is equally important to the enforcement of the law requiring evening school attendance of illiterate minors over 16 that all employers of such minors should send a list of their names to the authority charged with the enforcement of the law.

It is doubtful if truant officers have complete authority to enforce the provisions of the law relating to evening school attendance of illiterate minors over 16, altho it is probable that sections 4 and 5 of chapter 499, Acts of 1906, were intended to give them that authority.

Section 35, chapter 106, of the Revised Laws requires minors over 14 years of age, who do not have a proper certificate of ability to read and write, to attend an evening school or a day school; but section 1, chapter 383, of the Acts of 1906 requires the attendance at day school of illiterate minors between 14 and 16, and provides the penalty for violation and the method of enforcement of the law; so it is clear that the word "fourteen" in the section 35 referred to

should be, and is in effect by the subsequent act of 1906 (chapter 383), changed to "sixteen."

A form of notice to employers, of the attendance of illiterate minors over sixteen, was prepared and used during the evening school term of 1906-07, and duplicate notices of irregular attendance of such minors were sent to the chief of district police, whose officers are specifically charged with the enforcement of the provisions of chapter 106, Revised Laws. As a result of several hundred notices thus sent I was unable to find that any prosecutions were attempted. In some cases the attendance at evening school was undoubtedly helped by the use of this form of notification, but in others it seems likely that pupils, having lost their employment on account of irregular evening school attendance, stayed away from evening school entirely after securing a new position, believing that they would not be disturbed and compelled to attend evening school as long as their names were not in the hands of the school authorities.

In view of the large number of persons employing illiterate minors, and the uncertainties in regard to the intent of the law relating to the enforcement of their attendance at evening school, it is not likely that a satisfactory enforcement can be had; but if it is desired to test the law as far as the powers of the School Committee and its officers are concerned, this can be done at any time, whether evening schools are in session or not, by bringing action against any persons who employ minors under sixteen and illiterate minors over sixteen, and who do not send to the School Committee a list of such illiterate minors. (See chapter 106, section 29, Revised Laws.)

MEETINGS WITH TEACHERS.

The purpose of the teachers' meetings held thru the year has been to draw out the experience of the most successful and to preserve the result of discussion for future presentation in the form of connected outlines and suggestive helps in teaching.

Groups of teachers from evening elementary schools, con-

stituting committees on history, arithmetic, geography, and English to foreigners, have held frequent meetings throuout the term, and the results of their discussions are to be embodied in a provisional course of study.

The teachers of English to foreign-born pupils have contributed, at my request, several hundred pages of discussions, outline lessons, and expositions of work relating to this subject. The plan of work with these teachers is to systematize and enrich the teaching, and to furnish a body of suggestive material from which the untrained teacher may draw. One of these contributions is appended to this report. (Appendix B.) The best teachers in these classes are doing remarkable work of a very high character. Nowhere is a higher degree of skill in teaching shown than in this department of evening school work; and its great importance to the community should be recognized in supplying text-books reasonably well suited to the needs of the pupils, whenever such books can be obtained.

ATTENDANCE OF SECOND AND THIRD-YEAR PUPILS.

A special effort will be made next year to encourage second and third-year attendance of foreign-born pupils; and if this is to be accomplished there must be something besides reading books for children for them to study. The text-books needed are for the most part supplementary reading books relating to American life and history, together with a good selection of interesting general literature. It would be desirable to print some of the lessons now given in the schools on such subjects as the duties of citizenship, places of interest in the city, and the things that our recently arrived immigrants ought to know. I shall continue to hold conferences with teachers on these matters, with a view to collecting and presenting such material in proper form.

IN GENERAL.

The instruction given to pupils in the graduating classes is second in importance only to the teaching of English in

the classes for beginners. Hundreds of boys and girls yearly lay the foundation for successful life work as a result of the guidance in the right direction which they receive in the last year of evening elementary schools.

Classes in sewing and dressmaking, and in millinery and embroidery, have come to be established in nearly all the evening elementary schools, and as a rule they are well attended and do work that is worth while. There is little demand for instruction in cooking and carpentry work. This is probably due in part to the difficulty in obtaining teachers who are locally well known, and who can continue in the service long enough to build up a local interest in these subjects.

Among the valuable activities of the evening schools may be mentioned illustrated lectures on geography and travel, and on subjects of general and local interest; occasional concerts and entertainments given by pupils or by friends of the school; organizations among the pupils for parliamentary practice and self-development; the observance of the anniversaries of events in the nation's history, with appropriate recitations and songs; the use of the public library thru book deposits in the schools.

All these opportunities have been utilized to a greater or less extent in different schools. The Bowdoin Evening School had a girls' club; the graduates of the Eliot Evening School and of the Hancock Evening School have organizations and hold occasional meetings. As long as lectures, concerts, and other activities outside of the regular course have a distinct educational purpose, and are not used for the sole purpose of increasing the attendance by creating a temporary interest, they may be of great value in enriching the school life of pupils who have very little opportunity for intellectual improvement. An appropriation of one hundred dollars to be used by the director of evening schools for expenses in connection with the extension of educational activ-

ities in the evening schools would make it unnecessary for the principals to pay for the use of slides for illustrated lectures and other minor expenses of like nature.

The class in salesmanship at the Bigelow Evening School was successfully carried on during the year and attracted considerable attention as an educational experiment. This class should be in charge of a regular instructor or lecturer who should take care of the details of its management. The principal of the school has been obliged to give too much time to the class in proportion to its importance.

THE EVENING DRAWING SCHOOLS.

The evening drawing schools offer an exceptional opportunity for practical, efficient instruction in industrial drawing, both mechanical and freehand. It is expected that, by means of a circular of information to be sent to different business firms employing persons who need instruction in drawing and design, the attendance in the evening drawing schools may be improved in quality and in quantity. At present, despite the very high cost and excellent character of instruction, the attendance on enrollment is less than five per cent. higher than in the evening high schools.

THE TEACHING FORCE.

During the term of evening schools for 1906-07, 491 different teachers were employed, counting interpreters, matrons, and special instructors and assistants.

Under any system of administration the success of the evening schools must depend largely on the experience, ability, and earnestness of the class-room teachers. It is not too much to say that the teachers in the evening schools as a whole are earnest, faithful, and efficient, and that increasing efficiency in the service will be secured thru a policy of selection based on proven success and probable fitness for the work required.

I wish to express my sense of deep obligation to the teachers, principals, and assistant superintendents whose knowledge of and sympathy with the needs of the evening schools have contributed to the success of the work during the year, and especially to the superintendent of schools and the School Board for their unfailing support and interest.

Respectfully submitted,

CHARLES M. LAMPREY,
Director of Evening and Vacation Schools.

CITY OF BOSTON.

_____ EVENING _____

SCHOOL.

Principal's report for the month ending _____ 190_____

	Males.	Females.	Total.
1. Enrolled up to the end of the preceding month (the sum of 1 in teachers' reports).			
2. New pupils enrolled during the month (the sum of 2 in teachers' reports).....			
3. Whole number of different pupils enrolled (the sum of 3 minus the sum of 4 in teachers' reports).....			
4. Total attendance during the month (the sum of A in teachers' reports).....			
5. Average attendance (divide 4 by 6).....			
6. Number of nights.....			_____
7. Total attendance of teachers who should be counted in the number to which the school is entitled by the average attendance.....			_____
8. Average attendance of such teachers (divide 7 by 6).....			_____
9. Average number of pupils to a teacher (divide 4 by 7)....			_____
10. Total attendance of teachers not included in 7			_____
11. Average number of such teachers (divide 10 by 6).....			_____
12. Amount of latest payroll preceding this report.....			_____

In schools having an average attendance during the month of 75 pupils, the principal is included in **10**. If the average attendance is less than 75 the principal is included in **7**.
 In obtaining figures for **1, 2, 3, 4, 7** and **10** in this report from the reports of teachers take one-half the sum of the records for both periods.

APPENDIX B.

THE TEACHING OF ENGLISH TO ADULT
FOREIGNERS.*A TREATMENT OF CERTAIN PHASES OF THE SUBJECT
DISCUSSED AT TEACHERS' MEETINGS.

NATURAL DISPOSITION.

The Jews are naturally of an inquiring disposition. They will not take anything for granted, but will require a reason for it. This tendency is clearly manifested by the questions they continually ask the teacher concerning the reasons for the peculiarities of the English language, and they will not rest satisfied until they get some satisfactory answer. This does not necessarily mean that they must always have the right reason. In many cases any plausible reason will do.

Hence the teaching of English to adult Hebrews must not be arbitrary, but must, as far as possible, be interspersed with reasons, real or apparent, for the peculiarities of the language. Such explanations tend to overcome in a pupil the aversion to the language, and to substitute an inclination towards it.

MENTAL CONDITION.

The great majority of pupils of the evening schools have to toil very hard during the day under the most trying circumstances, so that when they reach school their mental faculties are quite jaded, owing to their physically exhausted condition.

* This paper is abridged from one submitted at a teachers' meeting, and is printed to show the character of co-operative effort being undertaken by the evening school teachers.

Something that will quicken their wits and set their mental machinery in action is essential. This is readily found in humor. A joke, an anecdote, a humorous remark here and there will act like a powerful mental tonic, and put the class in a right condition for study. It is true some time will be consumed by the laughter that is sure to follow, but this never fails to arouse their slumbering faculties and thus compensate for it tenfold.

PESSIMISM.

Adult foreigners as a rule are pessimistic in regard to their own ability to learn English. The intricacies of the English language are so enormous to an adult foreigner as to overwhelm him in his first attempt to familiarize himself with it; and it is the invariable experience of teachers of English to adult foreigners to hear from them despondent remarks to that effect. Now, nothing is more fatal to study than lack of confidence on the part of the pupil in his own ability. While a person is under the impression that it is impossible for him to learn something, that very impression will make it so indeed. Therefore the first aim of a teacher ought to be to overcome that pessimism in his pupils in the very beginning, and there nip the evil in its bud. This can be best accomplished by choosing some interesting, easy feature of the language for a first lesson — something that can yield immediate results — and, after the pupils have learned it, to call their attention to their ability to learn.

Just make them see that they are learning something all the time, and you will inspire them with confidence not only in their own abilities, but in the abilities of the teacher as well.

NATIVE EDUCATION.

Up till five or six years ago the Hebrew immigrants arriving in this country were mostly of the uneducated class. The teaching of such pupils at the evening schools was of necessity very slow. Besides, English was not the only thing

they sadly needed: elementary arithmetic and other elementary subjects, of which they were ignorant, were considered equally important, and much time would be spent on those other subjects at the expense of English. Thus the more educated Hebrew immigrants, who did not need instruction in the other elementary subjects, came to regard the evening schools as institutions for the illiterate. Since that time, however, the quality of Hebrew immigrants has been continually improving, so that now we are getting mostly educated Hebrew immigrants with fine capacity for study.

Such pupils do not require any study in the elementary subjects. What they do want is English, and English only.

It is therefore essential that there shall be special classes assigned for the exclusive study of English. The rapidity of the method of teaching such pupils must be regulated by their ability to follow it.

Such classes have already been successfully established in most evening schools, and the good work they are doing is making the evening schools more popular.

IDIOMS.

Idioms constitute the very soul of the English language. They are of special importance to foreigners, since having no equivalents in the native tongue, the foreigner is obliged to think originally in English while using them.

Therefore no time or effort should be spared in training pupils in the proper use of idioms.

But, in order to teach idioms, the teacher must be able to discover them whenever they arise. There are thousands of them which to a native, without a special knowledge of the foreigner's language, would not appear peculiar at all, since he has been used to them from his infancy. There are still other expressions which have their literal equivalents in some other languages, but not in the particular language of a certain nationality. To such foreigners such expressions are idiomatic. For example, "What is your name?" is so idio-

matic to a German that it would not be intelligible to him if literally translated. It is idiomatic to one who is using Yiddish. Again, "neither — nor" has its equivalent in German "weder — noch," but not in Russian or Yiddish. To the Russian or Yiddish speaking pupils it has to be taught as an idiom.

How to Detect Idioms.

It does not necessarily follow from what has just been said that in order that a teacher may instruct foreigners in the use of idioms he must have a thoro knowledge of the pupil's native tongue. There is a way of detecting idioms even without any such knowledge, as the following illustrations will show:

The word "of" in such phrases as "a glass of water," "a piece of paper," is peculiar to the English language. Now, when the teacher hears the pupils repeatedly say "a glass — water," "a piece — paper," thus omitting on several occasions the word "of" in such phrases, it is obvious that the particular word "of" has no meaning for them, that it has no equivalent in their native tongue. In other words, that it is an idiom.

The teacher will often hear Jewish pupils call a female teacher "teacherin" or "teacherka," a female dress-maker "dress-makerin" or "dress-makerka." In such cases it is obvious that in the native tongue of the Jews the feminine gender of a noun is indicated by the suffix "in" or "ka," and that there is a tendency on their part to introduce that peculiarity into the English language. The addition of the word "male" or "female" in English to designate gender is idiomatic to such foreigners.

When the teacher repeatedly hears some pupil say "I afraid," "he not afraid," etc., it is obvious that the form "I am" or "he is," etc., is never used in connection with the word "afraid" in the native tongue of the pupil; that the native tongue conflicts with the English in this particular; that the English form is idiomatic.

KNOWLEDGE OF DIFFICULTIES OF ENGLISH.

The teacher knows or ought to know all the particular difficulties of the English language that inevitably present themselves to foreigners, and having that knowledge he can easily avoid or overcome them to the satisfaction of the pupils.

Thus when he hears such an expression as "the work is too heavy for me," he will not content himself with merely correcting it to "the work is too hard for me," for the next moment the pupil, in his zeal to show how well the correction was understood, may proceed to demonstrate it by saying "my overcoat is too hard," as there is no distinction between "hard" and "heavy" in Yiddish or German. But the teacher who knows his business will immediately stop to emphasize the distinction between the words "hard" and "heavy," and after requiring his pupils to furnish examples of sentences where either "heavy" or "hard" can be properly used, he will generally find that those words are not misplaced by them. Such a teacher is familiar with the mistakes that his pupils are liable or bound to make, and therefore in many instances is saved the trouble of correcting such mistakes by preventing their occurrence. He knows in advance that the pupil in asking questions will omit the word "do," because "do" is idiomatic, and instead of saying, "What do you want?" will say "What—you want?" Now, there is no need of allowing him to say something wrong, and thus let the class get accustomed to the wrong expression. It is of the highest importance that the pupil's first impression shall be of the correct expression, and before allowing the pupil to ask the question the teacher will do it first by saying, "What *do* you want?" After a thoro explanation of the necessity of the word "do" in questions of that kind he will then require the pupils to ask similar questions, using such verbs as they have previously learned, such as

What do you see?

What do I hear?

What do you hear?
What does he hear?
What does she hear?
What do I say?
What do you say?
What does he say?
What does she say?
Where do I live?
Where do you live?
Where does he live?
Where does she live? etc.

Again, the teacher knows or ought to know in advance that the foreigner will be impelled to say "he will can," instead of "he will be able," because "can" in most foreign languages has a future tense which the English language lacks, and "will be able" has to be substituted.

It is therefore important on the proper occasion to anticipate the expression "will be able," rather than let the pupil mutilate it, and after it has been pronounced by the teacher, then to explain to the class the necessity for the latter expression, and drill them in its use in the same manner as given in previous examples. Thus many fundamental errors, otherwise inevitable, are averted, thanks to the foresight of a competent teacher.

CONVERSATION LESSON.

The first ambition of the foreigner who lands on our shores is to be able to speak the English language, especially when he finds that his livelihood depends upon it. But the moment he arrives here he is, out of necessity, thrown amongst his countrymen where hardly any English is spoken, and when seeking employment he is obliged to look for a place where English is not required or not spoken. He is therefore placed in such a position that he cannot learn to speak English in the locality where he resides, nor in the shop where he is employed.

The only place left where he can acquire such knowledge is the evening schools. But there he is again handicapped. The material which is required to give him a practical working vocabulary of simple English words, sentences, phrases, construction, and idioms which he requires for colloquial intercourse in his daily life do not exist in the primers in general use

The burden then devolves upon the teacher to find the necessary material. After ascertaining the respective needs of pupil and class, he must then resort to his own ingenuity of making up such lessons.

Here is a specimen of such a conversation lesson.

Assuming now that the learner has in previous lessons acquired expressions concerning himself and immediate surroundings, let us take for example "eating." The new words not yet known are written on the blackboard, thus :

- | | |
|----------------|------------------|
| 1. Spoon. | 11. Food. |
| 2. Fork. | 12. Drink. |
| 3. Knife. | 13. Cut. |
| 4. Plate. | 14. With. |
| 5. Cup. | 15. Put. |
| 6. Saucer. | 16. Breakfast. |
| 7. Glass. | 17. Dinner. |
| 8. Teaspoon. | 18. Supper. |
| 9. Soup spoon. | 19. Meals. |
| 10. Eat. | 20. Dining-room. |

Each word is pronounced by the teacher and repeated by the pupil. Several pupils do the same. Then several pupils pronounce the same without the teacher, and then the whole class in concert. Thus the words are first learned thru the ear. Having mastered the new words, questions are asked. Such questions are asked as would oblige the student to employ the new words in the answer. At the same time objects are displayed and actions performed by the teacher.

The answer must be in full, and the student answering must point to the object or perform the action when possible.

1. What is this? (Displaying a spoon.) This is a spoon. (If the pupil hesitates his attention is called to one, or he is helped.)

2. What is this? This is a fork.

3. What is this? This is a knife.

4. What is this? This is a plate.

5. What is this? This is a cup.

6. What is this? This is a saucer.

7. What is this? This is a glass.

8. What is this? This is a teaspoon.

9. What is this? This is a soup spoon.

10. What do I do? (Performing the act of eating.)

You eat.

11. What do we eat? We eat bread, butter, meat, etc.

12. What do we eat? We eat food.

13. What do I do? You drink.

14. What do I drink? You drink water.

15. Out of what do I drink? You drink water out of a cup.

16. Do you drink water out of a plate? No, I don't drink water out of a plate. I drink water out of a cup.

17. What do I do? You cut.

18. With what do I cut? You cut with a knife.

19. What can you cut with your knife? I can cut my food with my knife.

20. With what do you put your food into your mouth? I put my food into my mouth with a fork or spoon.

21. Do you eat in the morning? Yes, I eat in the morning.

22. When do you eat breakfast? I eat breakfast in the morning.

23. When do you eat your dinner? I eat my dinner at noon.

24. When do you eat your supper? I eat my supper in the evening.

25. How many times a day do you eat? I eat three times a day.

26. How many meals a day do you have? I have three meals a day.

27. What do you do when you eat? When I eat I sit down at the table.

28. What do you find on the table? I find on the table a knife, a fork, a spoon, a plate, bread, butter, and water.

29. Where do you eat? I eat in the dining-room.

It will be noticed that the words on the blackboard are numbered. When a question is asked, the object displayed or action performed corresponds with the words on the blackboard in their numerical order, and the answer must be accordingly. Then follows a variety of questions, the answers to which must contain two or more of the new words. Previously learned words and expressions are intermingled with such questions, and the pupil is obliged to use the same in his answers.

For example, the pupil knows the following words: Hand, right, left, have, has, give take, is, are, table, desk, chair, etc.

The following questions will be asked:

1. Where is the spoon? (The spoon in the right hand.)
The spoon is in your right hand.

2. Where are the knife and fork? (The same in the left hand of a pupil.) The knife and fork are in his left hand.

3. What has he in his left hand? He has a knife and fork in his left hand.

4. What does he do? (As the pupil gives the same to the one who is to answer.) He gives me the knife and fork and I take them from him.

5. Where is the cup and where is the saucer? The cup is in the saucer, but the saucer is on the table; the cup and saucer are on the table.

6. What have you on your desk? (Having placed the articles on the desk.)

I have on my desk a spoon, a knife, etc.

A pupil is then requested to act as teacher, ask questions or perform actions to which another pupil must give full answers; thus conversation is carried on between the pupils. The two opposites, that is, affirmation and negation, are taught together, and the contrast helps the student to grasp the idea. Ex.:

1. Do you eat breakfast at noon? No, I eat breakfast in the morning.

2. Can you cut bread with a fork? No, sir, I cut bread with a knife.

3. Do you eat soup with a teaspoon? No, sir, I eat soup with a soup spoon.

4. Is this a plate? (Displaying a glass.) No, sir, it is not; it is a glass.

5. Are the cup and glass on your desk? No, sir, they are not; they are on the table.

Having thus learned the meaning of the new words and their use in the form of sentences, the words are then copied in a blank book, provided the pupil has already learned how to copy. The student is requested to compose his own sentences, or tell a story using all the words. The following will perhaps be the result:

When I eat I sit down at a table. I find a plate, a knife, a fork, a cup, and a saucer. I cut my food with a knife. My food is on the plate. I put my food into my mouth with my fork and my spoon. I drink coffee out of my cup and set the cup in the saucer.

I eat breakfast in the morning. I eat dinner at noon. I eat supper at night. I have three meals a day.

Thus the words and expressions are taught in direct association with perception. Words and construction of sentences are taught by practical and striking examples. And further, what cannot be taught by object lessons is explained by being placed in proper context, *i.e.*, the new words are used in previously learned expressions in such manner that

the meaning of the new words becomes perfectly clear from their connection with what precedes and follows.

The conversation is at first between the teacher and the pupil, then between two pupils, third, three pupils, and last, between a pupil and an imaginary person.

If the pupil hesitates he is at once assisted, and if necessary the whole expression is written on the blackboard.

The object of conversation lessons is to enable the student to express whole thoughts thru full sentences, rather than fragments of thought thru single words; to train him, first of all, in the kind of English that is indispensable in daily intercourse; to prevent him from assimilating his vernacular with the English idioms; and above all to make him think in English. And when we consider that it is only thru conversation that the pupil's ear and mind grow accustomed to everyday English, that it is thru conversation that the pupil's thoughts can best express themselves, and his tongue be strained to the accent — when we consider all that we are obliged to admit that conversation lessons accomplish their aim. Martin Luther once said, "Everyone learns German or any other language better from hearing it spoken at home, in business, and at church, than from books."

With apologies to the illustrious German reformer, we wish to say, "Everyone learns English or any other language better from hearing it spoken at home, in business, at church, but especially at school, than from books."

COPYING LEADING TO DICTATION.

As in the course of evolution a child cannot very well learn how to walk before it is able to creep, nor to run before it is able to walk, so in the course of systematic study of a language a person must first be able to speak to some extent before he can properly learn how to read; he must likewise be able to read before he can attempt to write, and to write from copy before attempting to write from dictation. There-

fore dictation can only be given after a certain familiarity with speaking, reading, and copying has been acquired by the pupil.

But each new step must not be a new burden, but rather a natural transition from the former one.

Reading being the next step after speaking, it must consist mostly of words and phrases, the meaning of which has been previously learned by the pupil, so that he now perceives thru the eye what he has already learned thru the ear, and thus the words get more firmly fixed in his mind. After his eye has grown accustomed to the orthographical arrangement of the letters in those words, copying and recopying them will soon train his hand to arrange the letters properly thru sheer habit, and when he finally writes the same from dictation his ear, his eye, and hand act in unison, and such harmony of the faculties renders the operation easy and pleasant.

It is therefore careful reading and copying of familiar sentences that constitute the foundation of good spelling.

Another prerequisite to correct spelling is slow reading and copying. By doing the work slowly one has time to observe and to be impressed with its details, and spelling is purely a work of detail. In general, slowness of practice is conducive to accuracy, and the pupil ought to be encouraged to read and copy slowly and distinctly, and accurate spelling will be the result.

Dictation has its advantage in correcting the errors involved and testing the pupil's ability of spelling. However, it ought to be given moderately, otherwise the time consumed in testing the pupil's knowledge of spelling will leave him very little time to acquire that knowledge.

SUBJECT MATTER OF DICTATION.

As in reading, so in dictation, the subject matter ought to consist of such sentences that have some interest for the pupil. Besides, as the essence of a language consists in the

arrangement and combination of words rather than words themselves, so in dictation it is essential (except at the beginning) to give whole coherent logical sentences or paragraphs rather than mere independent words or phrases. Thus, after a conversation lesson has been mastered by the pupils, its subject matter (see conversation lessons) is the proper subject matter for dictation.

The book may be resorted to only for supplementary dictation, and in that case it should follow the above analogy, viz. : Those stories previously read and learned by the pupils.

After the pupils have acquired some skill in spelling, dictation should assume the form of questions on familiar topics, to be answered by the pupils in writing. In this manner the pupil accomplishes two things at the same time, namely, spelling and construction of sentences, thus leading logically to composition.

GENERAL METHOD OF RECITATION.

All the new words and expressions in the story to be read are written on the blackboard. They are then read by the teacher and repeated by a pupil. Then several pupils read in succession, and finally the whole class in concert.

Special drill is then given in the use of new words and expressions in the same manner as in the conversation lesson.

The pupils are now ready to read the story correctly and intelligently.

The whole story is then read by the different pupils, perhaps a paragraph at a time.

Such questions are then asked by the teachers as are calculated to elicit from the pupils answers containing the words and expressions just read.

When the story is thoroly understood, the student is requested to tell the story in his own words. He is also requested to use the words in the story in such a manner and form as to tell the class something about himself, his business,

trade, or occupation, etc., or the teacher suggest to him that which he desires him to relate.

The aim of the reading lesson is not merely to train the pupil in the art of reading, but to acquire the other elements of the language as well.

LOUIS LEVINE,
JAMES B. OPPENHEIM,
Wells Evening School.

APPENDIX C.

EVENING SCHOOL STATISTICS FOR THE TERM ENDING
MARCH, 1907.

A. — EVENING HIGH SCHOOLS.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
	Whole Number of Pupils Enrolled.	Average Attendance. (The average of the attendance given in 6 monthly reports.)	Per cent. of Attendance Based on Enrollment. (II. ÷ I.)	Average Number of Pupils to a Teacher. (The average of the numbers given in 6 monthly reports.)	Amount Paid in Salaries to Teachers.	Total Number of Pupils Present on all Nights During the Term.	Cost Per Pupil for Salaries of Teachers for Each Night of Actual Attendance. (V. ÷ VI.)	Number of Nights.
Central:								
(Mon., Wed., Fri.)...	1,636	726	44.4	26.0	\$13,300 00	43,398	\$0.193	59
(Tues., Thurs.)....	1,414	636	45.0	24.1		25,104		39
Charlestown	656	194	29.6	22.3	3,810 00	15,735	.242	79
East Boston.....	751	179	23.8	22.0	3,630 00	14,483	.251	79
Roxbury.....	1,543	306	19.8	18.7	6,461 50	25,249	.256	79
South Boston.....	1,514	365	24.1	24.5	6,030 50	29,460	.205	79

B. — EVENING DRAWING SCHOOLS.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
	Whole Number of Pupils Enrolled.	Average Attendance. (The average of the attendance given in 6 monthly reports.)	Per cent. of Attendance Based on Enrollment. (II. ÷ I.)	Average Number of Pupils to a Teacher. (The average of the numbers given in 6 monthly reports.)	Amount Paid in Salaries to Teachers.	Total Number of Pupils Present on all Nights During the Term.	Cost Per Pupil for Salaries of Teachers for each Night of Actual Attendance. (V. ÷ VI.)	Number of Nights.
Charlestown	200	67	33.5	17.3	\$1,712 00	3,886	\$0.441	58
East Boston.....	199	66	33.2	17.1	1,745 00	3,892	.443	58
Mechanic Arts.....	260	111	42.7	22.2	2,434 00	6,552	.371	58
Roxbury.....	399	136	34.1	20.4	2,784 00	8,043	.346	58
School of Design	66	29	43.9	14.4	566 00	1,092	.527	36
Warren Avenue.....	* 186	70	37.6	14.0	2,212 00	4,071	.543	58

*Thirty-five of these pupils were from the School of Design, which was carried on as a class in the Warren Avenue School after January 27, 1907.

C. — EVENING ELEMENTARY SCHOOLS.

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
	Whole Number of Pupils Enrolled.	Average Attendance. (The average of the attendance given in 6 monthly reports.)	Per cent. of Attendance Based on Enrollment. ($\frac{II.}{I.}$)	Average Number of Pupils to a Teacher. (The average of the numbers given in 6 monthly reports.)	Amount Paid in Salaries to Teachers.	Total Number of Pupils Present on all Nights during the Term.	Cost per Pupil for Salaries of Teachers for each Night of Actual Attendance. ($\frac{V.}{VII.}$)	Number of Nights.
Bigelow.....	3,149	638	20.3	19.8	\$7,034 50	61,757	\$0.114	97
Bowdoin.....	991	433	43.7	18.4	5,060 00	41,883	.121	97
Eliot.....	1,571	548	34.9	16.9	6,815 00	53,450	.128	97
Franklin.....	1,333	448	31.1	20.4	4,720 50	43,975	.107	97
Hancock.....	1,380	442	32.0	18.3	5,264 50	42,430	.124	97
Lincoln.....	486	115	23.7	17.4	1,852 00	11,181	.166	97
Lyman.....	891	330	37.0	17.4	4,310 50	32,255	.134	97
Mather.....	496	109	22.0	14.4	1,994 00	10,877	.183	97
Quincy.....	774	209	27.0	19.0	2,667 50	20,429	.131	97
Sherwin.....	1,082	315	28.2	17.6	4,033 50	30,969	.130	97
Warren.....	408	199	48.8	19.3	2,437 50	19,451	.125	97
Washington Allston,	368	151	41.0	16.5	2,410 50	14,757	.163	97
Wells.....	1,392	451	32.4	18.8	5,132 00	44,644	.115	97

D. — COMPARATIVE TABLE OF STATISTICS FOR THE TERM ENDING MARCH, 1907.

	A.	B.	C.	D.	E.	F.	G.
	Whole Number of Pupils Enrolled. (The total of I. in statistics for the term.)	Average Attendance. (The total of II. in statistics for the term.)	Per cent. of Attendance Based on Enrollment. ($\frac{B.}{A.}$)	Average Number of Pupils to a Teacher. (The average of IV. in statistics for the term.)	Amount Paid in Salaries to Teachers.	Total Number of Pupils Present on all Nights during the Term. (The total of VI. in statistics for the term.)	Cost per Pupil for Salaries of Teachers for each Night of Actual Attendance. ($\frac{E.}{F.}$)
Evening high schools...	7,514	2,406	32.0	22.9	\$33,232 00	153,429	\$0.217
Evening drawing schools.....	1,310	479	36.6	17.6	11,453 00	27,536	.416
Evening elementary schools.....	14,321	4,388	30.6	18.0	53,732 00	428,058	.126
Totals.....	23,145	7,273	.....	.....	\$98,417 00	609,023	.....

E.—TABLE SHOWING THE ENROLLMENT, AVERAGE ATTENDANCE, AND NUMBER OF NIGHTS OF INSTRUCTION IN DIFFERENT SUBJECTS IN EVENING HIGH SCHOOLS.*

	CHARLESTOWN.			EAST BOSTON.			ROXBURY.			SOUTH BOSTON.			CENTRAL.					
	Enrollment.	Average Attendance.	Number of Nights.	Enrollment.	Average Attendance.	Number of Nights.	Enrollment.	Average Attendance.	Number of Nights.	Enrollment.	Average Attendance.	Number of Nights.	MON., WED., FRI.		TUES., THURS.			
													Total Enrollment.	Average Attendance.	Number of Nights.	Total Enrollment.	Average Attendance.	Number of Nights.
English Composition I.....	181	59	76	197	72	76	165	36	76	39	18	76	420	190	55	325	157	37
English Composition II.....							59	14	76	78	24	76	125	65	55	133	53	37
Literature I.....				33	13	76	42	17	76							128	56	37
Literature II.....							25	15	76	27	14	76	56	32	55			
Literature III.....							25	12	76									
History I.....							25	17	76				34	22	29			
French I.....				32	13	76	75	20	76				97	44	55	145	60	37
French II.....							33	14	76									
French I. and II.....										92	24	76						
French II. and III.....													37	24	55	39	20	39
German I.....							51	18	76				57	25	55	82	37	37
German II.....							18	9	76				37	20	55	27	16	37

* Some of the figures given in this table are estimated, and in some cases the information was not available.

ENROLLMENT, AVERAGE ATTENDANCE, ETC., IN EVENING HIGH SCHOOLS. — *Concluded.*

	CHARLESTOWN.			EAST BOSTON.			ROXBURY.			SOUTH BOSTON.			CENTRAL.					
	Enrollment.	Average Attendance.	Number of Nights.	Enrollment.	Average Attendance.	Number of Nights.	Enrollment.	Average Attendance.	Number of Nights.	Enrollment.	Average Attendance.	Number of Nights.	Total Enrollment.	Average Attendance.	Number of Nights.	Total Enrollment.	Average Attendance.	Number of Nights.
German I. and II.....																		
Spanish I.....							25	13	76							30	11	36
Latin I.....				24	11	76	20	10	76				44	22	55			
Penmanship.....	189	57	76	135	51	76	357	66	76	320	80	76	281	121	55	440	168	37
Bookkeeping I.....	74	28	76	90	31	76	180	45	76	163	67	76	268	121	55	259	115	37
Bookkeeping II.....	66	27	76	42	15	76	75	21	76									
Phonography I.....	141	48	76	60	22	76	190	59	76	140	60	76	241	116	55	84	42	36
Phonography II.....	57	18	76				35	14	46	30	20	54	53	24	56			
Phonography III.....	57	18	76				19	12	76	30	20	54				44	29	36
Phonography U. and III.....				28	17	76												
Typewriting.....	109	18	76	45	12	76	208	51	76	190	61	76	205	99	55			
Civil Service.....	114	21	42	63	20	37	71	15	76	116	38	76	111	48	55	89	40	37
Commercial Arithmetic.....	161	54	76	45	18	76	88	49	76				266	78	55	186	47	37

Physical Training.....	74	7	37	147	62	38	125	30	38	.....	96	42	45	60	26	37
Physiology I. and II.....	51	16	36	.....	.....	.....	39	22	34	47	20	38	.....	I. 81 II. 53	I. 38 II. 26	I. 38 II. 38
Chemistry I. and II.....	.....	.....	.....	.....	.....	.....	51	15	70	.....	.....	39	55	.....	.....	.....
Algebra I.....	.....	.....	.....	25	8	76	37	32	38	35	12	70	55	.....	.....	.....
Algebra II.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61	55	.....	.....	.....
Geometry I.....	.....	.....	.....	.....	.....	.....	37	19	38	.....	.....	53	55	.....	.....	.....
Music (including Choral Prac- tice and Harmony).....	38	11	37	.....	.....	.....	15	9	38	92	40	38	.....	ch. 80 4 6	ch. 22 ha. 17	ch. 38 ha. 38
Civil Government.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	26	.....	.....	.....
Physics I.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	55	.....	.....	.....
Physics II.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	7	37

F.—NUMBER OF EVENING HIGH SCHOOL CERTIFICATES GRANTED
IN 1906.

SUBJECT.	Central.	Charlestown.	East Boston.	Roxbury.	South Boston.	Total.
English Composition I.	288	30	32	45	95	490
English Composition II.....	96	37	7	16	11	167
Literature I.	30	6	1	12	15	64
Literature II.....	24	13	10	13	10	70
Literature III.....				8		8
History I.....	17	11	9	9	33	79
History II.....			1			1
History III.....			1			1
Civil Government I.						
Civil Government II.....	27	8				35
Economics.....	11	8				19
French I.	45	3	13	9	16	86
French II.	27		1	9	14	51
French III.....	13		1			14
German I.....	36		6	3	11	56
German II.....	9		2	6	8	25
German III.....	14					14
Spanish I.	11					11
Spanish II.....				1		1
Spanish III.....				1		1
Latin I.	12			6	7	25
Latin II.	1					1
Latin III.....						
Penmanship.....	76	37	20	68	55	256
Bookkeeping I.	148	31	21	18	34	252
Bookkeeping II.....	48	20	10	5	8	91
Phonography I.....	75	27	21	21	47	191
Phonography II.....	126	45	10	11	5	197
Phonography III.....				7	13	20
Typewriting.....	66	23	37	15	70	211

NUMBER OF EVENING HIGH SCHOOL CERTIFICATES GRANTED IN 1906.— *Concluded.*

SUBJECT.	Central.	Charlestown.	East Boston.	Roxbury.	South Boston.	Total.
Commercial Arithmetic.....	232	44	26	48	78	428
Commercial Geography.....	14	.....	1	16	.....	31
Commercial Law.....	14	.....	2	4	10	30
Civil Service.....	.....	.....	.....	.....	.....	.....
Physical Training.....	56	30	32	10	42	170
Physiology I.....	35	.....	.....	1	35	71
Physiology II.....	45	17	.....	.....	.....	62
Physics I.....	.....	.....	.....	6	.....	6
Physics II.....	.....	.....	.....	.....	.....	.....
Chemistry I.....	15	2	.....	8	1	26
Chemistry II.....	.....	1	.....	2	.....	3
Algebra I.....	34	3	9	2	.....	48
Algebra II.....	23	5	4	1	.....	33
Geometry I.....	.....	1	.....	.....	.....	1
Geometry II.....	.....	.....	.....	1	.....	1
Choral Practice.....	25	22	.....	10	16	73
Music.....	19	12	.....	10	5	46

G.—NUMBER OF EVENING HIGH SCHOOL CERTIFICATES GRANTED
IN 1907.

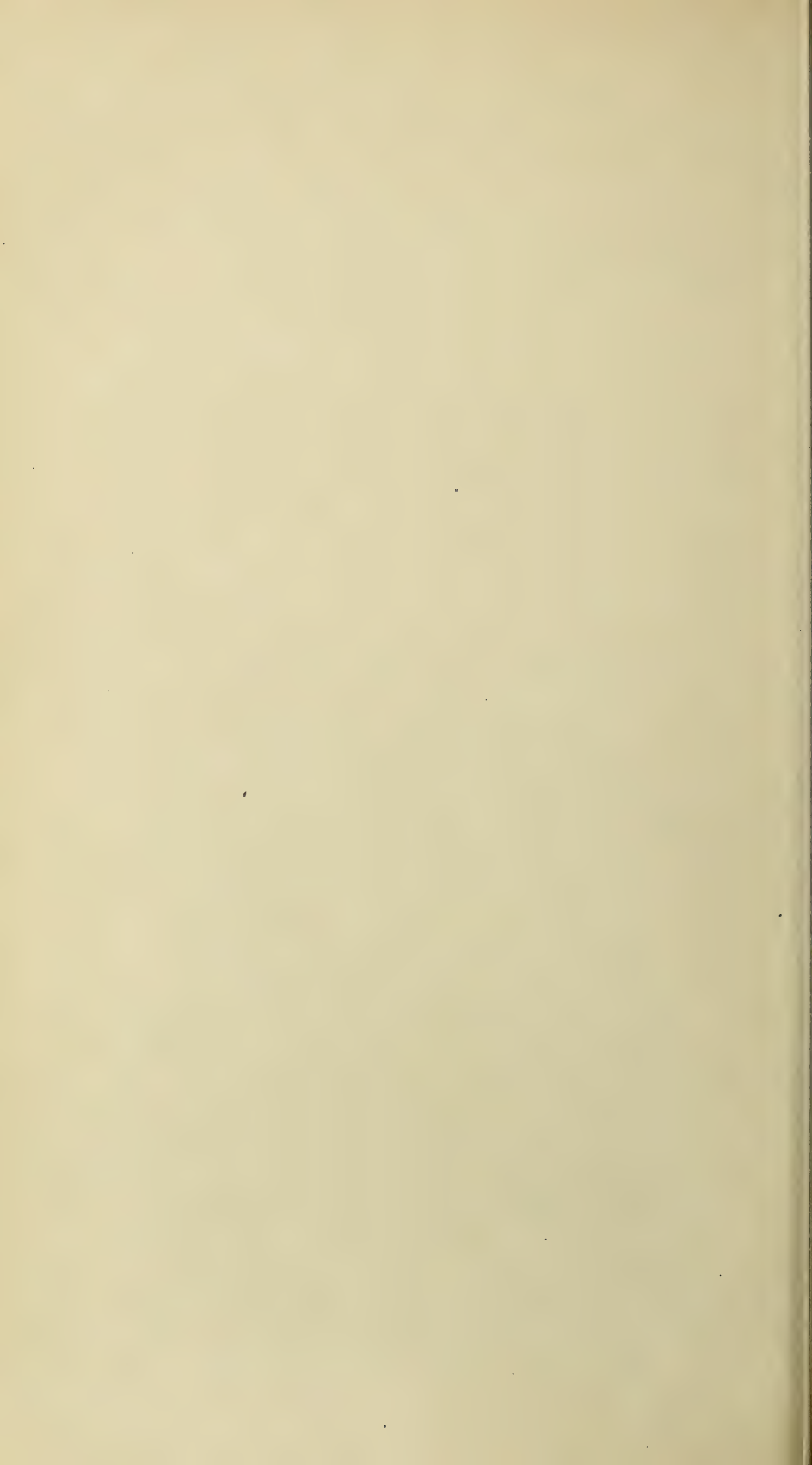
SUBJECT.	Central.	Charlestown.	East Boston.	Roxbury.	South Boston.	Total.
English Composition I.....	301	49	49	26	21	446
English Composition II.....	93			2	29	124
Literature I.....	30			5		35
Literature II.....	25		7	10	12	54
Literature III.....				6		6
History I.....	16			6		22
History II.....						
History III.....						
Civil Government I.....	19					19
Civil Government II.....						
Economics.....						
French I.....	55		9	4	5	73
French II.....	21			5	6	32
French III.....	4					4
German I.....	37			4	3	44
German II.....	14				1	15
German III.....	10					10
Spanish I.....	7			3		10
Spanish II.....						
Spanish III.....						
Latin I.....	18		9	5		32
Latin II.....	6					6
Latin III.....	6					6
Penmanship.....	140	28	43	32	43	286
Bookkeeping I.....	126	19	10	20	51	226
Bookkeeping II.....	42	21	13	11	8	95
Phonography I.....	59	21	16	29	35	160
Phonography II.....		14	9	8	7	38
Phonography III.....		10	9	4	6	29
Typewriting.....	56	26	13	10	38	143

NUMBER OF EVENING HIGH SCHOOL CERTIFICATES GRANTED IN 1907. — *Concluded.*

SUBJECT.	Central.	Charlestown.	East Boston.	Roxbury.	South Boston.	Total.
Commercial Arithmetic.....	138	36	18	26	18	236
Commercial Geography.....						
Commercial Law.....						
Civil Service.....	50	8		9	20	87
Physical Training.....	52	20	21		31	124
Physiology I.....	34					34
Physiology II.....	25	10			12	47
Physics I.....	18			4		22
Physics II.....	1			4		5
Chemistry I.....	13			7		20
Chemistry II.....	2			1		3
Algebra I.....	34		7	21	8	70
Algebra II.....	21					21
Geometry I.....	31			20		51
Geometry II.....						
Choral Practice.....	26	11			11	48
Music.....	9	8			5	22

H.—TABLE SHOWING THE COUNTRY OF BIRTH OF PUPILS OF THE EVENING ELEMENTARY SCHOOLS.—1906-07.*

COUNTRY OF BIRTH.	Bigelow.	Bowdoin.	Elliot.	Franklin.	Hancock.	Lincoln.	Lyman.	Mather.	Quincy.	Sherwin.	Warren.	Washington Allston.	Wells.	Total.
America:														
White.....	2,289	49	34	194	90	324	316	318	56	372	293	110	17	4,462
Colored.....		20		110						140	2		18	290
Austria.....	8	5		6	31	2	2		2	3			13	72
Hungary.....		3		4		4	4		5	7		3	2	32
China.....				7					2					9
England, Ireland, Scotland, and Wales.....	234	55	6	120	16	13	38	50	39	109	48	15	29	772
British Provinces.....	34	11		70	1	17	29	75	1	9	10	10	6	273
France.....	16	5		22	1	17	10		5	3	5	1	5	90
Greece.....				6	4				213	3	3	40		337
† Germany.....	71	18	6	55	3	36	32		3	103	2	1	44	374
Italy.....	30	20	1,254	32	377	14	150	6	115	34	10	15	72	2,129
Norway.....	32		1	65		14	5	5	1	16		12	5	156
Portugal.....	2		6	6	5		23		2	4	12	1		61
† Russia.....		778	115	510	300	14	219	7	67	133	12	7	1,132	3,294
Poland.....	15	20	37	65	5	8	9		7	8		5	28	207
Finland.....				2		2				22	2	11		39
Lithuania.....	355				45	12			5	12		79	9	517



SCHOOL DOCUMENT NO. 14—1907.

REPORT OF THE COMMITTEE

OF

OCULISTS AND ELECTRICIANS

APPOINTED APRIL 29, 1907,

ON THE ARTIFICIAL LIGHTING AND
COLOR SCHEMES

OF

SCHOOL BUILDINGS,

NOVEMBER, 1907.



BOSTON :
MUNICIPAL PRINTING OFFICE,
1907.

IN SCHOOL COMMITTEE,

December 2, 1907.

Ordered to be printed as a school document.

Attest:

THORNTON D. APOLLONIO,

Secretary.

Boston, November 26, 1907.

The committee appointed in April, 1907, by the Boston School Committee, to consider the artificial lighting of the public schools and their color schemes, respectfully presents its report.

REPORT.

The committee, consisting of three oculists and two electricians, held its first meeting in May, and agreed to take up at the outset a study of the literature on the subject and an inquiry into the various systems of illumination now in use.

The literature on artificial illumination is voluminous, but is lacking in definite information. Although an understanding of this branch of science is of the greatest importance and of daily application, comparatively little research work has as yet been performed, and there is an extraordinary lack of uniformity in the lighting systems of the present day. To the committee's knowledge there is no architectural school in the country which gives a course on this subject.

There are certain general rules which are accepted by all, but when it comes to the actual illumination of a given room the views of those who may be called authorities vary widely, and it becomes evident that the science of illumination is as yet in its infancy.

The artificial illumination of a school-room presents problems which are different from those in a room used for any other purpose. In such a room there

are forty to sixty desks, upon each of which the illumination must be practically the same.

In certain of the subjects taught, such as drawing, sloyd, sewing, and writing, suitable shadows are probably desirable for the comfortable use of the eyes. These shadows should, however, fall in such a manner that the work upon each desk is always in good illumination, and free from the shadow of the head and hand.

Brilliant points of illumination caused by the exposure of the bare filament of an incandescent light, or from facets upon the shade, are highly undesirable, and, if maintained in a constant position in relation to the eye, may be dangerous.

The means of illumination should neither contaminate the air, produce much heat, nor be rich in the injurious rays of the spectrum.

The construction of the fixtures must be such that they can be kept clean with a minimum of labor, and also such that if dust does accumulate upon the shades it shall not materially diminish the amount of light.

The color of the walls, window shades, and woodwork must be very light. This is necessary, first, to enable the walls to reflect the light instead of absorbing it; and second, which is of great importance, to avoid sharp contrasts between the surrounding colors and the white sheet of paper upon which the pupil is looking much of the time. If the contrast is at all marked there is fatigue and discomfort of the eyes, which cannot be avoided, and the greater the illumination of the white page, beyond a certain point, the greater the fatigue and distress.

As school-rooms are used by day as well as in the evening, this fact must be considered in determining the color of the walls.

For the sake of clearness, it may be as well to add a few words of explanation here as to direct and indirect lighting. In pure indirect lighting all the light is reflected upwards to the ceiling and walls and thence to the lower portions of the room, while with direct lighting opaque shades placed immediately above the lamps reflect all the light downward.

Direct lighting is the simplest and cheapest method of illumination at our disposal, but is open to the following grave objections: It is difficult to shade the lamps in such a way as to avoid bright points of light. The shadows are intense. It is hard to distribute the light evenly at each place unless separate lamps be installed upon each desk.

Indirect illumination has met with a certain amount of favor in this country and in Germany. It avoids bright points of light coming into the field of vision and the annoying shadows which are so often present when the greatest care is not used in the location of fixtures and the choice of shades. Most of the modern illuminating systems combine the direct and indirect forms; for instance, the standard system in use in the Boston schools may be regarded as indirect plus a certain portion of direct light, while in the system to be described later the larger proportion of the light is direct.

The committee is of the opinion that for school-room lighting there are certain serious disadvantages inseparable from systems in which indirect light preponderates.

(1.) Indirect light produces the unfortunate psychological effect of insufficient illumination.

(2.) Recently published experiments in the "Illuminating Engineer" of October, 1907, point to the fact that with indirect illumination the amount of light for comfort in reading must be 65 per cent. greater than with direct.

(3.) Indirect light is an abnormal form of lighting, seldom or never to be found in nature, to which the eye is unaccustomed.

(4.) With it we lose the shadows by which we judge distance and relief.

(5.) The illumination of surrounding objects and that of the work on the desk are the same, while experience has shown that, whereas it is unwise to light the work greatly in excess of surrounding objects, a small amount of superior illumination makes for comfort.

(6.) It is conceivable that light reflected from the ceiling and colored surfaces may undergo some change interfering with its efficiency.

Discussion of the relative cost follows later.

It will be seen that the problems presented are many and difficult, but the general requirements for school-room illumination may be summed up as follows:

(1.) The light should be produced with as little contamination of the air as possible.

(2.) The heat production should be low.

(3.) The light should not be rich in the rays of the spectrum which are irritating to the eye.

(4.) A steady light is indispensable, and the lamps should not be subject to rapid deterioration.

(5.) The light should be well diffused so as to secure uniform illumination throughout the room.

(6.) It should be properly shaded so as to prevent points of great brilliancy from coming within the field of vision, and to avoid annoying and disturbing shadows from falling on the work. For this latter purpose the proper location of the fixtures is of the greatest importance.

(7.) The amount of light necessary varies according to the purpose for which it is required. More is necessary for fine work than for the ordinary class exercises.

(8.) The cost of installation and maintenance should be moderate.

(9.) The fixtures should be of durable construction and easy to clean and repair.

(10.) In considering the color of the walls, the daylight illumination must be taken into account. For the bright, sunny rooms a very light green is probably the best shade. For the darker rooms a light buff.

(11.) The ceiling should be white or slightly tinted.

(12.) The windows should be provided with shades for excluding the direct rays of the sun and diffusing the light throughout the room.

(13.) The woodwork should be of a light color such as that of natural wood. Under no circumstances are dark walls and woodwork permissible.

METHODS OF INVESTIGATION OF THE LIGHTING OF THE BOSTON PUBLIC SCHOOLS.

The committee visited a number of the schools and made a careful examination of them. In addition, meetings were held and various persons were interrogated on this subject.

Among these were illuminating engineers connected with the present system of lighting, a representative of the Schoolhouse Commission, and several masters from the evening schools. All these gentlemen gave freely the information in their possession as to the merits and disadvantages of the present system, and suggested improvements when, in their opinion, they were necessary.

The present lighting system in the more modern of the public schools may be briefly described as follows:

The standard school-room, about 26 feet \times 30 feet \times 13 feet high, contains desks for some fifty scholars, and a teacher's desk on a raised platform at the end or side of the room. The woodwork generally is of a light yellowish color, the walls of a light green or buff, the ceiling white. Suitable shades are provided for the windows. The lighting arrangements in this room consist of six fixtures suspended from the ceiling, each composed of two eight and two sixteen candle-power incandescent lamps, contained in a shallow bowl of opal glass and covered with a sheet of plate glass. The larger part of the light is reflected to the ceiling and thence downward to the desk, while a smaller amount is transmitted directly through the opal glass shade. Over the teacher's desk is a single light reflected downwards by an opaque shade.

In the opinion of those by whom this fixture has been designed and installed the amount of light given is sufficient in quantity and of a quality pleasant to the eye. On the other hand, however, the fixture soon admits dust, and considerable time and care must be expended in cleaning it and replacing the lamps.

The masters make the same criticism, and in addition state that the fixture is not properly kept up, and that the amount of light soon becomes insufficient; also that this form of light is not suitable for fine work such as sewing and for the sloyd classes.

The janitors affirm that much more time than they are able to give is necessary in order to clean the fixtures properly, and that the glass coverings are easily broken.

The committee visited numerous rooms in which these fixtures are installed. The light was found to be steady, moderately well diffused, and free from points of great brilliancy. Shadows, though present, were neither numerous nor disturbing. In those rooms in which these fixtures were clean, the walls of a proper color, and the lamps new and of sufficient candle-power, enough light was given for the ordinary school work. This was the case in those rooms only where this lighting had been recently installed.

In all other rooms visited the amount of light supplied was insufficient for the needs of the scholar, owing to the dust which had fouled the fixtures (in one instance photometric observations showed an increase of 20 per cent. in the amount of light given after the plate glass top on which there was a very light layer of dust had been cleaned) and to lamps which either were of insufficient power or were giving an amount of light below their rated efficiency.

The difficulty of doing fine work under these circumstances was well illustrated in one building where, in a sloyd class-room, the lower shade of opal glass had been removed in order to obtain more light.

Most of the fixtures were dirty, much dust had accumulated on the glass cover and inside the 'opal shade, covering the bottom and reducing the amount of light transmitted and reflected. Many of the lamps were giving a light below their rated candlepower, and some were found which had burned out entirely. It is apparent that these fixtures require much time and care to keep clean and in repair.

Several of the schools visited were lighted by clusters of incandescent bulbs, the light being reflected downwards by opaque shades. The filaments were in plain view, and caused considerable discomfort by their brightness. The light was unevenly distributed, and gave intense and disturbing shadows. These fixtures were found in the older schools.

In some of the schools the color of the woodwork was satisfactory, while in others not only the desks but also the woodwork was very dark.

The walls of these schools were, in certain instances, of the proper shade of light green or buff, but in most of the rooms the color was too dark for the efficient reflection of light. There appears to be no absolute standard of color adopted.

As regards the color scheme of the room, the worst conditions were found at the Central Evening High School, where the walls several years ago received a dark olive green tint and the woodwork was colored to represent flemish oak. The lighting in these rooms is carried on by means of incandescent bulbs in clusters, direct light being furnished. Photometric observations here gave over 1.5 candle feet at the desks, which illustrates well the effect of contrast on the eyes. All the masters

interviewed in regard to the lighting of this building were outspoken in their condemnation of it, and the committee was informed that at the last session of the evening school a large number of pupils withdrew, giving as a reason that they were unable to use their eyes there without distress. The committee consider this building as a whole very badly lighted. The direct lighting is objectionable for reasons stated previously. The dark walls and woodwork absorb much light that should be reflected, and produce a marked contrast to the book or paper, which is trying and injurious to the eyes.

Window shades were furnished in all rooms which the committee inspected, but nowhere did they appear to be in use. When the masters were interrogated as to the reason for this, they replied that so much dust was thrown into the room by drawing the shades that their use had to be discontinued. Those examined by the committee were indeed covered with dust and showed evidence of neglect on the part of the janitor. This, however, does not furnish a sufficiently good reason for doing away with window shades. Since the area of the windows in a modern Boston school-room must be one-fifth that of the floor area, it is evident that the corresponding area of reflecting surface is lost by leaving the windows uncovered by shades designed to reflect light. The committee believe that the masters should make use of the shades whenever artificial light is necessary. The janitors should be compelled to keep them free from dust and in good working order.

Before leaving the subject of walls, the committee would like to call attention to blackboards. These

structures occupy a very considerable portion of the wall space of each room, and are at a level with the pupils' eyes. Their dark surface absorbs a very considerable amount of light, although this is not so great as would appear at first sight, since the boards soon become covered with a grayish layer of chalk dust and are thereby lightened considerably. They afford a marked and uncomfortable contrast of color to the other surfaces of the room, and the amount of dust arising from the use of chalk is also undesirable. The committee regards the present blackboard as an anachronism in the modern school-room. Although no substitute has been found for it, but little thought has been given to this question, and the committee feels that an investigation along this line might yield gratifying results.

ILLUMINATION EXPERIMENTS.

After a full discussion of the present methods of lighting the school-rooms and a careful examination of the literature, it was decided that no solution of the problem could be made without actual experimental studies.

It was especially fortunate that these experiments could be carried on in conjunction with those which were being made by Mr. B. B. Hatch, Electrical Engineer for the Schoolhouse Commission (at the Old Dearborn School), who co-operated with the committee in every possible way, and to whose experience, intelligence and progressive ideas the success of the experiments is chiefly due.

The windows in one of the rooms of this school were boarded up so as to shut out all daylight. The

size of the room was 28 feet \times 28 feet, height 14 feet, or slightly larger and higher studded than the standard school-room recently adopted. The color of the side walls was light yellow, the ceiling white. The wiring in this room was so arranged, with duplicate circuits, that one experiment could be tried immediately after another by merely throwing a switch. The committee found this of great assistance in obtaining comparative results from the various forms of lighting that were tried.

Three methods of lighting were considered.

(1.) Indirect method, depending wholly upon light reflected from walls and ceiling.

(2.) Direct method, with light obtained from open clusters or single lamps.

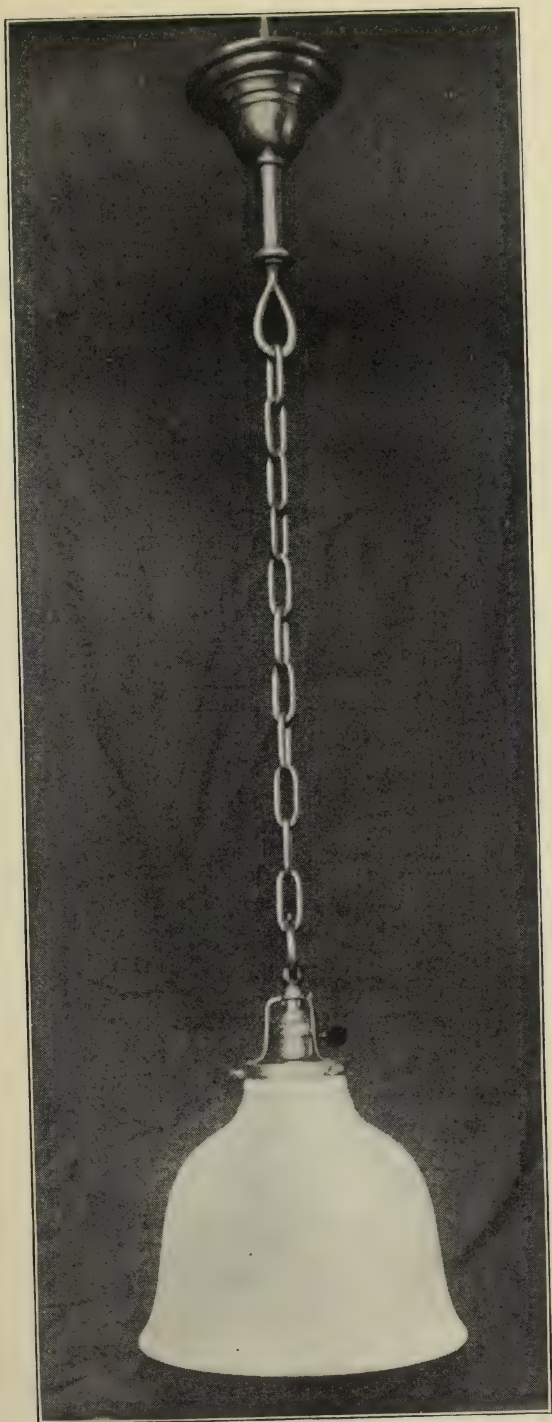
(3.) Combination method, depending partially on direct and partially on diffused light.

No actual experiments were made with indirect lighting, as objections to its use seemed so obvious as to render them unnecessary. To light a school-room with incandescent lamps by the indirect method would require a maximum of current with a minimum of efficiency. The cost of current to secure a proper illumination by this method would in the opinion of the committee be prohibitive. A school-room could be lighted by the indirect method with arc-lamps, and the New York Trade School, visited by one of the members of this committee, is lighted in this way, and was said by teachers in the school to be satisfactory, although when the lights were exhibited to the visitor a considerable amount of flickering was observed. Some lecture halls in Germany, which were also visited during the summer

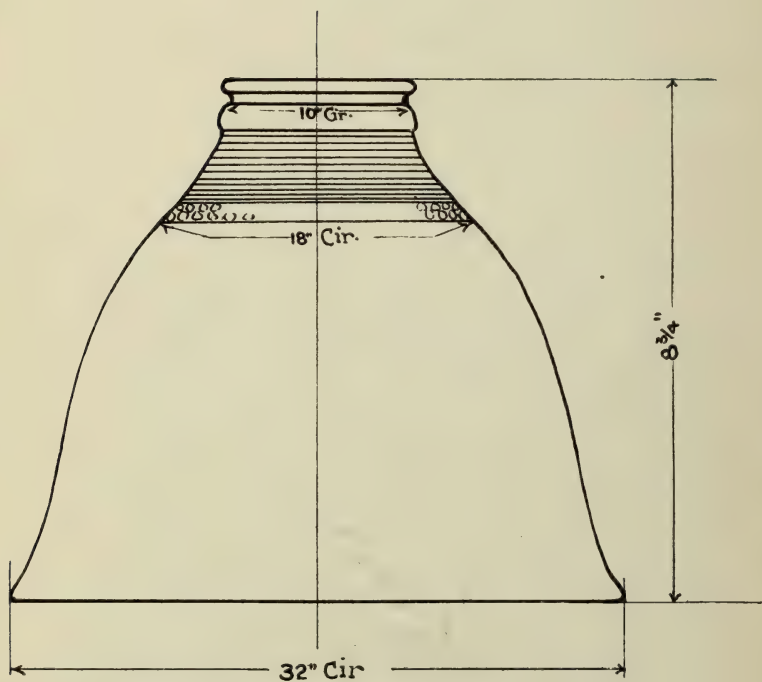
by one of the members of this committee, appeared to be satisfactorily lighted by indirect arcs. This method of illumination, however, is better adapted to large rooms or halls where the evenness of the light is not so imperative as in a school-room. To distribute light properly in a standard class-room, it would, we believe, be necessary to install at least four arcs, which would necessitate changes in the present wiring of the class-rooms. These arcs would consume more electric current than is at present used. The care of an arc-lamp requires more or less expert knowledge and if not properly trimmed it is apt to flicker and burn unevenly. As before mentioned, the committee made no actual experiments in indirect lighting with either incandescent or arc lamps, believing this method not to be readily adapted for school-house work.

Several experiments were made with direct lighting which were unsatisfactory, as it was impossible to locate the lights so as to bring them out of the vision of both pupils and teacher.

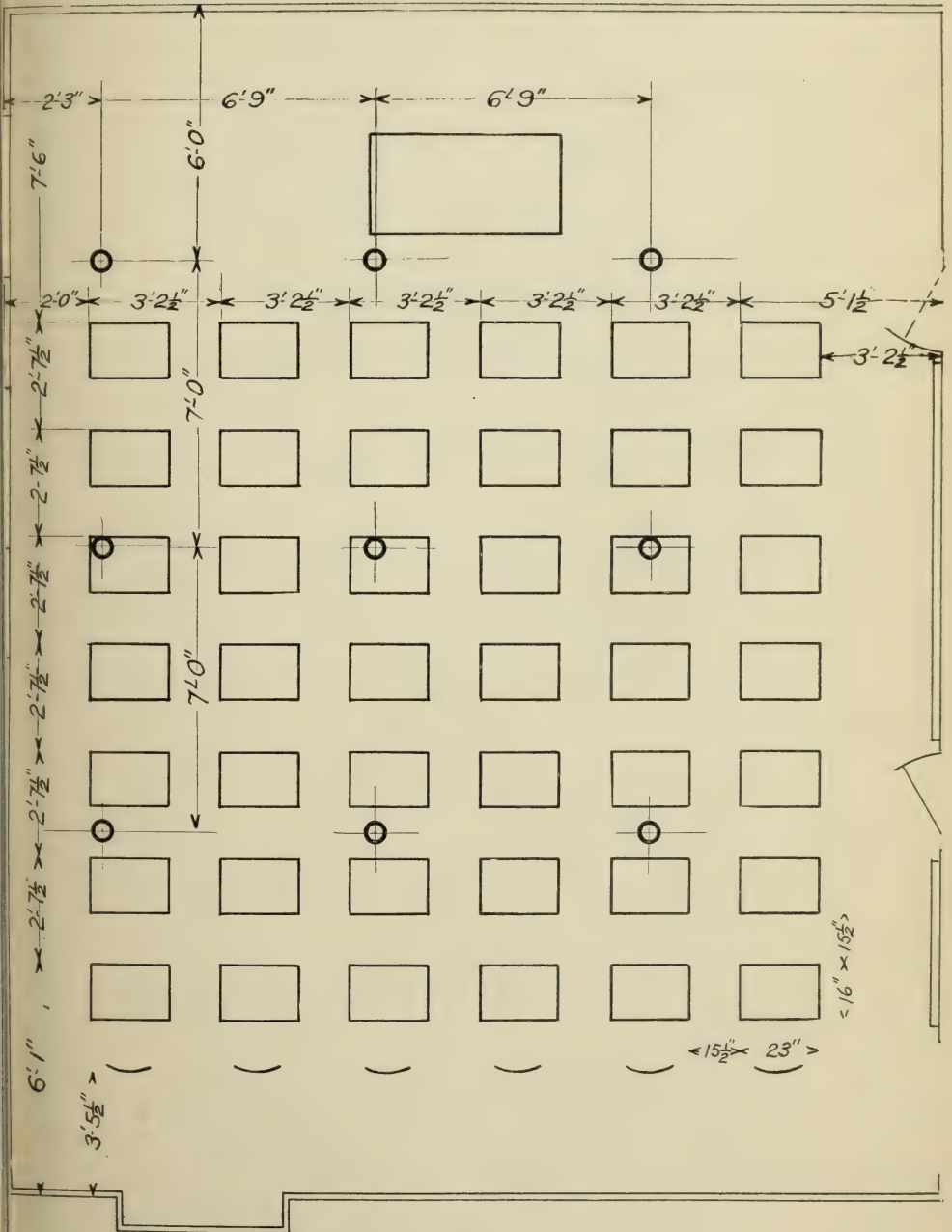
The experiments were chiefly confined to schemes of illumination depending partially upon direct and partially on diffused light. The lamps used were what is known as high efficiency or low watt incandescent lamps which have recently come on the market. The most satisfactory results were obtained from nine thirty-six candle-power forty-watt Tungsten lamps, each equipped with the diffusing prismatic reflector shown in the accompanying cut. These shades are constructed of prismatic glass coated on the outer or inner surface with a white enamel. The lights were arranged in three rows of three lamps, each running



TUNGSTEN LAMP, SHADE, AND SUPPORTING FIXTURE.



PLAN OF REFLECTOR FOR TUNGSTEN LAMP.



PLAN OF STANDARD SCHOOL-ROOM, SHOWING LOCATION OF LIGHTS.

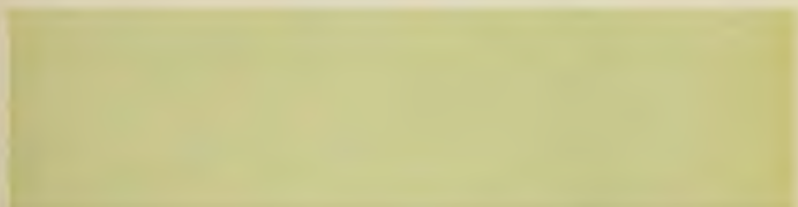
Suggested Colors for School-room Walls.



1.

WHITE, CHROME GREEN.

White reflects 74 per cent. This tint reflects 45 per cent.



2.

CHROME YELLOW, CHROME GREEN, WHITE.

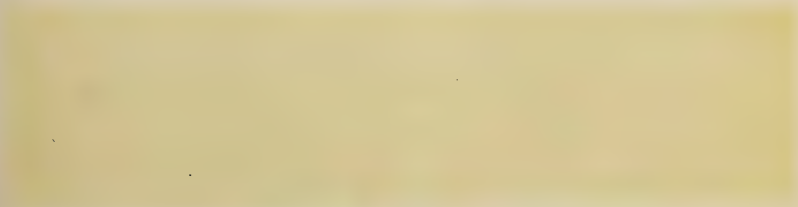
White reflects 74 per cent. This tint reflects 46 per cent.



3.

WHITE, LEMON, CHROME YELLOW.

White reflects 74 per cent. This tint reflects 51.4 per cent.



4.

WHITE, STONE YELLOW.

White reflects 74 per cent. This tint reflects 51 per cent.

parallel to the rows of desks. The accompanying plan of a standard school-room shows the exact location of lights. It will be seen that the centre of light distribution is slightly to the left of the middle of the room when facing the teacher's desk. This was arranged in order, as far as possible, to throw the dominant shadow from left to right on the pupil's desk. It was found that the location of these fixtures was a matter of great importance in getting the best results. The candle foot illumination on top of desks with lamp 10 feet 6 inches above the floor was approximately 2.5 candle feet at every desk, a remarkably even distribution.

About the same results were obtained from 100 watt G. E. M. lamps with the same style of shades.

The diffusing quality of these shades is so great that the candle foot illumination on the desk directly below one of the lamps was appreciably no greater than the illumination on the desk in any one corner.

The direct light is greater than that obtained from the standard fixture, as is evidenced by the more pronounced shadows. The dominant shadow is so thrown as not to be disturbing, and, in the opinion of the committee, is, for certain work, a distinct advantage.

The illustrations give a good idea of the shade, Tungsten lamp, and supporting fixture. It will be seen that the fixture is extremely simple, consisting merely of a rod or chain, from which is suspended a shade holder, shade, and lamp socket. The shade is open at the base, is made of clear glass, with the inner or outer surface enamelled in a manner to give an appearance of frosting, and the outer surface fluted in a manner similar to the ordinary prismatic shade. The extreme simplicity of

the fixture reduces the cost of keeping it clean. In this respect it is vastly superior to the present standard fixture. The Tungsten lamp is similar in appearance to a slightly elongated standard incandescent lamp with the lower portion frosted. The amount of light furnished by these lamps and shades was considerably greater than that derived from the standard clusters.

The room at the Old Dearborn School was equipped with the standard lighting and the new lights as just described. By the duplicate wiring in this room, previously described, light could be obtained first from the Tungsten lamps and then from standard clusters.

In the mind of the committee there was no question but that the light furnished from the Tungsten lamps, with the shades described above, was superior to that furnished by the standard clusters.

The comparative current consumption of a school-room lighted with nine 40-watt Tungsten lamps, nine 100-watt G. E. M. lamps, and the present standard lighting with indirect clusters, is as follows:

9 Tungsten 40-watt lamps . . .	360 watts.
9 G. E. M. 100-watt lamps . . .	900 "
6 Indirect clusters (present standard two 8-candle power and two 16-candle power each)	960 "

The saving in current by the substitution of nine G. E. M. lamps for the present standard clusters is not great, but the increase in illumination is considerable, as the average candle foot from the present standard clusters, when clean, is about 1.5, as against 2.5 from the G. E. M. lamps and shades as just

described. The saving by substitution of Tungsten lamps is $62\frac{1}{2}$ per cent. in current consumption, which, applied to the entire school lighting bill, would amount to a considerable sum. From this sum, however, should be deducted the cost of lamp renewals, after which deduction the apparent saving is about 45 per cent. This saving could not be obtained, however, without discarding or remodelling the standard clusters now in use. These clusters necessitate a horizontal position for the lamp, while the Tungsten lamp as at present made can be placed in a vertical position only.

The Tungsten fixture, as above described, including lamp, costs approximately \$5. The standard cluster, exclusive of lamps, costs about \$6.50.

The life of the Tungsten lamp is about 1,000 hours, considerably longer than the ordinary carbon filament lamp, and gives practically even light throughout its entire life.

The first cost of the wiring installation for a school building lighted with the Tungsten lamps is smaller than for a building lighted with the standard clusters. Tungsten lamps require less current, and, consequently, the current can be carried on smaller wires. The saving on first cost of installation in a building of twenty-eight class-rooms is approximately \$850. This saving is effected after allowing for the first cost of the Tungsten lamp.

The committee regards the amount of light furnished in school-rooms equipped with standard fixtures as too low for practical purposes. The maximum amount is rarely over 1.3 candle feet, which is barely sufficient for reading, and is not enough for

carrying on the finer work. Owing to the accumulation of dust and the rapid deterioration of the lamps, the candle-power at the desk soon sinks below one candle foot, and complaints become frequent. This committee feels that it would be wise to furnish a considerably greater amount of light, sufficient for all ordinary school work. Under proper conditions, two candle feet at each desk should be enough, and, as the system recommended furnishes 2.5 candle foot, there is .5 of a candle foot provided for deterioration.

The committee does not regard the system just described as an ideal illumination for school-rooms, but as the nearest approach to it which can be obtained in the present undeveloped stage of the science and art of lighting. It does regard this system as superior to that now in use. A greater amount of light with equally good diffusion is obtained at a greatly reduced cost. The fixtures are simpler in design, more durable and much easier to keep clean.

The committee has also carried out investigations in regard to colors and shades of colors, the amount of light reflected in each case being determined by measurement.

SUMMARY.

The committee, as a result of investigation, is of the opinion that the methods of lighting now in use in the Boston public schools are open to improvement. The direct lighting in the older schools is undesirable, and the standard semi-indirect system is also unsatisfactory. The current consumption and consequent cost of operation with this latter system is almost double that of the system recommended.

There is no standard color for the walls, and in many cases they are too dark for the proper reflection of light and the avoidance of marked contrasts. In certain cases, notably in the Central Evening High School, the color is especially bad.

Window shades are not properly cared for, and do not serve the purpose for which they are intended.

The committee has, as a result of its investigations, selected a system of illumination which it regards as markedly superior to that in use.

As a result of an investigation, certain shades of color have been selected as best fulfilling the requirements for school-room walls, and are included in this report.

The committee therefore recommends:

RECOMMENDATIONS.

(1.) That a standard of illumination be adopted in the Boston Public Schools, to-wit: That the minimum illumination at each desk be two-foot candles.

(2.) That the fixtures, lamps, and shades of the type described in this report be installed in the schools.

(3.) That the number and location of these lights should be as in the accompanying plan.

(4.) That the shades of light green and buff, illustrated by the enclosed samples, be adopted as standard colors for the school-rooms.

(5.) That the woodwork and desks, in all cases, be of a light color.

(6.) That suitable window shades be installed and used in all rooms where artificial light is necessary.

(7.) That janitors be required to pay closer attention to the cleaning of lighting fixtures and dusting of window shades.

The committee wishes to express its warm appreciation to Mr. B. B. Hatch, Electrical Engineer of the Schoolhouse Commission, for his valuable assistance throughout the work; to Dr. Louis Bell, consulting Illuminating Engineer, for determining the amount of light reflected by the various samples of color submitted; to Major E. A. Zalinsky, U. S. A. (retired), for suggestions regarding shades; to Professor Hanus of Harvard University, and Messrs. Fleischner and Bierstadt of the Boston Public Library, for assistance in looking up the literature.

JAMES E. COLE,
GEORGE S. DERBY, M.D.,
ROBERT H. HALLOWELL,
F. I. PROCTOR, M.D.,
MYLES STANDISH, M.D.

SCHOOL DOCUMENT NO. 15 — 1907

REPORT OF THE DIRECTOR

OF

EVENING AND VACATION SCHOOLS

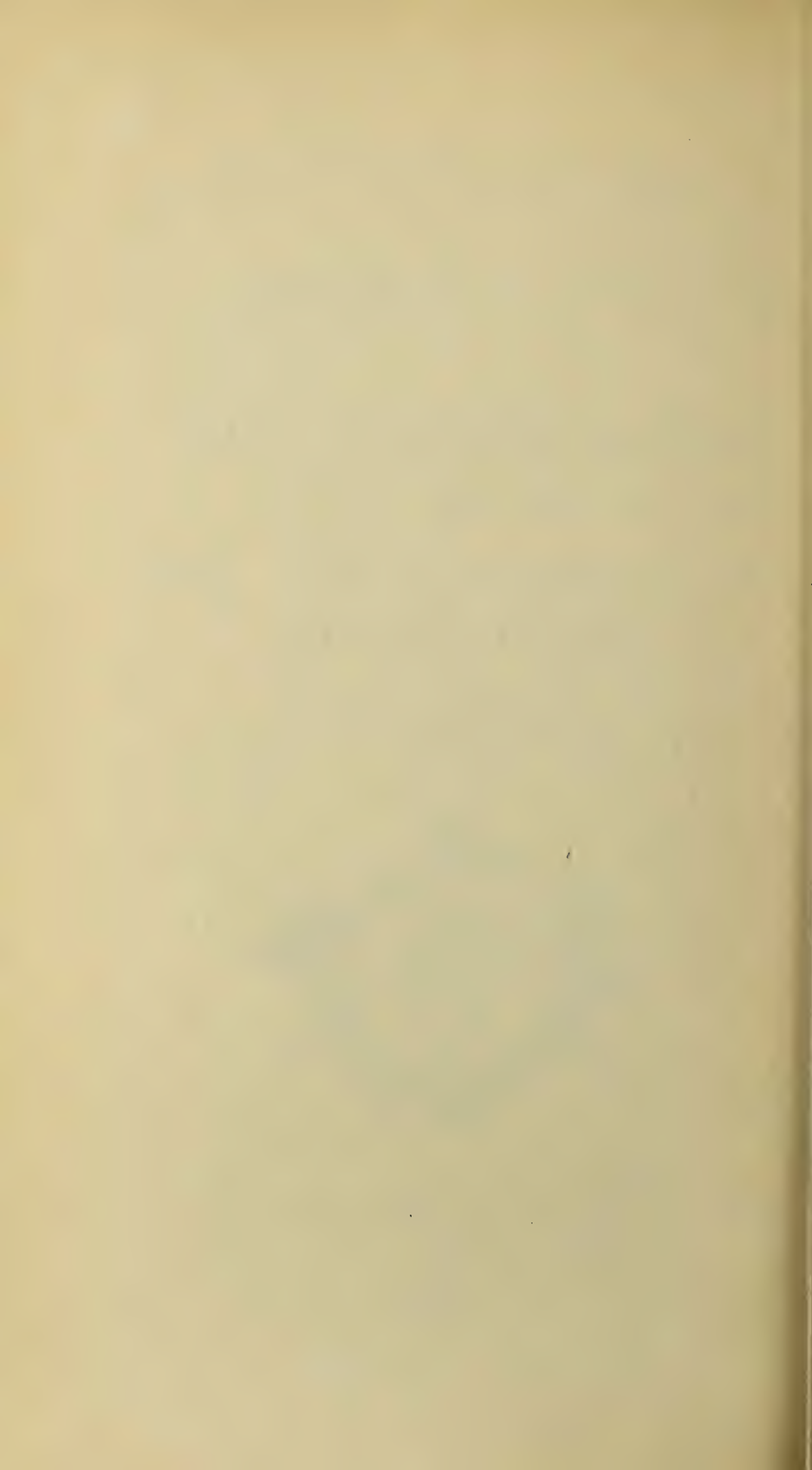
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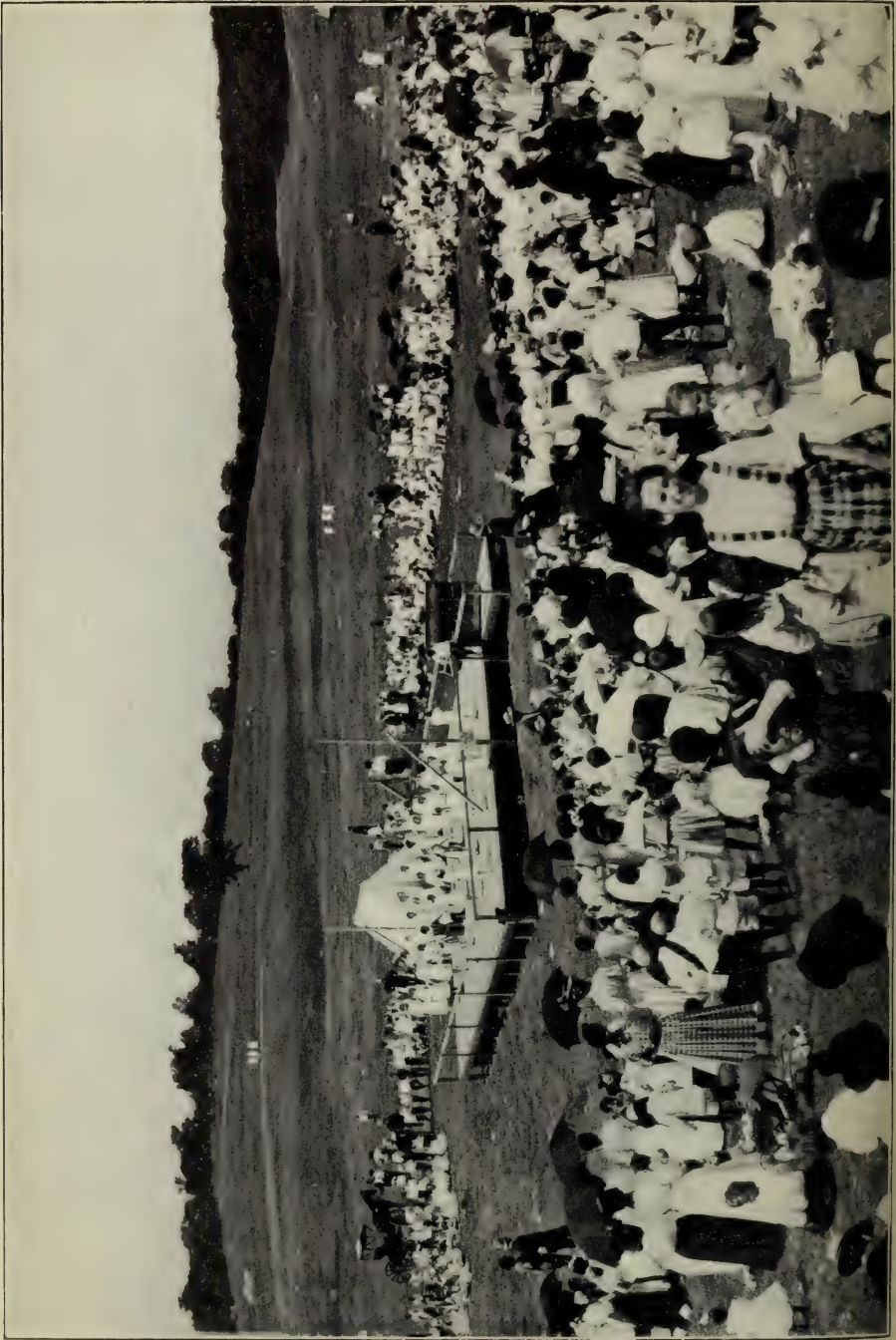
VACATION SCHOOLS AND
PLAYGROUNDS

DECEMBER, 1907



BOSTON
MUNICIPAL PRINTING OFFICE
1907







CHILDREN'S ENTERTAINMENT, FRANKLIN PARK.

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BOSTON, MASS., December 9, 1907.

MR. STRATTON D. BROOKS,

Superintendent of Public Schools :

I herewith submit my report on Vacation Schools for 1907, together with a brief account of the Children's Entertainment during Old Home Week, and a report on Playgrounds for the vacation season of 1907.

I have endeavored to make a comprehensive report in each case as briefly as possible.

The additional information contained in the supplementary reports, programs, and statistics includes matters of detail likely to be of interest and assistance to others engaged in organizing and carrying on similar work.

Respectfully submitted,

CHARLES M. LAMPREY,

Director of Evening and Vacation Schools.

VACATION SCHOOLS.

GENERAL STATEMENT.

The vacation schools opened on Monday, July 8, 1907, and continued in session for five weeks, ending Thursday, August 8. The sessions were held in the forenoon, from 9 o'clock to 12 o'clock, on Monday, Tuesday, Wednesday, and Thursday of each week.

At the close of the term exhibitions of the work in all departments were held in the various schools, followed by closing exercises. The exercises consisted of songs, dances, recitations, costume drills, wand and flag drills, and tableaux, and proved a delightful ending to an enjoyable and profitable term for the children.

The following "Course of Study" indicates the scope of the regular work:

Sewing and Dressmaking,	Drawing and Color Work,
Embroidery,	Nature Study,
Millinery,	Gymnastics,
Basketry and Cane Seating,	Music.
Cardboard Construction,	

The grades of teachers employed and the certificate requirements and rate of compensation for each grade are shown in Appendix C.

A majority of the children in attendance were from the lower grades of elementary schools, but the advanced classes in sewing and dressmaking, millinery,

embroidery, basketry, and cane-seating attracted not a few pupils of the upper elementary grades. Some of these pupils have attended vacation school for several years, and showed marked proficiency in the various handicrafts and occupations.

No especially new line of work was undertaken, the appropriation for supplies being inadequate for the proper carrying on of the courses already established. The younger children seemed to be most appreciative of the opportunities afforded, and it is probably best to make ample provision for their needs, even if this is done at the expense of the requirements of the more advanced classes.

SPECIAL TRAINING OF TEACHERS.

Special training was provided for the teachers of basketry, by means of a course of ten lectures, accompanied by practical demonstration and practice work, given by Mr. Matthias Hollander at the Boston Normal School on certain forenoons before and during the term of vacation schools. These lectures were an unqualified success. Some of the teachers attending them took up weaving on hand looms provided for the purpose, and in several of the schools some good work was done as a result.

USE OF OUTSIDE RESOURCES.

In nearly every school one room was set apart for a reading room and library, and books, magazines, and quiet games were provided for the use of the children. The Boston Public Library gave hearty co-operation in this work, and the usefulness of its resources might be very largely increased in this way

if teachers would avail themselves more fully of the opportunities afforded.

During the term the Boston Municipal Band rendered a series of concerts in the halls of the different vacation schools. The programs of selections included the best classical and popular airs, and besides furnishing a delightful entertainment to the children and their parents and friends, these concerts had a distinct and noticeable educational value. A schedule of the concerts given, and a specimen program, will be found in Appendix B of this report.

Entertainments in the school halls and instructive talks by the principals and others, sometimes illustrated by lantern pictures, were given in all the schools. Mr. A. Judson Leach, Secretary of the National Humane Education Society, addressed the children in nearly every school, and his talks proved interesting and helpful. No effort was spared by the principals to enrich the opportunities for profitable enjoyment for the children under their charge.

In connection with many of the schools free excursions were furnished by several corporations, societies and individuals. By means of these, thousands of children were brought to the parks, the beaches, and down the harbor. The principal purpose of these trips was to give the children a good time in the fresh air. Little was attempted in nature study or systematic field work. Several thousand free admissions were granted to boys attending vacation schools and playgrounds by the managements of both of the major league baseball teams. Several parties of children were entertained at Keith's Theatre.

At the beginning of the term each principal was furnished with a list of the school gardens in his district, together with all the available information concerning them, and was requested to co-operate with the teachers in charge, to the end that the work might be carried on through the summer. For various reasons very little was accomplished in the school gardens already in operation.

An interesting experiment in school gardening was carried on by Mr. Louis P. Nash, principal of the Washington Allston Vacation School, whose report will be found in Appendix A. After the close of the vacation school this work was carried on by teachers and children from the playgrounds.

At the suggestion of Judge Harvey H. Baker, Justice of the Boston Juvenile Court, a plan was put into operation whereby, in certain vacation schools, special attention was given to boys who had come under the notice of the court, and a report as to their conduct was sent to the court at the end of each week. It is believed that this plan was productive of good results and that it should be more extensively carried out another year.

DISCUSSION OF THE REGULAR WORK.

A critical examination of the work accomplished in the regular classes of the vacation schools leads to the inevitable conclusion that where the supplies were sufficient and the teachers competent the results uniformly justified the expenditure. The amount of creditable work produced in the short term of twenty half-day sessions was quite beyond expectation; and

on the closing day the children were justly proud of the interesting exhibitions of handiwork which they had prepared.

The sewing classes were crowded with girls whose busy fingers fashioned all sorts of useful garments, from a doll's kimona to a "Sunday" dress.

Hats were made in the millinery classes under the direction of skilled teachers that would have done credit to older and more experienced hands.

Basketry was one of the most popular subjects in several of the schools, and notwithstanding the fact that few of the teachers were thoroughly trained for the work, a very good showing was made in most of the classes. Both boys and girls entered into the work with enthusiasm.

The cane-seating of chairs proved an interesting occupation to large numbers of boys, and its popularity indicates that more attention should be given to this very practical form of manual training.

Cardboard construction and paper cutting were largely confined to the classes for little children, and there was no limit to the number of pretty things that could be made, every one of them useful from an educational point of view in training the mind and hand to constructive work, in developing motor power, and in cultivating the appreciation of beauty and knowledge of form.

There is another side to the picture of vacation school activities that should not be overlooked. There were some teachers who struggled vainly to interest children in work which they themselves little understood. There was waste of valuable material through misdirected enthusiasm. There were rapidly dimin-

ishing classes, the children losing interest because there was nothing to work with. There was lack of definite order in the organization of the work during the first few days. Some of these defects can be remedied without the expenditure of more money; others cannot.

RECOMMENDATIONS.

It ought to be possible to pay \$2 a day to at least five teachers in a school instead of to three. This would add about \$400 to the total pay-roll, and would result in retaining the services of more of the teachers whose successful experience might render them competent to take charge of the various departments.

Because of the difficulties attending the organization and equipment of vacation schools at the close of the term of the public day schools, it is very desirable that some arrangement should be made for the purchase of vacation school supplies as early as April in each year. One of the employees in the Auditor's department should be assigned to this work in ample season, and given sufficient time to attend to the necessary details.

It is to be hoped that a majority of the principals will continue in the work next year. This season only two of the principals had been in charge of vacation schools before. Principals should be appointed in March in order that they may have ample time to make preparations for the organization of their schools.

A room should be provided in the Normal School for a permanent exhibition of vacation school work, and for use as a lecture and practice room. The

advantages of such a centre are too obvious to require explanation. Certainly it is not too much to expect that a system like that of the vacation schools, depending as it does largely upon teachers of limited experience, doing a kind of work so different from that of the regular day school, should have some suitable centre where the development of its characteristic activities could be illustrated and fixed in the minds of teachers throughout the year.

ACKNOWLEDGMENTS.

Whatever measure of success attended the work of the vacation schools during the summer of 1907 was largely due to the admirable spirit and earnest effort of teachers and principals. There is no harder work, and none demanding greater skill and power on the part of the teacher, than that in the vacation schools; and teachers who were thoroughly successful deserve all the credit that can be given them.

The director wishes to express his sense of personal obligation especially to Mr. M. E. Fitzgerald, the former director in charge, and to Principals Maurice J. O'Brien and William A. Reed, whose advice he found uniformly helpful.

CHILDREN'S ENTERTAINMENT, OLD HOME WEEK.

Thursday, August 1, of Old Home Week, was set apart by the committee in charge as a day of free entertainment for all the children of the city. Franklin Park and Franklin Field were selected as the scene of activities, and arrangements were made to give the children a good time from 9 o'clock in the morning till 4 o'clock in the afternoon. The program of exercises and the program of entertainment by the children will be found in Appendix B.

The part taken in these exercises by the children of the various vacation schools and playgrounds deserves special mention. Over 7,000 of these children formed the nucleus of a vast throng that all day long filled the natural amphitheatre near Abbotswood, and spread far and wide over the fields and hillsides.

For purposes of organization the thirty-four playgrounds were grouped with different vacation schools, so that all the children from a district were handled in a single group, under the direction of the principal of one of the schools. The smaller children were furnished with printed tags of different colors so that they might be identified if lost, and when they arrived at the park school banners were set up in central situations to guide them in assembling in their respective places at the close of the day.

At Franklin Field were held the boys' sports, which consisted of baseball games and running races

between teams picked from the different schools and playgrounds. These took place in the forenoon.

At Franklin Park the Park Commission had constructed a large stage in a natural amphitheatre near Abbotswood, and on this the children of the vacation schools and associated playgrounds gave an exhibition consisting of fancy dancing, drills, tableaux, dramatics and choral singing, lasting through the entire forenoon from 9 o'clock to 12 o'clock. The features composing this entertainment are shown in Appendix B.

This was more than merely an entertainment for the children. It was a striking illustration of the splendid work done by the best teachers in the vacation schools and playgrounds, and of the value of this work as a means of training, discipline, and organization of the right kind. It is impossible to speak of the showing made by the children on this day in any other terms than those of unreserved praise.

Late in the afternoon, when the professional vaudeville entertainment was over and the last balloon had been sent up, and when the Punch and Judy show, the phonographs and the hurdy-gurdies had subsided, the children of the different schools formed in long lines and marched over the field, gathering in the stragglers, singing songs, and giving their school cheers. As they went over the hill to where special cars were waiting to take them back to the city there was not one but cast a long, lingering look backward upon the scene of what will always live in the memories of all who witnessed it as the greatest of all days for Boston children.

PLAYGROUNDS.

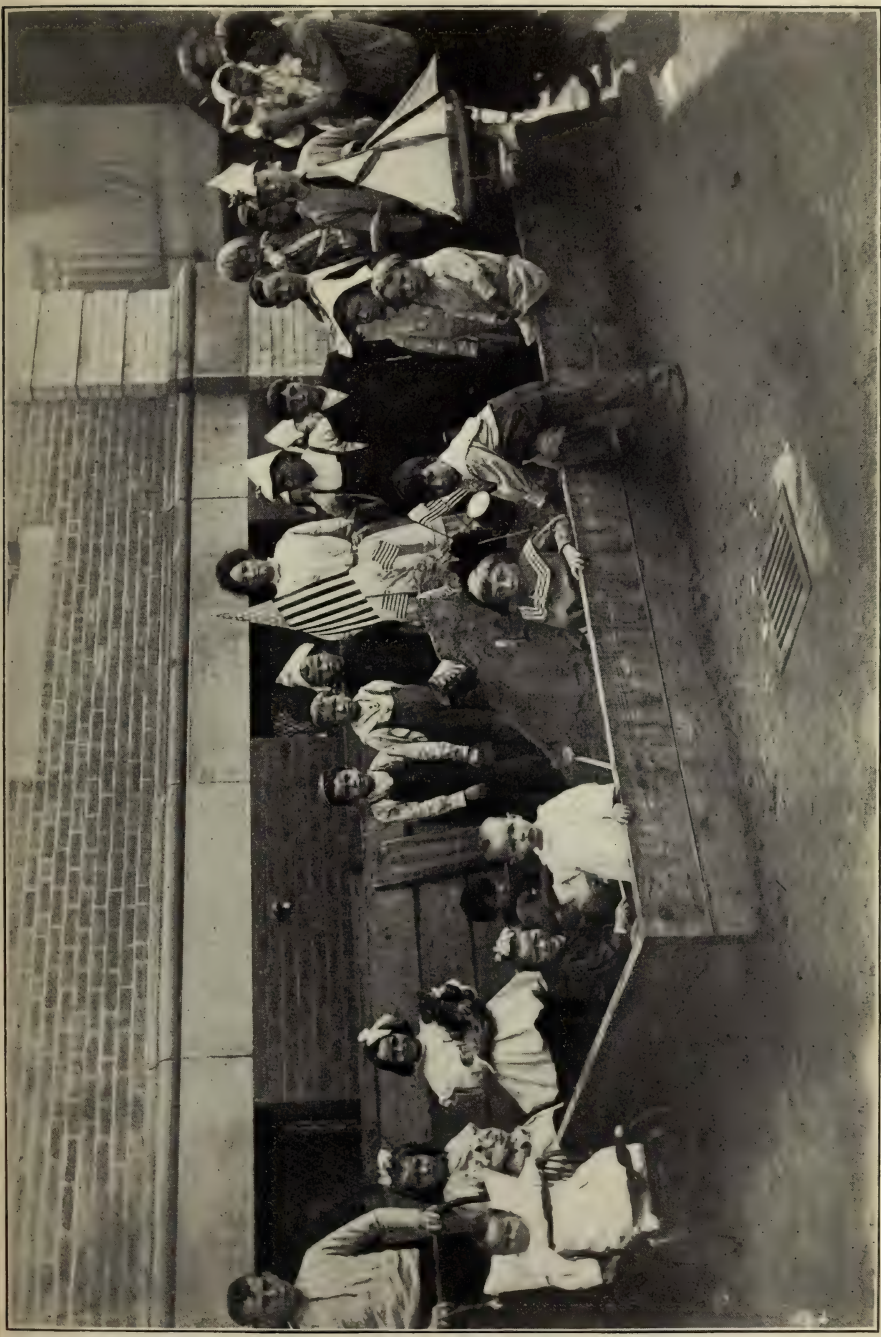
On Monday, July 8, thirty-four playgrounds were opened for children of school age, under the general management of the Director of Evening and Vacation Schools.

Thirty-three of these playgrounds were in schoolyards. One, the Franklin Square Playground, was on land controlled by the Public Grounds Department.

The sessions were from 9 o'clock to 12 o'clock in the forenoon and from 2 o'clock to 4 o'clock in the afternoon on six days a week; but the Saturday afternoon sessions were suspended after the first week. The term of eight weeks ended on Saturday, August 31.

For purposes of administration the playgrounds during the first five weeks were associated with the vacation schools. The principal of the vacation school in each district was at the same time the supervisor of playgrounds in that district, but no compensation was allowed for his services as supervisor of playgrounds during the forenoons when vacation schools were in session. After the close of vacation schools only three supervisors of playgrounds were retained. The organization for purposes of administration is shown in Appendix C.

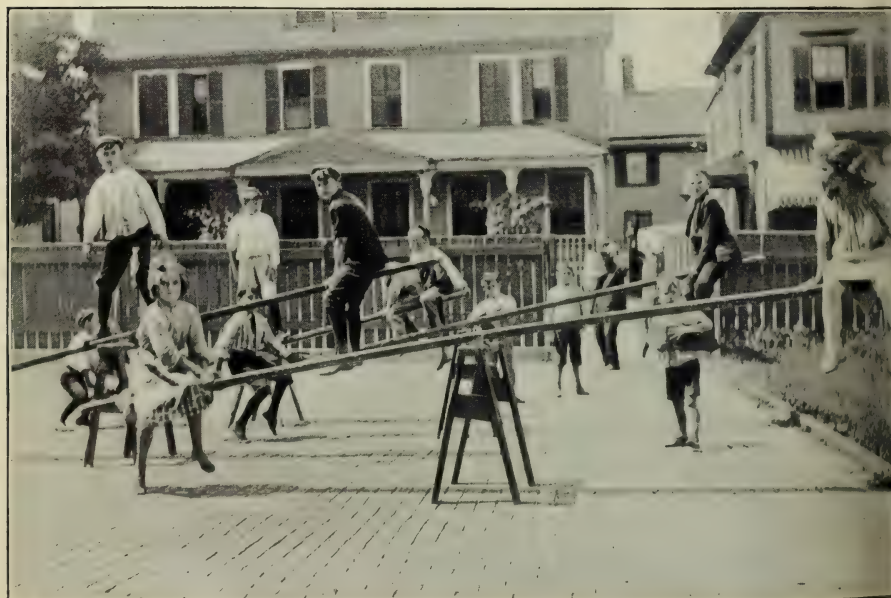
Although the schoolyard was considered the centre for purposes of organization, a great deal of play was carried on whenever possible in neighboring park playgrounds. It frequently happened that the natural



FREE PLAY. — SAND BOX IN BENJAMIN DEAN PLAYGROUND.



FREE PLAY.—GIRLS TILTING, EVERETT PLAYGROUND.



BOYS TILTING, WILLIAM WIRT WARREN PLAYGROUND.

gathering place for the children of a district was not at a public playground, but at a schoolyard; and more frequently still the cool shade in the yards made play possible there when the hot, dusty playgrounds were not attractive for that purpose. Hence it was the practice to make such use of the public playgrounds in a district as seemed to meet the needs of the children, without attempting to take over the general management and control of these playgrounds at times when there seemed to be no special purpose in so doing. In this way the M-street playground and the L-street baths were regularly used by about one hundred thirty boys, in charge of the man assigned to the Thomas N. Hart schoolyard. The same was true in a general way of many other public playgrounds. They were used when needed, and all requests made upon the Park Department, having them in charge, met with a ready and satisfactory response.

The various grades of teachers in playgrounds, and the certificate requirements and rate of compensation for each grade, are shown in Appendix C.

The schoolyard playgrounds were generally furnished with one or more sand boxes, ring-toss games, swings, carts and tilt-boards. In some yards hammocks were provided. Other useful supplies were iron spoons, sand sets, flags, wooden blocks, reins, jump-ropes, colored folding paper, tissue paper, sewing cards, cloth and supplies for sewing, games of dominoes and checkers, baseballs, bats, basketballs, and gymnastic apparatus. Very little expensive apparatus was purchased, as it seemed best to let the experience of a season's work serve as a guide for the proper selection of permanent equipment.

Playground activities covered a wide range, and differed considerably in different sections according to the character and environment of the pupils and the aptitude of teachers for different lines of work. They may be summarized as follows:

1. Assembly.
2. Free-play.
3. Directed games for little children.
4. Directed sports and athletics.
5. Gymnastic exercises and drills.
6. Fancy dancing, posing, marching, and singing.
7. Quiet games — checkers and dominoes.
8. Occupations — sewing cards, dolls' dresses, weaving.
9. Story telling and singing.
10. Excursions and picnics.
11. Exhibitions, entertainments, dramatics.

ASSEMBLY.

A special effort was made to have the children in each yard assemble at least once a day in line formation for the purpose of receiving instructions, giving the flag salute, or for a march around the yard with singing, previous to dismissal. This feature should be developed more fully in the future in most of the yards, as it has an important bearing on the general discipline of the children, and by its use the habits of orderly organization are strengthened and improved.

FREE-PLAY.

Free-play consisted of the use of the facilities of the playground in hundreds of ways that the natural

instinct of the children prompted. The sand boxes were veritable treasure mines for the little people, who never tired of building caves and tunnels, and making sand-pies. The swings were another never-ending source of enjoyment, and a means of discipline as well; for only a few children could use them at a time, and they soon learned not to try to crowd each other in a struggle for possession, but each to take his turn. Admission to the swings was generally regulated, under the direction of the teacher, by two of the older children, who saw to it that each little group of eager youngsters got its share of the treat. It was noticeable that as the season progressed the desire for rough, unrestrained play almost entirely disappeared, and the children came more and more under the kindly and unselfish spirit that should characterize the playground.

DIRECTED GAMES.

Games, old and new, almost without number, were played under the direction of the teachers and the older girls. "London Bridge," "Five Little Chickadees," "Drop the Handkerchief," "The Farmer in the Dell," "Round and Round the Barberry Bush," and scores of others, with the accompanying songs and movements, followed one another in rapid succession. As the days went by this part of the playground activity became better systematized, so that many teachers carried out a regular program each day, and the educational value of the different games was well developed. A list of the games played in each playground was submitted at the close of the term, and showed that teachers generally made an excellent selection of the more popular and useful games.

DIRECTED SPORTS AND ATHLETICS.

(a.) Games requiring team work, for example: Baseball, basketball, captainball, association football, handball, tug of war, and others.

(b.) Individual competitive sports, for example: Fifty-yard and 100-yard sprint, potato race, three-legged race, relay race, standing, running and high jump, hop, step and jump, and others.

(c.) General athletics, for example: Swimming and long-distance running for the purpose of individual development.

The extent to which the above-named features of the work were developed in the different yards varied considerably. In the Hancock, Washington, Lyman, Quincy, Hugh O'Brien, Comins, William E. Russell, Shurtleff, Thomas N. Hart, and Bigelow playgrounds a great amount and variety of athletic work with the larger boys was successfully carried on. Baseball games on the park playgrounds were of frequent occurrence, and a friendly spirit of rivalry existed between the teams representing different sections of the city. The M-street playground in South Boston was the scene of many a hard-fought contest between numerous teams. Match games between the boys from the Roxbury district and from the city proper were held alternately at the Randolph-street and at the Columbus-avenue playgrounds. Six baseball games were played at one time on Franklin Field between a dozen teams representing the different playgrounds. Athletic meets were held, notably the one at the Bigelow playground in South Boston. This was a two-day meet, the first day for boys and the second for girls.

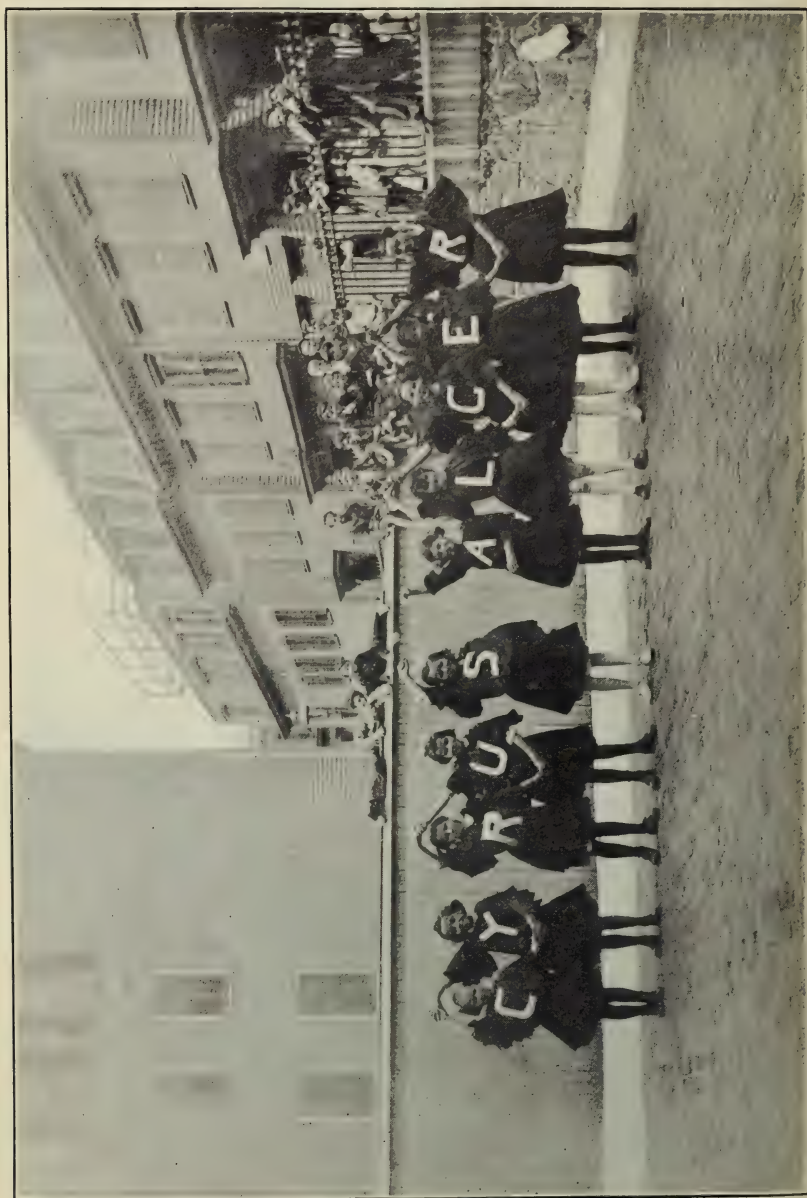


RING GAME IN QUINCY PLAYGROUND.

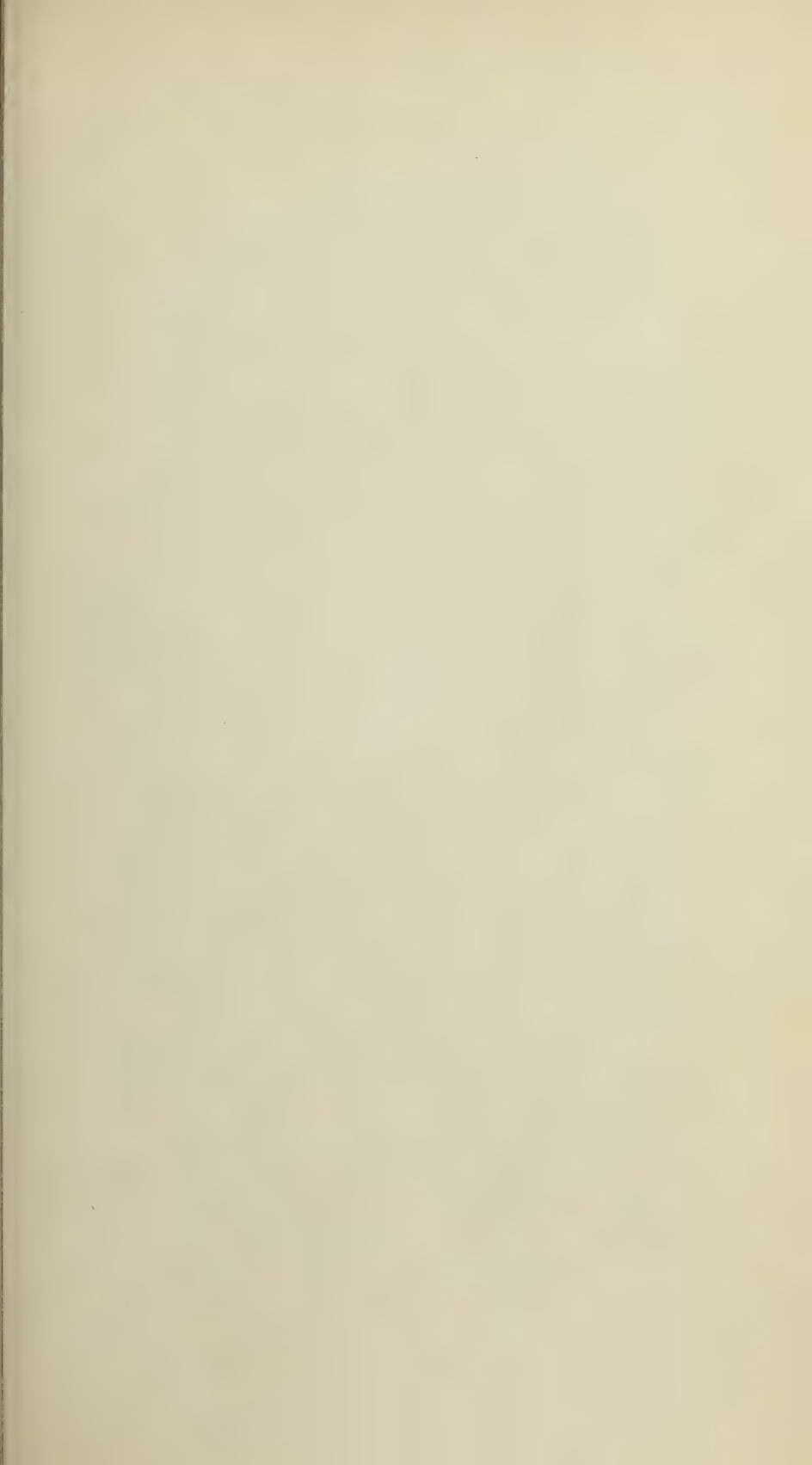


RELAY BALL CONTEST, BIGELOW PLAYGROUND.





PLAYGROUND DANCE, CYRUS ALGER PLAYGROUND.





MAYPOLE DANCE, LYMAN PLAYGROUND,



GARLAND DANCE, LYMAN PLAYGROUND.

The girls in several of the playgrounds did good work in athletics, particularly in the Prescott playground in Charlestown.

GYMNASTIC EXERCISES AND DRILLS.

The spirit of the playground does not lend itself easily to formal gymnastic drills and exercises, but it is probable that teachers trained for the work could secure good results in this department of physical exercise. Some excellent dumb-bell drills, wand drills, and the like, were developed in connection with the indoor gymnastic work of the vacation schools.

FANCY DANCING, POSING, MARCHING, AND SINGING.

Throughout the term, both in vacation schools and playgrounds, a great deal of very valuable training was given along these lines. Children, especially girls, have a strong, instinctive interest in graceful pose and rhythmic motion. To seize upon this instinctive interest and develop it at the time when it is most powerful, and when the child's nature is most responsive, is sound educational practice. Because of the great value of group dances, involving artistic movements and posing, this feature of the work was given a great deal of attention. The girls, with the help of their teachers, made their own costumes, and garlands and crowns of paper flowers.

The larger use of folk dances of the different nations will be an important element in the development of this work for another year.

QUIET GAMES.

It was interesting to observe the zeal displayed in such games as dominoes and checkers by many of the boys who came to the playground at first with more or less of the noisy spirit of the street. On settees, on the stone steps of the school-house, or on the brick pavement of the yard — if no better place could be found — wherever a bit of cool shade invited quiet and rest, there were always groups of players and interested and appreciative audiences. In order to appreciate the full character-building value of this form of play to city-bred boys who have the freedom of the streets and alleys, one need only compare the games carried on in the playground with those which characterize the common loafing places in a crowded section of the city.

OCCUPATIONS.

The various occupations provided for younger children formed an important part of playground activity.

The constructive and creative instinct which develops so naturally in a suitable environment is frequently restrained and dwarfed by unnatural conditions of city life, affording limited means for its expression. Hence the value of sewing cards and material for the making of dolls' dresses, paper flowers, and other simple articles.

Dolls' houses in great variety were made from boxes such as are used for packing fruit. Some of these were complete to the smallest detail, being furnished with cardboard chairs, gilded chandeliers, curtained windows, carpets, and wall paper, while a roof garden with a hammock and easy chairs lent a touch of realism most attractive to the childish imagination.



QUIET GAMES, WILLIAM WIRT WARREN PLAYGROUND.



DOLLS' VILLAGE, CYRUS ALGER PLAYGROUND.

STORY TELLING AND SINGING.

On rainy days and during rest periods the children frequently gathered in the basement, wherever sufficient room was available, and enjoyed story telling and singing. The possibilities in this direction were only touched upon by a great majority of teachers. Story telling, among both teachers and pupils, is an art which should be cultivated to its fullest extent. For the children it is the basis of oral expression in the regular language work of the school and in life, and a teacher who can tell a good story in such a way as to hold her hearers in rapt attention will find that such a power will bridge over many a difficult situation in her daily work, whether it be in school or playground.

EXCURSIONS AND PICNICS.

In the excursions and other good times enjoyed by pupils of the vacation schools the children of the playgrounds had a part. These features have already been briefly treated in the report on vacation schools, and require no further mention here.

EXHIBITIONS, ENTERTAINMENTS, DRAMATICS.

In the closing exercises of the playgrounds the varied lines of effort were brought together and emphasized at the end of the term. These exercises represented an assembling and review of the best features of each playground. Similar exhibitions on a smaller scale were held at intervals throughout the term.

RECOMMENDATIONS.

The development of the schoolyard as a play centre during vacation time and out of school hours during the

regular term is the problem of chief importance in the present stage of the playground movement in Boston.

Organized games and directed play with younger children naturally centre about free-play, which children most need and never tire of.

In nearly every schoolyard used as a playground a set of at least six permanent swings should be constructed on the plan in use by the Park Department. As means are afforded, and as the area of each yard allows, other permanent equipment should be provided, especially in the crowded districts of the North and West Ends.

It is earnestly to be desired that for the playground work next year additional equipment may be provided according to the plan submitted in a special report on the subject.

SUPPLEMENTARY REPORTS.

For the purpose of illustrating the method of organization in a particular group of playgrounds, the influences brought to bear upon the moral and physical nature of the children, and the manner in which special problems were worked out, I submit in Appendix A the following reports:

1. The South Boston Group of Playgrounds, Maurice J. O'Brien, Supervisor.
2. The Hancock Playground, William A. Reed, Supervisor.
3. The Washington School Yard and Roof Playgrounds, Stephen J. Murdock, Head of Playground.
4. The Washington Allston Vacation School and School Garden, Louis P. Nash, Principal.

Respectfully submitted,

CHARLES M. LAMPREY.

APPENDIX A.

THE SOUTH BOSTON GROUP OF PLAYGROUNDS.

The supervisor, under the director of playgrounds, had general charge; organized the different classes of play; grouped the children according to physical condition and physical activity, and adapted the play to the physical environment.

The general division was into classes, and the classes were divided into groups. Class A included the older pupils, capable of vigorous exercise. The older boys, constituting group I., were under the direction of a man head of playground. In this group were organized and conducted classes in swimming, baseball nines, pushball teams, basketball, also athletic games and contests.

Group II. was made up of boys physically unable to enter the more strenuous play. For such, gymnastic work, drills, club swinging, swimming, body movements, and other exercises in the form of play that would help in the development of the body were arranged.

Group III. was composed of girls, who were in charge of a teacher of physical culture. The girls were given instructions in swimming, gymnasium practice, basketball, dancing, club swinging, wand exercises, and directed play.

In Class B, under the direction of a woman head of playground, the younger groups of children were entertained, interested, and instructed. The groups into which this class was divided depended in a measure upon their age, size, sight, hearing, and general health and activity. Some of the children made dresses, flowers, and garlands out of crepe paper, and used them in their games. Others made houses out of boxes, fitting them out with furniture made from whatever material appealed to them. The express wagons, tilts, and swings afforded an opportunity to teach lessons of self-denial, generosity, and kindness by appealing to the better instincts of child nature. The larger children were influenced to entertain and amuse the smaller ones. But under no condition were children forced to take part in games or play that were distasteful or from which they derived no pleasure; for children must be interested in their play before they are benefited by it.

Class C was usually in charge of the assistant in sand garden. Kindergarten games were used to advantage. The aim was to teach cleanliness, truthfulness, and politeness through the sunshine of play. They were interested in paper cutting and folding, cardboard work, making dresses and hats for dolls, etc. Dancing, singing, ring games, story telling, and tea parties were also a part of the play among the children of this class. Here also was practised the element of directed play.

The daily programs for all groups were systematically planned and arranged so that the young teacher knew what was to be done and daily anticipated her duty by preparation.

The interrelations of the children of the various playgrounds were cordial, as was manifested in their united effort to entertain their neighbors with dances, songs, games, and athletics. Occasionally representatives from each playground would visit a certain yard and hold competitive games, dances, and drills. Athletic contests were constantly taking place, and afforded enjoyment to the hundreds of children in attendance.

The nature of the organization, finely reinforced by the suavity of manner and enthusiasm on the part of the teachers, appealed to the children in such a way that none of them could rebel if they tried, and very few wanted to try.

That there is educational value in playground work is now acknowledged. It is reasonable to conclude that the energy of many children in the crowded centres of large cities is often wasted. Their imagination is keen, but it runs riot with consciousness, tinting truth with falsehood. The physical senses are acute, but the environment is not of such a nature as to impress upon the mind ideals in play that are always healthy, wholesome, and spiritual.

It is possible also that the problem of the "troublesome boy" must be worked out in the playground. He is the evil genius of the playground, who has an imagination full of sinister creations that fully control his motor power, leading mind and muscle into dissipation. The responsibility for his conduct is due not so much to the boy's own disposition as it is to those, whether parent or teacher, who have failed to reach his better nature by the

cultivation of his imagination and by helping him to control his inclinations. Instinctive greatness may mean qualities of leadership; ambition will stimulate this inherent power; but the results of his individual activity and energy either for better or for worse, for good or for evil, will depend upon the quality of mind and heart of him who presumes to act as teacher.

In the playground there is a constant struggle between the healthful and the evil influences. In this struggle the instructor-leader must be full-blooded, quick-witted, right-minded; he must have knowledge of child life, not theory; his sympathetic nature must make him a child when among children, so that a healthful activity will permeate and influence for good every impulse, every thought, and every act of every child while at play.

Respectfully submitted,

MAURICE J. O'BRIEN,
Supervisor.

THE HANCOCK PLAYGROUND.

The Hancock playground on Parmenter street, North End, is located in a densely populated district, inhabited chiefly by people of foreign birth. Tall brick tenement buildings on either side furnish ample shade except during the noon hours; and the openings on Parmenter and Prince streets facilitate a free circulation of air.

The playground is equipped with five rope swings, a four-passenger swing, five teter-boards, three sand boxes, and various games.

The need of maintaining a playground in this section is emphasized by narrow streets, lack of open space, and dense population. The people are almost exclusively Italians and Jews, many of whom speak and read in a foreign language at home, and possess only a meagre knowledge of American institutions. It is through the children that they become acquainted with our language and customs, and come to understand and appreciate the kindly interest which the city takes in their welfare.

Various devices were employed to attract the children from the street and to interest them sufficiently to keep them in the playground. Bulletin boards were frequently placed near the entrances announcing some of the attractions, such as excursions, band concerts, entertainments, match ball games, contests and exhibitions.

A careful record was kept of the daily attendance of each pupil, and preference was given, when favors were distributed, to those who were most regular. The children were kept in a state of expectancy. They never knew what might happen if they were absent from the playground. It was our intention to provide opportunities for more fun in the yard than could be found elsewhere. On one occasion, a street band was enticed into the enclosure; on another, a hurdy-gurdy was the attraction, and the children were permitted to dance. At another time the piano was moved to the yard and an entertainment given by the children. Occasionally flowers were distributed. The municipal concert was the star attraction.

The discipline was maintained on the principle that favors would be justly bestowed upon those who deserved them. Excursion parties were inspected by the teachers before they started, and good children substituted for troublesome ones.

During the past summer, 500 children were taken on the Randidge excursion; 600 to Franklin Park, Old Home Week; 200 on Elevated Railroad excursions; 350 to moving picture theatres, and to amusement parlors to hear selected music; 30 to Keith's theatre; 500 to league baseball games; 600 on Traveler excursion to Revere beach. On the return from the Traveler excursion 210 were given a fifteen minutes' ride on the flying horses.

The Revere beach excursions were the most beneficial, since the children romped on the beach, or played in the sand, waded in the water, ran races, played games, got tanned and hungry, were fed at

Shore Haven, and returned home tired and happy to enjoy a refreshing night's rest.

The result of the enthusiastic and efficient activity on the part of the teachers was evident on the streets, where the children smiled a welcome whenever a teacher appeared, ran to her side assured of a friendly greeting, and accompanied her to the playground gate. On the way to and from the playground the teachers observed the children playing in the alleys and streets the games which they had learned in the playground, and the boys would stop long enough to doff their hats as the teacher passed.

Especially the half-grown young men, who had frequented the playground in previous years, were helpful in managing the crowds of little folks striving to enter through the gates; and they were ever ready to go as attendants on excursions to assist the one in charge.

We were repaid for faithful work and extra thought and effort by the loyalty of the parents, who frequently expressed approbation when they met the teachers or visited the playground. Public opinion was sufficient in most cases to discourage rowdyism on the part of outsiders.

Only sufficient discipline was maintained to insure the working out of an organized plan. Individuals were not permitted to monopolize a given piece of apparatus. For example: the teacher in charge of a swing required the children to form a line and "take turns." On a given signal, sounded on the gong, the children hurried to form in lines in front of the school. This furnished an opportunity to make announcements and give directions, and to get a

definite idea of the number of children in the yard at any period of the day. The teachers could then select groups for various sports and games, loom weaving, paper-cutting, work on sewing cards, singing, charades, and making paper flowers.

Occasionally a teacher would appear with the wands and call for volunteers for a drill, and she never failed to meet with a hearty response. This exercise would sometimes take place the last half hour of the day, and would resolve itself into a marching exercise, including ultimately every pupil on the grounds. The teachers distributed 150 flags along the lines as they circled about the building, the baby carriages and the infants-in-arms bringing up the rear; and all joined in some national anthem as the procession passed triumphantly out of the playground, "surrendering their arms" at the gate with a multitude of farewell salutes.

WILLIAM A. REED,
Supervisor.

THE WASHINGTON PLAYGROUND.

In the Washington School district, which comprises the greater part of the West End, a school playground has been established in the large school building on Norman street. Here the two yards, the commodious basement, assembly hall, two class-rooms, and the large roof playground are open to all children. The roof playground is a unique feature. The H-shaped area is tiled and completely covered with a strong wire net. The space on the top of this great building is extensive enough to permit of three ball games being played at once. The yards are fitted with sand boxes, swings and tilt-boards; but are so small that most games are confined to the roof.

The children of this district assemble each morning in the yards, and indulge in swinging, tilting, and free-play until 9.30. Then the larger boys go to the roof to play baseball. The entire morning is given to this sport with an occasional game of basketball or competition in running. Animation in abundance is seen here when a close contest is in progress.

When the boys pass to the roof a teacher takes the first group of girls to a class-room and begins work which lasts one hour. In this time the children are given practice in manual training of an elementary form, by drawing and cutting simple figures, pasting ornaments on colored paper, sewing cards, and making dolls' dresses; but all with a view to render-

ing them more happy. The children of this group leave the class-room at 10.30 and join the others in the yard, where there has been organized play, consisting of jumping, choosing, ring games, and the like, under the direction of a second teacher. After one-half hour of free-play as a recess, a second group occupies the class-room with a teacher, performing the same work as the first group, while the latter play regular games.

In the forenoon a kindergarten class, conducted in a regular manner, is held in one of the rooms, and some younger children are admitted.

The work of the afternoon is identical with that of the morning session, save that only one hour, from 2.30 till 3.30, is devoted to class work in the school. The first and the last half hours are devoted to directed play in the yards.

On stormy days the children are not deprived of their pleasures or instruction, for the commodious basement assembly hall of the school can accommodate over three hundred of them at play. Swings and tilts are taken from the yards and placed in the hall, boys play "catch" and other quiet games, and girls enjoy "ring-a-rosy" under the electric lights. Here is a table at which the children play checkers and dominoes, and the rivals are absolutely silent as the game goes on, though surrounded by playing boys and girls. On occasions the children provide entertainment for themselves and their friends by holding an impromptu concert, at which they are performers. If the hall is crowded the attention of the audience is held by stereopticon pictures, which serve to enliven their interest in the natural wonders and beauties of

their own and foreign lands and the characteristic customs and activities of the different peoples of the world.

From the children's viewpoint the school playgrounds have been a success, as is shown by constant and regular attendance. If we would let them decide they would say, "Keep the playgrounds open until the 11th of September."

STEPHEN J. MURDOCK,
Head of Washington Playground.

THE WASHINGTON ALLSTON VACATION SCHOOL AND SCHOOL GARDEN.

The Washington Allston Vacation School opened for the season of 1907 on July 8, and closed on August 8. Sessions were held in the Washington Allston and William Wirt Warren buildings. In this district a large number of the children are so situated that they go away for a large part of the vacation, and a considerable percentage of those who remain find some kind of employment. The attendance at the school, therefore, is not very large, and especially it does not include many large boys.

Nevertheless, the influence of the school has been, unquestionably, of considerable value. It has given regular, useful occupation to children who need such regularity of discipline; it has taught them some things which are useful to them; it has removed them from the disorderly and often quarrelsome surroundings of the street, and has brought them into contact with cultivated, high-minded, well-mannered teachers, in an atmosphere of peace and helpfulness. There has been no occasion for harshness of discipline, because the very plan and work of the school led pupils along in ways of order.

We have had classes in

Basketry,	Games and dances,
Cane-seating,	Millinery,
Dramatics,	Painting,
Dressmaking,	Weaving,
Drawing and construction.	

The exercises in the hall have brought in singing and declamations. Excursions have been taken to Revere Beach, to Long Island, and of course the gala day at Franklin Park. We are indebted to the Boston Elevated Railway Company for courtesies rendered, and to local friends as well. The free admissions to the ball games were highly appreciated.

Whatever may be said of the social and moral advantages of the vacation school will apply with equal or greater force to the vacation playgrounds which were carried on at the same places. A large number of children were kept safely and happily employed, in good surroundings.

In connection with the school and playgrounds we have carried on the school garden, which has proved a most interesting experiment. Our garden occupied a space of about a quarter of an acre, on Harvard avenue, not far from the school-house. The land had been neglected, and was full of vigorous roots of chicory. We were greatly assisted by generous gifts, which included the use of the land, a quantity of excellent manure, the work of plowing and harrowing, as well as seeds, some tools, tomato plants, and other needful things.

The work was begun on July 10, and a very instructive part of the experiment was the finding out what could be accomplished so late in the season. The ground was carefully measured, and marked off by strings into plots five by fifteen feet, with paths between. Each boy had to spade up his plot, dig out roots and weeds, prepare the soil, plant the seeds, and care for the growing crop.

The boys were rather small, but they took hold with enthusiasm. They cleaned out the weeds and planted their seeds with a will — planted them, in spite of all warnings, from six to ten times too thickly. It sorely hurt their feelings, later, when they had to pull out and throw away so many lovely little plants. Then came a tedious time of hoeing and weeding and watering, with not much fun and no immediate result. Fortunately we had arranged for a plentiful supply of water. During the latter part of August the weeding was neglected so that the garden in September looked untidy.

But the crops were very gratifying. The boys have carried home, or sold, or eaten, a large number of radishes, many pecks of excellent wax beans, cucumbers, summer squashes, tomatoes — especially the little plum tomatoes — some sweet corn and turnips. Altogether there was a good variety and a considerable amount of excellent food. The seeds of the biennial and perennial flowering plants sown in August have given us a large number of little plants which will blossom next year. The lesson of learning to love flowers by caring for them is not the least valuable part of the work.

The success of this year justifies the experiment, and it certainly points the way to a larger success next year:

1. It has provided useful occupation.
2. It has furnished the occasion for valuable instruction.
3. It has taught these little fellows to respect the property of others, through caring for their own.
4. The product itself has paid.

5. We have learned something about what are the best lines to be undertaken.

In my judgment, the school garden should be carried on next year, and preparations should be begun as early as April.

LOUIS P. NASH,
Principal, Washington Allston Vacation School.

APPENDIX B.

(1.) SCHEDULE OF CONCERTS GIVEN BY THE MUSIC DEPARTMENT, CITY OF BOSTON, IN VACATION SCHOOLS, 1907.

School.	District.	Date.	Hour.
Comins.....	Roxbury.....	Thursday, July 25.....	10 A. M.
Frothingham.....	Charlestown.....	Monday, July 22.....	10 A. M.
Hancock.....	North End.....	Wednesday, July 24.....	10 A. M.
Lyman.....	East Boston.....	Thursday, July 18.....	10 A. M.
Quincy.....	City Proper.....	Thursday, July 18.....	10 A. M.
Shurtleff.....	South Boston.....	Thursday, July 25.....	10 A. M.
Thomas N. Hart.....	South Boston.....	Monday, August 5.....	10 A. M.
Washington.....	West End.....	Monday, July 22.....	10 A. M.
Washington Allston.....	Brighton.....	Wednesday, July 24.....	10 A. M.
William E. Russell.....	Dorchester.....	Monday, August 5.....	10 A. M.

(2.) SPECIMEN CONCERT PROGRAM.

COMINS VACATION SCHOOL.

Thursday, July 25, 1907, at 10 A. M.

MUNICIPAL BAND, SUB-SECTION A.

MR. ERNEST S. WILLIAMS, Leader.

MARCH, "Columbia"	<i>Appelles</i>
OVERTURE, "Bohemian Girl"	<i>Balfe</i>
WALTZ, "Loveland"	<i>Holzman</i>
CORNET SOLO, "Colonial"	<i>Williams</i>

MR. ERNEST S. WILLIAMS.

SELECTION, from "Southern Songs"	<i>Conterno</i>
FILIPINO SERENADE, "Sweet Idleness"	<i>Masten</i>
SONG, "Honey Boy"	<i>Von Tilzer</i>
SCHOTTISCHE, "Tucie"	<i>Williams</i>
A BOUQUET OF POPULAR HITS	<i>Arranged by Fielding</i>
MARCH, "National Emblem"	<i>Bagley</i>

(3.) CHILDREN'S ENTERTAINMENT.

Thursday, August 1, 1907.

PROGRAM OF EXERCISES.

Morning, 9 to 12.

Franklin Park.

1. Entertainment by children of vacation schools on stage in natural amphitheatre near Abbotswood.
2. Band Concert by the Boston Cadet Band on band-stand near Abbotswood, 9.30 to 11.30.

Franklin Field.

3. Competitive games and sports between teams representing the vacation schools and associated playgrounds :
 - 100-yard dash, 33 entries.
 - 50-yard dash, 33 entries.
 - Potato race, 11 entries.
 - 220-yard relay race, 11 entries of teams of 4 boys each.
 - 440-yard dash, 10 entries.
 - Baseball games :
 - Shurtleff *vs.* Thomas N. Hart.
 - Quincy *vs.* Comins.
 - South End *vs.* South Boston.
 - Washington Allston *vs.* William E. Russell.
 - Frothingham *vs.* Lyman.
 - Hancock *vs.* Washington.

From 12 to 2.

Franklin Park.

- Concert by the Boston Municipal Band on the band-stand near Abbotswood.

Afternoon, 1 to 4.

Franklin Park.

1. Children's Vaudeville Entertainment on the stage near Abbotswood.
2. Band Concert by the Boston Cadet Band from 2 to 4 o'clock.
3. Fireworks and Balloon Ascensions.
4. Punch and Judy. Hurdy-Gurdies. Phonographs.

(4.) CHILDREN'S ENTERTAINMENT.

*Program of Entertainment by Children of Vacation Schools
and Playgrounds.*

- Comins..... Singing (chorus of 28 girls):
Three old folk songs.
Three national songs.
"Home, Sweet Home."
Marching by children in Old Home Week and
national costumes.
- Frothingham Gymnastic exhibition, high jumping by girls.
Illustrated song, "When Tommy Atkins
Marries Dolly Gray," by 20 girls in
costume.
- Hancock..... Gymnastic drill, dumb-bells.
Fancy Dancing.
Singing.
- Lyman March and dance, "Maids of the Mist," 24
girls in costume with garlands.
Fancy dancing, 2 girls.
- Quincy..... Singing by chorus of 30 boys.
Three numbers, the last being a medley of
popular songs.
- Shurtleff..... Flag drill, 28 girls.
Japanese parasol drill, 28 girls.
- Thomas N. Hart..... Culture drill, 22 girls.
Esthetic drill, 22 girls.
Ball drill, 22 girls.
Club drill, 22 girls.
- Washington..... Flag drill, 32 children.
Poppy dance, 14 girls in costume.
Japanese fan drill, 4 girls in costume.
- Washington Allston.... Trial scene from "The Merchant of Venice":
Shylock.....Maynard Joiner.
Antonio.....Edward Phalon.
Duke.....Walker Chamberlin.
Bassanio.....Edmund Hoyt.
Portia.....Gladys Ringer.
Nerissa.....Mabel Smith.
Salanio.....Fred Burrans.
Gratiano.....William Kenefick.
Clerk.....Samuel Burrans.
- William E. Russell.... Singing and tableau, "The Nations' Tribute to
Columbia," by 35 girls in costume.
Flag drill.

APPENDIX C.

(1.) VACATION SCHOOLS—1907.

List of Schools and Principals.

Schools.	Principals.
1. COMINS Tremont street, Roxbury Crossing.	Joseph F. Gould.
2. FROTHINGHAM Prospect street, Charlestown.	Louis W. Arnold.
3. HANCOCK Parmenter street, North End.	William A. Reed.
4. LYMAN Paris and Gove streets, East Boston, with a branch in the CUDWORTH, Gove and Paris streets, East Boston.	Joseph P. Cady.
5. QUINCY Tyler street, City.	Alvin P. Wagg.
6. SHURTLEFF Dorchester street, South Boston, with a branch in the CLINCH, F and Seventh streets, South Boston.	Thomas J. Barry.
7. THOMAS N. HART H and East Fifth streets, South Boston.	Maurice J. O'Brien.
8. WASHINGTON Norman street, West End.	Everett L. Getchell.
9. WASHINGTON ALLSTON Cambridge street, Allston, with a branch in the WILLIAM WIRT WAR- REN, Waverly street, near Market street, Brighton.	Louis P. Nash.
10. WILLIAM E. RUSSELL Near Edward Everett square, Dor- chester.	F. Edwin Walter.

(2.) VACATION SCHOOLS, 1907.

Schedule showing Grades of Teachers, and the Rate of Compensation and Certificate Requirements for each Grade.

TEACHERS.	Salaries (per Day).	Certificate Requirements.
Principals.....	\$4.00	Class B or higher certificate.
First assistants.....	\$2.00	Class B or higher certificate.
Assistants.....	\$1.00	Class B or higher, Kindergarten or special certificate.
Matrons.....	\$1.00	

The certificates referred to are Boston teachers' certificates.

(3.) VACATION SCHOOLS, 1907.

Statistics.

SCHOOLS.	Number of Sessions.	Whole Number of Pupils Enrolled.	Average Attendance.	Average Number of Teachers, not Including Principals.	Average Number of Pupils to a Teacher.
Comins.....	20	1,275	553	19	29
Frothingham.....	20	846	416	12	34
Hancock.....	20	828	510	14	35
Lyman.....	19	1,043	396	14	28
Quincy.....	20	444	234	9	28
Shurtleff.....	20	911	480	15	31
Thomas N. Hart.....	20	1,160	675	16	43
Washington.....	20	1,260	573	15	38
Washington Allston.....	20	563	228	9	26
William E. Russell.....	20	752	475	16	30
Summary.....	20	9,082	4,521	138	33

(4.) VACATION SCHOOLS, 1907.

Cost of Operation.

SCHOOLS.	Salaries of Teachers.	Salaries of Principals.	Salaries of Janitors.	Total Salaries.	Cost of Operation Per Pupil for Each Session.
Comins.....	\$439 00	\$80 00	\$36 10	\$555 10	\$0.05
Frothingham.....	285 00	80 00	39 10	404 10	.049
Hancock.....	352 00	80 00	43 60	475 60	.047
Lyman.....	319 00	76 00	48 60	443 60	.059
Quincy.....	226 00	80 00	34 20	340 20	.072
Shurtleff.....	369 00	80 00	38 80	487 80	.051
Thomas N. Hart.....	375 00	80 00	63 20	518 20	.038
Washington.....	364 00	80 00	53 60	497 60	.043
Washington Allston.....	224 00	80 00	48 40	352 40	.077
William E. Russell.....	381 00	80 00	39 30	500 30	.053
Summary.....	\$3,334 00	\$796 00	\$444 90	\$4,574 90	\$0.051

Salaries of teachers = 72.9 per cent. of operating cost.
 Salaries of principals = 17.4 per cent. of operating cost.
 Salaries of janitors = 9.7 per cent. of operating cost.

(5.) PLAYGROUNDS, 1907.

Organization for Purposes of Administration.

During the Term of Vacation Schools, July 8 to Aug 8, Inclusive. Supervisor.	SEASON OF 1907. Playgrounds.	After the Close of Vacation Schools, Aug. 9 to Aug. 31, Inclusive. Supervisor.
ALVIN P. WAGG, City Proper District.	QUINCY, Tyler st., near Harvard st. BRIMMER, Common street, near Washing- ton street. SKINNER, Fayette st. and Church st.	
JOSEPH KERWIN, South End District.	COOK, Groton st., near Washington st. DWIGHT, West Springfield street. EVERETT, West Northampton street. FRANKLIN, Waltham st. and Ringgold st. FRANKLIN SQUARE, Between East Brookline street and East Newton street.	JOSEPH F. GOULD.
JOSEPH F. GOULD, Roxbury District.	COMINS, Tremont st. and Terrace st. HUGH O'BRIEN, Dudley st. and Langdon st.	
LOUIS P. NASH, Brighton District.	WASHINGTON ALLSTON, Cambridge st., near Harvard st. WILLIAM WIRT WARREN, Waverly st. and Market st.	

ORGANIZATION FOR PURPOSES OF ADMINISTRATION. — *Concluded.*

During the term of Vacation Schools, July 8 to August 8, inclusive. Supervisor.	SEASON OF 1907. Playgrounds.	After the close of Vacation Schools, Aug. 9 to Aug. 31, inclusive. Supervisor.
WILLIAM A. REED, North End District.	HANCOCK, Parmenter st., near Salem st. PORMORT, Snelling place, off Hull street.	WILLIAM A. REED.
EVERETT L. GETCHELL, West End District.	PHILLIPS, Phillips st. and Anderson st. WASHINGTON, Norman st. and South Margin st.	
LOUIS W. ARNOLD, Charlestown District.	FROTHINGHAM, Prospect st. and Edgeworth st. POLK, Polk street near Medford street. PRESCOTT, Elm street near Medford street.	
JOSEPH P. CADY, East Boston District.	LYMAN, Paris street and Gove street. CUDWORTH, Gove street and Paris street. EMERSON, Prescott st. and Bennington st. JAMES OTIS, Paris, Marion and Morris sts.	
THOMAS J. BARRY, South Boston, District I.	SHURTLEFF, Dorchester st., near Seventh st. CLINCH, F street and Seventh street.	MAURICE J. O'BRIEN.
MAURICE J. O'BRIEN, South Boston, District II.	THOMAS N. HART, H street and East Fifth street. BENJAMIN DEAN, H street and Sixth street. BIGELOW, Fourth street and E street. CYRUS ALGER, Seventh street, near C street. LINCOLN, Broadway, near K street. NORCROSS, D street and Fifth street.	
F. EDWIN WALTER, Dorchester District.	WILLIAM E. RUSSELL, Columbia road, near Edward Everett square. PHILLIPS BROOKS, Quincy street and Fayston st. HARBOR VIEW STREET, Corner Dorchester avenue.	

(6.) PLAYGROUNDS, 1907.

Schedule showing Grades of Teachers, and the Rate of Compensation and Certificate Requirements for each Grade.

TEACHERS.	Salaries.	Certificate Requirements.
Supervisors	Morning session, \$4.00. Afternoon session, \$2.00.	Class B or higher Certificate.
Heads of Playgrounds (Men), Heads of Playgrounds (Women).	{ One session, \$2.00. { Two sessions, \$3.00. { One session, \$1.20. { Two sessions, \$2.00.	Class B, Kindergarten or special certificates, or regular attendance in Boston Normal School during preceding year, or one season's experience in a public vacation school in Boston prior to June 1, 1906.
Assistants in Playgrounds...	One session, \$0.80. Two sessions, \$1.25.	
Assistants in Sand Gardens..	One session, \$0.50. Two sessions, \$0.75.	

The certificates above referred to are Boston teachers' certificates.

Principals were required to perform the duties of supervisors of playgrounds during the forenoons on which vacation schools were in session, without compensation other than that received by them as principals of vacation schools.

(7.) PLAYGROUNDS, 1907.

Statistics.

PLAYGROUNDS.	FORENOON.			AFTERNOON.		
	Number of Sessions.	Average Attendance.	Average Number of Pupils to a Teacher.	Number of Sessions.	Average Attendance.	Average Number of Pupils to a Teacher.
Quincy	46	149	36	40	149	35
Brimmer	46	61	39	37	65	45
Skinner	46	106	54	37	103	51
Cook	46	74	39	2	65	33
Dwight	22	41	31	20	46	34
Everett	36	69	40	33	76	45
Franklin	26	59	35	22	64	38

PLAYGROUNDS, 1907. — STATISTICS. — *Continued.*

PLAYGROUNDS.	FORENOON.			AFTERNOON.		
	Number of Sessions.	Average Attendance.	Average Number of Pupils to a Teacher.	Number of Sessions.	Average Attendance.	Average Number of Pupils to a Teacher.
Franklin Square *.....	46	84	44	40	87	46
Comins.....	47	139	43	40	149	46
Hugh O'Brien.....	47	134	49	40	130	48
Washington Allston.....	27	82	38	19	68	29
William Wirt Warren.....	46	85	29	38	92	32
Hancock.....	47	318	69	39	501	90
Pormort.....	40	50	50	39	55	55
Washington.....	47	234	54	40	242	63
Phillips.....	47	137	66	40	134	64
Frothingham.....	47	107	36	41	104	35
Polk street.....	47	130	68	41	128	69
Prescott.....	47	121	60	41	121	60
Lyman.....	46	224	49	38	204	47
Cudworth.....	35	146	52	29	123	43
James Otis.....	46	118	43	38	185	68
Emerson.....	46	137	51	39	133	50
Shurtleff and Clinch.....	47	334	59	40	355	63
Thomas N. Hart.....	47	130	130	40	67	67
Benjamin Dean.....	47	172	62	40	143	51
Bigelow.....	47	114	64	40	132	74
Cyrus Alger.....	47	146	73	40	136	68
Lincoln.....	47	137	58	40	142	57
Norcross.....	47	197	80	40	220	84
William E. Russell.....	47	142	46	41	139	46
Phillips Brooks.....	47	112	63	41	106	53
Harbor View street.....	36	59	59	31	68	68

* On land controlled by Public Grounds Department.

PLAYGROUNDS, 1907. — STATISTICS. — *Concluded.*

	FORENOON.				AFTERNOON.			
	Number of Sessions.	Average Attendance.	Average Number of Teachers not including Supervisors.	Average Number of Pupils to a Teacher.	Number of Sessions.	Average Attendance.	Average Number of Teachers not including Supervisors.	Average Number of Pupils to a Teacher.
Summary.....	47	4,162	79	53	41	4,154	75	55

(8.) PLAYGROUNDS, 1907.

Cost of Operation.

DISTRICTS.	Salaries of Teachers.	Salaries of Supervisors.	Salaries of Janitors.	Total Salaries.	Cost of Operation per Pupil for each Half Day of Attendance.
City Proper.....	\$526 85	\$96 00	\$233 00	\$855 85	\$0.032
South End.....	462 00	192 00	206 00	860 00	.042
Roxbury.....	422 25	104 00	153 00	679 25	.028
Brighton.....	253 75	56 00	85 00	394 75	.036
North End.....	356 10	99 60	144 00	599 70	.016
West End.....	476 75	55 60	152 00	684 35	.021
Charlestown.....	461 80	78 40	242 00	782 20	.025
East Boston.....	819 55	74 40	277 00	1,170 95	.023
South Boston I.....	422 95	67 60	152 00	642 55	.021
South Boston II.....	871 95	134 00	455 00	1,460 95	.02
Dorchester.....	431 00	84 40	216 00	731 40	.028
Summary.....	\$5,504 95	\$1,042 00	\$2,315 00	\$8,861 95	\$0.024

Salaries of teachers = 62.1 per cent. of operating cost.

Salaries of supervisors = 11.8 per cent. of operating cost.

Salaries of janitors = 26.1 per cent. of operating cost.

SCHOOL DOCUMENT NO. 16 — 1907

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

1907



BOSTON
MUNICIPAL PRINTING OFFICE
1907

REPORT.

SCHOOL SYSTEM.

The public school system of Boston comprises¹ one Normal School, two Latin Schools (one for boys and one for girls), nine High Schools, the High School of Commerce (for boys), and the Mechanic Arts High School (for boys), sixty-four Elementary Schools, one hundred eight Kindergartens, one School for the Deaf, five Evening High Schools, thirteen Evening Elementary Schools, six Evening Drawing Schools, and a special school on Spectacle Island.

STATISTICS.²

The following statistics are for the school year ended June 30, 1907, except those giving the number of children in Boston between the ages of five and fifteen years, and the number attending public and private schools, which are from the census taken September 1, 1907:

Number of children in Boston between the ages of five and fifteen, Sept. 1, 1907.....	104,150
Number attending public schools, Sept. 1, 1907.....	77,526
Number attending private schools, Sept. 1, 1907.....	16,829
Whole number of different pupils registered in the public day schools during the year ended June 30, 1907:	
Boys, 54,231; girls, 52,139 — total	106,370

REGULAR SCHOOLS.

Normal School.

Number of teachers.....	15
Average number of pupils belonging.....	239
Average attendance.....	235

¹ June 30, 1907.

² Other and more complete statistics may be found in School Documents Nos. 4 and 12, 1907.

Latin and High Schools.

Number of schools	13
Number of teachers	283
Average number of pupils belonging	7,444
Average attendance	7,012

Elementary Schools.

Number of schools	64
Number of teachers	1,925
Average number of pupils belonging	81,467
Average attendance	74,523

Kindergartens.

Number of schools	108
Number of teachers	210
Average number of pupils belonging	5,604
Average attendance	4,229

SPECIAL SCHOOLS.

Horace Mann School for the Deaf.

Number of teachers	16
Average number of pupils belonging	142
Average attendance	125

Evening Schools.¹

Number of schools	18
Number of teachers	331
Average number of pupils belonging	10,281
Average attendance	6,792

Evening Drawing Schools.

Number of schools	6
Number of teachers	29
Average number of pupils belonging	670
Average attendance	475

Spectacle Island School.

Number of teachers	1
Average number of pupils belonging	8
Average attendance	7

¹ 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.....	186
Special.....	26

Total.....	212
Number of teachers:	
In regular schools.....	2,433
In special schools ¹	377

Total.....	2,810
Average number of pupils belonging:	
In regular schools.....	94,754
In special schools ¹	11,101

Total.....	105,855
Average attendance:	
In regular schools.....	86,081
In special schools ¹	7,399

Total.....	93,480

GENERAL LEGISLATION.

The Legislature of 1907 passed two acts, the provisions of which have an important bearing upon the development of the school system along certain lines, and a third act intended to make adequate provision for necessary additional accommodations from year to year.

Chapter 295, "An Act to enlarge the powers of the School Committee of the City of Boston in respect to physical education," provides that the Committee, within the limit of the appropriations for such purposes made by it under authority of this act, or under existing authority of law, shall, during the summer vacation and such other part of the year as it may deem advisable, organize and conduct physical training and exercises, athletic sports, games and play, and shall provide proper apparatus, equipment, and

¹ Special classes included.

facilities for the same in buildings, yards, and playgrounds under the control of the Committee, or upon any other land which it may have the right to use for this purpose. It provides also that the Committee may use for such purposes playgrounds, gymnasias, or buildings under the control of the Park Commission, which it may deem suitable therefor, under such reasonable regulations and conditions as the Park Commission may prescribe; provided, that such use shall not extend to any playground, gymnasium, or building under the control of the Park Commission which the Commission, by a vote approved by the Mayor, shall declare to be unsuitable for such use. To carry into effect the provisions of this act, the School Committee is authorized to make an appropriation for the year 1907 limited to two cents upon each \$1,000 of the average valuation upon which the appropriations of the City Council are based, and four cents for each subsequent year. The School Committee, therefore, on June 10, 1907, appropriated \$25,000 for the purposes contemplated by this act, and that amount has been expended accordingly.

The second act (Chapter 357) directly relates to the physical welfare of pupils in the public schools, and provides that the School Committee shall appoint one supervising female nurse and as many district female nurses as, in its opinion, are necessary. These nurses are required to perform such duties as the Committee may designate, but more particularly they are required to assist the medical inspectors, who are appointed by the Board of Health, in their work in the public schools, to see that the directions given by the inspectors are carried out, and to give such instruction to the pupils as will promote their physical welfare. To insure the employment of none but experienced and duly qualified persons to serve as nurses in the public schools, the act provides that as a pre-requisite for such appointment, a candidate shall have taken a course

of instruction in, and been graduated from, some hospital or similar institution giving a course of instruction in nursing at least two years in length, and in addition thereto shall present satisfactory evidence of possessing good character and health, and shall also pass an examination given under the direction of the School Committee and designed to test the applicant's training, knowledge, character, experience, and aptness for the work.

To meet the expense of carrying into effect the provisions of this act, the School Committee is authorized to appropriate, and did appropriate, the sum of \$10,000 for the year 1907, and thereafter it is authorized to make an appropriation for the maintenance of this corps of nurses at the rate of two cents upon each \$1,000 of the average valuation of the city on which the appropriations of the City Council are based, or about \$25,000 annually.

The School Committee then proceeded to reorganize the Department of Physical Training as a Department of School Hygiene, consisting of a director, three assistant directors of physical training and athletics, special instructors and special assistant instructors in physical training, instructors and assistant instructors in athletics, supervisors of playgrounds, playground teachers, heads of playgrounds, helpers in playgrounds, helpers in sand gardens, instructor in military drill, armorer, medical inspector of special classes, supervising nurse and assistant nurses. The number of the latter corps at first consisted of twenty individuals, which was increased at the close of the year to twenty-nine. The appointment of school nurses under the control of the School Committee differs somewhat from the custom in other cities where nurses are employed by the health department. In Boston the system of medical inspection is under the direction of the Board of Health, which appoints, and pays from its appropriation, the medical inspectors, consisting of eighty physicians. The school regulations provide for the coöperation of the nurses with

the inspectors, but the former are exclusively under the control of the school authorities. In some school building in each elementary school district a room is fitted up with proper appliances for the accommodation of the nurse assigned to that district, and each individual nurse has about 2,700 children assigned to her care. The following abstract of the work done by the nursing division for the period from September 11, 1907, to December 31, 1907, speaks for itself, and it should be remembered that nurses are not permitted to visit homes where there are cases of contagious disease:

Diseases of Ear, 1,137 cases cared for; Eye, 4,528 cases were diagnosed and cared for, including 2,720 suffering from defective vision—of these 852 cases were treated by oculists; Nose, 2,020 cases, of which 1,059 had adenoids, and 309 had the obstruction removed; Mouth, 1,241 cases, including 1,199 who had carious teeth; Throat, 1,258 cases, consisting of enlarged tonsils, tonsilitis, abscess, pharyngitis, and laryngitis; Skin, 8,602 cases, all of which cases were followed to their homes and the parent or guardian instructed how to care for the same.

In addition to the above, 1,792 pupils having abrasions and wounds were cared for; 705 septic conditions cured; 244 cases of kidney disease recognized and treated and relieved; 121 cases of rachitis put on the correct line of treatment; 213 cases of malnutrition advised as to diet and treatment; 221 cases of epilepsy found and advised; 96 cases of chorea; 47 cases of cardiac disease; 87 cases of bronchitis, and 299 cases of anæmia, all assisted. Of the less common afflictions of childhood, 105 cases of deformity (spinal and extremities) were seen and are now receiving the benefit of skilled orthopedic attention.

Two thousand nine hundred and sixty-three general cases were persuaded to consult their own family physician; of this number 2,508 cases were cured and returned to school at a minimum of absenteeism; 3,291 general cases which

were not able to incur the expense of a private physician were referred to the hospital or dispensary, of which 1,665 were cured, the remainder being still under treatment. There were also 999 affections looked after of which there is no classification. These do not include the specific infectious diseases.

The foregoing statement does not by any means cover the entire scope of the work done by these nurses. In addition to looking after the minor ailments in school life and visiting the homes of the children to see that they are properly cared for, they give advice and assistance to the mothers with regard to the proper preparation of food, hygiene, and care of the home. In visiting these homes, the nurses do not enter as official agents of a central authority, but rather as friends and advisers genuinely interested in the welfare of the children, thereby indirectly solving many vexatious problems of the past, and forming a link between the school and the home not possible by any other means.

Connected with the same department is also the medical inspector of special classes, who is appointed and paid by the School Committee, whose duty it is to examine children whose mental condition apparently unfits them to pursue the regular course of study with profit to themselves, and to pass upon their eligibility for admission to special classes.

Heretofore, the athletic teams, composed of high school pupils, have employed and paid coaches selected by themselves and approved by the head-masters of the schools concerned. It is now intended that instructors or assistant instructors of athletics, employed directly by the School Committee and appointed only after examination by the Board of Superintendents in the same manner that other teachers are examined, certificated and appointed, shall take the place of these coaches, and that school athletics generally shall be conducted under the immediate direction and control of the department of School Hygiene. In former years there has been some question as to the authority of the School Commit-

tee over such athletic organizations, but this question was finally and conclusively settled by the passage of Chapter 251 of the Acts of 1906, which provides that school committees may supervise and control all athletic organizations composed of pupils of the public schools and bearing the name of the school; and may directly, or through an authorized representative, determine under what conditions such organizations may enter into competition with similar organizations in other schools.

Instruction in military drill for boys attending high schools, which has been included in the curriculum for many years, is still continued. A setting-up drill, occupying a period of ten minutes daily, has been introduced into the several high schools for both boys and girls. This drill is held either in class-rooms or in corridors, as may be most convenient, and is conducted by a pupil selected in each class by the teacher, and under the direction of the instructor of military drill. The drill consists of facings, arm and leg stretching, and breathing exercises.

In the Normal School the welfare of the pupils is under the personal supervision of the Director, who is himself a physician. Here, as well as in the Latin and high schools, a gymnasium is conducted and special teachers are employed to instruct girl pupils. The essentials of proper breathing, proper standing and carriage are taught and enforced in all school-rooms from the kindergarten to the Normal School, and are not left alone to gymnastic or calisthenic periods or military drill.

A plan is under consideration for the organization of playground activities in accordance with the purposes contemplated by the act herein referred to, which will be put into operation in 1908, when school yards in crowded districts will be equipped with suitable apparatus for use as playgrounds by the younger children; and on large playgrounds now under the supervision of the Park Department instruction in athletics, games and play will be carried on under the direction of the school authorities.

One of the most important functions of the department of School Hygiene relates to the proper seating of pupils, and the supervision and examination of the hygienic condition of school buildings generally. A very large proportion of the school furniture is now of the adjustable pattern, and the department of School Hygiene is especially charged with the duty of seeing that desks and chairs are properly adjusted to meet the needs of the pupils, and to prevent the occurrence of physical defects, such as spinal curvature, which result from the use of ill-fitting furniture. Under the direction of this department, desks and chairs are adjusted at least once each year, and as much oftener as may be necessary to meet the requirements of individual pupils. A constant study is also made of the hygienic and sanitary condition of all school premises, and any defects which may be observed are promptly reported to the proper authority for correction.

The third act passed by the Legislature of 1907, of importance to the School Committee, is entitled "An Act Relative to the Construction of School-houses in the City of Boston" (Chapter 450), and provides in substance that the Committee shall annually designate in which of the school districts of the city additional school accommodations are necessary, and shall indicate the approximate number of additional pupils for which provision should be made in each such district, naming the districts in the order in which such accommodations shall be provided, and shall notify the Board of Schoolhouse Commissioners of its action; thereupon, the latter Board is required to certify to the School Committee within one month the amount which, in its opinion, will be required for such accommodations, taking up the items in the order designated by the School Committee, and continuing until the aggregate of the amount is equal to the limit of the amount which may be provided therefor during each particular year. To meet the expense contemplated by this act, provision is made for the issue of bonds payable in a period of not more than twenty

years, and bearing interest at a rate not exceeding four per cent. per annum, to an amount not exceeding \$1,000,000 in the year 1907, the same amount in the following year, and thereafter to an annual amount not exceeding \$500,000. These bonds are to be included in the debt limit of the city, except that in the years 1907 and 1908, if the amount in each year exceeds \$750,000, the amount authorized in excess shall not be reckoned in determining the statutory limit of indebtedness of the city. In accordance with the provisions of this act, the following items of additional school accommodations were affirmatively passed upon by the Board in the month of June, and the issue of bonds, to the amount of \$1,000,000 to meet the cost of these additional accommodations, was authorized:

SCHOOL DISTRICT.	Number Pupils.	Estimated Cost.
1. Agassiz District, elementary school, upper grades (building and furnishing)	264	\$62,000
2. Wells District, elementary school, lower grades (building and furnishing)	300	50,000
3. Bennett District, elementary school, lower grades (building and furnishing)	100	15,000
4. Adams District, elementary school, lower grades (building and furnishing)	200	15,000
5. Prince District, high school (Mechanic Arts High School), (building and furnishing)	800	500,000
6. Phillips District, elementary school, upper grades (land, building and furnishing)	880	358,000
		<u>\$1,000,000</u>

BOSTON NORMAL SCHOOL.

This school is essentially a city training school. After many years of anticipation the Normal School has at last been provided with a new building properly equipped, and is now in a position to accomplish the purpose for which it is maintained, namely, the training of teachers for service in the public schools of Boston, unhampered by those difficulties and restrictions imposed by its former environment

when it was fettered by almost every inconvenience under which such a school could possibly exist. The new quarters of the school are situated on Huntington avenue near the Fenway, where a group of buildings has lately been completed and occupied by the Normal School, the Girls' Latin School, and the High School of Commerce. The latter school is later to be provided with a permanent home of its own; to be situated probably nearer the business district of the city, and its present quarters are therefore temporary.

The change in location, however, is not the only one that has taken place with regard to the Normal School. In 1900 there was added to the requirements for admission a provision whereby graduates of the four-year course of the Boston High Schools were obliged to undergo a competitive examination. Gradually there came into existence the feeling that entrance examinations were not, after all, the best test of a girl's fitness to enter the Normal School, and in 1905 a plan of certification was adopted under which a girl is given credit for work successfully performed in her high school course, so that out of a total of 59 points required for admission, an applicant may offer 29 points, based upon successful high school work. The other 30 points are to be obtained by means of examination. Thus the former examination for admission to the school, which was put into operation in 1900, has really been cut in two and limited to very essential subjects, such as English, history, a foreign language, etc. On the face of it, it would seem as though this were lowering the standard of admission, but the experience of the school has been quite otherwise, for in order that high school graduates may obtain the prescribed certificate for admission to the Normal School it is necessary for them to attain a mark of at least *B* in a subject matter. This means work of a high character in the schools from which they come, and the result has been that the work at present done in the high schools is in no way inferior to college preparatory work. As a matter of

fact, in most cases, the classes are identical, and the quality of the work of the high school graduates who now enter the Normal School is of a very high order, and it is expected to improve as the years go on.

In September a report was received from the Board of Superintendents stating its recognition of the fact that observation and practice of the art of teaching is of great value to the pupils of the Boston Normal School. In order that this phase of school work might be made as effective and practicable as possible, the Martin School district has recently been designated as a school of observation and practice, and in this school the pupils of the Normal School will have splendid opportunities to observe the work of skilled and trained teachers. The choice of the Martin School was determined by its proximity to the Normal School group of buildings, and also by the fact that here is an already established educational unit. The school will be placed under the immediate supervision and direction of a master in the Normal School, who will also be the director of the Model School, the former principal and all the teachers of the Martin School having been transferred to other schools, but without loss of rank or salary. The original plans of the Schoolhouse Commissioners included a so-called Model School to be used in connection with the Normal School, but as the school population in this particular part of the city was not sufficient to fill both the Martin School and the proposed Model School, it was decided to utilize the former school for that purpose. This gave an opportunity to utilize the Patrick A. Collins building, which was originally intended for Model School purposes, to serve as a temporary home for the High School of Commerce, which school, until the opening of the term in September last, had been occupying an old primary building in Roxbury.

In order still further to promote the professional work of the Normal School, the position of Supervisor of Practice has recently been established. In the past the supervisory

observation of the work and practice of pupils in the Normal School has been performed by the various teachers of that school, and while this has been well and faithfully done, it is, nevertheless, apparent that in the hands of one individual, skilled in the work, a much higher degree of efficiency can be obtained. The Supervisor of Practice will, of course, be able to come into increasingly personal contact with the Normal School pupils, and will work in harmony with the Supervisor of Substitutes who takes charge of the graduates and arranges for their temporary employment until they are appointed to permanent positions in the day school service.

The new Normal School building promises to be a centre of educational activity in the city. It has large lecture halls and rooms for meetings of teachers, and the nucleus of a splendid library. It is the intention to equip a room in this building with reference material available for use in the schools of the city, and to supply it with such text and reference books as are used throughout the school system. In it, also, has been placed the educational exhibit which has recently been returned from the Jamestown Exposition, and which received there a gold medal. This exhibit is to be kept up to date by additions from year to year, and it is intended that by its use it will be possible at any time to obtain a comprehensive view of the entire work of the city's schools.

All of this, of course, tends toward a greater professional use of the school, and looks to raising the standard of efficiency of the Boston Normal School to a point never before attained. It is intended to keep the school in as intimate contact with teachers and school authorities as possible, so that it may never make the mistake of becoming an experimental station, but may fulfil in the highest degree the purposes for which it is maintained.

HIGH SCHOOL OF COMMERCE.

In the last annual report reference was made to the establishment of the new High School of Commerce, and the adoption of a plan providing for the formation of a committee of business men to serve as an advisory board on this school. The executive committee of this advisory board has recently presented a report on the progress of the school for the year 1906-07, from which the following extracts are taken:

At the meeting of the Business Men's Committee, May, 1907, a series of recommendations was proposed to the School Board concerning such subjects as the permanent site of the school, the employment of technically trained teachers, summer employment for students, etc. These recommendations were adopted by the School Board, and it is believed will be of vital assistance in the development of the school. So far as it is known, this is the first time that such coöperation between the school authorities and the business men has been effected in this country. The plan, however, is not new. It has been in operation for many years in Germany, and the largest factor in the efficiency of the German commercial school has been the influence of practical business men.

That the school is being developed along practical lines is evidenced by several instances enumerated below. During the year groups of students have been taken into the business houses, where, under the direction of competent guides, the young men were shown the workings of modern business houses in actual operation. At weekly intervals throughout the school year, business men spoke before the students, talking upon such subjects as Success in Business, Business Ethics, Business Organizations, etc.

A course of lectures dealing with the local industries of Boston was given by a competent authority. Such subjects as Leather, Wool, Provisions, Textiles, Wholesale and Retail Business, etc., were treated. These lectures were very valuable to the students in giving them reliable information concerning the vocational possibilities in the commercial field of Boston. The course of study of the school permits of a choice of subjects which will enable a young man to prepare himself for one of the three larger divisions of the commercial field; namely, secretarial work, buying and selling, accounting. It is interesting to note that, as a result of the particular study of commercial opportunities, the larger proportion of the young men announced their preference for the active and creative side of business, namely, buying and selling.

The scheme of summer employment proposed by the Business Men's Committee was a successful venture. Only the boys who had completed.

the second and third years of high school work were selected as candidates for the summer positions. Boys who had completed only the first year were considered too immature to do effective work. A sufficient number of merchants were found who were willing to give summer employment to boys sent them from the school. It was evident that there were many more business men who were willing to take boys as permanent employees than those who were willing to give temporary employment.

As the business house must necessarily be for the school the practical laboratory of business, it is hoped that a larger number of business men will be willing in succeeding years to cooperate with the school in offering summer places to the boys where they may serve, as it were, a kind of business apprenticeship. The school had no graduating class in June, 1907, but will graduate twenty young men in June, 1908. Consequently, the school was unable last June to meet the demand for candidates for permanent employment.

The plan of summer employment was put into operation in a simple and effective manner. A circular letter was sent out to a number of business houses asking cooperation. The boys were sent to the employment managers of those firms offering assistance. The boys brought with them a statement from the school covering the items of information of interest to employers. All boys who engaged in summer occupations returned to the school upon the opening day and brought with them statements from the several business houses covering the records made in the temporary positions. A special circular of information is being prepared, which will contain a more or less particular account of what the experiment was worth. This circular will contain quotations from various letters received from business houses, and will show that, beyond doubt, the experiment was successful and should be continued during succeeding years.

When the High School of Commerce was established, a new plan of organization for Boston high schools was adopted by the school authorities. The new plan lent itself very effectively to the purpose of the High School of Commerce. The old plan of organization did not have in it the opportunity of employing specialists, who should serve as heads of departments of the various subjects in the course. The new school was the first to be organized on the revised basis. The scheme of organization is of great advantage in enabling the school to effect the special purpose of its creation.

Of the 117 students who were in the school at the close of June, 113 returned to continue the course in September. This proportion is unusually high, and is a proof that the students have a due appreciation of the value of the training afforded them. High standards of school work were insisted upon throughout the year. Students who failed to reach required standards, whether through indifference or through inability, were not continued in the school.

With the opening of school in September, the registration rose to 335 students, a gain over the registration of the June before of over 180

per cent. The gain would have been even larger had the new building been ready for occupation at the opening of school. It was necessary to organize the school, pending the completion of the new building, in two buildings near Dudley Street. The inconvenience of these accommodations was marked, there being no opportunity to conduct a number of the most important courses of the curriculum. The Fenway building was occupied October 14.

The new building, now occupied by the school, is located in the so-called Normal School group on Huntington avenue. The structure is called the Patrick A. Collins Building. Originally designed as a model school in connection with the Normal School, it has been adapted in its interior arrangement of class-rooms, laboratories, etc., so that it serves excellently for the purpose of the High School of Commerce. Besides the usual class-rooms, there is a commercial museum, a commercial library, commercial geography laboratory, etc.

In conclusion, the committee wishes to emphasize the belief that the school has made substantial progress during the first year of its existence. Building upon the good start made, and continuing the pursuit of the policies now established, there is good reason to believe that the school will immediately grow to be an instrument of great worth to the youth of the city, a distinct aid to the business interests of the community, and a new and valuable type of practical education, which other cities may come to regard as a pattern.

GIRLS' HIGH SCHOOL OF PRACTICAL ARTS.

The Girls' High School of Practical Arts, which was established by a vote of the School Committee passed May 6, 1907, was organized in the following September, and temporarily occupies accommodations in a building known as Lyceum Hall, at Meeting House Hill, Dorchester. Although handicapped at the start by the location, which is not a central one, and by inadequate quarters, the school opened with an enrollment of sixty-seven pupils, which rapidly increased to somewhat more than one hundred. The purpose of this school is to give full opportunity for the development of that type of students whose talents lie more in lines of doing and expressing than in lines of acquisition. The course of study is presented under two general heads — academic and industrial — and will usually demand four years for its completion. Seventy-six points, of which at least twelve must be gained in the industrial departments, constitute

the minimum requirement for a diploma. All studies in this school are presented in half-year courses, and diplomas may be granted in February or June. This arrangement of work is deemed of personal and academic advantage to students, as it allows them, when obliged to remain out of school for a time, to resume their studies at the beginning of the first half year in September or at the beginning of the second half year in February.

All of the pupils are taking the work of the first year, since it was impossible to provide equipment for more than one class. At present the students in domestic science are compelled to go to the kitchen of the Lewis School on Dale street, Roxbury, for instruction. The cultural courses offered this year are English, algebra, chemistry, and drawing. A strong academic course will be maintained without unduly sacrificing the work on the practical side, which, of course, must remain the distinguishing feature of the school. The pupils were offered a choice of courses in domestic science, dressmaking, and millinery; and it is interesting to note that they divided into three nearly equal groups. For the first half year practice in hand and machine sewing is prescribed for all the pupils before allowing them to specialize.

The various courses of instruction given are planned to develop womanly attributes and to train for work in distinctly feminine occupations. This school differs from the purely industrial or trade school in that it has a four-year academic course in which the girls receive a general education which better prepares them for future duties in the home and in society. The instruction in the practical arts aims to give not only a knowledge of the various processes in each industry studied, but also a comprehensive understanding of these processes in relation to the entire scheme of work, and this instruction should insure to the girls who will seek employment, advancement to places of responsibility in the industries open to them. The remarkable interest shown by the pupils in their work, together with

their parents' cordial and out-spoken appreciation of this new and valuable educational opportunity, proves clearly the community's need and desire for a school of this type. In the following statements will be found in detail the lines of work pursued in the different departments:

English Department.

The courses in English aim to so develop the speech, the intellect, the taste, and the spirit of the pupils that they shall be able

First: To speak the English tongue with a fair degree of correctness and ease, — that they make, for instance, an intelligible statement to butcher, or carpenter, or employer, or discuss a topic of interest with some range of expression.

Second: To write the English language with a fair degree of precision and grace — that they may compose a business letter that will be clear, and a social note that will be gracious.

Third: To think in logical processes so that what they speak and write may possess the advantage of reasonableness.

Fourth: To read with such pleasure and appreciation the works of standard American and English authors that they will be led to select for their own reading books of good grade.

Fifth: To live in the possession of the fine ideals that are at once the root and flower of English literature.

Science and Mathematics Departments.

The course in mathematics has two distinct purposes, to train the pupils to think logically and clearly, and to give them the power to handle simple problems intelligently. A girl should be given sufficient training to enable her to write down her household accounts accurately, to understand the principles of a bank account and to know how to make out a simple bill, as well as to solve algebraic or geometric problems.

The course in science attempts to put the pupil in touch with the scientific problems in life. The value of formal training is recognized as in mathematics, but the purpose of the work goes somewhat further, seeking a co-ordination between the training in theory and the practical purposes of the school. Each science should teach the application quite as much as the theory. In chemistry the pupil should understand the bleaching of straw for straw hats by sulphur dioxide, as well as the preparation of the gas in the laboratory. In physics the principles of the construction of a stove or a hot air furnace should be made as important as the principles of radiation, connection and conduction that underlie every piece of heating apparatus. In biology the study of the raising of bread should be the beginning and the end of any microscopic study of the yeast plant. In hygiene the course aims to teach the pupil to live her own life more healthily and happily.

Art Department.

- I. Nature study from plants and trees, to stimulate observation, execution, and appreciation of beauty.
- II. Study of the principles of beauty as a foundation for the specific problems required by the several courses.
- III. Illustrated talks showing the application of these principles in dress and in the home.
- IV. Collection of clippings and tracings of costumes, furniture and articles of utility and beauty, as examples for study and comparison.
- V. Color study as a basis for practical application in costume and household decoration.
- VI. Designs for the accessories of costume and the home:—embroidery patterns for collars, belts, vests, corset covers, sofa pillows, decorative windows, grills, tiling, etc.

- VII. Simple exercises in mechanical drawing for practice in measuring and to give understanding of the drawings for the workshop.

Industrial Department.

The courses in this department aim :

First: To set before the pupils the highest ideals of home life; to train them in all that pertains to practical house-keeping, and to cultivate good taste in furnishings and decoration. To this end practice is given in cooking, marketing, planning meals with regard to the economic values of food, — for a day and later for a week, — for people of different occupations, for families and for institutions; catering for parties, and caring for the sick. Practice is also given in planning a house and its furnishings, and in the cleaning and laundry work connected with the care of the household.

Second: To give a thorough knowledge of sewing as a foundation for dressmaking and millinery, by such training as shall lead the pupil towards the highest standards in the selection and making of her own garments, and give her the ability to plan and execute for others. This training includes lessons in textiles and methods of renovating materials. It also gives practice in household mending; embroidery; drafting and cutting patterns; designing, cutting, fitting and making underclothes and other garments, such as waists and dresses of washable materials in various styles, silk and wool waists and skirts, evening and graduation dresses; also in the remodelling of garments. The course in millinery consists of making and covering frames for hats and bonnets, straw sewing, bow making, and the trimming of hats from copies and from original designs.

MECHANIC ARTS HIGH SCHOOL.

Among the items included in the list of additional school accommodations adopted by the School Committee in June,

1907, was one calling for an addition to the Mechanic Arts High School to accommodate 800 pupils, the cost of which was estimated by the Schoolhouse Commission at \$500,000. The task of planning the additional accommodations necessary for this school was probably one of the most difficult problems undertaken by the Schoolhouse Commission. Before a conclusion was reached many months were consumed in preparing sketches and studying their merits and defects, and the results which appear in the plan now being carried into effect will, no doubt, prove that a wise decision has been arrived at. When the original building, completed in 1893, was planned it was impossible to secure reliable data concerning the needs of such a school, because there were few models in existence. The development of the building and its equipment, no less than the course of study and the methods of instruction, has been essentially pioneer work. The addition, completed in 1900, proved entirely inadequate, and for five years it has been impossible to admit all those who have desired to attend this school; in fact, there have been but two or three years in the history of the school when it has not been seriously handicapped because of lack of equipment or of accommodations. The lot on which the present extension is being constructed is on the north side of the existing building, and contains a total area of 14,378 square feet. The addition is to be of first-class fireproof construction throughout, five stories high, and provides for a new forge shop, new laboratories, a library, a science lecture room, a drawing room, an emergency room, twenty-two class-rooms for forty pupils each, four class-rooms for eighty pupils each, and an assembly hall with a seating capacity of 1,100. The question of the advisability of devoting so large a portion of the total appropriation for the year available for additional accommodations to this single school was referred by the Mayor to the Finance Commission, which invited a committee, consisting of President Charles W. Eliot of Harvard University, former President Henry S. Pritchett of the Institute of Technology, and

Rev. Thomas I. Gasson, S. J., President of Boston College, to consider the advisability and necessity of making the proposed addition to this school. This committee submitted a unanimous report, which, after stating quite fully the reasons which governed the conclusions arrived at, ended with the following expressions of opinion:

1. That the Mechanic Arts High School fills a useful purpose by opening to the youth of Boston new ways towards good livelihoods.

2. That its work has shown steady improvement, and that the head-master and his teachers are earnestly and intelligently seeking the further improvements which are to be expected in a comparatively new form of education.

3. That additional facilities must be furnished if those boys who wish to avail themselves of this form of education are to have the opportunity to do so.

4. That the action of the School Committee and the School-house Commission concerning the proposed enlargement has been well considered, and seems eminently reasonable.

5. That this need is now more urgent than that of any other specific addition to the school system of Boston.

6. That it is, therefore, expedient for the city to proceed with the enlargement of the Mechanic Arts High School without delay.

The Finance Commission, on November 11, transmitted a communication to the Mayor stating that it had considered the report of the committee and concurred in the conclusions and recommendations therein contained. Some further delay ensued in connection with the prosecution of the work, to which the School Committee called the attention of the Mayor on November 20, pointing out that if the contracts were signed at once, so that work might promptly be commenced, a sufficient number of rooms in the addition could be made available at the opening of the next fall term, and that otherwise it would be necessary again to turn away from the school a number of boys who wish for this type of education. The

contracts were then approved by the Mayor, and the work of construction was promptly undertaken and is now in progress.

The Mechanic Arts High School constitutes to-day, and has for several years, the sole spot in the entire school system where those desiring education have been refused an opportunity to secure it; and this has occurred for six successive years. This school is intended for young men who can devote their days for four years to secondary, technical education, with sufficient general training to make them men of broad intelligence, and not for those who are engaged in earning a livelihood during the day time, or for those who simply desire to learn in the least possible time a single manual trade. It may be said to be the only institution in the public school system which gives boys an intelligent and appreciative understanding of constructive activities, and enables a boy to develop his latent capacity for usefulness in them. The disadvantages under which the school has labored for so many years with respect to adequate accommodations seems now to be about to come to an end, and beginning with the next fall term it may be expected to be in a position to receive and properly provide for those pupils who may seek admission.

EVENING SCHOOLS.

A careful examination of the equipment of evening drawing schools and of the text-books in evening elementary schools revealed the fact that both were entirely inadequate for the purposes of instruction. A large improvement in these particulars has been made during the current year, but it is recognized that this work must be supplemented by very considerable additions.

Three new elementary schools have been established and two have been discontinued. The Comins takes the place of the Sherwin, and the Phillips Brooks takes the place of the Mather. In both cases the change has resulted in increased attendance. The Christopher Columbus School, formerly a branch of the Hancock, does not adequately provide for the

needs of the North End, and it is probable that other more suitable accommodations must be provided for the increasing male population of that section.

In order to improve the methods of instruction in English to beginners, a syllabus has been prepared for provisional use, and supervisory examinations are being given to the graduating classes in evening elementary schools for the purpose of more clearly defining the character of work that is expected.

The director of evening schools has given talks to pupils in the Normal School on evening school problems and possibilities. Conferences with principals and teachers have been held on methods of administration and courses of study. A third year has been added to the course of study in bookkeeping in evening high schools, and plans have been perfected for an improvement in the work in that subject.

A course of lectures on steam engineering is being given in the Bigelow Evening School in South Boston, which is attracting an increasing number of practical men.

In several schools, particularly the Comins, the principals, with the coöperation of public-spirited individuals, have succeeded in largely increasing the influence of the school by means of illustrated lectures of an educational nature for parents and others interested.

The following facts in connection with the evening school term, beginning with October last, are of considerable interest:

1. The enrollment in evening elementary schools has increased 536, while the average attendance has increased 930.

2. The enrollment in evening high schools has decreased 421, but the average attendance has increased 195.

3. A certain amount of the decrease in enrollment and in attendance in the evening drawing schools is due to a closer observance by the principals of the rules governing the admission of pupils, but it is difficult to account for the whole decrease in any general way.

4. Although there is a decrease of 28 in enrollment in the

schools as a whole, there is an increase of 1,073 in average attendance (an increase of 12.8 per cent. over the attendance in 1906).

5. All three groups of schools show a gain in the percentage of attendance on enrollment.

6. The evening elementary schools and evening high schools show a decrease in per capita cost. This has been accomplished without loss of efficiency in instruction.

PENSIONS FOR TEACHERS.

In the annual report for 1906 it was stated that encouraging progress had been made toward the establishment of a pension system for teachers in our public schools. In March of the current year the School Committee submitted for consideration by the teaching force a plan which it had prepared, not necessarily final, but to serve as a tentative basis for discussion and criticism. This plan started with the assumption (1) that all teachers are to be retired at the age of sixty-five, (2) that no teacher should be asked to contribute annually more than 10 per cent. of his or her salary to the fund, and (3) that the city should make an annual contribution of approximately \$61,000 to the pension fund. This plan further provided that teachers who should come within its provisions at the age of forty-two or lower, should, on retirement, receive a pension equal to one-half of their salary at the date of retirement, and that teachers at the age of forty-three or more should, on retirement, receive a pension equal to one-third of their salary. Various conferences were held between the School Committee and representatives of the teaching force for the discussion of this plan, which did not meet with general acceptance on the part of the teachers, who felt that they should not be called upon to assume, personally, so large a share of the cost of maintaining such a system. After further consideration of the subject the Board prepared, and will present to the Legislature of 1908, the following bill, which, if enacted, will result in the city

assuming the entire cost of pensioning retired teachers at a rate not exceeding \$180 per annum:

AN ACT TO PROVIDE FOR THE PAYMENT OF PENSIONS TO
TEACHERS IN THE PUBLIC DAY SCHOOLS OF THE CITY
OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The School Committee of the City of Boston shall forthwith establish a permanent school pension fund for the payment of pensions, in accordance with the provisions of this Act, to members of the teaching or supervising staff of the public day schools of the city of Boston at a rate of not exceeding one hundred and eighty dollars per year, said amount being the annuity now paid to teachers coming under the provisions of Chapter 237 of the Acts of 1900 creating a teachers' retirement fund in the city of Boston. The care and investment of said fund and of any gifts or legacies made for the benefit of said fund is hereby vested in a board of three trustees, of whom one shall be the chairman of the Board of Commissioners of Sinking Funds of the City of Boston, *ex officio*, another shall be chosen by said School Committee, and the third shall be chosen by the Board of Trustees of the Public School Teachers' Retirement Fund in the City of Boston, established under the provisions of Chapter 237 of the Acts of 1900. The said trustees shall serve without compensation. At the first regular meeting of the School Committee of the City of Boston, held in June, 1908, and in each fifth year thereafter, or at some subsequent regular meeting of said School Committee, it shall elect one member of the aforesaid Board of Trustees who shall hold office for the term of five years, beginning with the first day of July in the year of his election. During the month of June in the year 1908, or as soon thereafter as may be, the Board of Trustees of the aforesaid Public School Teachers' Retirement Fund shall elect one of the trustees of the said permanent school pension fund for the term of four years, beginning with the first day of July of said year, and shall, at the expiration of such term, and in each fifth year thereafter, elect a member of said Board of Trustees for the term of five years, beginning with the first day of July in the year of his election. Every such trustee shall subscribe, in a book kept for that purpose in the office of the City Clerk of said city, to a statement that he accepts the said office subject to the provisions of this Act, and any elected member of said Board of Trustees whose term of office has expired shall continue to serve as a member of said board until his successor is duly elected and qualified. In case of a vacancy in said Board of Trustees by reason of the death, resignation or otherwise of an elected member, the body which elected the person who is no longer a member of said board shall fill the vacancy by an election for the unexpired term. Said Board of Trustees shall have charge and control of said permanent school pension fund and of all amounts contributed thereto, and shall invest and reinvest the same in securities, except

personal securities, in which funds of savings banks in the Commonwealth of Massachusetts may by law be invested; and said trustees may, from time to time, sell such securities, and shall invest and reinvest the proceeds thereof and the unappropriated income of said pension fund. The City Treasurer of said city shall be the custodian of all securities and money belonging to the said permanent school pension fund and shall be responsible for the safe custody thereof; shall, whenever any of such securities are sold by the said trustees for the purpose of reinvestment, deliver up the securities so sold upon receiving the proceeds thereof; shall, on such conditions and at such rates of interest as the trustees may approve, deposit temporarily in national banks doing business in Boston, or in trust companies organized under the laws of Massachusetts and doing a banking business in Boston, any money belonging to the said fund which, in the opinion of the said trustees, it is inexpedient for the time being to invest in securities authorized by this Act; and shall forthwith invest any money belonging to said pension fund in such securities authorized by this Act as said trustees may direct, and upon such terms as they may specify. The said trustees shall keep a record of their proceedings, and shall annually, on the first day of February, or as soon thereafter as may be, make a written report to the School Committee of the amount and condition of said fund, and of the income thereof, for the preceding municipal financial year, as established from time to time by said city. Their records and the securities belonging to said fund shall at all times be subject to the inspection of the School Committee. The secretary of the School Committee of said city shall be the secretary of the said Board of Trustees, and shall have the custody of all records, documents and papers belonging to them. The expense of such additional clerical assistance as may be needed in the office of said secretary, for the purposes of this Act, shall be paid from the annual appropriation for pensions hereinafter provided for.

SECT. 2. In addition to the amounts which the School Committee of said city is now authorized by law to appropriate for the support of the public schools of said city and for other purposes, it shall annually appropriate for the purposes contemplated by this Act, and in the same manner as it makes appropriations for other school purposes, the sum of five cents upon each one thousand dollars of the valuation on which the appropriations of the City Council of said city are based, and shall, from time to time, pay over to the treasurer of the permanent pension fund such portion of the proceeds of the said five cents upon each one thousand dollars of the valuation aforesaid as, in the opinion of said School Committee, will not be needed for the purpose of paying pensions to teachers during that year.

SECT. 3. Section 54 of Chapter 12 of the Revised Laws is hereby amended by striking out in the twentieth line of said section the words "ten and one-half dollars," and by inserting in place thereof the words "ten dollars and fifty-five cents," so that said section, as amended, will read as follows:

"SECT. 54. The taxes assessed on property, exclusive of the state tax, county tax, and sums required by law, to be raised on account of the city

debt, shall not in any year exceed twelve dollars in any city on every one thousand dollars of the assessors' valuation of the taxable property therein for the preceding year, said valuation being first reduced by the amount of all abatements allowed thereon previous to the thirty-first day of December in the year preceding said assessment, subject to the following provisions: If the City Council of a city which contains less than one hundred thousand inhabitants according to the last preceding national or state census so determines, the average of the assessors' valuation of taxable property therein for the preceding three years, said valuation for each year being first reduced by the amount of all abatements allowed thereon previous to the thirty-first day of December in the year preceding said assessment, shall be used to determine said limit of taxation, instead of said assessors' valuation of the preceding year. In the city of Boston, and in all cities which contain one hundred thousand inhabitants or more, according to the census aforesaid, said average shall be so used. In the city of Boston said taxes shall not exceed ten dollars and fifty-five cents, instead of twelve dollars, as aforesaid. Any order or appropriation requiring a larger assessment than is herein limited shall be void. The provisions of this section shall not affect any existing exemption from the operation of the corresponding provisions of earlier laws."

SECT. 4. The total amount of pensions payable in any one year shall not exceed the proceeds of the said five cents upon each one thousand dollars of the valuation aforesaid, together with the income accruing during that year from the investment of the permanent school pension fund.

SECT. 5. The School Committee of said city, by a majority vote of all its members, may retire with a pension any member of the teaching or supervising staff of the public day schools of the city of Boston who, in the opinion of said committee, is mentally or physically incapacitated from further efficient service. If the person so retired has attained the age of sixty-five years, or has been engaged in teaching or supervising in public day schools for a period aggregating thirty years, twenty of which shall have been in the public day schools of the city of Boston, such person shall be paid a pension at the rate of one hundred and eighty dollars per annum. If a person retired shall be less than sixty-five years of age, and shall have been engaged in teaching or supervising in public day schools for a period aggregating less than thirty years, the annual pension paid such person shall be such percentage of one hundred and eighty dollars as the total number of years of service of such person is of thirty years; provided, that if the annual pension of any such person so determined shall be a larger percentage of one hundred and eighty dollars than the number of years which such person has taught in the public day schools of the city of Boston is of twenty years, then the annual pension paid such person shall be such percentage of one hundred and eighty dollars as the person's length of service in the public day schools of said city is of twenty years; and provided further, that the pension of any teacher retired under the provisions of this Act shall terminate if, and when, in the judgment of said School Committee, the person's incapacity shall have ceased. In deter-

mining the aggregate length of service of any person retired in accordance with the provisions of this Act, any period of leave of absence under salary shall be considered as equivalent to an equal amount of actual teaching service. The City Treasurer of said city shall pay pensions to teachers retired under this Act in accordance with monthly pay-rolls prepared and certified to by said School Committee.

SECT. 6. The phrase "teaching and supervising staff of the public day schools of the city of Boston" as used in this Act shall be construed to include all superintendents, assistant superintendents, directors, assistant directors, principals of schools or districts, and regularly employed teachers, instructors and nurses in the public day schools of said city.

SECT. 7. All Acts and parts of Acts, inconsistent herewith, are hereby repealed.

SECT. 8. This Act shall take effect upon its passage.

HEADS OF DEPARTMENTS IN HIGH SCHOOLS.

The establishment of a departmental system for high schools was provided for in the rules and regulations adopted by the reorganized School Committee in 1906, but it was not until March of the current year that the first appointments of departmental heads were actually made. The purpose of this reorganization is three-fold: First, to avoid frequent variations in instruction in important matters in different sections of the same class, which had previously existed, whereby the teacher of one section followed one method, and the teacher of another section a different method; and later when the two groups of pupils were united in a single class, their progress was impeded and difficulties arose which were not easily to be met. The duty of the head of each department is to organize the work of the department itself, not so as to interfere with the individuality of the teachers engaged in giving the instruction in a certain subject nor with their freedom in selecting methods, but rather to determine and adopt the fundamental principles which should be followed by all.

The second purpose is to aid the principal or head-master of a school by appointing a number of his abler teachers to perform certain minor executive duties, and to recognize this increased responsibility both in title and in salary.

The third purpose is to re-establish that personal influence

which was formerly exerted by high school principals before their schools became so large that they necessarily were unable to come into as close contact as formerly with individual pupils. With a school of say 300 pupils, the influence of the principal upon their character was immediate and personal, but with 1,200 pupils this personal influence is, of course, very much less felt, and the pupils lose an uplifting and moral force that should be of great and positive value to their future lives.

Naturally the focus of attention has been largely upon the first of these purposes, but actually the second and third are more important, and it is upon these that the real justification for the reorganization of the high school instruction in this respect should depend. The results obtained during the seven months this plan has been in process of adoption have demonstrated very completely its great advantages, and these advantages will become even more apparent as the scheme is put into fuller and more complete operation during the year that is to come.

INDUSTRIAL TRAINING FOR ELEMENTARY SCHOOL PUPILS.

During the year an experimental modification of the elementary course of study has been made in the Agassiz District which may prove to be of great importance. Unfortunately a large number of children leave school before completing the work even of the elementary course, sometimes through immediate necessity, but often because parents desire the assistance of their children in the support of the family, and consider that another year or two of school will not substantially increase the earning power of their children. It is believed that many of these parents, and probably a majority of them, would make the sacrifice involved in permitting their children to attend school a year or two years longer if, in connection with the general educational work of the school, there could also be given to their children training which would enable them to obtain upon leaving

school a material increase in the compensation which they will receive. The present course of study does little to meet this demand, even where the average amount of attention is given to manual training, since the children for whom such training is most needed frequently leave school before reaching the point where special attention is given to this work.

In June a circular letter was distributed to the boys of the fifth grade in the school, informing their parents that an opportunity would be offered in September to fifty boys of the sixth grade to enter a class in which the course of study is planned especially for those having an aptitude for industrial pursuits; the purpose of the course being to offer more manual training, shop arithmetic, and working drawing, and, at the same time, to maintain the efficiency of preparation for the high schools. Numerous applications for admission to this course were received, and a class numbering fifty-two boys was organized in September.

The accomplishment of three months does not furnish a sufficient basis for estimating the results of the experiment, but the indications are all favorable. The boys have shown an active interest in the course, and a marked increase in the efficiency of both their industrial and ordinary school work has also been noted. The methods employed and the finished product have been subjected as far as possible to the same commercial tests as apply in actual industry. Everything is made to conform as closely as possible to actual work in real life, and the articles made are such as may be produced in quantities.

Early in the year an offer was made by the North Bennet-street Industrial School to provide industrial training for a limited number of girls selected from the three upper grades of the Hancock School, this instruction to be given without expense to the city, and in such subjects and under such conditions as the Board of Superintendents might approve.

The proposition was accepted by the Board, and fifty girls, thirteen years of age or over, selected by the principal of the

Hancock School, were given an opportunity to pursue industrial work at the North Bennet-street School instead of following the regular afternoon program at the Hancock School. Twenty of these girls were of the eighth grade, fourteen of the seventh, and sixteen of the sixth, and the class was made up of pupils from eight different rooms. Instruction was given this class in housekeeping, in sewing, and in design, and in these three activities a constant effort has been made to apply the work of the public school and to emphasize its use. This class of fifty girls was divided into groups of ten as nearly as possible according to grade and ability, and each afternoon devoted entirely to one subject, ten taking housekeeping, ten design, and thirty engaging in the various sewing activities. By changing the groups about, each girl spent one afternoon at design, one at housekeeping, and three in sewing or textile study. It has been found possible, also, to add twenty minutes for gymnastics to the afternoon program.

The object of this experiment is to determine, by the introduction of a larger amount of industrial work related more closely to the needs of girls, whether their drifting about from one unskilled occupation to another, gaining little or nothing in efficiency, may not be avoided, and their ability to earn a better living substantially increased. The experience thus far gained has not been sufficient to warrant definite conclusions, and it is proposed to continue the work for at least another year. Besides the industrial importance to the community of increasing the efficiency of its members, there is also a great moral issue involved if the schools, by extending a helping hand to the girls who now leave at fourteen, can lift them from the class of those who are only able to partially support themselves to the point of an adequate self-support.

DRAWING AND MANUAL TRAINING.

While the work in drawing and the manual arts offers excellent training to those with unusual ability, who may make

drawing, design, or constructive industry their vocation, it is planned particularly to meet the abilities of the majority of children, and to give practice in such lines of the manual arts as are valuable for all, whatever their future occupation may be, and within the reach of those with no special talent. At the same time it is based on the fact that if the right sort of training is begun in early years, ability to draw, design and make common objects fairly well is practically universal.

Briefly stated, the aim of the course in drawing is this: To develop ability

(1.) To sketch the appearance of common objects: The ability to make rapid sketches is of universal value. It enables one to give form to ideas that cannot easily be expressed by words. A person of average ability who has learned to sketch freely finds his powers of invention quickened, for by noting down, however roughly, what ideas he has, new ideas are suggested and the plan carried more readily toward completion than would be possible without such sketches. With it one can give a workman in any line a clear idea of what he wishes made. Most working drawings, whether for machinery, architecture, or patterns of any sort, are first rough free-hand sketches, from which the more careful working drawings are developed. Apart from its industrial value, the ability to show by rapid sketches the appearance of objects is a great source of pleasure, and a strong factor in developing appreciative observation.

(2.) To make accurate records of observation: To pursue any scientific study to the best advantage demands ability to record one's observation in graphic form. By means of such sketches observation is quickened, and the record of its results made permanent.

(3.) To show by accurate diagrams, maps, and working drawings, the shapes, patterns, and structure of objects.

(4.) To work out problems in design and color as applied to objects familiar in school and home life: A slight acquaintance with good design gives a standard of taste and the knowl-

edge of what to buy for the home, and shows that the pleasure of exercising good taste does not depend upon the possession of wealth.

(5.) To give acquaintance with examples of good art, so that the artistic resources of a city, its architecture, its museums of fine art, etc., shall be appreciated.

The course in manual training aims to develop handiness in the use of common tools and materials. It was introduced into the curriculum as a corrective of the bookish education of twenty-five years ago, which was singularly lacking in anything which could develop any form of expression except by words. Aptitude in expressing one's self in terms of material is of equal and possibly greater importance than verbal expression, and this the manual training work tends to develop.

Manual training also furnishes a means of imparting some knowledge of the principles and processes of construction, and of inculcating an appreciation of the value of accuracy. It develops the ability to plan and to carry to completion simple pieces of construction involving such principles and processes.

Manual training, also, is an educational protest against the unreality of the older education. It, therefore, deals with objects which may be put to actual use, and which enter into the life of the child in his school or his home.

Manual training is, in its wider significance, industrial training, and gives the pupil an insight into elementary industrial processes.

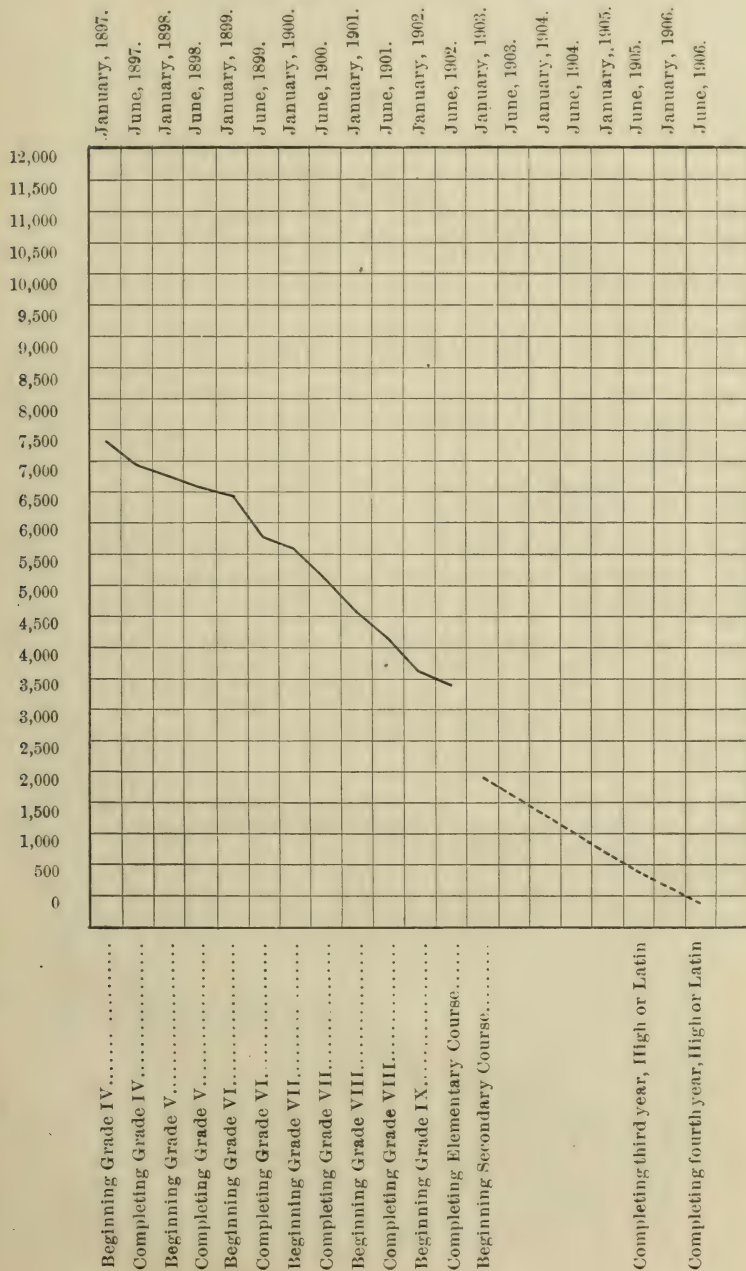
Finally, manual training is a necessary supplement to drawing, since it enables the pupil to see the value of good design through its application to construction and decoration.

PROGRESS AND SURVIVAL OF PUPILS, ELEMENTARY AND SECONDARY SCHOOLS.

The question is very frequently asked: How many pupils who enter the elementary schools are graduated therefrom, and how many of these graduates afterwards pass through the high or Latin schools? To throw some light on this

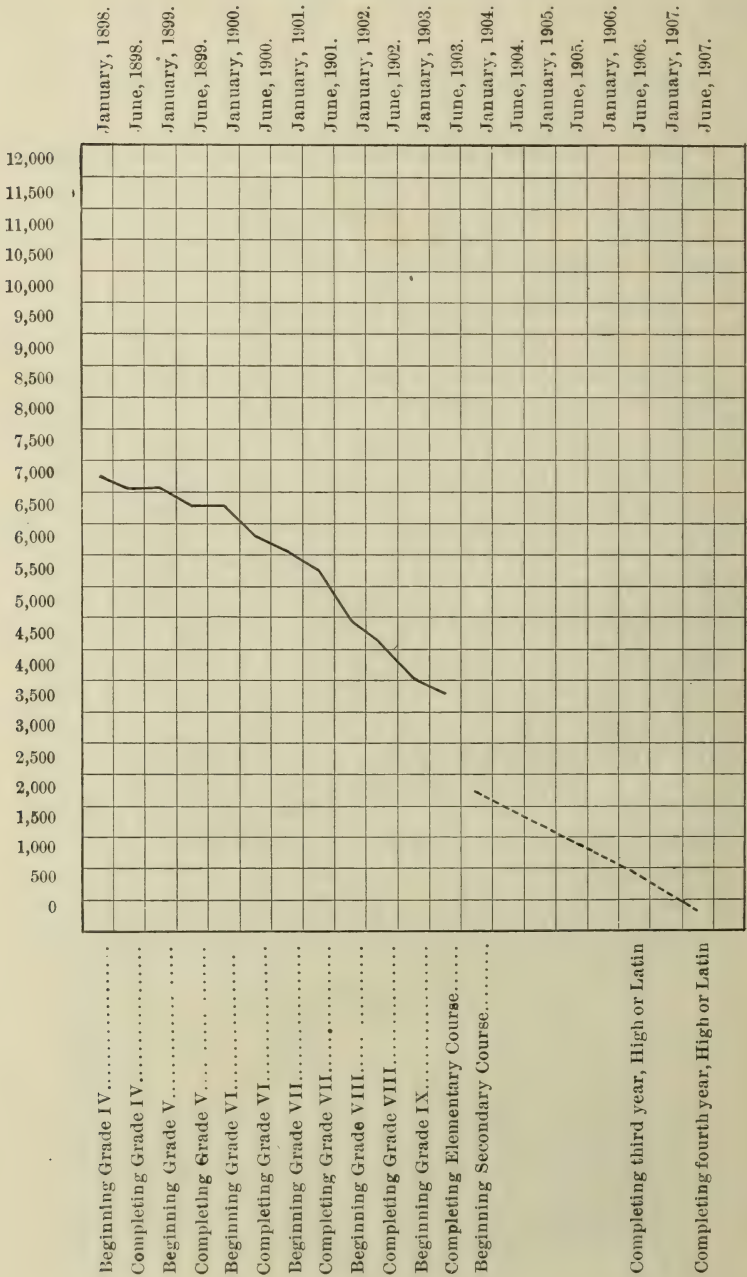
PROGRESS AND SURVIVAL OF PUPILS, ELEMENTARY AND SECONDARY SCHOOLS.

September, 1896, to June, 1906.



PROGRESS AND SURVIVAL OF PUPILS, ELEMENTARY AND SECONDARY SCHOOLS.

September, 1897, to June, 1907.



Beginning Grade IV.....
 Completing Grade IV.....
 Beginning Grade V.....
 Completing Grade V.....
 Beginning Grade VI.....
 Completing Grade VI.....
 Beginning Grade VII.....
 Completing Grade VII.....
 Beginning Grade VIII.....
 Completing Grade VIII.....
 Beginning Grade IX.....
 Completing Elementary Course.....
 Beginning Secondary Course.....

Completing third year, High or Latin
 Completing fourth year, High or Latin

subject a chart has been prepared, which graphically represents the progress of two groups of pupils, one entering the fourth grade in September, 1896, and the other beginning the same grade a year later, and progressing respectively until June, 1906, and June, 1907, when the pupils continuing in each of these groups might be expected to complete the full high school course of four years.

A similar chart, which was published some years ago, contains certain inaccuracies which an effort has been made to avoid in the diagram herewith presented. The preparation of an absolutely correct statement of this character would involve an investigation of the school life of several thousand individuals, and the result would, perhaps, hardly justify the amount of time and labor that would be required. It is believed, however, that the statement herein submitted is one of approximate accuracy, and that it shows with reasonable correctness the number of pupils who, after progressing through the elementary grades, obtain a high school education. The results indicated by the accompanying chart may be stated in percentages as follows:

SEPTEMBER, 1896 — JUNE, 1906.

Percentage of pupils completing an elementary school course or its equivalent (the six grades included in what were formerly known as the grammar schools).....	52.7
Percentage of pupils beginning the elementary (grammar) school course, and who subsequently entered a secondary (high) school.....	31.4
Percentage of pupils beginning the elementary (grammar) school course, who completed a three-year course in a secondary (high) school.....	12.5
Percentage of pupils beginning the elementary (grammar) school course, who completed a four-year course in a secondary (high) school.....	5.8
Percentage of elementary (grammar) school graduates, or equivalent, who entered a secondary (high) school.....	59.6
Percentage of pupils beginning a secondary (high) school course and completing a three-year course in such schools.....	39.8
Percentage of pupils beginning a secondary (high) school course and completing a four-year course in such schools.....	18.5

SEPTEMBER, 1897 — JUNE, 1907.

Percentage of pupils completing an elementary school course or its equivalent (the six grades included in what were formerly known as the grammar schools).....	50.3
Percentage of pupils beginning the elementary (grammar) school course, and who subsequently entered a secondary (high) school....	31.3
Percentage of pupils beginning the elementary (grammar) school course, who completed a three-year course in a secondary (high) school.....	11.5
Percentage of pupils beginning the elementary (grammar) school course, who completed a four-year course in a secondary (high) school.....	5.3
Percentage of elementary (grammar) school graduates, or equivalent, who entered a secondary (high) school.....	62.2
Percentage of pupils beginning a secondary (high) school course and completing a three-year course in such schools.....	36.8
Percentage of pupils beginning a secondary (high) school course and completing a four-year course in such schools.....	16.9

RANKS OF TEACHERS, ELEMENTARY SCHOOLS.

During the ten years preceding 1906 the ranks of the regular teachers in the elementary day schools were master, sub-master, first assistant grammar school, first assistant primary school, and assistant. In 1905 a grammar school attended exclusively by boys was entitled to one, two or three sub-masters, depending upon the number of pupils, and was also entitled to one first assistant. A grammar school attended only by girls was entitled to one or two first assistants, depending upon the number of pupils, but was not entitled to a sub-master. A grammar school attended by both boys and girls was entitled to not more than one sub-master and not more than two first assistants, the number of the latter depending upon the number of pupils in attendance. In every primary school building in which there were six or more teachers of any grade, a primary school teacher could be appointed with the rank of first assistant primary school, who was required to perform such duties in connection with the school, in addition to teaching a class, as might be required by the principal of the district.

Under the regulations adopted by the new Board in 1906, certain changes were made in the ranks of teachers of elementary schools, substantially as follows: The maximum number of sub-masters who could be appointed in a boys' school was reduced from three to two, and a new rank, that of master's assistant, was established, and it was provided that each district should be entitled to one teacher of this rank. The former rank of first assistant, grammar school, was to expire with the retirement of teachers then holding that position. Provision was made that in every school building, other than the central grammar school of any district, in which there are six or more regular teachers of any grade, but no sub-master, one first assistant in charge might be appointed to perform such executive and supervisory duties in connection with the school as the principal of the district should require; and it was further provided that the rank of first assistant, primary school, should be abolished as the positions became vacant by the retirement of the incumbents. Thus, in boys' and in mixed elementary schools there were to be sub-masters and masters' assistants, in schools attended exclusively by girls there would be masters' assistants, but no sub-masters. This inequality between boys' and girls' schools with respect to teachers of a higher rank than that of assistant gave rise to a good deal of discussion, and the Board felt that the change which had been made in this respect was not altogether expedient. In November last, therefore, the regulations were again amended, and now provide that girls' schools having more than 600 pupils in grades above the third shall be entitled to one first assistant, grammar school, in addition to the master's assistant, the latter position being one common to all schools, thus placing schools attended exclusively by girls on a parity with those attended by boys and by both sexes in having two ranks above that of assistant and below master or principal.

REDUCTION IN QUOTA OF PUPILS TO A TEACHER IN ELEMENTARY SCHOOLS.

In January, 1907, the School Committee passed an order asking the Board of Superintendents to consider and report on the advisability of reducing the number of pupils assigned to each teacher in grammar classes composed exclusively of boys. In the following March the Board of Superintendents submitted a report in which it stated that it had repeatedly argued from an educational point of view in favor of a material reduction in the number of pupils to a teacher. In a report on this subject, made by a former Supervisor in 1895, it was stated: "The feature of the organization of all the schools calling for the most immediate and careful consideration is the size of the classes. Every school interest is being sacrificed by limiting the number of teachers as is now done. Few teachers can handle, with any hope of success, classes numbering 56 to 60 pupils. None can do it for any length of time without impairing their health. The excessive number of pupils to a teacher seems to be the parent of most of the ills from which the schools are suffering — ills on the discipline side and ills on the instruction side. Where it is not a cause of these ills, it affords an excuse for them. A weak teacher can always shelter herself behind this defence. Supervision finds at this point its most serious embarrassment." The report of the Board of Superintendents concluded with a recommendation that a gradual reduction, on a sliding scale, be made of the maximum number of pupils to a teacher in all elementary grades above the first, as follows:

(1.) For the school year 1907, the quota of pupils to a teacher shall be 48.

(2.) For the school year 1908, the quota of pupils to a teacher shall be 46.

(3.) For the school year 1909, the quota of pupils to a teacher shall be 44.

With this recommendation the School Committee was heartily in sympathy. Indeed, the only reason it had not been adopted before was because of the expense. It seemed, however, to the Committee that the interests of the schools demanded that action in the direction indicated should no longer be delayed, and accordingly at its first meeting in April the regulations were amended to conform to the recommendations of the Board of Superintendents. It has not been found possible as yet to put the change into complete effect throughout the city, but encouraging progress is being made, and a reduction in the number of pupils to a teacher to conform to the new regulations is being effected as rapidly as may be without undue disturbance of the organization of the schools, and with due regard to the finances of the Board.

COMMISSION OF PHYSICIANS TO CONSIDER THE HEALTH OF
CHILDREN ATTENDING THE FIRST THREE GRADES.

In June, 1906, the Board appointed a commission consisting of well-known physicians to report their opinion as to the desirable length of sessions, periods of recess, curriculum, and on all other matters relating to the health of children attending the first three grades. The report of this commission was received at a meeting of the Board held on January 26, 1907, and was ordered printed as a school document (No. 2 of 1907). The commission as originally named by the Board, consisted of seven members, five of whom accepted the invitation to serve. These five members met in June and adopted the following outline of work.

(1.) A study of the literature pertaining to the investigation; (2) visiting some of the primary schools in the different sections of the city; (3) conferences with the Committee of Masters appointed by the School Committee to cooperate with them; and (4) a conference with the Chairman of the Boston Board of Health. The commission, as a result of their labors, with the unanimous approval of the Masters' Committee, presented for the consideration of the Board the following recommendations:

- I. Regarding the school buildings:
 - (1.) That efficient artificial lighting be installed in all school-rooms and toilets.
 - (2.) That until such efficient artificial lighting be installed, the masters be empowered to dismiss on dark afternoons those rooms where the light is so dim as to strain the eyes of the pupils.
 - (3.) That the windows be cleaned more frequently, especially during the winter months.
 - (4.) That smooth pavement be laid on the streets adjoining school buildings to lessen the noise.
- II. Regarding the sessions and recesses:
 - (1.) That the present rule of two sessions be continued.
 - (2.) That the afternoon recess be lengthened and devoted to play.
- III. Regarding the curriculum:

That games and manual training, so far as possible chosen by the pupils, be introduced in place of the present schedule during the last hour of the afternoon session.
- IV. That the classes of the first grade be limited to twenty-five members, of the second grade to thirty-five, and of the third grade to forty members.
- V. That special provision be made for the care and study of the backward children, especially in these grades.
- VI. That competent trained nurses be appointed to supplement the work of the medical inspectors.

All or nearly all of these recommendations have been carried into effect. The subject of artificial lighting of school buildings was referred to another committee, consisting of oculists and electricians, and their recommendations, will be found elsewhere in this report. The suggestion that smooth pavement be laid on streets adjoining school buildings, in order to lessen the noise of traffic, has been called to the attention of the Mayor, but no definite action has yet been taken in this respect on account of the large expense involved. An appropriation of \$1,500 was made for the purpose of carrying into effect the recommendations with regard to the lengthening of the afternoon recess, and the introduction of games and manual training, which is now being experimentally tried in some fourteen schools. The general regulations of the Board have been

amended, so as to provide for a gradual reduction in the quota of pupils to a teacher. The recommendation that special provision be made for the care and study of backward children has been referred to the Superintendent, who now has the matter under consideration, and his suggestions with regard to the manner in which such children can best be aided to obtain an education suited to their abilities and needs are expected at an early date. A corps of nurses has been appointed under the authority given by a recent legislative act to supplement the work of the medical inspectors, and a statement with regard to the services of these nurses will be found elsewhere in this report.

ARTIFICIAL LIGHTING AND COLOR SCHEMES IN SCHOOL BUILDINGS.

In April, 1907, the Board appointed a committee, consisting of three oculists and two electricians, to consider the lighting of school buildings and their color schemes, and to present recommendations that would tend to improve any faulty conditions that might exist to the injury of the eyesight of pupils and teachers. The report presented by this committee in December (School Document No. 14, 1907) contains a large amount of valuable information relating especially to the artificial illumination of school-rooms, a subject of very great importance, but on which there is at present little definite and precise knowledge, and a very marked lack of uniformity in practice. The committee visited a considerable number of different school buildings, and, after consultation with various illuminating engineers and electricians, conducted a number of experimental tests among varying conditions in a school-room especially fitted up for the purpose. It also considered the question of what tints were best adapted for school-room walls, and finally adopted a series of recommendations which appear in full in the document referred to and which may briefly be summarized as follows:

That two-foot candle power should be the minimum illumi-

tions. For example, at one time the holder of a high school class A certificate was eligible to practically any position in the teaching service, and at a later date this broad eligibility was somewhat curtailed. Then again, new positions were created from time to time and appointments made thereto, while certificate requirements for such ranks were not established until a considerably later date.

Finally, in November last, and on the unanimous recommendation of the Board of Superintendents, who had given a good deal of consideration to the subject, a schedule of eligibility was prepared, submitted to and adopted by the School Committee, which definitely settled the embarrassing questions that have frequently arisen in the past. In the preparation of this schedule, an effort was made to establish a reasonable and harmonious plan that should safely guard the interests of the school system as a whole and would also protect the previously acquired rights of individuals.

ARITHMETIC.

A good deal of attention has been paid during the past year to improving methods of teaching arithmetic, especially in the lower grades of the elementary schools. An expenditure of about \$1,500 has been made for the purchase of suitable material for the study of such work in the first two grades, so that each teacher of these grades now has a sufficient number of sets of questions and illustrative material for the study of linear, surface, and solid measurements. A course of seventy-eight lessons was arranged for the benefit of the teachers of the lower grades, in order that they might become familiar with the new plan for the teaching of number, and these lessons have been largely attended by such teachers, who have expressed to the Board their appreciation of the opportunity thus afforded them.

THE JAMESTOWN EXPOSITION.

The exhibit made by the public schools of this city at the Jamestown Exposition was quite extensive, and received a

great deal of careful study and examination by visitors from all parts of the country who were interested in educational matters. In fact, the exhibits which we have previously made at Chicago, at St. Louis, and at Omaha failed to receive as close and as critical examination from genuinely interested persons as the material which was sent to Jamestown. This exhibit has been solicited for permanent display in other countries, but it was deemed best to have it returned to Boston, and it has now been placed in our own Normal School, where it is to form the nucleus of a permanent exhibit of the work done in our school system in order that our own teachers, as well as visitors to the city, may be able to keep in touch with our educational progress along various lines. It is also intended, by successive additions to the material already on hand, to show clearly and interestingly the various details of our educational activities.

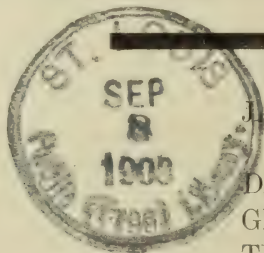
For the exhibit made at Jamestown, a diploma of a gold medal was duly awarded by the proper authorities.

Miss Ellen M. Murphy, Principal of the Dillaway District, died on April 13, 1907, after a lingering illness.

She was born in Roxbury on March 17, 1860; was graduated from the Dillaway Grammar School in 1875, from the Roxbury High School in 1878, and from the Boston Normal School in 1879. In November, 1880, she was appointed as a permanent teacher in the Lewis School, where she was promoted to the rank of first assistant in 1896. She remained in this latter position until October 1, 1906, when she became master of the Dillaway School.

Miss Murphy, it will be seen, was a product of the Boston public school system, in which practically her entire life was spent, first as a pupil and then as a teacher, and where she rose finally to the important and responsible position of principal of a large elementary school district, the duties of which she

discharged with efficiency and faithfulness during the brief period she was permitted to enjoy the well earned reward for her many years of devoted service. The public schools of Boston have always been fortunate in the quality, character, and zeal of the teaching staff, and to the high standard so long established Miss Murphy fully conformed.



JAMES J. STORROW,
Chairman,
 DAVID A. ELLIS,
 GEORGE E. BROCK,
 THOMAS J. KENNY,
 WILLIAM S. KENNY.

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