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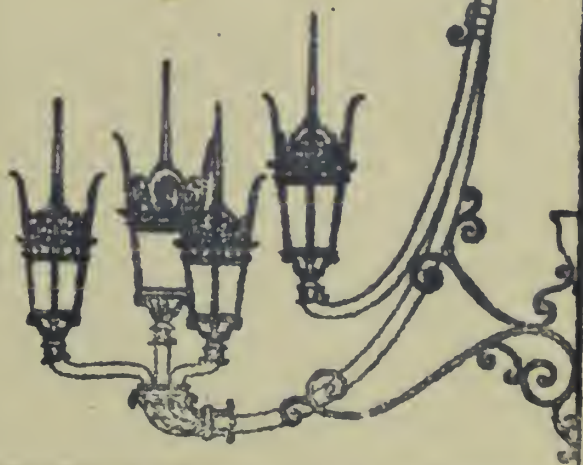




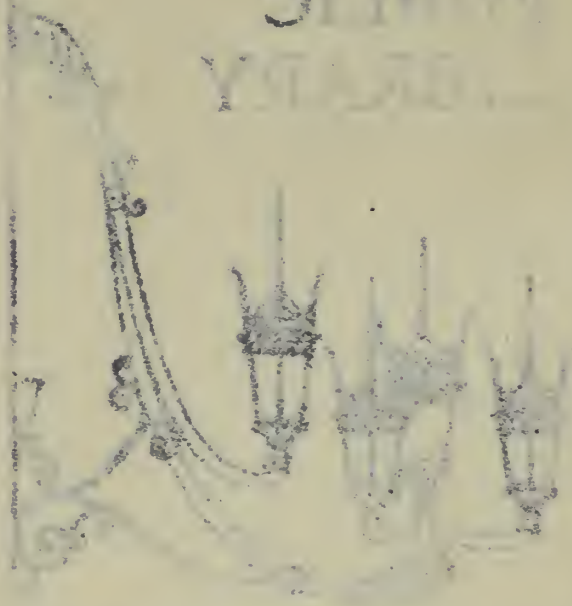


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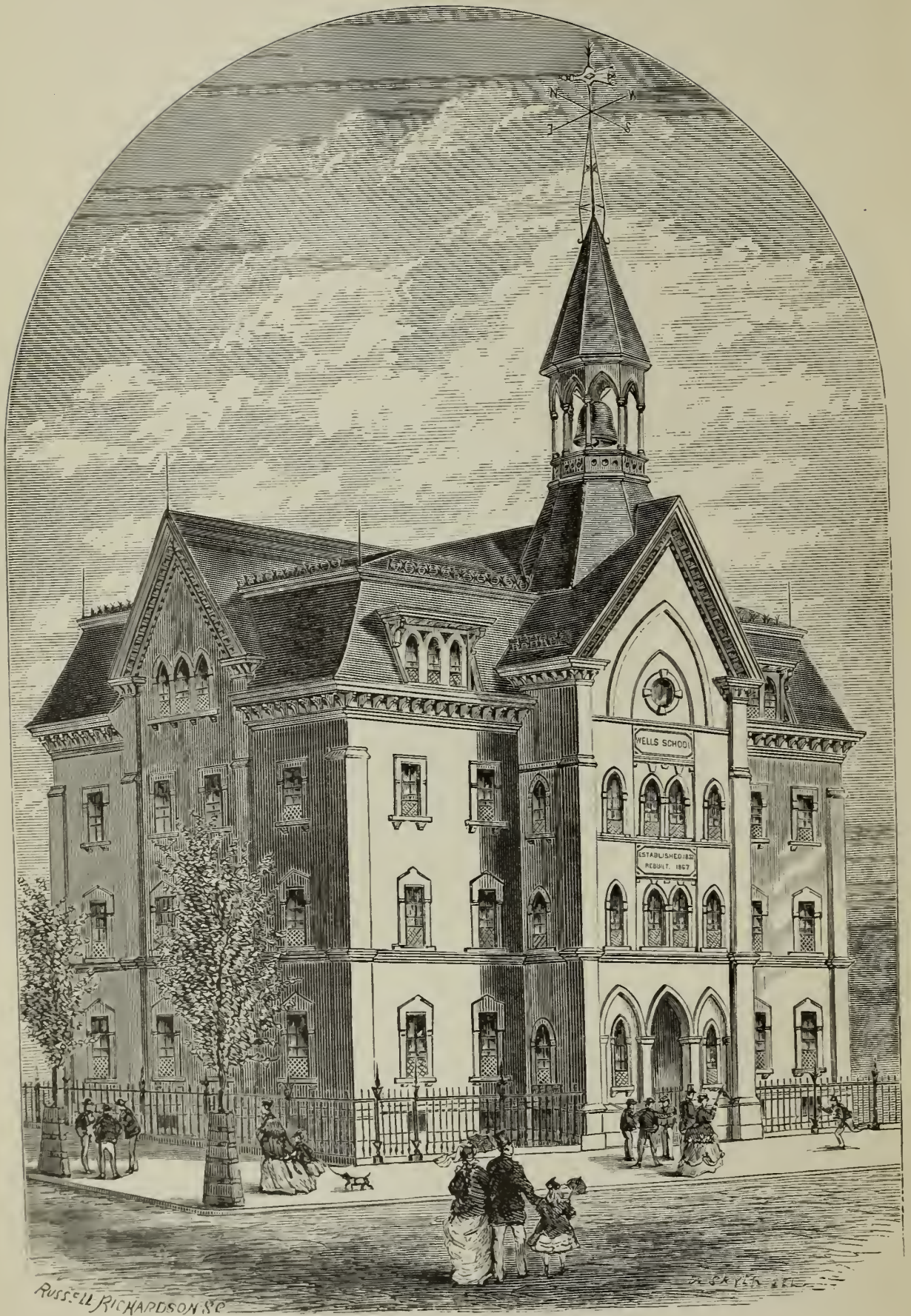


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THE WELLS GRAMMAR SCHOOL-HOUSE.  
BOSTON, 1868.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1868.



BOSTON:

ALFRED MUDGE & SON, CITY PRINTERS, 34 SCHOOL STREET.

1869.

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CITY OF BOSTON.

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*In School Committee, Oct. 13th, 1868.*

Messrs. Page, of Ward Six, Ordway, Simonds, Haskins, Lamson, Cudworth and Allen were appointed the Committee to prepare the Annual Report of the School Committee.

Attest:

BARNARD CAPEN,  
*Secretary of the School Committee.*

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*In School Committee, Dec. 8, 1868.*

ORDERED: That the Committee appointed to prepare the Annual Report of this Board be authorized to print with the Report the account of the Dedication of the Wells School House, with a sketch of the building; and, also, the Report of our lamented associate Mr. Henry A. Drake, on Corporal Punishment, or such portions thereof as the Committee may deem expedient.

Attest:

BARNARD CAPEN, *Secretary.*



# REPORT.

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THE Committee honored by the Mayor with the duty of preparing the Annual Report of the School Board, present the following statement of the present condition of the Schools, with such suggestions as seem proper, for their further improvement.

Our population at the last census (1865), was 220,780; we have 43,109 children between five and fifteen years of age. Of this number 32,885 attend the public schools; or, accurately in decimals, .763 of the whole number. These children are accommodated in 4 High Schools, 27 Grammar Schools, 303 Primary, and 2 Licensed Minor Schools: 1,050 pupils belong to the High Schools, 17,450 to the Grammar Schools, 14,385 to the Primary Schools. To instruct them we employ 732 regular teachers, and 24 special teachers.

The average number of High School pupils to each teacher is 30.9. Average number of Grammar pupils to each teacher, 44.5; average number of Primary pupils to each teacher, 47.4. The total expenditure for school purposes for the year ending April 30, 1868, was \$961,497.21. The whole amount appropriated by

the City Council for the year beginning May 1, 1868, is \$1,013,240.00. The figures and percentages in full detail, may be found appended to this Report.

The numerous educational Reports of the cities and States of this country, show that the subject of popular education is receiving increased attention in all parts of our land. The recent action of the English Educational Commission, in sending its agents to examine and report on the systems of public instruction in the various nations of Europe and the United States, affords evidence of the anxiety and perhaps alarm with which the Government views the general ignorance of the lower classes in England. The comprehensive and invaluable reports made to the English Government by Mr. Fraser, in relation to education in the United States and Canada; by Mr. Fearon, on the Burgh schools and other schools of secondary education in Scotland; by Matthew Arnold, on the system of education for the middle and upper classes in France, Italy, Germany and Switzerland; by Baron Donald Mackay, on the condition of secondary education in the Netherlands, fully set forth the condition of popular education in those nations, and make clearly manifest, that the national progress and prosperity depend largely upon the education of the people. How absolutely necessary then is such education to us as citizens of the United States, where the government rests upon the will of the people, and where ignorance in a native born citizen of mature years is utterly inexcusable, and should be properly considered a crime!

Before entering upon our report proper, it may be



well to give a few extracts from the report of Special Commissioner Fraser, so far as they relate to the schools in the United States, so that we may be able to compare the opinion of an intelligent and educated stranger with our own judgment of ourselves.

Mr. Fraser says: "If I must undertake the invidious task of drawing comparisons, I must say that I decidedly prefer the system pursued in the Boston Grammar Schools to that pursued in those of New York, simply on the ground that the programme being more limited allows of the teaching being more thorough. In New York, too often the text-book seemed to supersede the teacher, and the memory to be more cultivated than the understanding." . . . . "The habit of answering questions so rapidly as almost to preclude the possibility of reflection, which is too generally encouraged in American schools as a sign of smartness, is wisely mistrusted by Boston educators."

Mr. Fraser, in speaking of the various systems of High School instruction, calls the English High School of Boston, "a school which I should have liked, if possible, to put under a glass case and bring to England for exhibition as a type of a thoroughly useful middle-class school."

"The free academy at New York and the Central High School at Philadelphia appear to aspire to a higher rank and to play a more distinguished part in the work of education than schools similarly related to the general system in other cities. They grant degrees; their teachers are dignified with the title of 'Professor'; the free academy possesses a 'Faculty.' . . . . The func-

tion of the High Schools at Boston, — I speak now of those for boys only, is strictly preparatory ; they are schools only, not special schools even, but schools of secondary instruction, in one of which, — the Latin School, — boys are fitted for college ; in the other, the English High School, a collegiate course not being in view, pupils are furnished with the means ‘ of completing a good English education, and fitting themselves for all departments of commercial life.’ ”

“ Such, at least, is the present aim of the English School, in default of any higher institution of special instruction to which it would naturally lead ; but it is hoped that the sphere of its usefulness will be greatly enlarged, though its nominal functions will be contracted, by the establishment in Boston of the Massachusetts Institute of Technology, in which provision has been made for a special department, to be called the ‘ School of Industrial Science and Art,’ which will stand to the English High School in a similar relation to that in which the university stands to the Latin School. The Latin School is related to the department of philosophy and belles lettres ; the English School is a handmaid in the department of practical science and art. The one is to furnish the Commonwealth with its statesmen, physicians, lawyers, divines, *litterateurs* ; the other is to supply it with capable men in the various fields of manufacturing, agricultural, and commercial industry.”

. . . . “ The superior wisdom which presided over the organization of the Latin School at Boston is shown both in the comparatively early period at which the study of both Latin and Greek is introduced into the



course, and also in the early age at which it is recommended that boys intending to proceed to college should be placed at this school."

Again he says, "I have already mentioned the English High School at Boston as the one above all others that I visited in America which I should like the commissioners to have seen at work as I myself saw it at work on the 10th of June last — the very type of a school for the middle classes of this country." . . . . "It was not the programme of study . . . . that elicited my admiration of this school — indeed I have learnt to attach very little weight either to programmes or systems, — but the excellent spirit that seemed to pervade it: the healthy, honest, thorough way in which all the work on part of both masters and pupils seemed to be done. . . . . Taking it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States. I wish we had a hundred such in England."

Of school buildings he says, "nothing can be finer or more suitable to the purpose, though very seldom with any pretensions to what is called architectural character, than some of the new school-houses which have been erected within the last five or six years in all the great cities of the Northern and Western States of the union, . . . . fitted with elaborate, but not very successful, systems of heating and ventilation." . . . .

"I do not know that the aggregate results of the system can be better summed up than by saying that there exists in America a general diffusion of intelligence rather than any high culture or profound erudition." . . .

“ Yet notwithstanding these hindrances, and if not accomplishing all of which it is theoretically capable, if lacking some elements which we justly deem primary, and of which Americans themselves feel and regret the loss, it is still contributing powerfully to the development of a nation of which it is no flattery or exaggeration to say that it is, if not the most *highly* educated, yet certainly the most *generally* educated and intelligent people on the earth.”

The Committee find by carefully examining the reports from the High and Grammar Schools that they are in a satisfactory condition. The number of pupils now under the charge of the Board has been considerably increased during the past year by the annexation of the Highland District. During the last year a large addition to our school accommodations has been made. Two first-class Primary School Houses have been in course of erection, one in Charter Street, and the other in South Boston. The former was finished in December, and the latter will soon be ready for occupancy. Two large Grammar School Houses, the Wells and the Lewis, each containing twelve rooms and a hall, have been dedicated since the last Report was issued. A perspective view and a description of the former accompany this Report.

In the departments of special instruction, the Committee believe that more than the usual progress has been made, and they are gratified to be able to announce that hereafter music will be taught in *all* the classes of the Grammar Schools.

In Vocal Culture, much has been gained, and nearly the whole body of our teachers have now become instructed to a considerable extent in the best methods of teaching in this department. The great advance in vocalization already made in our Grammar Schools during the past few years, will be maintained, and its effects felt through the whole course of instruction.

The usual exercise in military drill is continued, and the school-boys, in their evolutions before competent military judges, received high praise for their skilful manœuvring and soldierly bearing. Military instruction commenced a few years since on the petition of some of our leading citizens, during the trying days of the rebellion, as an experiment, is now a manifest success, and should be hereafter considered as an integral part of our educational system. Owing to the increase of the number of boys now requiring instruction (numbering six hundred), the arms available for their use are insufficient, and an increase in the number of muskets must be made. It is also important that some means be found for providing a hall suitable for drilling at one time the large number who must be taught. Such a hall located near the school-building, or in such building as may in the future be erected for the use of the Latin and English High Schools, would be found useful for many other purposes, and appears to your Committee to be one of the great needs of the city at the present time.

The instruction in drawing has heretofore not been under the direction of any special committee, and although this Committee know incidentally that pro-



gress in that department has been made, yet they are without official information upon that subject.

The Committee are able to make the gratifying announcement that a system of evening schools, for the instruction of adults or minors, employed during ordinary school hours, is now in successful operation under the charge of a special committee of this Board, who have established six Schools in the City proper, one in South Boston, and three in the Highland District. Such schools in this city have heretofore been under the direction of private or organized charities. But the time had fully come when the City of Boston, through its School Board, should provide instruction for that class in the community, whose necessities had prevented their giving any time to the work of the school-room during usual school hours.

Among these untrained minds there is great earnestness and a determination to acquire knowledge, worthy of all success; the good directly and indirectly accomplished by these schools, will be felt through all classes of the community. We shall always have a percentage of immigrants and others who need this instruction.

Two schools for licensed minors are in successful operation. The pupils attending them are licensed boot-blacks and newsboys. With police co-operation they are doing much good, and the number of schools will be increased if necessary.

An investigation respecting the number of scholars who left the city to spend the summer vacation, showed that while eight per cent went to the country before the schools closed, and others left the city during

a portion of the time, yet forty-seven per cent of the pupils remained at home in the city. What were this large per cent, amounting to nearly 16,000 children, doing during the summer vacation? Were they at work, or at home, or roaming about the streets? Those of us who come much in contact with the parents of poor children know very well that it is a hard task for them to control the wayward wanderings of youth. They would be very glad to have some plan adopted by which these children could be controlled during vacation, for a part of the time at least. It is a serious matter for the consideration of this Board, whether it would not be a most wise course, to organize some scheme by which, at least for a portion of the time, they could be gathered from the public streets and instructed wisely, instead of being, as now, subject to all the temptations which idleness finds in a large city. The Committee feel the *morale* of the children would be improved by such a course.

It seems proper, in this connection, to call the attention of the City Government to the necessity of reserving in each section of the city, some public ground sufficiently large for a play-ground for the children of both sexes. In the older parts of the city, no such spots are to be found, and the public streets are the only places where children can find recreation. This should not be the case, but the city, standing *in loco parentis*, should provide suitable grounds, where the open air sports of childhood could be engaged in, under proper supervision, and where every parent would feel safe in permitting his children to go.

One valuable and easily available source of instruction has heretofore been entirely neglected by the School Board, one by which the slumbering intellect of youth may be wakened into new life, and perhaps in this way made to appreciate the value of sound learning, and turn to the ordinary duties of the school-room, not as to a task, but as to a pleasant duty; we refer to systematized familiar lectures on common things, by those best qualified to give them. Suppose that two hundred scholars each, from three of our Grammar Schools should assemble in the hall of one of them, to listen for an hour to the instructive talk of Agassiz on any subject with which all were familiar, his very blackboard drawing of a fish, an animal, or a bird, is, in itself, an inspiration, and many a tiny hand would strive to imitate the master's skill. So with other departments of knowledge, with botany, chemistry, physics, geology, etc., simple familiar lectures, on each of these subjects, could be given and illustrated, in which the youngest child could be interested and instructed, and perhaps have awakened in his mind some hitherto dormant faculty, which would lead to distinction in after life. Were no such result obtained in individual cases, the Committee feel satisfied that the general culture of the whole rising generation would be broader, the effects of such instruction would be felt in the higher culture of all classes of society, and a very valuable stimulant to study brought into use at a comparatively small cost to the city.

The subject of the proper and perfect ventilation of school buildings is one of great importance, to which more attention than heretofore given should be paid by those having in charge the constructing of school-houses;



for while it is manifest that much has already been gained in this respect, yet even now in our last and nearly perfect building, the necessity arises of opening some of the windows before the close of the school session. Much of the lassitude and apparent weariness manifested in many of our school-rooms towards the close of the school-day, is in a large degree to be attributed to this vitiated air, which is not renewed often enough by the systems of heating and ventilation now most generally employed. Were the school-rooms all well ventilated, we should have none of that complaint of headache and exhaustion, now by no means unfrequent from both teachers and pupils, and many of the complaints about the high pressure system would be silenced. The attention of the city government has been repeatedly called to the subject of the proper ventilation of school buildings. That it has not received sufficient consideration, is no fault of this Board.

The subject of corporal punishment in our schools has been widely discussed during the past few years, and has been more than once before the Board. The Committee print herewith the able report of our lamented associate, Mr. Drake, which thoroughly covers the points under discussion, and earnestly hope that the time will soon come when the Board may hear from all the districts, as they already have from one, that not a blow has been struck, either in the Grammar or Primary departments during the term.

The opinion of the majority of the Board at the present time is, that while it is desirable to reduce punishment to a minimum, or dispense with it entirely, yet it is unwise and unsafe to abolish the rule permit-

ting its use in serious cases. A few extracts from the reports from other cities are added, in confirmation of this opinion.

The Committee in Brooklyn, N. Y., speak as follows :  
“ A wilful persistence in wrong doing must be met with proper punishment. When society shall have become so far perfected in knowledge, virtue and religion as to warrant the annulling of its penal code, then, and not until then, will it be safe to ignore the idea of corporal punishment in the family and school.”

In the Second Biennial Report of the Superintendent of Public Instruction of the State of California, under the head of School Discipline, we find the following :  
“ It is satisfactory to know that throughout the schools of the State the infliction of corporal punishment is the exception, and not the general rule, and that it is the study of the intelligent teachers to reduce it to the lowest possible minimum. Many schools, indeed, are governed for months in succession, without any resort to such punishment ; but this is only rendered possible by the reserved right of the teacher to inflict it if necessary.”

The St. Louis Report for 1866-67, says “ corporal punishment is more infrequent than in former times, and is generally becoming less and less a means of enforcing discipline ; other and milder corrections are used. Complaints of parents, with regard to the discipline of their children, have fallen off at least seventy-five per cent during this period.”

The N. Y. Report says : “ While its recognition as an ultimate practical necessity, may for a time be

deemed expedient, its exercise in any case not absolutely demanding such a resort, will be strongly discountenanced by the Board and by this department; and its abuse, under any circumstances, will be visited with the prompt removal of the offender."

It is proper to state, in this connection, that Mr. Ordway, of this Committee, has been for many years an advocate for the entire abolition of corporal punishment in our schools, and dissents from the conclusions of the report of Mr. Drake.

The change made last year by the abolition of medals and the substitution therefor of diplomas, in our Grammar Schools, renders it necessary to establish some uniform standard on which the diplomas shall be awarded. It is well known to all members of this Board that there is no real uniformity of acquirement in our Grammar Schools; that in some, the standard is much higher than in others. This is really at the present time the great defect of our school system, and calls for attention and action at once.

Should the School Board wisely adopt some method by which the diploma standard could be made uniform throughout the city, and then permit the holders of diplomas to enter the High Schools at once, without further examination, a larger number of timid pupils would enter upon the higher course of instruction, and much valuable time would be saved by having only one summer examination answer all the purposes of the quarterly and diploma examination, and the examination for admission to the High Schools. The standard should be uniform, the time requisite to attain it may vary for



many reasons, such as sickness or unavoidable absence, sluggish intellect, etc.

In this manner scholars may pass from school to school, as now from class to class, and each part of the system be in harmony with all the rest. To accomplish this, the Head-Masters and Committee of the High Schools should have charge of the questions to be placed before the diploma candidates in consultation with the masters of the Grammar Schools.

It is confidently believed that, with proper changes in this direction, the whole system of public education would be unified, and Boston would in no respect be surpassed by any of the cities of the United States. So important do your Committee deem this subject, that they respectfully ask that it be referred to a special committee of this Board for immediate investigation and action.

The attention of the board is called to the propriety of establishing a standing committee on special instruction, which should have supervision over all instructors especially employed, whose duties would cover those now performed by the Committee on Music and Vocal and Physical Culture, and which should also supervise the instruction in modern languages, drawing, sewing, etc. whenever special instructors are employed in those branches. It is believed that by this means the work in these departments could be concentrated, and the number of standing committees of the Board reduced.

The admirable manner in which the general subject of popular education has been presented by our predecessors, renders it unnecessary for this Committee to

enter into a general discussion of this subject. Your Committee cannot but congratulate the citizens of Boston upon the fact that the provisions made for the accommodation of school children by the City Government are at present unsurpassed by any city in this country, or perhaps the world. In many American cities great difficulty is experienced in providing school-buildings to accommodate the growing wants of the community. In Boston we mean to promptly meet all wants and provide slightly in advance for future necessities. Moreover, the percentage of those who are instructed in our High Schools is large and is greater in proportion to the number of children registered than in any foreign country of which we have reliable statistics, with the possible exception of portions of Switzerland; and there is a larger proportion of school children, of school age, attending public schools in Boston than in any city of America.

That all men are born equal, is a political axiom of this nation, but the equality referred to is only that of political rights, and not that of intellectual endowment. When we come fairly to consider the heterogeneous material composing the mass of the children of our public schools, coming as it does from the households of the native and foreign born population, and from all classes of society, the wonder is, that so many are able to continue to the course of higher instruction.

As not every pebble is capable of taking the lustre of the brilliant diamond, so among the mass of school-children, but a small percentage are capable of distinguishing themselves in the higher studies of the course.

This should be constantly borne in mind by committees and educators, and it should be ever remembered that all the institutions of learning that capital can build, as High Schools, will be unable to furnish brains for the masses of children to complete with credit the higher courses of instruction. This is a wise ordering of Providence. Some must lead, others follow; were it not so, the mutual interdependence of mankind would be destroyed. But we do give the chance to strive for the highest culture to all, and mean that no one who is able to go forward shall be held back. And this brings us to the consideration of an important point in the higher education. The difference of mental aptitude of children renders it desirable that more than one course should be open to the pupils of our public schools, after they have acquired the rudiments.

Language is the vehicle of expression for our thoughts; and its study has always been considered one of the best means of disciplining the human mind; the thorough knowledge of it is a power to affect mankind for good; and, say what we may, men of classical culture always have held and always will hold a prominent influence among mankind.

To some the thorough acquisition of foreign languages is impossible; but yet they have an aptitude for mathematical, mechanical or scientific knowledge, while in others there is a manifest ability to attain proficiency in classical and linguistic studies with no special fitness to excel in mathematics or the sciences.

Let us then, as custodians of education, not undervalue classical culture, or place too high a value on prac-



tical science; but continue to give skilled training to each type of mind, as is now the case, and thus send out from our schools pupils fitted to succeed in all the vocations of life.

Your Committee cannot close their report without expressing the conviction that our city may well be proud of the present condition of public education among us. From time to time progressive steps have been made in our system of instruction, yet it is still the duty of the Board to use every additional means available for continuing that progress to perfection. The Government should never lose sight of the fact that it is the guardian of children till they are of legal age, and should see that every youth is under instruction and observation up to the age of legal maturity. Although investigations necessary to obtain this information might seem to some inquisitorial in their character, and perhaps be considered as interfering with parental duties, yet no good citizen could properly object when the good of the whole community was depending upon its results.

The safety of the Government depends largely upon the proper education of our youth. Parents are ever ready to co-operate with the School Board in all measures for the improvement of our system of public instruction. Large appropriations are cheerfully made for sustaining our schools, and Boston, founder of Public Schools, in 1635, holds its chosen place to-day in the front rank of the cities of America, in everything which relates to sound learning and intellectual development.

Let us then be ever ready to correct abuses, to move forward in the path of progress, and promptly adopt

any demonstrated improvements in methods of teaching or discipline. The guiding rein of school government should be held with a firm but gentle hand. The law of kindness, not the law of fear, should influence the pupil, and the hours in the school-room made to be moments of pleasant work, instead of irksome toil. Thus progressively advancing step by step, the love of knowledge would be instilled into the mind of the pupil, and mental culture be continued in future years, for its own sake, long after the pupil had passed from the discipline of the school-room.

CALVIN G. PAGE, *Chairman.*  
JOHN P. ORDWAY,  
ALVAN SIMONDS,  
GEORGE F. HASKINS,  
JOHN A. LAMSON,  
WARREN H. CUDWORTH,  
IRA ALLEN,

*Committee.*

REPORTS  
OF THE  
COMMITTEES ON THE HIGH SCHOOLS,

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1863.





## L A T I N   S C H O O L .

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THE Committee on the Latin School respectfully present the following Annual Report for the year ending August 1868:

Since the appointment of the present Standing Committee on this school, it has been frequently visited by them, and the usual quarterly examinations have been held, as required by the Rules of the School Board. On these occasions, — as well also on the public Saturdays, at the Prize Declamation, and at the Annual Exhibition, — the exercises have been of a satisfactory character, and highly creditable to both the teachers and pupils.

The following are the statistics of the school for the past year. The whole number of pupils registered during the year was three hundred and five; of these, eighty-eight were admitted during the year, — fifty-one per cent coming from the public schools, and the remaining forty-nine per cent from other sources. The largest attendance for the year was two hundred and sixty-four. The average number belonging during the year, two hundred and eighty-five. The average attendance during the year, two hundred and sixty-four. The largest number present at any one time (November

7th), three hundred and two; the largest average attendance for any one month, two hundred and ninety-seven.

The corps of teachers for the time covered by this Report, consisted of a Head-Master, two Masters and five Sub-Masters; a teacher of French, and a teacher of Military Drill. At the close of the year, the resignation of one of the masters, Mr. William R. Dimmock, the loss of whose valuable services as an accomplished and faithful teacher is greatly regretted, was received and accepted. The vacancy thus caused in the number of instructors to which the school is entitled, has been filled by the election of Mr. William C. Simmons as Sub-Master.

At the Annual Exhibition in July, the Franklin medals, and the diplomas of graduation, were awarded to the following young gentlemen, who were found to be most meritorious in deportment, and advanced in scholarship, and who had, in the opinion of the Committee and the Head-Master, properly completed the prescribed course of study, viz: James H. Young, George H. Tower, Edward W. Hutchins.

Of the pupils who left the school at its close in July last, nine entered Harvard College, and one the College of the Holy Cross at Worcester. Since the appointment of the present Head-Master as principal teacher in 1851, two hundred and ninety-nine boys have been prepared for, and received at college; this gives an average per annum of 17.5+, and greatly exceeds that reached during any former period in the history of the school. The first class of this year (1868-9) is unprecedentedly large, and the indications are, that the number fitted,

and presented for admission to the University next summer, will surpass that of any previous year.

In order to show what proportion of the pupils who enter this school, graduate therefrom, the following statement is made. The class of 1852, the first which graduated under Dr. Gardner's mastership, entered the school in 1847. Taking the sum of all who entered between this date and 1863, when the present first class was admitted, it appears that 28+ per cent have completed the course. This year's first class, on admission to the school in 1863, consisted of ninety members. There are now belonging to it thirty-nine, or forty-three per cent of the original number.

The above are all the points of special interest which can be stated regarding this school, unless it were desirable to repeat what has already been so well presented in former reports respecting its usefulness and success. It may be advisable, however, to set forth briefly, once more, the purpose had in view in its establishment, and in its continued maintenance for more than two centuries.

The Latin Grammar School is not a High School in a similar sense with the English High and Girls' High and Normal Schools. These latter are designed to receive those pupils who have completed the course of studies pursued at the Grammar Schools, and who have the time and inclination to avail themselves of a more advanced course of instruction in the English and modern branches. The age for admission to the English High School must be not less than twelve years, to the High and Normal School not less than fifteen years. The average age of the graduates of the Grammar



Schools is nearly fifteen years. Boys are admitted to the Latin School at ten years of age. This school cannot therefore be strictly considered as complementary to the Grammar Schools. It is intended to meet the wants of those boys, always comparatively few in every community, who expect to receive a collegiate education. To such the opportunity is here offered to acquire a thorough knowledge of the rudiments of the Latin and Greek languages, and of such other branches of study as are necessary to qualify them for entrance into colleges of the highest character. "The regular course of instruction continues six years; but scholars have the option of completing their course in less time if willing to make due exertion; and 'out of course' divisions are formed of those who, from their age at entrance, deem it unadvisable to spend so many years in the preparatory course. These are fitted for admission to college as rapidly as their industry and attainments will allow. Some of those who have thus entered the school, have completed their course in one year, and some in two years. The government of the school recommend the full course of six years whenever the age of the pupil will permit; but have been induced to form these short-course classes from a desire to extend the advantages of the school to the varied needs of those in the city preparing for college. It should be distinctly understood, however, that it is impossible to attain as thorough a scholarship in this short course as if the pupil commenced at an early age and devoted his time to a careful classical education."

For the Committee,

EDWARD D. G. PALMER,

*Chairman.*



CATALOGUE OF THE TEACHERS AND PUPILS  
OF THE LATIN SCHOOL.

HEAD-MASTER.

FRANCIS GARDNER, LL. D.

MASTER.

AUGUSTINE M. GAY, A. M.

SUB-MASTERS.

CHARLES J. CAPEN, A. M.

MOSES MERRILL, A. M.

JOSEPH W. CHADWICK, A. M.

WILLIAM F. DAVIS, A. B.

FRANCIS A. HARRIS, A. B.

WILLIAM C. SIMMONS, A. B.

INSTRUCTOR IN FRENCH.

PROF. M. P. MORAND.

INSTRUCTOR IN MILITARY DRILL.

CAPT. HOBART MOORE.

PUPILS.

FIRST CLASS.

Alden, William George.  
Babcock, Lemuel Hollingsworth.  
Bicknell, Frederick Herbert.  
Bigelow, Frank Hagar.  
Brown, John C. J.  
Burgyn, Collinson P. E.  
Copeland, Frederic Herbert.  
Daland, Tucker.  
Fogg, William J. G.  
Foster, Alfred Dwight.  
Goodwin, John Cheever.  
Grant, Robert.  
Hambleu, Joseph Brown.  
Hartnett, Arthur Edward.  
Hartwell, Edward Mnssey.  
Hawes, Joseph Prince.  
Lawrie, Alvah Kittredge.  
Lawrie, Andrew Davis.  
Lindsay, Thomas Bond.  
McCann, Michael John.  
Mendum, Frederic Oliver.  
Moore, Charles Sturtevant.

Perkins, Charles Edward.  
Perkins, William May.  
Pillsbury, Stephen B.  
Pinkham, Henry Morris.  
Prince, Charles Albert.  
Richardson, Ambrose Crosby.  
Sheahan, Joseph Maurice.  
Skillings, James Worthley.  
Towle, George Henry.  
True, Alfred Charles.  
Tyler, William Royall.  
Underwood, Francis Henry.  
Walbach, George Gorham.  
Walker, Grant.  
White, Everett Park.  
Whitman, Charles Burnham.  
Young, Ernest.

SECOND CLASS.

Bancroft, Winfred Baxter.  
Barstow, Charles Fanning.  
Bendelari, Giorgio Anacleto.  
Blanchard, Henry.

Cabot, James Jackson.  
 Capen, Edward.  
 Choate, Frederic Eugene.  
 Coale, George O. G.  
 Cunningham, Frederic.  
 Grant, Henry Rice.  
 Green, Charles Montraville.  
 Hackett, Frederic Albert.  
 Hall, Arthur Dudley.  
 Hodges, Harry Blake.  
 Kendall, Arthur Sherwood.  
 Kennealy, John Henry.  
 Knowles, Charles Franklin.  
 Krackowizer, Emil Washington.  
 Leland, George Adams.  
 Lodge, Francis Giles.  
 Magee, John Bernard.  
 Morse, Hosea Ballou.  
 Piper, William Taggard.  
 Randall, Frank Eldridge.  
 Richardson, George Carr.  
 Sanger, George Partridge.  
 Sears, Edmund Hamilton.  
 Spear, Edmund Doe.  
 Stone, Edwin Palmer.  
 Toomey, Daniel Bernard.  
 Towle, Edward David.  
 Trant, James William.  
 Tyler, Columbus Tyler.  
 Wellington, Edward Winslow.  
 Wyman, John Palmer.  
 Wyman, Samuel Edwin.

## THIRD CLASS.

Abbot, Samuel Leonard.  
 Alger, Arthur Martineau.  
 Bangs, Edwin Mayo.  
 Barnard, Howell.  
 Bush, Deblois.  
 Campbell, William Taylor.  
 Campbell, Frank.  
 Christian, Thomas Francis.  
 Clark, Charles Lowell.  
 Clark, Lester Williams.  
 Connolly, John James.

Dam, Ashton Leslie.  
 Dana, James.  
 Dumaresq, Frank.  
 Ellis, Arthur Blake.  
 Faucon, Gorham Palfrey.  
 Hatch, Edwin Austin.  
 Lane, John Chapin.  
 Mendum, Frank Willis.  
 Milton, Henry Slade.  
 Monks, George Howard.  
 Parker, Samuel Hale.  
 Prince, Morton Henry.  
 Smith, Hamilton Irving.  
 Stone, Henry Bennett.  
 Summerfield, Charles.  
 Tappan, Walter.  
 Tufts, George Julian.  
 Underwood, Arthur Roswell.  
 Warren, Henry L. J.

*Out of Course.*

Broughton, Henry White.  
 Delany, Michael Francis.  
 Gill, James.  
 Lord, Charles Chandler.  
 Norcross, Grenville Howland.

## FOURTH CLASS.

Baker, Charles Everett.  
 Baxter, Joseph Nickerson.  
 Berry, Rufus Lecompte.  
 Bicknell, Edward.  
 Botume, John Franklin.  
 Carter, John Henry.  
 Cunningham, Stanley.  
 Dodd, John.  
 Drew, Frank Haynes.  
 Eldridge, George Homans.  
 Farnsworth, William.  
 Frizzell, Franklin Robert.  
 Forsyth, Frank Lyman.  
 Gardiner, Edward Gardiner.  
 Hardy, Walter Badneck.  
 Hill, Benjamin Dudley.  
 Hinkley, Holmes.  
 Hodges, William Donnison.

Hooper, Horace Nathaniel.  
 Jackson, Oscar Rowland.  
 Jaques, Henry Percy.  
 Lewis, Alvah Conant.  
 Lowell, Charles.  
 Meins, Walter Robertson.  
 Mills, Caleb Irving.  
 Murphy, Wilfred Emmet.  
 Niles, Magnus Ventriß.  
 Parks, George Richmond.  
 Simpson, Frank Otis.  
 Stafford, Charles Edward.  
 Storer, Frederic A. S.  
 Thompson, Newell Aldrich.  
 Troy, James Bernard.  
 White, Charles Huntington.

*Out of Course.*

Blaikie, Josiah Alfred.  
 Cartwright, George Brown.  
 Corcoran, Lawrence Michael.  
 Egan, John James.  
 Giles, George Lindall.  
 Giles, Jabez Edward.  
 Hopkins, Warren Bugbee.  
 Jacobs, George Shattuck.  
 Lamson, Frank Gage.  
 Lee, James.  
 Leland, Willis Daniels.  
 McCaffery, Christopher J.  
 Mitchell, John Singleton.  
 Skillings, Julius Palmer.  
 Townsend, Walter Davis.  
 Ward, Charles H. A.  
 Warshauer, Henry.  
 Washburn, Marshall Prince.  
 Waters, Orson Bailey.

FIFTH CLASS.

Ainsworth, Frank Fessenden.  
 Alger, William Ellerton.  
 Andrews, Willie Edward.  
 Baker, Herbert.  
 Barnes, Winthrop Howard.  
 Baxter, Ezra Francis.  
 Blaisdell, William Horace.  
 Campbell, Newell Rogers.

Clough, Edward Everett.  
 Cottle, Freeman Norton.  
 Cotter, Bartholomew Joseph.  
 Crowley, James Linus.  
 Cushing, Hayward Warren.  
 Cutter, Frédéric Waldo.  
 Cutter, Edward Jones.  
 Dolbeare, Albert Henry.  
 Dorcey, James Edward.  
 Dorr, Benjamin Humphrey.  
 Duff, William Frederick.  
 Duncan, Charles Isaac.  
 Eaton, Selah Reeve.  
 Fogg, Francis Joseph.  
 Foster, Roger S. B.  
 Fulton, Frank Edward.  
 Goldsmith, Simon.  
 Gore, John Flint.  
 Hartnett, John Francis.  
 Haven, William Ingraham.  
 Holden, Edward James.  
 Hooper, Arthur.  
 Jacobs, George Edward.  
 Jones, James Edwin.  
 Leary, John Francis.  
 Litchfield, William Harvey.  
 Lyman, Gerry Austin.  
 Maine, Nathan Collins.  
 Montague, Henry Watmough.  
 Parker, Arthur Taylor.  
 Pierce, Matthew Vassar.  
 Pierce, Quincy.  
 Pope, Alexander Winthrop.  
 Russell, Walter Herbert.  
 Sanford, Alphens.  
 Sawyer, Charles Frederick.  
 Sherman, Thomas Foster.  
 Simmons, Thornton Howard.  
 Stetson, Joshua.  
 Stevens, Oliver Crocker.  
 Summerville, Edward.  
 West, Edward Graeff.  
 Wheeler, Henry.  
 Whidden, William Marcy.  
 Whitcomb, Charles Wilbur.



Williams, Frank Herbert.  
 Wright, Frank Vernon.  
 Young, Reginald Heber.

## SIXTH CLASS.

Allen, Willis Boyd.  
 Appleton, William Elliott.  
 Atwood, Clarence Bradley.  
 Benham, Henry Hill.  
 Butler, Edward Crompton.  
 Butler, Robert William.  
 Cann, Joseph Boardman.  
 Carrie, William Wallace.  
 Dana, Francis.  
 Davidson, Ward.  
 Davis, Fred Sumner.  
 Dixon, John Adams.  
 Eaton, Harold Bayard.  
 Forrestall, Thomas Henry.  
 Gay, Frederic Lewis.  
 Grant, Patrick.  
 Hagerty, John William.  
 Homans, John.  
 Jaques, Herbert.  
 Jones, Edward Arthur.  
 Jordan, Eben Dyer.  
 Knight, Samuel Lee.  
 Lodge, Richard Walley.  
 Lovejoy, John Francis.  
 Masury, Walter Richards.  
 Meinrath, Joseph.  
 Mentzer, Albert Frank.  
 Miller, Charles Edward.

Montague, Frazar Livingston.  
 Nickerson, Archibald Stuart.  
 Nickerson, Steven Westcott.  
 O'Keefe, Maurice Joseph.  
 Packard, Ernest Kingman.  
 Philbrook, Levi Nelson.  
 Reed, James Munroe.  
 Richards, Melville Augustus.  
 Ross, George Whiting.  
 Russell, Thomas.  
 Sargent, Charles William.  
 Shepard, Walter Prescott.  
 Slade, Denison Rogers.  
 Sonrel, Louis Agassiz.  
 Sparrell, Rufus Edwin.  
 Stackpole, Edward.  
 Stetson, Robert Church.  
 Tappan, Herbert.  
 Thayer, Benjamin Franklin.  
 Thayer, Frank Bartlett.  
 Tower, David Bates.  
 Wetherell, Charles Bradlee.  
 Wilson, William Henry.

## SUMMARY.

First Class	.	.	.	39
Second Class	.	.	.	36
Third Class	.	.	.	35
Fourth Class	.	.	.	53
Fifth Class	.	.	.	58
Sixth Class	.	.	.	50
Total	.	.	.	271



## ENGLISH HIGH SCHOOL.

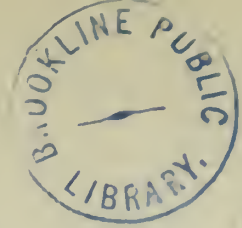
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IN conformity with the regulations of the School Board, the Committee on the English High School respectfully submit their Annual Report.

In a great system of public instruction, consisting of several grades of schools, no grade and no individual school of any grade can be considered as unimportant, and, in a proper sense, no school of any grade can be considered as specially important, or more important than others. A chain is strong, can bear the strain put upon it, and accomplish the purpose for which it is used, only as each separate link is perfect and strong in itself. So each particular school of every grade in a great system of public instruction should be strong and perfect in itself, and contribute its part to the successful working of the whole system, and if through some defect or neglect it fail to do so, the system itself will more or less fail of a full and thorough accomplishment of its object. The Committee on the English High School do not claim that this institution is the most important school in the city, but they do claim that it is essentially dependent upon the other schools, and that its power to enlarge its numbers, to advance its scholarship, to give a broad, generous culture, a thorough English literary

and scientific education, which shall fit its graduates for usefulness and honor in all the higher departments of mechanical and commercial life, rests upon, and is mainly determined by the quantity and quality of the material furnished it by the other grades of schools.

The English High School, it is believed and maintained by your Committee, has in itself, always been well conducted. It has now, for nearly thirty years, been presided over by one of those rare men, who has been constantly adding to, and now combines with the wisdom of age and experience, the energy and enthusiasm of youth,—a man who in every department of learning or science he has had to teach, has always kept himself in advance of the text-books, familiar with every new fact, invention or discovery that has been made, and imparting it by oral instruction to his pupils,—a man who in regard to the discipline and management of a school, modes of instruction, and, in short, the whole subject of Education, has always been “up to the times” — ready to consider, receive, adopt, apply, any new and valuable idea, that from any quarter has been suggested. Under his mastership, supported by able, faithful and devoted assistants, this institution has done an amount of good that cannot easily be measured. Many of the most able, prominent, honored, and useful men, in various departments of business in this city are numbered among its graduates; and if, like all human institutions, it has not been absolutely perfect; if in any manner and to any extent the school, since its establishment in 1821, has failed to accomplish all that its Committee, or its friends, or the friends of public popular education



in this city could have wished, that failure is to be attributed less to any defect in the management of the school itself, or to any want of capacity or fidelity on the part of its teachers, and more to the quality of the material furnished to it by the lower grades of schools.

It is with great satisfaction that your Committee are able to report, that within the last two or three years the quantity of this material has largely increased, and that a good proportion of this increased quantity is of improved quality, so that the English High School may be regarded as now in a better condition and more fully accomplishing its purpose than ever before. It is beginning to reap the benefit of the improvement made in the schools of lower grades. The present Superintendent of Public Schools, whose wisdom and fidelity in his important office have now been tested for many years, when he entered upon his work in this city, felt that the Primary Schools were the base of the pyramid, the foundation of our system of popular education, and that the superstructure that could be reared would depend upon the thoroughness with which the foundation was laid. His first attention, his earliest labors, were therefore directed to the improvement of the Primary Schools; and, consequently, this Board commonly adopting his suggestions and seconding his efforts, these schools are now in excellent condition, with greatly improved methods of instruction and management, so that, as a general statement it is true, a larger proportional number are sent from them to the Grammar Schools, at an earlier age and better prepared. For some years the effect of this has been more or less manifest in the im-



provement of many of the Grammar Schools ; and in these schools, to which the Superintendent seems now to be directing special attention, through better methods of management, especially in the amount of oral instruction, which carries the school forward faster with less strain of mind and nerve to the pupil, through the programme of studies recently adopted by this Board, measures have been inaugurated which will make their improvement permanent and progressive, and enable them to send, year by year, to the English High School a larger number of better prepared pupils, entering at an earlier age,—an age which will dispose and permit them to complete the course of instruction at the High School. For two or three years the number entering the English High School, and the proportionate number of those remaining to complete the course has been steadily increasing. The rule adopted a few years ago, of presenting diplomas to those who had satisfactorily completed the whole course, has undoubtedly had a good effect in retaining pupils till they had derived the whole benefit, improved the whole opportunity, which the school offers them. The class, leaving in July last, numbered forty-two, the largest class that the school has ever graduated ; and in their examination and essays at the annual exhibition they gave conclusive evidence of their thorough instruction, and of the most faithful improvement of their opportunities. Indeed, we have heard that a Professor at Heidelberg says of one of this class, now studying at that University, that “ so far as he is educated, he is more thorough and accurately educated than any American whom he has known as a student at Heidelberg,” and



as to the French Language, when the Professor came to examine him in that, he found him so thoroughly acquainted with the grammar, construction and idioms of the language, etc., that he thought the young man had been stopping sometime in Paris paying particular attention to French, and expressed great surprise when informed that all his knowledge of French had been attained at a public school in Boston. This is such gratifying testimony to the thoroughness of the instruction at the English High School, that your Committee felt that in justice to its teachers, and especially to its Head-Master, it might so far be made public as to be mentioned in this report.

The number of candidates presenting themselves for examination this year was 241. The number admitted, was 231, making the whole number in school, 356. This number authorized and required the employment of another Sub-Master, and made it necessary, from lack of room in the High School building to accommodate all, to place between seventy and eighty of the pupils in the ward-room in Harrison Avenue, where they are very poorly accommodated. If the number of pupils continues as great, and especially if it increases next year, as there is every reason to presume it will, some better or larger accommodations ought speedily to be provided.

The discipline of the English High School, as is well known to this Board, is paternal in its character, such a thing as the rod being hardly known in it, the teachers governing by the affections and the force of moral character. It was found that one of the difficulties encountered in the management and progress of the school

arose from the fact that the teachers of the third class were called *Ushers*; the pupils of this class, just coming from the Grammar Schools, where they had been in the Master's room, were disposed to measure their respect for their new teacher by his title, and to permit it to limit his moral influence and authority over them. The change which has therefore been made in the organization of the school, by which it has now one Head-Master, three Masters, and as many Sub-Masters as may be necessary to give not more than thirty-five pupils to each instructor, is working in every way favorable. In short, the whole condition of the school, it is believed, is such as should give satisfaction to this Board.

Respectfully submitted,

S. K. LOTHROP, *Chairman.*

BOSTON, September, 1868.

CATALOGUE OF THE TEACHERS AND PUPILS OF  
THE ENGLISH HIGH SCHOOL.

SEPT. 1868.

HEAD-MASTER.

THOMAS SHERWIN.

MASTERS.

CHARLES M. CUMSTON, LUTHER W. ANDERSON,  
MOSES WOOLSON.

SUB-MASTERS.

WILLIAM NICHOLS,  
ROBERT E. BABSON,  
ALBERT HALE,

L. HALL GRANDGENT,  
NATHAN E. WILLIS,  
GEORGE W. PIERCE.

TEACHER OF FRENCH.

CHARLES DE LAGARLIÈRE.

TEACHER OF DRAWING.

WILLIAM N. BARTHOLOMEW.

INSTRUCTOR IN MILITARY DRILL.

CAPT. HOBART MOORE.

PUPILS.

FIRST CLASS.

Abbott, Joseph W.  
Allen, Charles F.  
Alley, Francis E.  
Baldwin, Charles H.  
Bowen, Henry J.  
Buck, Henry H.  
Burgess, William B.  
Burton, George S.  
Butler, Elliot L.  
Carleton, Walter I.  
Carpenter, George O. jr.  
Carroll, Miles P.  
Cobb, Charles E.  
Cook, Thomas N., jr.  
Cushing, Roland F.  
Cutler, Ralph W.

Cutting, Charles F.  
Daniels, George F.  
Dillaway, William E. L.  
Dix, Charles W.  
Domett, Charles C.  
Drake, Martin W.  
Eaton, Horace L.  
Eveleth, Charles W.  
Fairbanks, Henry O.  
Fuller, Albert C.  
Godfrey, James.  
Glines, Arthur A.  
Greenleaf, Lyman B.  
Griggs, Herbert L.  
Harrington, John H.  
Hosmer, Willard B.  
Hutchings, William R.

Johnston, Albert W.  
 Johnson, Charles H.  
 Littlefield, Charles C.  
 Milk, William E.  
 Milkman, Solomon.  
 Miller, Walter H.  
 Myers, Holland P.  
 Nickerson, Thomas S.  
 Norcross, Addison.  
 Pike, Frank H.  
 Priest, George W.  
 Rand, Francis K. T.  
 Reed, William H.  
 Richardson, William H.  
 Ritchie, John, jr.  
 Root, Samuel H., jr.  
 Sayer, James F., jr.  
 Simpson, Robert C.  
 Southard, Richard P.  
 Strater, Frederick J.  
 Wentworth, Charles M.  
 Wheelock, Elliot K.  
 Wiley, Albert M.  
 Wyman, Frank W.

## SECOND CLASS.

Allen, Fred. P.  
 Allen, Rollin H.  
 Allen, William D.  
 Appleton, John H.  
 Austin, Charles D.  
 Ayling, Herbert.  
 Bailey, Harry B.  
 Bailey, Joseph T.  
 Baker, Walter A.  
 Baldwin, George O.  
 Barker, William E.  
 Bates, Frank A.  
 Bates, S. Walter.  
 Bickford, Leroy M.  
 Blaisdell, Moses F.  
 Blodgett, Warren K. jr.  
 Braman, Jarvis G.  
 Brooks, Charles B.  
 Brown, Henry A.  
 Bugbee, Joseph S.

Burgess, Charles G.  
 Capen, William H.  
 Carter, Herbert L.  
 Chase, Joseph jr.  
 Coggsell, Walter C.  
 Cook, George A.  
 Cooper, Abner B.  
 Crow, David.  
 Cusack, Thomas F.  
 Darling, Frank W.  
 Dyer, Charles H.  
 Ellis, Augustus H.  
 Endress, George H.  
 Foster, Charles.  
 Gill, Arthur E.  
 Gleason, William H. jr.  
 Goodale, Edward H.  
 Goodridge, Oliver H.  
 Grant, Franklin W.  
 Greeley, Joseph C.  
 Grover, Edward W.  
 Hathorne, Edward J.  
 Hinckley, Henry H.  
 Hunneman, Hewes.  
 Hunt, Caleb B.  
 Hunt, Edgar N.  
 Jackson, George W.  
 James, Benjamin jr.  
 James, Harrison W.  
 Jewell, William H.  
 Kelley, Edward F.  
 Kelt, William L.  
 Kent, George H.  
 King, Samuel M.  
 Ladd, Edward O.  
 Little, Arthur.  
 Loring, David jr.  
 Lothrop, Lewis W.  
 Lovell, Frank K.  
 Malloy, George W.  
 Mansfield, Gideon M.  
 Marsh, Rufus C. jr.  
 Means, Walter K.  
 Miller, James C.  
 Newman, Arthur H.  
 Nolen, Bernard M.



North, Frederick O.  
 Paine, Theodore M.  
 Phelps, William B.  
 Phipps, Charles E.  
 Pope, James L.  
 Priest, Herbert G.  
 Putnam, Edward B.  
 Ratchlifford, Daniel F.  
 Reed, Warren A.  
 Ricker, Charles A.  
 Riley, John T.  
 Rogers, Walter F.  
 Ross, George W.  
 Shoninger, Bernard J.  
 Semple, William J.  
 Slavin, John W.  
 Smith, Edwin F.  
 Smith, Ira P.  
 Stricker, Charles.  
 Swan, Arthur R.  
 Timmins, James A.  
 Timmins, John E.  
 Timmins, John F.  
 Tolman, George G.  
 Tuck, Edward W.  
 Van Praag, David.  
 Waitt, William E. jr.  
 Washburn, Frank.  
 Whalen, Frank.  
 Wilkins, John F. O.  
 Woodward, F. H.

## THIRD CLASS.

Allen, John A.  
 Allen, William E.  
 Arbecam, Burtis L.  
 Armstrong, Frank H.  
 Bacall, Chas. H.  
 Badger, Wm. C. H.  
 Baxter, Warren W.  
 Barnet, Robert A.  
 Bennett, George W.  
 Bingham, Wm. P.  
 Bird, Fred. E.  
 Birkmaier, John F.  
 Blacker, James E.

Blake, George H.  
 Blanchard, Arthur E.  
 Brennan, Michael F.  
 Briggs, Wm. C.  
 Brigham, Charles H.  
 Brigham, Hubbard, jr.,  
 Brooks, Chas. H.  
 Brooks, Walter.  
 Buck, Howard N.  
 Burley, Orlando H.  
 Capen, Robert L.  
 Cardell, Frank D.  
 Carleton, Harry K.  
 Carruth, Geo. C.  
 Carver, John.  
 Chandler, George F.  
 Cheney, Chas. F.  
 Chick, Albert B.  
 Clark, Frank G.  
 Clifford, Patrick J.  
 Cole, Geo. F.  
 Cole, Thomas G.  
 Colesworthy, Geo. I.  
 Conner, John W.  
 Covill, Wm. J.  
 Crandall, George P.  
 Cross, Walter H.  
 Cummings, Frank P.  
 Dailey, James A.  
 Demond, Geo. A.  
 Dennie, Tracy.  
 Denny, Arthur B.  
 Denny, Charles T.  
 Dexter, Parkman.  
 Dickinson, Fred. W.  
 Donavan, John.  
 Dorr, Edgar S.  
 Dupee, Horace G.  
 Eaton, David H.  
 Eaton, Wm. S., jr.  
 Egerton, Charles.  
 Elliot, Arthur C.  
 Ellis, Charles A.  
 Emerson, Nathaniel W.  
 Field, Samuel R.  
 Fishel, Isaac S.

Fleming, James A.  
 Fletcher, Ferdinand R.  
 Folts, Julius C.  
 Ford, John P.  
 Forest, Edmund.  
 French, Charles E.  
 French, Frank K.  
 Goff, John J. T.  
 Goodale, Thomas T.  
 Goodwin, Isaac H.  
 Goodwin, J. Henry.  
 Gorman, Wm. H.  
 Griffin, John J.  
 Gurney, Frank P.  
 Haley, Alfred L.  
 Hand, Wm. H.  
 Harding, John T.  
 Hardy, Peter F.  
 Harrigan, Jeremiah J.  
 Harrington, Fred. G.  
 Harris, Wm. L.  
 Hartshorn, Fred. A.  
 Hay, Clarence E.  
 Hayes, Joseph K.  
 Hickey, Eugene D.  
 Hilborn, Jacob.  
 Holsten, John C.  
 Hoofman, Freeman.  
 Hourihan, Timothy J.  
 Ivers, Wm. J.  
 Ingalls, Joseph.  
 James, Edwin I.  
 James, Wm. K.  
 Johnson, James W.  
 Johnson, Walter B.  
 Jones, Edward J., jr.  
 Keen, Frederick W.  
 Kelley, William.  
 Knapp, James A.  
 Leach, Arthur E.  
 Leary, Lewis F.  
 Leatherbee, Chas. W.  
 Leonard, Wm. A.  
 Leopold, Godfrey.  
 Lewis, Harry A.  
 Litchfield, Jairus L.

Livermore, Frank E.  
 Livingstone, Chas. H.  
 Lord, Charles.  
 Lord, Rufus E.  
 Lovejoy, Fred. P.  
 Madden, Timothy J.  
 Maglathlin, Edward B.  
 Maguire, Francis L.  
 Martin, Edward.  
 McCausland, George F.  
 McCrillis, Clarence W.  
 Middleby, John H.  
 Milkman, Aaron.  
 Milkman, Moses.  
 Morris, Wm. J.  
 Mozart, Wm. J.  
 Munro, Alexander F.  
 Nay, Winslow P.  
 Nightingale, Frank H.  
 Noonan, James J.  
 Norton, Frank S.  
 Nowlan, Wm. E.  
 O'Neil, John H.  
 Orr, Charles H.  
 Oxnard, Benjamin A.  
 Oxnard, Robert.  
 Palmer, Fred. M.  
 Peirce, Geo. W.  
 Perkins, Albert.  
 Pickett, Wm. A.  
 Pierce, John E.  
 Pierce, Wallace L.  
 Pigeon, William B.  
 Pinkham, Ellis G.  
 Poole, Charles H. S.  
 Powers, Frank A.  
 Powers, James F.  
 Pendergast, John J.  
 Prescott, Frank W.  
 Prichard, Gilman.  
 Quimby, Ralph A.  
 Read, Charles F.  
 Read, Harry E.  
 Rich, Franklin A.  
 Rich, Irving H.  
 Ridgway, Philip R.

Roberts, Luther F.  
Robinson, Frank R.  
Rogers, Charles H. jr.  
Rogers, Frank B.  
Rosenfeld, Max C.  
Ross, Arthur J.  
Ross, Charles O. P.  
Roundy, William A.  
Russell, Levi W.  
Salmon, George A.  
Sanborn, F. Albion.  
Savory, Walter S.  
Seaver, Franklin W.  
Seaver, George.  
Seccomb, Edward O.  
Shackford, George A.  
Shaw, Charles J.  
Sheridan, Philip H.  
Simmons, Frank C.  
Slack, Frank R.  
Smith, Charles A.  
Smith Joseph H.  
Smith, William F.  
Sparkhawk, Clement W.  
Spaulding, William C.  
Spittle, George W.  
Stebbins, George F.  
Stevens, Harry.  
Stevens, William F.

Stringer, Oscar H.  
Stumcke, Charles E.  
Sullivan, Albert W.  
Supple, Bernard F.  
Tilton, George W.  
Timson, William H.  
Todd, Charles S.  
Tower, Augustus C.  
Towle, John F.  
Train, Franklin M.  
Treadwell, John J.  
Tyler, Charles H.  
Vincent, William H.  
Walbridge, William S.  
Wallis, George F.  
Weiscopf, Leopold.  
Welch, Robert F.  
Weston, George D.  
Whall, Joseph S.  
Whalen, Michael J. W.  
Whitcomb, Edward A.  
Whitcomb, Louis S.  
Whorf, Warren L.  
Wilder, William L.  
Willard, William P.  
Wright, Harry F.  
Wright, Walter.  
Young, John F.

## GIRLS' HIGH AND NORMAL SCHOOL.

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IN compliance with the rules of the Board, the Committee on the Girls' High and Normal School respectfully present their Annual Report for the year ending in August, 1868.

Mr. William H. Seavey, who had been for almost twelve years the Principal of this school, died after a month's illness on the twenty-seventh day of April, 1868. The following expression of the sentiments of the Committee was reported to the Board on the 12th of May, adopted and entered upon the records :

It having pleased Almighty God, in his wise providence, to remove from the scene of his earthly labors Mr. WILLIAM HENRY SEAVEY, Head Master of the Girls' High and Normal School, the Committee in charge of the school desire to express their deep sympathy with the family of Mr. Seavey and with the teachers and pupils in their great affliction ; and to place upon record their sense of the great loss sustained by our city in the death of this distinguished teacher.

He was a scholar of large attainments, remarkable for his clear, vigorous and comprehensive mind, a successful instructor, lucid and direct in explanations, kind and sympathizing, genial and cheerful, parental in government, wise and judicious. He was the friend of all his pupils, and was beloved by all who knew him. To his admirable method, wise management, untiring labors,



knowledge of character and devotion to his noble work may be largely attributed the success and prosperity of the important school which for the last twelve years has been under his charge.

The Committee request that this expression of their respect for Mr. Seavey and of their regret for his loss may be entered upon the records of the School Board, and that a copy of this communication may be sent to Mr. Seavey's family.

For the Committee,

HENRY BURROUGHS, JR.

*Chairman.*

Mr. Seavey held a high position in this community, and was widely known as an accomplished teacher. His pupils entertained a warm affection for him, and continued to look to him for counsel and help after they ceased to be his scholars. We have been permitted to make the following extract from a poem composed by Miss Mary L. Masters, of the class of 1867, and recited by her at the annual re-union of the graduates of the school. It pays a just and well-merited tribute to the excellent character and great worth of our lamented friend.

How can we write of him whose daily life  
 Was one long poem — simple, earnest, grand;  
 How can we laud him, we who only walked  
 Led by the guidance of his loving hand!  
 "His own works praise him," and in every heart  
 The memory of some kindly action lies  
 That shall endure when time shall be no more  
 And bear its record of him in the skies.

The early morning of that April day  
 When the cold grave received him from our sight,  
 Was dark and cloudy, and the rain-drops fell,  
 But when the day had reached meridian height,

The sun broke forth in heaven — so in our hearts  
 At first the rain of sad tears would not cease  
 Until the sun of consolation came  
 From God — and in its light, lo ! all was peace.

And yet there is a sense of something gone,  
 The absence of a presence that was dear,  
 The loss of a true heart that always knew  
 To guide us, for it followed ever near  
 With earnest striving and with pure desire  
 The footsteps of its Master, humble still  
 With all its great attainments, subject e'er  
 With childlike truthfulness to God's high will.

From learning of all ages and all lands,  
 With patient life-long study he had filled  
 The deep recesses of a mind that first  
 With power to take and to impart was skilled,  
 With brilliant talents that might well have graced  
 Another sphere more public than the one  
 He filled so ably, yet his choice was made  
 And swerving from it ne'er, he looked alone

For happiness in toil for others weal,  
 For peace in knowledge of a life that ne'er  
 Sought its own fame or ease, or sacrificed  
 Its strong keen sense of duty, but with rare  
 Devotion kept undaunted the straight path  
 Of rectitude and wisdom, and thus tried,  
 By precept and example both, to train  
 The minds of those who on his help relied.

Kindly and gentle with a cheery smile  
 Or ready counsel for our every need,  
 With genial sympathy for one and all,  
 A friend once gained he proved a friend indeed ;  
 Calm and indulgent when he gave command  
 We seemed to follow our own wishes — till  
 The end was gained, and lo ! our heart and hand  
 Had ever moved responsive to his will.

Patient and earnest, when at last disease  
 With constant, weary suffering reached his brain,  
 Still he toiled on and sacrificing self,  
 Worked with us, brave and cheerful all the same ;

Till like a ship that laden with rich weight,  
Unfurls her sails and seeks the far-off sea,  
So his pure soul with blessings freighted here,  
Passed from our sight into eternity.

No more we look for counsel and for aid,  
Hand, heart and voice are ours no more to heed,  
And yet I think the memory of his life  
By pure example still our feet may lead.  
Whatever work we choose, whatever course  
Is marked for us to tread in future days,  
Will bear the impress of his teachings, who  
In life and death was far above our praise.

Whatever life — if in the sphere of home,  
As sisters, wives and mothers, or allied  
To the great band of those whose powers are given  
To spread the light of knowledge far and wide;  
Still may we learn from him to do and dare,  
To live with aspiration pure and high,  
In Christian love and fellowship with all,  
And in exalted trust and faith to die

On the afternoon of the day of Mr. Seavey's death the Committee voted to place the school under the charge of the Chairman for the remainder of the year. In accordance with this vote the Chairman, who had been Mr. Seavey's substitute since the first of April, acted as Temporary Head-Master from the 28th of April until the close of the exercises and examinations on the 24th of July. On the 8th of September, the Board elected as Head-Master Mr. Ephraim Hunt, long and favorably known as a Master in the English High School. Miss Bessie T. Capen has been chosen an assistant teacher to fill the vacancy created by the resignation of Miss Mary H. Ellis, mentioned in our last report. Miss Duganne, assistant superintendent in the



Training Department, has resigned, and Miss Lucy O. Fessenden has been appointed in her place. Miss Ellen R. Crosby and Miss Adeline I. Baker, Primary School Teachers, have relinquished their positions, and they are succeeded by Miss Annie K. Adams and Miss Clara A. Robbins. In consequence of the increase in the number belonging to the school Miss Charlotte T. Ehlin has been appointed Temporary Assistant, and the whole number of teachers is now twenty-two.

Instruction in Vocal and Physical Culture is given by Professor Monroe, and Vocal Music is taught in the Primary Schools by Professor Mason.

In our Annual Report for 1867, the opinion was expressed that the interests of the school required an addition to the salaries of all the female teachers. In December last, in accordance with the unanimous recommendation of our Committee, the Board fixed the salaries of the assistants at \$1,000 each, and of the Head-Assistant and the Superintendent of the Training Department at \$1,500 each per annum.

The whole number of scholars registered during the year is four hundred and thirty-six. The number received from the public schools of the city, one hundred and twenty-seven. The number discharged, seventy-three. The largest number present at any one time, three hundred and eighty-eight. The largest average attendance for any one month was three hundred and seventy-seven in September. The average attendance for the year, three hundred and thirty-one. The average number belonging, three hundred and forty-two, and the percentage of attendance 97+.



The pupils have been examined, under the direction of the Committee, in all the branches taught during the year, sixty per cent of correct answers in every study being required for promotion from the Junior to the Middle class, and from the Middle to the Senior class, and for diplomas. There has been no departure from this rule, and the possession of a diploma is evidence that the graduate has passed a satisfactory examination in all the required studies of the whole course of three years.

## EXAMINATIONS IN THE JUNIOR CLASS FOR PROMOTION.

Average per cent of all examined in all the studies	.	81+
No. that had an average in all the studies of 90-99 per cent		20
“ “ “ “ 80-89	“	39
“ “ “ “ 70-79	“	32
“ “ “ “ 60-69	“	5
“ “ “ “ under 60	“	5
		101

Av. per cent in each study.	No. that had 100 per cent in each study.	Av. per cent in each study.	No. that had 100 per cent in each study.		
Arithmetic .	77+	4	Geometry .	87+	9
Chemistry .	76—	2	German .	64+	0
Drawing .	84+	5	History .	77—	1
Eng. Literature,	83—	8	Latin .	91+	0
Geography	82+	4	Reading .	88—	16
			Rhet. and Gram.	85—	15

Of the 101 members of the Junior Class examined, 89 were promoted.

EXAMINATIONS IN THE MIDDLE CLASS FOR PROMOTION.

Average per cent of all examined in all the studies . . .	83+
No. that had an average in all the studies of 100 per cent	1
“ “ “ “ 90-99 “	18
“ “ “ “ 80-89 “	30
“ “ “ “ 70-79 “	17
“ “ “ “ 60-69 “	10
“ “ “ “ under 60 “	2
	78

	Av. per cent. in each study.	No. that had 100 per cent in each study
Algebra . . .	80	7
Book-keeping . . .	84	0
Drawing . . .	87	9
English Literature . . .	83	7
French . . .	70	1
German . . .	84	1
History . . .	86	6
Latin . . .	92	3
Natural Philosophy . . .	82	5
Number examined for promotion . . .		78
“ promoted . . .		71

EXAMINATIONS IN THE SENIOR CLASS FOR DIPLOMAS.

Average per cent of all examined in all the studies . . .	85+
No. that had an average in all the studies of 90-99 per cent	15
“ “ “ “ 80-89 “	17
“ “ “ “ 70-79 “	6
“ “ “ “ 60-69 “	3
	41

Av. per cent in each study.	No. that had 100 per cent in each study.	Av. per cent in each study.	No. that had 100 per cent in each study.		
Algebra .	85	2	German .	68+	0
Astronomy.	83	5	History .	94	4
Book-keeping	84	3	Latin .	97+	1
Drawing .	80+	1	Writing .	80	0
Eng. Literature	88+	6	Trigonometry	88	6
French .	83+	0	Botany .	93	10

Number examined for diplomas . 41

“ entitled to “ . 37

The names of the Diploma scholars of this year are as follows :

Bagnall, Sarah G.	Gill, Frances W.
Baker, Clemmie A.	*Greer, Florence E.
Barney, Elizabeth R.	*Hanson, Ella J.
*Bixby, Almira	Howes, Cora M.
*Burrill, Emily B.	Hussey, Fannie A.
Carleton, Carrie E.	*Jenkins, Emily A.
Chandler, S. Flora	Lovis, Caroline A. J.
*Clark, Ella W.	Marble, Amanda
Cogswell, Mary F.	Mason, Christiana F.
Crooker, Ella F.	Munroe, Georgie A.
Crosby, Margaret J. T.	Porter, Jennie E.
Cumston, Lizzie G.	Rand, Ella L.
Davenport, Mary L.	*Savil, Emma M.
*Dunlap, Mary J.	Smith, Zilpha D.
*Eaton, Emma L.	Stearns, Edith
Fairbanks, Ella A.	*Ware, Mary Helen
Firth, Mary L.	Whiston, Frances G.
Foster, Susan S.	*Woodman, Mary Viola
*Frye, Mary P.	

Those whose names have a star prefixed, intending to enter the Training Department, have received certificates that they are entitled to diplomas. If they go through the studies and duties of that branch of the school in a satisfactory manner, their diplomas to be

conferred next July, will certify that they have completed both the regular course and that of the Training Department.

The whole number belonging to the Training School during the year, is forty-six. They are chiefly our own graduates, but some are from other schools, and a few have left the middle and junior classes to join the training class. The attention of the pupils is devoted in this branch of the institution, chiefly to the study of the best methods of teaching, to natural history and mental philosophy, and to actual instruction in Primary Schools under the direction of Miss Stickney and her assistant. Twenty-nine young ladies completed the course, about one-half of whom have already found employment. Their names are as follows :

#### GRADUATES OF THE TRAINING SCHOOL.

##### SIXTH CLASS, JUNE 1868.

Baker, Alice W., 53 G Street.	Preston, Lizzie R., Wakefield.
Bicknell, Lillian M., Ellery Street.	Patten, Jane, 6 Fayette Street.
Blair, Eliza F., 3 Newton Place.	Plummer, Mary E., 85 Sumner Street.
Dolan, Maria L., Charlestown.	Quimby, Alicia O., Winchester.
Bowers, Kate I., North Cambridge.	Reed, Anna E., 76 Paris Street.
Collins, Mary J., 26 Washington Square.	Reed, Emma C., 76 Paris Street.
Crosby Mary A., 156 Third Street.	Raycroft, Rosanna, rear 16 Bartlett Street.
Dunbar Josephine, 83 Princeton Street.	Robbins, Clara A., 51 Bowdoin Street.
Flagg, Emma V., 296 Tremont Street.	Sampson, Louise, 106 Meridian Street.
Jacobs, Emma N., 5 Snow Hill Place.	Sanderson, Adeline, care of L. Sanderson, 12 Merchants Row.
Lamper, Harriet E., 8 Cleveland Place.	Short Mary L., Chelsea.
McAwley, Agatha M., 15 Dover Place.	Stevens, Emily J., 16 Church Street.
Morse, Mary E., 359 Silver Street.	Studley, Grace C., 40 Sharon Street.
Parsons, Hannah, East Somerville.	Whitcomb, Helen E., 275 Gold Street.
	Williams, Adelaide E., 2 Hammond Avenue.



The following circular has been addressed by our Superintendent to the members of the Committee :

DEPARTMENT OF PUBLIC INSTRUCTION,  
SUPERINTENDENT'S OFFICE, CITY HALL, September 1, 1868.

DEAR SIR: Our Training School has graduated six classes of well educated teachers, who have received a thorough course of training in the theory and practice of teaching. The last class, twenty-nine in number, was graduated last June. Herewith I send a list of the names of the ladies composing the class, with their residences, to facilitate their appointment to vacancies which may occur in our primary and grammar schools. Most of these ladies passed through the entire regular course of instruction in the Girls' High and Normal School, and as they have since given a whole year to the special course in the Training Department, to fit themselves for the practical work of the school-room, it seems to me that they are justly entitled to a favorable consideration, at the hands of the district committees, in the appointment of teachers.

The Superintendent of the Training School has left at this office for the use of members of the Committee, a list of the class, in which the members are distinguished into two grades, according to their standing in the school.

Our regulations provide that graduates of this school may be appointed assistants in Grammar Schools or primary teachers without further examination.

Very truly yours,

JOHN D. PHILBRICK,  
*Superintendent of Public Schools.*

The continuance and success of this school for the professional education of teachers, will depend very much upon the action of our district committees. If they recognize its value by appointing its graduates to fill vacancies in the public schools in preference to those

who have never passed through any Normal School, young ladies will have an inducement to devote a year to special preparation for the responsible positions which they are to fill, instead of accepting places as teachers at the end of their senior year. The whole number of non-resident scholars during the past year, was thirty-six, fourteen of whom paid the average cost of tuition, amounting to \$697. This amount has been expended, as ordered by the Board, for books, lectures, and philosophical and chemical apparatus.

The number examined in July and September for admission	
to the school was . . . . .	199
Number admitted . . . . .	149
Received on probation . . . . .	19
Rejected, or failed to appear for re-examination . . . . .	31
Number of pupils now in the school:	
Senior class . . . . .	73
Middle " . . . . .	95
Junior " . . . . .	167
Training " . . . . .	46
	381
Total . . . . .	381

At the Annual Meeting of the graduates and past members of the school, held on the 3d of June, it was voted to establish a fund to aid those pupils who are unable to complete the course without pecuniary assistance. Mr. Seavey recommended the establishment of such a fund, and generously contributed towards the support of those who, without his aid, would have been compelled to leave the school. This fund is to bear his name and to be a monument to his memory. The trustees are Dr. LeBaron Russell, the chairman, and the

Head-Master of the school. A committee has been appointed to solicit subscriptions. This excellent object is commended to those who feel interested in securing good teachers for our public schools, and who desire to aid meritorious scholars in gaining a livelihood.

During the past year the attention of the City Council has again been called to the urgent necessity of providing for this important school a building in a quiet neighborhood, well lighted and ventilated, and capable of accommodating the increasing number of scholars. It is with great reluctance that our committee have abandoned all hope of the erection of a school-house on the corner of Berkeley and Newbury streets. A new lot has been proposed, and accepted by our committee. It is between Newton and Pembroke streets, facing both streets, and between Shawmut Avenue and Tremont Street. The situation is healthy; there will be abundance of light and air. To a large portion of our population, it is within walking distance, and those who live at the extreme northern and southern parts of the city, can easily reach it by horse-cars. The plan formerly adopted is to be altered to correspond with the shape and dimensions of this lot, and in our next report we hope to be able to say that the work has been begun. In this new edifice, it is proposed to bring both departments under one roof, and there will then be an opportunity for so modifying the general plan and course of instruction as to allow each pupil to pursue those studies which she will find most useful to her in the employment upon which she intends to enter after leaving school.

As in former years, we present, with this report, valuable tables, prepared with great care by the Head-Assistant, and showing the number admitted from the different Grammar Schools and other sources in each year, the number of graduates and the appointments of teachers from each class. We also append a list of the present members of the school.

Respectfully submitted,

For the Committee,

HENRY BURROUGHS, JR., *Chairman.*

Boston, September, 1868.



*Number admitted to the Girls' High and Normal School, from different schools, in each year, from September 1852, to September 1868, inclusive.*

NAMES OF SCHOOLS.	1852-3.	1853-4.	1854-5.	1855-6.	1856-7.	1857-8.	1858-9.	1859-60.	1860-1.	1861-2.	1862-3.	1863-4.	1864-5.	1865-6.	1866-7.	1867-8.	1868.	Totals.
Adams . . . . .	.	.	.	.	.	4	4	8	5	9	4	4	5	3	6	5	5	62
Bigelow . . . . .	9	10	7	7	9	4	8	11	4	10	12	7	6	7	5	3	10	129
Bowditch . . . . .	.	.	.	.	.	.	.	.	.	4	6	3	4	2	5	4	5	33
Bowdoin . . . . .	14	13	14	7	14	12	17	13	10	18	16	10	8	16	16	12	9	219
Boylston . . . . .	2	4	.	1	1	.	2	2	2	.	.	.	.	.	.	.	.	14
Chapman . . . . .	8	3	4	5	9	4	4	12	7	1	7	8	6	11	5	12	6	112
Comins . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1
Dwight . . . . .	2	2	4	6	4	8	8	8	8	.	.	.	.	.	.	.	.	50
Everett . . . . .	.	.	.	.	.	.	.	.	.	13	9	20	16	21	28	19	15	141
Francis Street . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1
Franklin . . . . .	8	4	7	9	5	12	10	20	13	14	13	17	12	10	17	19	17	207
Hancock . . . . .	4	5	2	6	13	9	8	13	12	8	16	9	10	12	9	9	6	151
North Johnson . . . . .	5	6	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	17
South Johnson . . . . .	.	5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5
Lawrence . . . . .	.	.	.	.	5	1	1	5	4	7	3	6	4	6	1	5	.	48
Lincoln . . . . .	.	.	.	.	.	.	.	.	7	7	7	7	8	7	5	2	4	54
Lyman . . . . .	4	11	5	10	3	2	3	1	4	3	2	4	4	3	2	4	5	70
Mather . . . . .	3	4	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9
Norcross . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3
Otis . . . . .	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3
Prescott . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3	3	6
Putnam . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1
Wells . . . . .	13	6	4	14	6	6	7	16	8	12	7	8	6	4	14	11	9	151
Winthrop . . . . .	8	4	3	18	11	14	10	14	21	22	24	17	14	10	17	18	17	232
Other sources	21	12	15	22	12	13	13	21	14	27	31	35	65	53	67	45	59	525
<b>Total . . . . .</b>	<b>104</b>	<b>89</b>	<b>73</b>	<b>105</b>	<b>92</b>	<b>89</b>	<b>95</b>	<b>144</b>	<b>119</b>	<b>155</b>	<b>157</b>	<b>155</b>	<b>168</b>	<b>165</b>	<b>197</b>	<b>171</b>	<b>186</b>	<b>2154</b>
<b>Graduated . . . . .</b>	<b>28</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>30</b>	<b>23</b>	<b>30</b>	<b>57</b>	<b>46</b>	<b>58</b>	<b>59</b>	<b>52</b>	<b>58</b>	<b>41</b>				<b>567</b>

Became Teachers, 544.

*Appointments of Teachers from the Girls' High and Normal School,  
in each School District, from 1852 to September 1, 1868.*

NAMES OF SCHOOLS.	High.	Grammar.	Primary.	Total.
Girls' High and Normal.....	13	..	2	15
Adams.....	..	4	5	9
Bigelow .....	..	11	15	26
Bowditch.....	..	17	1	18
Bowdoin.....	..	5	7	12
Boylston .....	..	16	14	30
Brimmer.....	..	10	9	19
Chapman .....	..	14	19	33
Dwight and Everett.....	..	33	11	44
Eliot .....	..	12	10	22
Franklin.....	..	16	6	22
Hancock.....	..	12	9	21
Hawes.....	..	1	..	1
Lawrence.....	..	15	14	29
Lincoln .....	..	7	12	19
Lyman .....	..	2	7	9
Mayhew .....	..	4	5	9
Phillips.....	..	10	4	14
Prescott .....	..	7	7	14
Quincy .....	..	15	10	25
Rice .....	..	3	..	3
Wells .....	..	7	3	10
Winthrop .....	..	28	16	44
Total.....	13	249	186	448

*Appointments of Teachers and Substitutes from the Girls' High and Normal School, in each year, for the several grades of schools.*

YEAR.	Primary.	Grammar.	High.	Total in City Schools.	Other Schools.	Total.	Substi- tutes.
1852-53.....	1	1	..	2	..	2	3
1853-54.....	1	5	..	6	4	10	11
1854-55.....	2	5	..	7	6	13	17
1855-56.....	8	11	3	22	11	33	10
1856-57.....	8	13	2	23	18	41	16
1857-58.....	13	12	..	25	21	46	49
1858-59.....	11	21	1	33	12	45	63
1859-60.....	10	15	3	28	16	44	82
1860-61.....	20	32	1	53	13	66	76
1861-62.....	17	21	..	38	10	48	128
1862-63.....	15	20	2	37	10	47	125
1863-64.....	16	14	1	31	18	49	49
1864-65.....	17	16	..	33	28	61	87
1865-66.....	20	22	..	42	32	74	21
1866-67.....	16	24	..	40	35	75	33
1867-68.....	11	17	..	28	32	60	59
Total.....	186	249	13	448	266	714	829

CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
GIRLS' HIGH AND NORMAL SCHOOL, SEPT. 1868.

HEAD-MASTER.

EPHRAIM HUNT.

HEAD-ASSISTANT.

HARRIET E. CARYL.

ASSISTANTS.

MARIA A. BACON.

MARGARET A. BADGER.

HELEN W. AVERY.

EMMA A. TEMPLE.

CATHARINE KNAPP.

MARY E. SCATES.

ADELINE L. SYLVESTER.

FRANCES A. POOLE.

ELIZABETH C. LIGHT.

BESSIE T. CAPEN.

TEMPORARY ASSISTANT.

CHARLOTTE T. EHLIN.

TEACHER OF DRAWING.

WILLIAM N. BARTHOLOMEW.

TEACHER OF MUSIC.

JULIUS EICHBERG.

TEACHER OF GERMAN.

E. C. F. KRAUSS.

TEACHER OF FRENCH.

PROSPÈRE MORAND.

*Training Department.*

SUPERINTENDENT.

JANE H. STICKNEY.

ASSISTANT SUPERINTENDENT.

LUCY O. FESSENDEN.

PRIMARY TEACHERS.

C. ELIZA WASON.

ANNIE K. ADAMS.

CLARA A. ROBBINS.



## PUPILS.

## SENIOR CLASS. — 74.

Allison, Mary J.  
 Andrews, Carrie S.  
 Atwood, Carrie L.  
 Ayling, Adelaide R.  
 Bailey, Sibylla A.  
 Baker, Julia F.  
 Baldwin, Mary C.  
 Bancroft, Mary C.  
 Beckler, Cynthia M.  
 Berry, Annie H.  
 Boston, Emma A.  
 Bristol, Emma I.  
 Brown, Louisa E.  
 Burgess, Julia K.  
 Butler, Gertrude C.  
 Chevallier, Alzire A.  
 Clark, Sibyl M.  
 Clark, Ellen U.  
 Cleaves, Helen P.  
 Cox, Lila.  
 De Ribas, Harriet R. G.  
 Eaton, Elizabeth L.  
 Gargan, Teresa M.  
 Gilbreth, Ida C.  
 Goodwin, Eveline P.  
 Goodwin, Julia A.  
 Gould, Elizabeth A.  
 Greenwood, Lucy A.  
 Gregory, Lizzie M.  
 Grover, Kate.  
 Hamblin, Nathalia G.  
 Hitchcock, Susie F.  
 Hough, Blanche H.  
 Howe, Edith L.  
 Howes, Mary H.  
 Hussey, Flora A.  
 Kelley, Louisa A.  
 Knapp, Thedora E.  
 Lang, Mary F.  
 Leatherbee, Emma D.  
 Livermore, Emma J.  
 Locke, Lucy E.  
 Macdonald, Annie E.

McIntyre, Julia A.  
 McManannin, Sarah J.  
 McNeil, Mary E. F.  
 Merrill, Julia E.  
 Mills, Emma L.  
 Morse, Emma B.  
 Newhall, Lizzie H.  
 Nute, Nellie M.  
 O'Connor, Mary E.  
 Page, Isadora.  
 Pendleton, Laura A.  
 Pope, Edith A.  
 Read, Lavinia C.  
 Richards, Mary F.  
 Robbins, Arianna P.  
 Sewell, Linnie P.  
 Simmons, Helen M.  
 Stephens, Matilda E.  
 Stinchfield, Estrella M.  
 Thompson, Mary F.  
 Tuttle Abbie F.  
 Walsh, Mary A. F.  
 Warner, Alice M.  
 Washburn, Maria C.  
 Watson, Carrie A.  
 Wiggin, Mary E.  
 Williams, Florence E.  
 Williams, Mary A. C.  
 Wilson, Kate.  
 Wise, Margaret T.  
 Wiswell, Emma F.

## MIDDLE CLASS. — 92.

Abell, Eveline.  
 Arnold, Eunice A. S.  
 Badger, Ella M.  
 Barrell, E. S.  
 Bean, Helen.  
 Bell, C. E.  
 Bicknell, Willietta.  
 Blake, Ida M.  
 Brigham, Mary A. W.  
 Brown, Lucy N. F.  
 Calmin, Mary E.

Clark, Lillie E.  
 Cleveland, Emma I.  
 Cline, Edna E.  
 Cloney, Mary A.  
 Comins, Hattie T.  
 Crosby, Kate L.  
 Cummings, Mary J.  
 Cushing, Florence M.  
 Cutter, Agnes E.  
 Davis, Lillie E.  
 Dayley, Francis I.  
 Drake, Hattie A.  
 Dudley, Ida S.  
 Duncan, Alice S.  
 Eastman, Sarah E.  
 Eustis, Eleanor T.  
 Fairfield, Lucie A.  
 Field, M. Louise.  
 Fiske, Emma S.  
 Fitz Gerald, Ellen.  
 Frazer, Harriet M.  
 Fuller, Mary A. H.  
 Garland, Susan G. B.  
 Gookin, Carrie W.  
 Harmon, Alice G.  
 Haslet, Adelia E.  
 Haynes, Sarah J.  
 Higgins, Nellie.  
 Hight, Sarah B.  
 Holmes, Louisa B.  
 Humphrey, Emma L.  
 Jenks, Sarah E.  
 Johnson, Almira S.  
 Johnson, M. Ella R.  
 Knapp, Louisa.  
 Knight, Amelia T.  
 Knox, Mary E.  
 Locke, E. Fannie.  
 Lougee, Susie C.  
 Marks, Ella S.  
 Marshall, Julia.  
 McCarty, Mary E.  
 McDermott, Katie C.  
 McLoud, Calista W.  
 McPhaill, Sarah E.  
 McSweeney, M. Jennie.  
 Meader, Judith.

Melvin, Emily F.  
 Meserve, Lizzie F.  
 Moore, Ella W.  
 Nowell, Grace G.  
 Otis, Clara A.  
 Page, Annie M.  
 Palmer, Georgiana.  
 Pease, Jennie M. S.  
 Plummer, Elgina M.  
 Porter, Electa M.  
 Prescott, Ada.  
 Prescott, Anna M.  
 Priest, Emily C.  
 Reynolds, Emma L.  
 Reynolds, Lucy G.  
 Rich, Delia C.  
 Rust, Fannie I.  
 Seavey, Hannah M.  
 Shaw, Mary A.  
 Shedd, Sarah E. D.  
 Smith, Emma F.  
 Snow, Fannie C.  
 Storms, Lizzie C.  
 Swift, Fannie.  
 Toland, Mary G. A.  
 Tuttle, Eva F.  
 Valentine, J. A.  
 Whidden, Georgia.  
 Wilson, Frances M.  
 Wish, Emily H.  
 Woodwell, Lucy E.  
 Wright, Anna E.  
 Youngman, Clara E.  
 Youngman, Emma K.

JUNIOR CLASS. — 170.

Adams, Adelaide A.  
 Adams, Emma M.  
 Adams, Sarah L.  
 Alden, Marian B.  
 Aldrich, R. V.  
 Allen, Helen I.  
 Bacall, Caroline L.  
 Bailey, A. A.  
 Baldwin, L. Annie.  
 Bancroft, I. A.  
 Bannon, Isabella G.

Barham, R. S.  
Barnes, Emma.  
Barry, Sarah G.  
Bassett, Mary L.  
Baxter, Mary S.  
Bemis, Clara F.  
Benson, Adeline S.  
Berry, Mary L.  
Bickford, Georgiana.  
Bigelow, Helen A.  
Bodwell, D. M.  
Bolton, Mary J. C. E.  
Bowers, Sarah E.  
Brennan, Ella J.  
Brewer, Lizzie P.  
Bucknam, Sarah C.  
Carney, Mary A.  
Carroll, Minnie A.  
Carver, Florence.  
Chater, Emma F.  
Chesley, Emma F.  
Chester, Ella A.  
Chittenden, Ella L.  
Collins, M. E.  
Cook, A. H.  
Cook, Mary T. F.  
Copeland, Susie E.  
Crocker, Nellie N.  
Crotty, Mary J.  
Crowell, Ella A.  
Cullen, Viola A.  
Cummings, Mary F.  
Davis, Abbie M.  
Deland, Emily M.  
Denham, Elizabeth T.  
Dennie, Sophia T.  
Desmond, Mary L. J.  
Donovan, M. A.  
Downing, Mary A.  
Drew, F. H.  
Dudley, Christine M. L.  
Earl, A. A.  
Early, Mary Ann.  
Edwards, Carrie R.  
Eichberg, Annie P.  
Farwell, Clara.  
Forristall, Emma J.  
Frederick, E. H.  
Frost, Katie C.  
Frye, Serena J.  
Gallagher, Isabel.  
Gardner, Kate L.  
Gerlach, Maretta.  
Gleason, Margaret M.  
Gould, Sara E.  
Gragg, Grace E.  
Greeley, Calista M. A.  
Hale, Frank B.  
Hall, Louisa J.  
Hamblin, Charlotte A.  
Hanny, Mary E.  
Hathaway, Ada G.  
Hawes, Marian A.  
Haynes, Annie M.  
Hildreth, Laura S.  
Hill, A. L.  
Holbrook, E. A.  
Howard, Caroline.  
Hussey, Annie M.  
Jacobs, Sarah J.  
Kurtz, Edith M.  
Lanning, Mary G.  
Leland, Clara O.  
Lennon, Agnes T.  
Lewis, E. M.  
Longee, Jennie R.  
Lowe, M. A.  
Lyon, E. M.  
Mace, Abby A. P.  
Madigan, Elizabeth L.  
Mahoney, Elizabeth A.  
Maloy, C. Franc.  
Marshall, Eliza J.  
Martin, Augusta S.  
Masury, Lilla.  
McLauthlin, H. Louise.  
Melcher, Sarah D.  
Merritt, M. E.  
Milliken, Harriet.  
Monroe, J.  
Morey, F. A. P.  
Morrill, Ella E.  
Murphy, Josie M.  
Nash, Mary L.

Neill, Mary A.  
 Neilson, Jeannie.  
 Newcomb, E. F.  
 Nowell, Effie A.  
 Oakman, Louise R.  
 O'Connor, N. M.  
 Owen, G. E.  
 Parker, A. M.  
 Parker, Helen C.  
 Parker, H. F.  
 Pearson, Lizzie F.  
 Peirson, H. A.  
 Peirson, Isabel.  
 Penniman, Helen L.  
 Perry, Sarah H.  
 Pickett, Annie L.  
 Plummer, Almy C.  
 Powers, Clara J.  
 Prince, Carrie E.  
 Prince, Lizzie H.  
 Putnam, Caroline E.  
 Putnam, May S.  
 Ranney, Minnie F.  
 Raycroft, Sophia E.  
 Reed, Alice.  
 Reed, Mary.  
 Reggio, Annie M.  
 Reggio, Rosa M. E.  
 Reiley, Kate M.  
 Richardson, Lizzie.  
 Roberts, Mary R.  
 Robinson, Margaret E.  
 Russell, Bertha L.  
 Rust, Amelia H.  
 Ryder, Fannie W.  
 Safford, A. E.  
 Sampson, Judith.  
 Sanders, Ella J.  
 Sargent, Annie L.  
 Savory, Ella F.  
 Seaman, M. A.  
 Shapleigh, Annie C.  
 Shaw, M. G.  
 Smith, Lucy R.  
 Smith, M. R.  
 Spring, E. A.  
 Stone, Ruth C.

Stubbs, Susie E.  
 Sweeney, J. A.  
 Sweetser, Ella F.  
 Thayer, Clara E.  
 Tileston, Jessie C.  
 Tuttle, Lavinia S.  
 Tuttle, Mary E.  
 Walker, Eva J.  
 Warner, Ella.  
 Webb, Susan.  
 Wells, Frances E.  
 Whidden, Annie L.  
 Whidden, Mary L.  
 White, Grace F.  
 Whitten, L. H.  
 Wiggin, Flora.  
 Wiley, Henrietta F.  
 Wood, Lizzie F.

TRAINING SCHOOL. — 40.

Baker, Clementina A.  
 Baldwin, Esta E.  
 Ball, Esther E.  
 Bixby, Almira.  
 Bragdon, Mary W.  
 Burrill, Emily B.  
 Cashman, Nellie J.  
 Clark, Ella W.  
 Danforth, Adelaide L.  
 Dunlap, Mary J.  
 Eaton, Emma L.  
 Ford, Lizzie I.  
 Freeman, Eliza A.  
 Frye, Mary P.  
 Gilcreas, Mary C.  
 Greer, Florence E.  
 Hanson, Ella J.  
 Honey, M. Louise.  
 Hooper, Grace.  
 Hudson, Hannah K.  
 Huggins, Martha E.  
 Jacobs, Laura T.  
 Jenkins, Emily A.  
 Jones, Caroline E.  
 Kettell, Effie A.  
 King, Sarah E.



Lewis, M. Agnes.  
Perkins, Emma E.  
Rich, Lida E.  
Ross, Mary A.  
Russell, Sarah F.  
Savil, Emma M.  
Stone, Catharine P.

Sullivan, Anna C.  
Thompson, Isabel S.  
Trenor, Mary A.  
Ware, Mary H.  
Welch, Carrie F.  
Wilbur, Flora A.  
Woodman, Mary V.

CATALOGUE OF THE TEACHERS AND PUPILS OF THE  
ROXBURY HIGH SCHOOL.

OCTOBER 1, 1868.

HEAD-MASTER.

SAMUEL M. WESTON.

ASSISTANTS.

LYDIA A. ARNOLD.  
M. LOUISE TINCKER.

SARAH A. M. CUSHING.

TEACHER OF FRENCH.

M'LE DE MALTCHYÈ.

TEACHER OF DRAWING.

BENJAMIN F. NUTTING.

PUPILS.

EX-SENIORS.

Adams, Sarah L.  
Basford, Mary W.  
Bicknell, Annie F.  
Conant, Clara F.  
Crombie, Helen  
Cook, Sarah J.  
Davis, Gertrude  
Dow, Fanny A.  
Ford, Emma M.  
Gerry, Sara P.  
Gill, Francis W.  
Glynn, S. Louise  
Harris, Carrie J.  
Keniston, A. Josephine  
Leavitt, Sarah E.  
McDonald, Fanny  
Moore, Climina B.  
Moore, Mary M.  
Struter, Cora A.  
Vila, Sabra D.  
Wallis, Elizabeth R.  
Wallace, Kate M.

FIRST CLASS.

*Boys.*

Aldrich, Charles E.  
Berry, Charles F.  
Barrett, Arthur W.  
Crawford, William J.  
Currier, Charles H.  
Crone, James E.  
Cutter, Manly N.  
Davenport, George F.  
Farmer, Thomas  
Russ, Willis R.  
Wiggin, John Y.

*Girls.*

Briggs, Nellie A.  
Bell, Louise L.  
Brackett, Carrie N.  
Baker, Mary F.  
Berry, Emma F.  
Cushing, Mary B.  
Caldwell, Abbie G.  
Cheney, Sarah B.

Foss, Marian S.  
 Hall, Lottie B.  
 Holmes, Emma B.  
 Merritt, Emma F.  
 Pierce, Lizzie S.  
 Perrin, Kate  
 Peterson Anna E.  
 Prince, Mary E.  
 Rumrill, Sarah E.  
 Sanborn, Lizzie A.  
 Stockman, Fannie L.  
 Teulon, Emma E.  
 Tibbetts Josephine  
 Thomas, Emma F.  
 Voisin, Celina E.  
 Walcott, Eloise B.  
 Williams, Susie.

## SECOND CLASS.

*Boys.*

Bates, Gelston M.  
 Blake, George E.  
 Connery, Walter J.  
 Dean, Samuel B.  
 Fay, Thomas, Jr.  
 Hislen, John E.  
 Kohl, George A.  
 Kelley, Frederic L.  
 Mulrey, John R.  
 Rogers, Leo A.  
 Smith, Frank E.  
 Tower, Charles P.

*Girls.*

Atherton, Adeliza.  
 Backup, M. Jennie.  
 Ballister, Fannie E.  
 Barry, Alice F.  
 Brigham, Emma E.  
 Caldwell, Frank L.  
 Cook, Mary E.  
 Croft, Annie E.  
 Curtis, Clara A.  
 Durgin, Abby M.

Eliot, Caroline.  
 Faxon, Maria D.  
 Folsom, Charlesetta W.  
 Folsom, Ella L.  
 Folsom, Harriet J.  
 Folsom, Mary G.  
 Frye, Mary L.  
 Holden, Cornelia C.  
 Jones, Annie S.  
 Joyce, Ella M.  
 Kenniston, Lizzie E.  
 Macrae, L. Janet.  
 Mansfield, Lydia C.  
 Murphy, Annie F.  
 Newman, Mary J.  
 Nichols, Alfarata M.  
 Pike, Ella G.  
 Prang, Rosa M.  
 Rockwood, Fannie L.  
 Seaver, Emma H.  
 Simpson, Ella G.  
 Stockwell, Ella A.  
 Sparhawk, Kate W.  
 Taylor, Susan A.  
 Waldock, Emma M.  
 Walker, Clara C.  
 Ward, Julia A.

## THIRD CLASS.

*Boys.*

Barton, Herbert A.  
 Batchelder, George F.  
 Batchelder, Charles H.  
 Bell, Joseph B. F.  
 Caldwell, George H.  
 Cook, George B.  
 Crosby, Benjamin L.  
 Davis, Cornelius F.  
 Dearborn, Daniel F.  
 Dimmock, John L.  
 Dolan, John W.  
 Ferguson, John T.  
 Ferguson, John D.  
 Fernald, Edward S.  
 Fries, James C. C.

Frye, George B.  
 Garratt, Edmund H.  
 Gullbrandson, Pierre G.  
 Hamilton, Edward R.  
 Hovey, George E.  
 Jackson, William L.  
 Joyce, Thomas G.  
 Keefe, Robert T.  
 Kellogg, George G.  
 Libby, Albert A.  
 Lyons, Bernard J.  
 O'Neil, Henry  
 Parker, George H.  
 Plympton, Arthur L.  
 Short, Louis N.  
 Swain, Charles E.  
 Tenney, Louis F.  
 Waitt, Millard F.  
 Webber, Charles F.

THIRD CLASS.

*Girls.*

Aldrich, M. Ella  
 Allen, Ida B.  
 Arno, Annie G.  
 Balch, Augusta L.  
 Baker, Lizzie R.  
 Batchelder, Etta A.  
 Booker, Jane R.  
 Bowker, Georgiana C.  
 Carson, Agnes J.  
 Cowdrey, Ella M.

Croft, Emma F.  
 Dean, Florence G.  
 Dennis, Fannie F.  
 Dolan, Mary F.  
 Folsom, Livinia B.  
 Goldsmith, Marietta  
 Harmon, Mary E.  
 Homer, Eugenie  
 Hosford, Emma L.  
 Howard, Susie S.  
 Humphries, Ida E.  
 Jenkins, Ida G.  
 Jones, Frances E.  
 Josselyn, Julia M.  
 Kelley, Annie M.  
 Murley, Minnie E.  
 Norton, Alice P.  
 Peterson, Emma L.  
 Pevear, Lizzie M.  
 Russ, Mary E.  
 Scott, Millie O.  
 Shurtleff, Anna L.  
 Stafford, Elizabeth L.  
 Stevens, Ida G.  
 Stevens, Mary E.  
 Simpson, Albertine  
 Sanborn, Clara E.  
 Taylor, Maria L.  
 Terry, Mary P.  
 White, Hattie L.  
 Wiggin, Marianne  
 Yeaton, Ella F.



REPORTS

OF THE

COMMITTEE ON MUSIC.



## REPORT OF THE COMMITTEE ON MUSIC.

*In School Committee, September 10, 1868.*

THE Committee on Music ask leave to submit the following report:

Ten years ago, in the month of September, 1858, the Standing Committee on Music presented their first report to this Board. A partial review of the progress of the department of instruction under their charge during the decade now closed may not be uninteresting.

At the time this Standing Committee was instituted no instruction in music was given except in the Girls' High and Normal School, and the two upper classes of the Grammar Schools. The responsibility of such instruction was divided among four teachers. Two half hours in each week were required to be devoted to the study and practice of vocal music.

The Committee in their first report, submitted a programme for the regulation of the branch of education under their care, providing that, in addition to the time heretofore given in the upper classes of the Grammar Schools, some elementary instruction and exercises in reading simple music shall also be had in the lower classes, under the direction of the regular teachers; and that in the Primary Schools, likewise, singing form part

of the opening and closing exercises of every session, and such time be devoted to instruction in music as the Sub-Committee of each school might deem expedient. No change was then proposed in the existing administration of the musical instruction. The four incumbent teachers continued to exercise their functions as before, using such text-books as they preferred, subject only to the approval of the Standing Committee. On observation and experience it soon appeared that this plan did not work favorably. There was a want of unity and uniformity in the method of teaching, and the variety of text-books caused difficulty and confusion. In saying this the Committee do not mean to reflect upon the devotion and assiduity of the then existing corps of instructors in music, who were certainly zealous and attentive to their work. But the plan was in itself defective.

The first change was the appointment of a separate teacher in the Girls' High and Normal School, and the requirement, on his part, in addition to his ordinary duties, to give such instruction to the pupils of that institution as should qualify them, in their turn, to become teachers of vocal music in our Public Schools. It was recommended, likewise, that thereafter in deciding upon the qualifications of candidates for the office of teacher in our schools, of whatever grade, their ability to instruct in music should be taken into account and insisted upon by the Examining Committee.

Under the more extended supervision of the Standing Committee on Music, progress was manifestly made; but defects and deficiencies resulting from the want of



some simple, thorough and progressive plan of instruction soon became apparent. It was evident that the requirements of the rules in regard to musical teaching in the lower classes of the Grammar Schools were, for the most part, a dead letter. It was equally evident that in the Primary Schools the singing exercises at the opening and closing of the session were, oftentimes, a meaningless and routine performance, and that the time devoted to musical instruction in that grade of schools was next to nothing.

With these convictions the Committee, in their Report of September 1861, urged upon this Board the necessity of the more extended introduction of musical instruction into the Primary Schools. In their Report of 1863, they again referred to the subject, and recommended the appointment of a special instructor of music for this grade of schools. It was a measure that would have been sooner pressed upon the consideration of the Board, but for the difficulty experienced, on the part of the Music Committee, in finding a teacher competent to assume a post of so much responsibility and importance.

In June, 1864, Mr. Mason received his appointment, and in September of that year he entered upon his work. In due course three years must elapse before the fruits of this primary instruction could appear in the lowest grades of the Grammar classes. Three years subsequently, therefore, (in the autumn of 1867) an extensive examination was made in these lower grades of the Grammar Department, with a view more especially of witnessing the effect of the progressive instruction in

music in the Primary Schools. The result was gratifying and surprising. Making due allowance for the deficiencies, which could not but be expected in so large a field under the supervision of a single teacher, the legitimate effects of this systematic and general instruction among the Primaries were almost everywhere apparent. The Committee had hitherto endeavored to encourage the regular teachers throughout these two lower classes in the Grammar Schools to act up to the letter of their requirements, in giving to the pupils under their charge such instruction in music, aided by its special teacher, as lay within their power. Now, for the first time, the pupils appeared to be prepared to receive such instruction understandingly, and a corresponding interest was manifested by the teachers.

About this time, likewise, the operation of the rule passed by this Board some time in the preceding year, giving to each Master the position of Principal over all the Grammar and Primary classes within his District, went into effect. This, in the minds of your Committee, was a fortunate coincidence. The interest of the Masters in carrying out the requirements of our rules and regulations, in regard to *all* the studies of the schools, became unmistakably aroused, and, with their cordial coöperation, in a majority of cases, and the aid of the intelligent and assiduous teacher of music, some real progress began to be made in this hitherto fallow field of effort. It now became apparent that the time had come for special attention to these classes, in order that the progressive steps of musical instruction should not here be arrested. The subject had been prominently brought forward in

the Report to this Board, under date of March 19th of that year (1867), in which the Committee say "it is evident that the plan of instruction, which in its progressive march has now reached up into the highest class of the Primary Schools, and is ready, in its regular order, to be carried into the lowest class of the Grammar Department, should not be allowed an interregnum of a couple of years before it is again taken up in the upper classes of this grade."

Hitherto no specified time had been marked out for daily attention to music in the classes under consideration, and, as a first step towards the insuring of a better compliance with existing rules and requirements, an order was submitted by the Committee, and passed by this Board with great unanimity, requiring that fifteen minutes each day should be devoted to this study.

What was evidently further needed was that a special supervisor should be provided for the musical instruction of these lower classes, in like manner with the provision previously made for the Primary Schools. Your Committee have only hesitated to make such definite recommendation before, because of their unwillingness to seem to precipitate any additional expense in this department of public instruction. They believe, however, the time is now fully come for such action, and hence their request, which is now before the Board, for authority to nominate a suitably qualified person to take charge of the musical instruction of these classes. They feel also, that the events of the past year have shown that the Board are now ready for such appointment.

It will thus be seen that it has been the effort of the



Music Committee to systematize, and, as far as possible, centralize the plan of musical instruction by placing each department under a recognized head, whose duty shall be to supervise and give direction to such instruction throughout his particular sphere of duty, enlisting as his agents the regular teachers of the schools who are expected to understand and teach this equally with the other branches of school study. This has necessarily been the growth of time. Only now are we ready to recommend the extension of the plan over the lower classes of the Grammar Department. Ultimately, it is to be hoped, the same system can be adopted throughout the upper classes also, meaning by this that the Music Director shall be able, through the assistance of the masters and teachers of the classes in that grade, to communicate his instruction to every room, and not be obliged, as now, to instruct personally the several classes at one and the same time, in the large hall.

Further than this, it is the hope of your Committee, as has been many times expressed in their previous reports, that at some future day the general control and supervision of the whole plan of musical instruction in our schools shall be made to rest in one responsible and intelligent head, subject to the executive authority of the Standing Committee on Music. In the nature of things, however, we are not as yet prepared for this culmination of our plan. The exhausting personal labors of the instructor in music of the two upper classes must for a time be continued; but the large extension of his field of labor in the addition of the Roxbury District, compels us to ask for an associate teacher who shall



divide the work with him, while, at the same time this assistant shall hold himself responsible to his Principal in adopting and carrying out the existing plan of instruction.

It is recommended likewise that the musical instruction of the Roxbury High School be placed under the same direction as that of the Girls High and Normal School.

To repeat then, the present plan of musical instruction is this, — to continue the instruction of the Primary Schools under the supervision of its present head, who shall teach that specialty, as now, with the aid and mainly through the agency of the regular teachers; to institute a similar supervision over the lower grades of the Grammar classes though a special teacher to be appointed by this Board; to continue the instruction of the upper classes of these schools through the personal teaching of their present head, with the aid of an associate; and lastly, to couple the Roxbury High and Girls' High and Normal schools under the personal instruction of the present incumbent in this last named school.

And, to carry fully into effect the provisions above named, the following orders are respectfully submitted.

*Ordered*, That the Committee on Music be authorized and instructed to nominate for confirmation to this Board a suitably qualified person as teacher of music in the lower classes of the Grammar Schools, at a salary of twenty-five hundred dollars per annum.

*Ordered*, That the salary of the teacher of music in the Roxbury

High and Girls' High and Normal schools be fixed at the rate of one thousand dollars per annum for the current school year\*.

During the past year classes for Normal instruction have been formed in which the teachers of the Primary Schools under Mr. Mason, and of the Grammar Schools under the joint instruction of Mr. Eichberg and Mr. Sharland, have had opportunity to learn to teach what is required of them in music, and very many, we are happy to say, have availed themselves of the opportunities thus afforded. It is the hope of the Music Committee to again establish such Normal classes under the direction of the several special teachers of music.

The want of some suitable text-book, or manual, adapted to our plan of progressive musical instruction in the schools, has long been felt, and oftentimes expressed in these reports. Mr. Julius Eichberg, the accomplished head of this department of instruction in the Girls' High and Normal School, having signified to the Committee his intention of spending his summer vacation in Europe, was requested by them to avail himself of that opportunity to learn what he could of the operation of this department of common school education in Germany and elsewhere, and to gather, from whatsoever sources, such materials as he could, to aid, at some future day, in the publication of a proper series of musical text-books for the schools.

Mr. Eichberg was received and treated with the greatest attention and courtesy by the authorities to whom he

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\* These orders were referred to the Committee on Salaries.

was accredited, and acquired a fund of practical and useful information in connection with the object of his mission. These results he has placed in the hands of your Committee, in the shape of a large collection of printed documents, and, in addition, has embodied his own observations and researches in an extended and most interesting report. We make no apology, therefore, for extracting from this report, at length, such passages as our space will admit, and which, in our judgment, will tend to illustrate the whole subject :

“ My chief aim,” says Mr. Eichberg, in the introduction to his Report, “ was to surround myself with such facts and data as I could get from men foremost in the cause of public musical education, or of such other artists, who, without being teachers themselves, have attracted public notice, by the clearness and practical nature of their views in the matter.”

“ Popular musical instruction is now receiving a vastly greater attention than formerly. Its value as a civilizer of nations, its importance for the æsthetical culture of all, high and low, have never been underrated by German educators, but those intrusted to teach music in the schools were, with some exceptions, selected more for their general pedagogical than specifically musical excellence. This has been changed for the better, and music in public schools has enlisted either the active coöperation or, at least, the earnest interest of the most eminent musicians in Germany. Not only does this seem evident to me from the good musical training school-teachers are now receiving, but also from the superior character of most musical publications devoted to that end. While formerly (at a period within my own recollection) the music in use was an indiscriminate selection from works of little or no value, the recently published music-books show a vastly improved judgment on the part of their compilers.”



Referring to the manner in which music is now taught in the public schools of some of the principal cities of Germany, he says:

“Music is not taught uniformly in the Hamburg public schools, but the several teachers instruct independently of system. Two music lessons, of one hour each, are given to the pupils, either by their regular, or, in the higher schools, by an appointed special teacher. In the Latin School, four-part songs, motets and chorals are sung, the lower classes singing soprano and alto, while the higher classes take the tenor and basso parts. Pupils are not allowed to sing during the mutation of the voice, but have to be present at the music lessons. Great care is taken to avoid choruses requiring great extent of vocal compass. I found here Mr. Benedict Widmann’s different publications well spoken of. They are named ‘Little Singing School, for the Three Divisions of Boys’ and Girls’ Schools,’ and ‘Preparatory Instruction in Singing.’ These two little works (sixty-four and eighty-two pages respectively, in 12mo) contain many novel ideas on class teaching. He not only strongly advocates musical instruction in the Primary Schools, but maintains that the imitative faculties of the child render the teaching of singing far easier at an early age than it would be when the vocal organs have passed the period of their elastic softness.

“Not much has been done in Berlin, since the war, for music in schools. On arriving I presented myself to the Minister of Public Instruction, Herr Von Mühler, who directed me to the Royal Music Directors, Taubert and Ludwig Erk, as possessing the most information on the subject. The former being absent from Berlin, I applied to Mr. Erk, who holds the place of chief teacher of music at the Royal Seminary in Berlin. He gave me an extended description of the method in use at the seminary (we would call it here State Normal School). The musical requirements of a public school-teacher are the following:

- (a.) Singing at sight and harmony.
- (b.) Some proficiency in violin and piano playing.



(c.) Capabilities in rudiment teaching.

(d.) Directing church-music and organ-playing ;

(The latter (d.) because the school-master in the smaller towns and villages fills also the place of organist.)”

“ In Prussia,” says Mr. Eichberg, “ according to Baron Alexander von Sybel, the insufficiency of the funds allotted to Musical Instruction by the State and Municipal Budgets prevents the engagement of experienced music teachers in the Public Schools, and, with the exception of the principal cities, such as Berlin, Königsberg and Cologne, and Frankfort and Cassel in the newly annexed territories, musical instruction was rather a matter of routine than an object of live interest in the schools. On questioning Mr. Erk about this statement, the latter assured me that a great deal of improvement had taken place lately and that legislative action was shortly expected which would regulate and systematize the whole matter of popular musical instruction.” \*

Mr. Eichberg attributes this present meagreness in the appropriation of funds by the State to the drain upon its Treasury caused by the recent war and “ the perhaps not groundless fear of another to come.”

“ During my stay in Berlin,” continues Mr. Eichberg, “ I acquainted myself with a large number of works on school-music and procured, among others, a copy of Dr. E. Fischer’s book ‘ on Singing and Vocal Instruction ’ (now almost out of print), whose author was one

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\* In an appendix to his Report Mr. Eichberg has given a list of the numerous musical works of Professor Erk, who from the beginning of his Berlin career, in 1835, till now, has devoted the whole of his leisure time to the improvement of music in the Public Schools.

of the pioneers of musical instruction in the Schools of Prussia. This remarkable essay is replete with useful hints to teachers and those having charge of schools. Among its many truisms I might be permitted to quote the following: ”

“The main hindrance to successful music instruction in schools lies in the indifference with which the subject is viewed by the School Directors and the rest of the teachers. It is *not* enough to set apart the required time for the lessons and not to hinder them otherwise, but the Director (master) of the School ought to manifest his interest by frequently assisting at the lessons and to make use of music on all fit occasions. This is the more indispensable as pupils are not (unfortunately) submitted to regular examinations in music as in the other branches. The indifference of the masters is promptly perceived by the pupils and they necessarily form their own conclusions as to the unimportance of this study.

“Many more portions of Dr. Fischer’s book could be quoted, all showing the necessity of placing music on a par with the other departments in the Public Schools.

“The first regular musical instruction in German Schools was given in the Berlin Gymnasium, in the year 1811, previous to which time such instruction was only and imperfectly given to such of the pupils as were employed in the musical performances of the church. The highest degree to which musical instruction is brought in the Prussian schools consists in enabling the pupils to sing correctly such works as Bernhard Klein’s four-part motets and choruses by Homilius, Handel, and other classical composers. In Berlin the most advanced pupils of the schools and gymnasium meet occasionally for the practice of some more extended work, and on certain occasions (such as distribution of prizes), whole parts of oratorios have been performed by the scholars, to general acceptance, — the bass and tenor parts being sung by the pupils of the high schools and gymnasium. The best pupils of the High School (Real-Schule) are, as a reward, allowed to sing in Professor Erk’s

Singing Society. I have to add that Mr. Erk thinks that a class of from forty to fifty pupils is as large as can be successfully instructed together.

“ The Director of the Leipzig Conservatory of Music, Mr. Conrad Schleinitz, referred me to Prof. R. Müller, teacher of music at the Thomas School, as most qualified to explain to me the method of public music teaching in the Leipzig schools. These schools are divided into eight grades or classes, the three lowest of which, (corresponding, as I take it, to our Primary Schools) sing exclusively by rote, and go through such rythmical and melodic exercises as are best calculated to lay a sound foundation for the theoretical instruction, which begins in the *fourth* class (corresponding with the lower classes of our Grammar Schools). The Primary classes receive their musical instruction from their regular teachers. From the fourth to the eighth class, inclusive, the lessons are given by music teachers especially engaged by the city for that purpose. Prof. Müller is one of these teachers and makes use, for his classes, of a small text-book compiled by himself, and which did not strike me as having any particular merit, either in plan or execution. Two lessons, of one hour each, are given per week to each class. Mr. Müller, who appears to be a very experienced and intelligent teacher, uses in his female classes only *two-part* exercises, as, in his judgment, it is injurious to the alto voices to circumscribe themselves within the small compass generally allotted to the lowest of three-part songs. I informed him that we avoided such injurious effects (in our High and Normal department, at least) by making the altos occasionally take the second soprano, and *vice versa*.

“ Two weekly lessons, of one hour each, are devoted to music throughout the Kingdom of Saxony, but I failed to learn that music received any particular attention on the part of the Saxon school authorities. From information I received here and in Dresden, I am rather led to believe that music in the schools is rather *tolerated* than considered an object worthy of the greatest interest. All that is demanded of school choirs is the correct rendering of short motets and secular compositions, — reading at sight being neither demanded nor expected.



“ Among the works in use in the Leipzig schools (and in Saxony generally) are the following :

“ C. H. Voigt, People’s Songs ; Ludwig Erk, One Hundred School Songs ; Heinrich Bellerman, Rudiments of Music ; August Todt, Song Book for Public Schools, Book II ; in addition to Mr. Müller’s book, above mentioned. Most of these works contain novel and interesting matter and ideas, while the selection of songs is uniformly of a sound musical character, and much of it quite available for our three musical divisions.

“ While in Leipzig my attention was directed by several teachers to the highly interesting work by E. Richter, teacher and Royal music director in the Seminary at Steinau, on the Oder, bearing the title,

‘ Directions for the Instruction in Singing in the Public Schools.’

“ In the short space of one hundred and eighteen pages the author gives an exhaustive exposé of his views on the subject. The work is divided into two parts.

1st. Preparatory Instruction for Primary Schools.

2d. Instruction in the ‘ Volks-schule,’ (corresponding to our Grammar Schools.

“ In this, as in most recently published books of its class, attention is drawn to the importance of the study of sacred music in schools. The protestant chorals of Germany have been considered in all times, and by the most illustrious composers, as the main basis of sound popular musical instruction. No music is more capable of improving the taste of the masses and acquainting them with the canons of the beautiful in music. These eloquent musical utterances of times long gone by will, sooner or later, have to form a principal object of study in our schools. To this day they are comparatively unknown in America. While I am in favor of the study of good secular works, yet do I venture to assert that not only will a systematic study of chorals be of benefit to the present pupils, but its excellent effect upon musical taste will be felt a long time after this present generation shall have faded away.\*

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\* The following chorals, mostly dating from the first two centuries after



“ In the future school music books, these and other chorals by the old composers ought, of necessity, to take the place now too often filled by modern psalm and hymn tunes of little or no musical value, often badly harmonized, and consequently gravely injurious to the taste of the pupils.

“ In an interview with Robert Franz, in Halle, (Saxony) this great composer spoke most eloquently of the importance of strictly controlling the musical selections and keeping it constantly before the eye, that the musical development of this whole country depends on the first impressions the pupils receive in our schools,— that he only was to be intrusted with the teaching whose artistical convictions were of the right stamp. He also spoke of the necessity of an early cultivation of the ear and rythmical feeling. My accounts of music in Boston were listened to with the utmost sympathy. The almost total deafness of Robert Franz cannot fail to awaken a feeling of sorrow among his many admirers in Boston.

“ Dresden, the capital of Saxony, has always wielded a large musical influence throughout Germany. As early as under the reign of Elector August the Strong, the opera and orchestra in

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the Reformation, are indicated for use in schools by an order of the Prussian Minister of Instruction, dated October, 1, 2, 3, 1854 :

1. Auf meinen lieben Gott.
2. Aus tiefer Noth.
3. Erschienen ist der herrlich Tag.
4. Eins ist noth.
5. Herr Gott, dich loben wir.
6. Herzliebster Jesu.
7. Herzlich thut mich verlangen.
8. Jesu, meine Freude.
9. Komm, heil'ger Geist.
10. Komm, heil'ger Geist, Herre Gott.
11. Nuu lob mein Seel den Herrn.
12. O Gott, du frommer Gott.
13. Schmücke dich O liebe Seele.
14. Sollt ich meinem Gott nicht singen.
15. Was mein Gott will das gescheh allzeit.
16. Von Gott will ich nicht lassen.
17. Wer nur den lieben Gott läst walten.
18. Wir glauben all au einen Gott.

Dresden were considered the finest in the world. I was here directed for information to the well-known artist, Prof. Graben Hoffman, who not only has been for years the leading singing teacher in Dresden (both private and in the schools), but whose several works on music, and on "music as taught in the schools," have won for him the respect of his German colleagues. One of his works, "The cultivation of the singing voice," Dresden, 1865, is extensively used in German institutions, and is often quoted in musical writings as an unquestionable authority.

"As in most of the German cities, music is here taught twice each week, one hour at a time. The attendance of the pupil is obligatory, unless exempted for sufficient reasons, such as chronic disease of the throat or a defective ear. The first instruction in the Primary Schools is given by the teachers themselves, and begins at an age varying between six and seven years. The primary pupils are merely trained to sing in tune and good time a certain number of well selected melodies, both sacred and secular. Though simple in the extreme, the Primary School songs are well adapted, not only to acquaint the child with measure and intonation, but also to influence its musical taste very favorably.

'A child might begin to learn music,' says Mr. G. Hoffman, 'as early as its fifth or sixth year, *if the teacher be competent and knows how to train young voices.*' 'The objects to be attained by musical instruction in the primary schools,' says Mr. Hoffman, 'are these.

- a. 'The awakening of the musical faculties.
- b. Cultivation of the voice and ear.
- c. Singing by rote of a number of sacred (chorals) and popular songs.
- d. Preparation for singing by note.

The higher divisions will be prepared for the performance, by note, of simple vocal compositions, adapted for the use of schools, church and home life.'

"Mentioning to Mr. G. Hoffman, the fact that we in Boston would not be satisfied with a programme thus limited, he replied that the opportunities for higher culture in music being so very abundant in the German cities, and within everybody's means, there was no harm in restricting the music lessons in the schools to the elements,



either in theory or in practice, while we for contrary reasons, should try to go over as much ground as the time given to music will permit. Mr. G. H. is now engaged at a work on singing, of which he kindly showed me the proofs, and I bespoke a copy of it for such uses as we shall be able to make of its suggestions. He was pleased with the description I gave him of the systems in use in our primary and grammar schools, and the earnestness and zeal of the music teachers of these departments met with his unstinted approval.

“In the (formerly) free city of Frankfort-on-the-Main, the elementary musical instruction is in the hands of the school teachers themselves, who, if as a rule their knowledge is not very extended, have at least the habit of teaching and of proceeding systematically. No text-books are used, and for practice selections of Erk and others are studied. The recently published book by Richard Wuerst, “Guide for the elementary theory of music, with a collection of secular and sacred two part songs for the use of schools,” I found here well spoken of. Its theoretical portion is condensed in the short space of six pages, the rest of the book being filled by a really choice collection of genuine church music and excellent patriotic songs. This little work, compiled by an eminent artist, has much to recommend it. As in Erk’s collection, each composition bears its chronological date. To introduce these chorals into the lower classes of our Grammar Schools, would be an excellent move, not only on account of their beauty, but also from the fact that the limited compass in which these chorals move, prevents the pupils from over-exerting themselves. Two hours, or in some cases four half hours a week, are given to music in the Frankfort schools. The teacher of the high departments, including the higher citizens’ school (hoehere Bürger-schule) and the gymnasium, is Prof. R. Mauss, a musician of scholarly acquirements, who very readily gave me the above information.

“The provisions for popular musical instruction in the kingdom of Württemberg are judicious, if not very ample. As in most of the German schools, every school teacher must be able to teach the rudiments of music, and only the upper classes are instructed by special teachers.

“Councillor Heigelin, member of the School Board of the city of Stuttgart (capital of the kingdom), wrote me, at my request concerning music in the schools, as follows :

1. ‘Singing is taught in all the public schools.
2. Each class receives two hours’ instruction per week.
3. The study of music is obligatory upon the pupils.
4. Every teacher (of primary and grammar schools) must instruct his own classes in music.

(For higher schools see the preceding page 85.)

5. Musical instruction is given to the pupils when they first go to school.
6. Four lessons per week, of one-half hour’s duration each, are given in the Primary Schools.
7. Pupils with defective ears or voices are exempted from singing.
8. The objects of the music lessons are,—

To enable the pupils to sing the prescribed seventy chorals, children’s two or three part songs and some easy sacred choruses.’

“On leaving school the pupil is not expected to sing at sight.

“A somewhat more extended course is given to the pupils of the gymnasium, but it consists mainly of the practice of good choruses with very little theoretical instruction. It seems rather the desire of the school authorities to awaken a love for music than to promote the knowledge of it. I am not willing to underrate the importance of practising good music by rote only, but, limited to that, it certainly fails to produce such results as can be obtained by combining practice with theoretical instruction. All these points considered, it appears obvious to me that music is taught in a more thorough manner in Boston than in Stuttgart.”

The account of the nature, manner and extent of popular musical instruction in Bavaria (the country in which Mr. Eichberg received his own early musical education) is so full and so interesting that we copy it entire :

“In no part of Germany,” says Mr. Eichberg, “does music



receive more attention than in Bavaria and in Bavarian schools. By Royal decree, dated 29th September, 1866, concerning the education of school teachers, their musical studies are fixed as follows :

## FIRST COURSE.

“(A) *Singing*.—General rules for the cultivation of the voice, breathing, position of mouth and body. Practice of major and minor scales, general musical theory, practice of intervals and singing of short songs within the diatonic scale.

(B) *Piano*.—Knowledge of the key board, notes and measures, five notes finger exercises, easy major and minor scales.

Books to be used.—*Piano Method*, by Wohlfahrt, Part I.; finger exercises by A. Schmitt, one hundred exercises by Czerny and Enkhausen's first Beginning.

(C) *Violin Playing*.—Position of the body. Practice of scales and intervals.

Book used.—Hohmann's *Violin School*, Part I.

## SECOND COURSE.

“(A) *Singing*.—Practice of more difficult intervals. Use of accidents. Singing of two part songs for soprano and alto. Attention to be given to correct breathing.

(B) *Piano*.—More difficult scales in two octaves, continuation of Czerny's one hundred exercises and Wohlfahrt's *Piano method*.—Sonatas by Mozart and Haydn.

(C) *Violin*.—All the scales in Hohmann II.

(D) *Harmony*.—Intervals. Theory of consonances and dissonances. Major and minor triads and connection of the same. Playing the perfect cadences by heart, in every way.

## THIRD COURSE.

“(A) *Singing*.—The preceding exercises have enabled the pupils (unless hindered by mutation of voice) to assist in the church choirs.

“For Catholic institutions the practice of easy Latin or German masses is required; for Protestant institutions the practice of easy motets by Rinck or Drobisch, as also the chorals of moderate difficulty from the *Bavarian Church Melody Book*, by Zahn.

(B) *Piano*. — Practice of Bertini op. 29, Running passages by Czerny, Sonatas by Haydn, Clementi and Mozart. Four hand exercises by Bertini.

(C) *Organ*. — Explanation of the pedals and the various stops. Practice of simple cadences.

Book used. — Rink's first three months on the organ.

(D) *Violin*. — Progressive practice of exercises and duets. Hohmann's Book III. Practice of violin — parts from works by Michael Haydn, Mozart and others.

(E) *Harmony*. — Inversion of triads and their connection with triads. Chords of Seventh. Book used, Foerster's Examples I. The conducting of church music being among the duties of school teachers, pupils of the preparing school should now get acquainted with the use and nature of the several stringed and wind instruments, as afterwards, when in the seminary, but little time can be given for this purpose. Nevertheless the study of these instruments is not obligatory on the pupils.

“ The plan of lessons for the Preparing School is as follows :

COURSE I. AND II.

Religious Instruction . . . . .	3 hours per week.
German Language . . . . .	6 “ “
Arithmetic . . . . .	4 “ “
Geography . . . . .	2 “ “
History . . . . .	2 “ “
Natural History . . . . .	2 “ “
Calligraphy . . . . .	2 “ “
Drawing . . . . .	2 “ “
Music . . . . .	6 “ “
	—
	29 “ “

“ Religious Instruction, the study of the German Language, of Arithmetic and of Music are considered the principal branches, insufficient progress in either of which entails with it the repetition of the course. But if insufficiency in music is owing to lack of talent and not of industry, no repetition of the course is necessary.

## PART II.

## SEMINARIES FOR TEACHERS.

*Chapter 10—Music.*

## COURSE I.

“(A) *Singing.* (a) *Catholic Seminaries.*—Theory of choral singing. Practice of Psalm melodies, antiphonies, and other Church songs. Practice of one-part chorals, with the organ accompaniment played by the student.

(b) *Protestant Seminaries.*—Learning by heart of chorals, from the Bavarian Choral Book for the Protestant Church. Zahn’s harmonization of chorals, for male voices; also, the four-part songs, by J. Rietz.

(B) *Piano.*—School of velocity, by Czerny. Organ lessons to be prepared on the piano.

(C) *Organ.*—Review of the lessons from the preparing school. Use of pedals. Preludes, by Rink and others. Protestants to practice the whole of the Bavarian Melody-Book, as also preludes, by Herzog and Ett.

(D) *Violin.*—Hohmann, Book IV. Review of previous studies. Practice in orchestra playing.

(E) *Harmony.*—Theory of connected chords of the seventh and their inversions. Prolongations, their inversions. Organ-point. Playing of figured basses. Förster’s Examples B, II. and III.

## COURSE II.

“(A) *Singing.*—*Protestant Seminaries.*—Church Songs of the 16th and 17th centuries, by Zahn. Volks-Klaenge, for male voices, by Erk. Sacred choruses, for male voices, by W. Greef.

(B) *Piano.*—To be considered as a preparatory study for the organ. The more advanced students to practice sonatas, by Beethoven, and Clementi’s *Gradus ad Parnassum*.

(C) *Organ.*—*Protestant Seminaries.*—J. S. Bach’s chorals, for four mixed parts, as preparation for the more difficult preludes. Study of the longer preludes and chorals, by Herzog and Ett. Extemporaneous preludes. System of ancient tonalities.



(D) *Violin*. — Hohmann, Part V. By diligent practice the student ought to acquire the capability of playing the first violin part of orchestral works, by Haydn and Mozart, correctly.

(E) *Harmony*. — Theory of modulations, demonstrated by the student, both in writing and at the piano. Four-part harmonization of chorals, or other given subjects. The study of the other instruments, without being obligatory, is advisable. The most advanced students are to practice orchestra playing once a week. The practice of so-called brass music is forbidden.

“ Religious Instruction, German Language, Arithmetic, Mathematics, Theory of Teaching and Music are to be considered the principal branches; the other branches secondary.

“ The following is the division of hours in the Royal Bavarian Seminaries for Teachers, both courses being equal :

Religious Instruction . . . . .	3 hours per week.
German Language . . . . .	4 “ “
Arithmetic and Mathematics . . . . .	3 “ “
Geography . . . . .	1 “ “
History . . . . .	2 “ “
Natural History . . . . .	2 “ “
Science of Teaching . . . . .	5 “ “
Natural Philosophy . . . . .	2 “ “
Drawing . . . . .	2 “ “
Music . . . . .	6 “ “
Total . . . . .	<hr/> 30 “ “

“ The following is a schedule, to be filled up at the annual examinations :

<i>Natural Disposition.</i>	<i>Moral Conduct.</i>
I. Very great.	Very praiseworthy.
II. Great.	Praiseworthy.
III. Sufficient.	Satisfactory.
IV. Little.	Not free from blame.
<i>Industry.</i>	<i>Progress.</i>
I. Very great.	Very great.
II. Great.	Great.
III. Satisfactory.	Satisfactory.
IV. Unsatisfactory.	Unsatisfactory.



“According to Section 75, students applying for situations as school teachers, must have received at least No. III. for their musical qualifications.

[The mode of ascertaining the standing of the candidates in their studies must be necessarily omitted here.]

“In all the Bavarian cities where school seminaries are established there exist, as branch establishments, Public Music Schools, where the seminarists receive their musical instruction. These music schools are, like the seminaries, under the supervision of the Director of Public Instruction in Munich, and an annual sum is provided by the Budget for their maintenance. The Royal Music School in Würzburg is the oldest of these institutions, having been founded on the 18th of April, 1804, since which date it has given a sound musical instruction to countless school-teachers, and in consequence has vastly advanced the cause of music in Bavaria. Although designed at first as a branch to the Würzburg Seminary, it has long since outgrown these limits, and has become one of the most prominent of German Musical High Schools, from which numbers of eminent men have graduated in succession. The founder and first Director was the celebrated Dr. Joseph Fröhlich, Professor of *Æsthetics*, at the Würzburg University, one of the profoundest musical theorists of the century. After his death, in 1862, he was succeeded by the present Director, Mr. T. G. Bratsch, to whose kindness I owe a host of interesting facts concerning the good work that is being done in the Bavarian schools.

“In these schools singing is not merely tolerated, but forms a principal part in the common-school education. Pupils are not permitted to show a listless, indifferent manner at their music lessons, but are made to understand that this branch of education is considered by the school authorities as equally important with the ‘three R’s’ as we call them. Select voices from the public schools are occasionally allowed to join the seminarists in the performance of some important musical work, such as cantatas and oratorios;—and I have before me the programmes of Pierson’s oratorio, ‘Jerusalem,’ and Spohr’s oratorio, ‘Our Saviour’s Last Moments,’ performed solely by the seminarists and select pupils of the public schools,—including solo parts, choruses and the full orchestra.

“Such results speak for themselves, and to the honor of the venerable music school which brought all this about.

“I was present, by invitation, at the musical examination of aspirants to the seminary, and when it is taken into consideration that it comprised singing, organ playing, violin and piano, some shortcomings in any of these branches will not be wondered at. The choral and orchestral forces of the music schools (composed as above stated, of seminarists and pupils of the public schools), meet, assisted by the music teachers, twice a week for the practice of oratorios and symphonies. The public are admitted to these exercises without charge or any formality whatsoever. The exercises are conducted alternately by the most advanced students, under the supervision of Mr. Bratsch.

“No musical text-books are in use in Bavarian schools, but the teacher uses the blackboard for the theoretical instruction, and for choral practice in addition to the publications of L. Erk and Greef, selections from cantatas, motets or masses within their reach.”

“The course of my investigations,” adds Mr. Eichberg, “led me to visit other of the principal cities in Germany, and elsewhere, but the results of my observations are not of sufficient importance to be added to this already lengthy report.”

In conclusion Mr. Eichberg calls the attention of the Committee to some points of interest, of a practical nature, suggested by his observations and experience during his visit, in regard to one of which, as bearing upon the interests of the branch of instruction under his immediate charge in the Girls' High and Normal School in this city, we quote from his report in full.

“It is the opinion of the most experienced class-teachers in Europe that, to make the lessons successful, the classes must be so limited in numbers as to enable the teacher to get acquainted with each pupil's voice, ear and musical disposition. This is not possible if the class number more than sixty to seventy pupils. No music-teacher can effectively control the progress of larger classes, and



without it the results obtained must always be more or less superficial. It happens in all such large classes that the pupils sitting far from the teacher benefit little or nothing from his observations, partly because he cannot hear them sing, and partly, from a fact known to all class-teachers, that no pupils will give a live interest to musical studies unless they feel themselves under the constant control of the teacher. If in addition to large numbers, the music-room should happen to be ill-ventilated, drowsiness will quickly take the place of that close attention without which no kind of lessons can be truly useful. In the High School department, which has been placed under the writer's direct supervision as to musical instruction, a strict limitation of the size of the classes is of urgent necessity.

“ It is the desire of the Music Committee that the graduates of the Boston Girls' High and Normal School, if called upon to teach in the schools, shall also be able to effectively assist the special music teacher in his duties by rehearsing the lessons with the pupils. In consequence of this the pupils of the aforesaid school ought, in addition to their theoretical lessons and choral practice, to become acquainted with the best method of cultivation of their voice ; they must learn how to use the different registers, to connect them, to beware of faulty emission of tones. In a class numbering one hundred and sixty to one hundred and seventy-four young ladies most of this cannot be done, as the teacher is prevented from ever hearing them singly. Although the writer's efforts have often been kindly acknowledged by the chairman and members of the honorable committee, yet he feels that the above stated reasons prevent him from doing all that ought to be done and that could be done if the classes were properly limited.”

The following is a list of the works selected by Mr. Eichberg, in Europe, having a bearing upon public musical instruction, and which is added in the Appendix to his Report.

1. *Dr. E. Fischer.* On Singing and Instruction in Singing.
2. *E. Richter.* Directions for Instruction in Singing in the Public Schools.



3. *J. G. Lehmann.* Fundamental Principles for a Methodical Instruction of Singing in the Public Schools.
4. *Dr. Heinrich Haeser.* On Organs of the Human Voice, their Cultivation, etc.
5. *Benedict Widmann.* Singing Method for Male and Female Pupils.
6. *Benedict Widmann.* Preparatory Instruction in Singing; Practical Guide for singing by Rote.
7. *Benedict Widmann.* Elementary Course of singing after a Rational Method.
8. *Henry Bellermann.* Rudiments of Music.
9. *C. H. Voigt.* Popular Refrains (*two numbers.*)
10. *Richard Wüerst.* Guide for Rudimentary Musical Theory.
11. *H. K. Breidenstein.* Practical Singing School, in five books (*five numbers.*)
12. *E. Kuhn.* Thirty-two three part Juvenile Songs.
13. *A. Todt.* Song-Book for the High Male and Female Schools (*two numbers.*)
14. *The Education of School Teachers* (Royal Bavarian Order, Sept. 29, 1866).
15. *Ludwig Erk.* Chronological List of Musical and Literary Works.
16. *Ludwig Erk.* Hundred School Songs (*Three numbers.*)
17. *Ludwig Erk.* German Song Garden, collection of one, two, three and four part songs for Female Schools (*two numbers.*)
18. *Erk Brothers and W. Greef.* Singers' Grove Collection of Songs (*three numbers.*)
19. *Erk Brothers and W. Greef.* Collection of one and two part songs (*three books.*)
20. *Erk Brothers and W. Greef.* Liederkranz (*three books.*)
21. *Erk Brothers and W. Greef.* Singing Birds (*six numbers.*)
22. *Erk Brothers.* Merry Songs for mixed voices (*two books.*)
23. *Ludwig Erk.* Treasure of German Song.
24. *Erk Brothers and W. Greef.* Siona, choral and other Sacred Songs (*two numbers.*)
25. *Ludwig Erk.* Song Blossoms for mixed voices (*five numbers.*)

26. *Cherubini*. Three-part Song, "Blanche of Provence," with accompaniment of organ.

27. *A. Rubinstein*. The Water Fairy, — Female Chorus with alto solo.

28. *Franz Liszt*. Christmas Carol, for three female voices.

29. *H. Marschner*. Five three-part Songs.

30. *Robert Schumann*. Three-part Song (No. 2).

31. *Ferd. Hiller*. Eight Songs for three female voices (No. 2).

32. *M. Hauptmann*. Twelve canons for three soprano voices (two books).

33. *Radecke*. Evening Bells — Duet with female chorus.

34. *Radecke*. Three Terzets, without accompaniment.

35. *Reissiger*. Three hymns for three parts.

36. *J. Stern*. Fairy's Questions.

37. *R. Eisner*. Terzett, "Spring's Blue Ribbon."

8. *R. Eisner*. Sweet Airs Awakening.

39. *B. Klein*. Six Terzets.

All the above-named works, together with Mr. Eichberg's report, have been placed in the hands of the Music Committee, and are now in the custody of the City Auditor for future reference and use.

## ANNUAL MUSICAL EXHIBITION.

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At a meeting of the School Committee, held in July, 1867, an order was introduced and passed with great unanimity by the Board, providing for an Annual Exhibition of the Musical Department of the Public Schools, to be held, under the direction of the Standing Committee on Music, in the latter part of the month of May in each year. In accordance with this plan the first "Regular Musical Exhibition of the Public Schools of Boston" took place in the Music Hall on the afternoon of Wednesday, May 20, 1868, at 4 o'clock, when the following programme was performed:

### PART I.

- I. INTRODUCTION,—Organ,—*Mr. J. B. Sharland.*
- II. OVERTURE,—“Oberon” (Orchestra),—*Weber.*
- III. OLD GERMAN CHORAL,—“Nun ruhen alle Wælder,”—*Sebastian Bach.*

*Sung in unison by the full choir of Twelve Hundred Pupils from the Public Schools.*

“ Now night comes softly stealing,  
Now wakes the deeper feeling,  
And day's harsh discords cease.  
In solemn music blending,  
Our hearts to heaven ascending  
Are filled with holy joy and peace.”



“The stars are climbing slowly,  
 A spirit pure and holy  
 Pervades the evening air.  
 The stars will set, the morrow  
 May bring us joy or sorrow ;  
 To do Thy will be all our care.”

IV. THY FLOW'RY BANKS,—Part Song,—*Meyerbeer.*

“Thy flow'ry banks, oh lovely river,  
 Thy sparkling streams and golden strand,  
 Appear amid the sunlight ever,  
 Like some bright scene of fairy land ;  
 The tranquil waves with murmurs flowing,  
 The flow'rets round their perfume throwing,  
 While gentle zephyrs the notes prolong,  
 Which wild birds wake in tuneful song.”

V. OUR NATIVE LAND, } *a.*—Part Songs,—*Abt.*  
 JOYS OF SPRING, } *b.*

*a.*—“Brothers to our native land  
 Let us vow both heart and hand,  
 Let it be our keenest pleasure,  
 Let it be our dearest treasure,  
 We will ever bravely stand,  
 To protect our native land.”

*b.*—“Returned is now the lovely spring ;  
 We are by her invited  
 About to rove, thro' field and grove,  
 In merry mood united.  
 Sweet as at morn the verdures prime,  
 So 't is to rove at fair spring time,  
 The fairest, lovliest, spring time.”

VI. GLORIA,—From first mass. Arranged in three parts,—  
*Haydn.*

*Sung by the full choir, with organ and orchestra.*

*Luke II. 14.*— Glory to God in the highest, and on earth peace,  
good will toward men.

“ Glory to God on High : sing, Glory ! Glory to God ! Sing  
Praises. Glory to God ! Sing praises ; come with joy  
Before Him. Sing to Him. Enter his courts with praises,  
come with joy before Him.”

“ Peace on earth, good will, peace to man is given.  
O ! Praise the Lord, praise and bless ye his name,  
And adore ye Him. Glorify ye his holy name.  
O ! Glorify, exalt and praise Him.  
O ! Praise and bless Him. O ! Praise and bless his holy  
name forever, praise and bless his holy name.

## PART II.

VII. OVERTURE,— “ Don Giovanni,”—*Mozart.*

VIII. EASTER HYMN,— In three parts,—*Abt.*

*Sung by pupils of the Girls' High and Normal School.*

“ Breathless silence, peaceful, holy,  
Rests around the Saviour's grave ;  
O'er his weary sleep, and lowly,  
Wings of angels softly wave.

“ And Maria, thither stealing,  
Ere the night its course hath run,  
Proves her tender mother feeling,  
Rarest gifts she brings her son.”

“ Shout Hallelujah ! The Lord hath arisen !  
Shout it ye Christians ! He liveth again !  
Bear the glad tidings o'er land and o'er ocean !  
His blood hath washed from our sins every stain.”

IX. THE WOOD THRUSH,— Part Song,—*Hatton.*

*Full choir, with solo by pupils of the Normal School.*

(*Grammar Schools.*)

“ Whither hath the wood thrush flown,  
From our green-wood bowers?  
Wherefore builds he not again  
Where the white thorn flowers?

“ Bid him come! for on his wings  
The sunny year he bringeth,  
And the heart unlocks its springs  
Wheresoe'er he singeth.”

(*Normal School.*)

“ Lover-like the creature waits,  
And when morning soareth,  
All his little soul of song  
Tow'rd the dawn he poureth.”

X. WAKE, GENTLE ZEPHYR,— In three parts,— *Rossini.*

*By the full choir.*

“ Wake, gentle zephyr, your softest spell,  
And o'er the waters waft our sad farewell!  
Breathe round us, music, your tuneful strain,  
And sweetly whisper we shall meet again.

“ Though far away we now are doomed to rove  
From childhood's home and friends we truly love,  
Kind mem'ry still shall smile upon our way,  
And mingle in our dreams this parting lay.”

XI. THE OLD HUNDREDTH PSALM.

“ From all that dwell below the skies,  
Let the Creator's praise arise;  
Let the Redeemer's name be sung  
Through every land, by every tongue.”

*The audience is requested to rise and join in singing the last stanza.*

“ Eternal are thy mercies, Lord;  
Eternal truth attends thy word;  
Thy praise shall sound from shore to shore,  
Till suns shall rise and set no more.”



The chorus on this occasion, consisted, as in years past, of about twelve hundred pupils, selected from the Girls' High and Normal and the Grammar Schools, and was accompanied by a full orchestra and the organ. Mr. Julius Eichberg officiated as conductor; Mr. J. B. Sharland presided at the organ; under such able guidance, the vast choral and instrumental force worked together with admirable precision and most impressive effect.

In conclusion, the Committee desire to congratulate this Board upon the progress which has been made during the year in the department of public instruction intrusted to their especial care, on the happy and harmonious co-operation of masters, teachers and pupils in their work, and on the satisfactory measure of success with which these united efforts have been crowned.

Respectfully submitted by

J. BAXTER UPHAM,  
JOHN P. ORDWAY,  
F. H. UNDERWOOD,  
ROBERT C. WATERSTON,  
W. H. CUDWORTH,  
THOMAS C. AMORY,  
BENJAMIN H. GREENE,

*Committee on Music.*

# REPORTS

OF THE

## SUPERINTENDENT OF PUBLIC SCHOOLS,

For the Year ending Sept. 10, 1868.





SIXTEENTH  
SEMI-ANNUAL REPORT.

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TO THE SCHOOL COMMITTEE OF BOSTON :

GENTLEMEN, — In conformity with the requirements of your Regulations, I respectfully submit the following as my Twenty-eighth Report, the Sixteenth of the semi-annual series.

During the past ten years, I have held a large number of District Meetings of Primary Teachers, for the purpose of discussing and illustrating methods of teaching and management. The course pursued in arranging for, and in conducting, a District Meeting, was something like this. The time was always the last hour of the morning or afternoon session. A convenient school-room of the District in which to hold the meeting being selected, arrangement was made with the teacher in charge of the room, to retain her school in session during the whole or a part of the meeting, for the purpose of illustration. The other teachers were notified to dismiss their schools at recess time, and assemble at the room designated. The Chairman and other members of the District Committee were invited to be present.

The time would be occupied in different ways. Sometimes the teacher of the school present would bring for-

ward the classes and show her methods of conducting the different exercises; sometimes a brief lesson would be given by myself, in connection with a familiar lecture on modes of teaching and management. The teachers were always encouraged to ask questions and to state the difficulties which they met in the discharge of their duties. I made it a point to describe some of the best ways of doing things which I observed in my visits to the schools.

After the masters of the Grammar Schools were made principals of the Primary Schools of their respective districts, it seemed to me proper that they should take part in these meetings, which have proved very useful, and which I hope to have continued. Accordingly, in October last, I sent a circular to the masters of the Grammar Schools, desiring them to make arrangements for a series of these meetings in all the districts during the month of November. In compliance with this suggestion, the arrangements were very promptly and thoroughly made, and I was able to be present at all the meetings, excepting two or three. These meetings were various in character, reflecting always the individuality of the masters who made the preparations for them, but they were all very practical and useful. They showed how intelligently the masters had entered upon their new duties in connection with the Primary Schools, and at many points I could not fail to observe with great satisfaction, how much the schools had been benefited by their judicious suggestions and encouraging co-operation, in connection with the wise supervision of their respective Committees. At most of these meetings

members of the Committee were present, and made appropriate and useful remarks. It seems to me that meetings of this description should be held in each District as often as once in each quarter.

The annexation of the city of Roxbury, which took place in January, brought with it a large addition to the duties and responsibilities of the Board, and at the same time a corresponding increase in the number of its working members. The following is the summary of the schools, teachers, and pupils of the Roxbury system of public instruction as contained in the final Report of the Roxbury School Committee :

SCHOOLS.	Teachers.		Average Whole Number.	Per cent. of Attendance.
	Male.	Female.		
1 High .....	1	3	156	90.7
4 Grammar.....	3	44	2,188	91.2
52 Primary .....		52	2,776	89.0
Totals .....	4	99	5,120	90.3 av.

The cost of maintaining these schools during the year ending December 31, 1867, was \$88,302.19, averaging \$16.73 per scholar.

A detailed statement of the statistics and organization of the Roxbury School system as they existed at the time of annexation, has been inserted in the appendix to this Report, for future reference.

It gives me pleasure to say that I have found the schools which have thus been added to our system, in a prosperous condition.



The High School is in all respects an admirable institution. The building which it occupies is a new and handsome stone edifice, with ample accommodations of the best description. This school is unique. No other within my knowledge presents a like combination of elements in respect to organization, course of study, and teaching staff. It is for both sexes, the boys and girls occupying the same rooms, and reciting in the same classes. It has no general study hall, but the pupils of each of the three classes corresponding to the three years of the regular course, occupy a separate room, and are taught in most of their studies by one teacher. Two of these mixed classes are presided over and taught by female teachers. There are special teachers for French, drawing and music, and the Principal has a female assistant with him in the highest class. The studies taught comprise the higher English branches, with the Latin and French languages. It does not undertake to fit boys for college. Its aim is to impart the most useful education for pupils from fourteen or fifteen years of age to seventeen or eighteen, who are not destined for a collegiate course. The female pupils who desire to become teachers, are permitted, after completing the regular course, which extends through three years, to take an extra course of six months, for the purpose of reviewing the elementary branches, on normal principles as a preparation for teaching. This school has furnished the Grammar and Primary Schools of the Highlands district with a large number of well educated and successful teachers.

Of the four Grammar Schools, two, the Dearborn



and Comins, are mixed; and two are unmixed, the Washington for boys, and the Dudley for girls. The last named school is under the charge of a very capable and successful female Principal. These schools are in good condition, although their accommodations are not, in all respects, so good as could be desired. The Washington School needs a new building, and the building occupied by the Comins School ought to be remodelled. No one of the Grammar School-houses is provided with a hall for the assembling of the pupils.

The fifty-two Primary Schools are accommodated in seventeen different buildings. Most of these school-houses are in good condition, and are well adapted to the wants of the schools. Two or three which have recently been erected are first-class Primary School-houses. Some of the older buildings have not yet been furnished with the modern desks and chairs for the pupils. The teachers in these schools manifest a good degree of earnestness and skill in the management and instruction of their schools.

The following is the general summary of the attendance of pupils [including those in the Highlands] during the half year ending February 29, 1868 :

GRADES.	Average Belonging.	Average Attendance.	Per cent of Attendance.
High Schools.....	1,125	1,090	96.8
Gram. Schools.....	17,291	16,355	94.0
Prim. Schools.....	14,681	13,418	90.8
Totals.....	33,097	30,863	93.8 av.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools, March 1868, and the average number of promotions to each school in the respective districts :

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams .....	9	53	6.9	Lawrence.	21	161	7.6
Bigelow ....	13	99	7.6	Lincoln ..	13	116	8.9
Bowditch ..	11	64	5.8	Lyman ...	8	57	7.1
Bowdoin ...	8	51	6.3	Mayhew..	10	68	6.8
Boylston ...	13	77	5.9	Phillips ..	8	44	5.5
Brimmer ...	13	106	8.1	Prescott..	9	66	7.4
Chapman ...	10	60	6.0	Quincy ...	12	79	6.5
Comins.....	19	91	4.7	Rice .....	11	100	9.1
Dearborn...	18	92	5.1	Wash'ton } & Dudley }	15	76	5.0
Dwight ....	6	58	9.6	Wells ....	12	88	7.3
Eliot .....	17	117	6.8	Winthrop.	12	93	7.7
Everett ....	10	72	7.2	Training.	3	16	5.3
Franklin ...	9	81	9.0	Totals....	309	2,091	6.8 av.
Hancock ...	19	106	5.6				

I desire to call special attention to the great disparity between the districts, with reference to the number of pupils promoted to the Grammar Schools. It will be observed that those districts which stand lowest in the scale, promoted only about half as many pupils to a teacher or school as those districts which stand highest. It should be the aim to send up to the Grammar Schools, at each semi-annual examination, about *nine* to each

school in the district. If the schools are full, that is, if each school has fifty-six pupils,—the standard number,—and the pupils are regularly advanced from class to class, at the end of each half-year, it will not be difficult to send the requisite quota to the Grammar Schools. But if the schools are allowed to go on with reduced numbers, of course, it is not practicable to promote an average of nine to a school.

The following table shows the number of Primary pupils in each district, and the average number of pupils belonging to a school, during the half-year :

DISTRICTS.	No. of Schools.	Whole Number.	No. to a Teacher.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a Teacher.
Adams .....	9	431	47.8	Lawrence.	21	1,049	49.9
Bigelow ....	13	671	51.5	Lincoln ..	13	669	51.4
Bowditch...	11	464	42.1	Lyman ...	8	376	47.0
Bowdoin ...	8	362	45.2	Mayhew..	10	485	48.5
Boylston ...	13	460	35.3	Phillips ..	8	368	46.0
Brimmer ...	13	592	45.5	Prescott..	9	439	48.7
Chapman ...	10	448	44.8	Quincy ...	12	520	43.3
Comins.....	19	1,026	54.0	Rice .....	11	539	49.0
Dearborn...	18	912	50.6	Wash'n. } & Dudley }	15	736	49.0
Dwight ....	6	285	47.5	Wells ....	12	561	46.7
Eliot .....	17	780	45.9	Winthrop	12	453	37.7
Everett ....	10	529	52.9	Training .	3	120	40.0
Franklin ...	9	486	54.0	Totals ...	309	14,681	47.5 av.
Hancock ...	19	920	48.4				



The above table deserves careful consideration. In the first place, the great disparity between the districts, in respect to the number of pupils to a school, should be observed. It will be seen that while the lowest district in the scale has an average of only thirty-five pupils to a school, some of the schools in the district falling below this figure, the highest districts have an average of fifty-four. And then if we look at the general average of all the districts, we find that it is only 47.5, which is 8.5 below the standard of the Rules and Regulations. In 1855, the Primary Schools had an average of *sixty* pupils to a school. This number was considered too high, and at my request, the Board reduced the number by putting the standard at *fifty-six*, and this was the average of all the schools in 1860. Since that time the average has been gradually diminishing every year. The population is changing. In sections of the city where the population is growing, as in South Boston, for example, new schools are opened, while in sections where the population is diminishing, all the schools are continued, with very few exceptions, but necessarily with reduced numbers. Nearly all our Primary school-rooms have ample accommodations and seatings for fifty-six pupils in each, and, with our excellent classification, this number of pupils can be well cared for and taught by a capable teacher. Here, in my judgment, is an opportunity for the exercise of true economy. If we had at this time only the requisite number of Primary schools for the pupils to be accommodated, *we should save more than forty thousand dollars a year*. If we had unlimited means at our command, it might be well to



reduce the standard number of pupils to a school as low as twenty or twenty-five. But as that is not the case, as we have a given amount to expend, the question is how to use it to the best advantage. And it seems to me that this sum of forty thousand dollars, which is now annually expended in consequence of reducing the number of pupils to a school, might be employed to better purpose.

The provision of the Regulations in respect to the number of pupils to a Primary School, is as follows: Chap. X., Sect. 7, "Each School shall contain, as nearly as possible, fifty-six pupils, which shall be the standard number."

If the average number in attendance considerably exceeds this standard, and is likely to continue in excess, an additional teacher ought to be employed. On the other hand, if the average number in attendance is considerably less than the standard, and so continues, it is obvious that the spirit of the provision quoted above requires that the number of teachers should be reduced. It seems desirable, however, that the requirements relating to this matter should be made more specific, so that there may be no doubt as to the course to be pursued.

Table showing the number of pupils belonging to each Grammar School, February 29, 1868, exclusive of admissions from Primary Schools, the number inclusive of admissions, and the number admitted to each from Primary Schools.

SCHOOLS.	Number Admitted.			Whole No. at Dates exclusive of Admissions.	Whole No. with Admissions added.
	Boys.	Girls.	Total.		
Adams .....	54	29	83	604	687
Bigelow .....	.....	101	101	864	965
Bowditch .....	74	42	161	1,069	1,185
Bowdoin .....	.....	52	52	520	572
Boylston .....	71	.....	71	499	570
Brimmer .....	83	.....	83	717	800
Chapman .....	26	21	47	470	517
Comins .....	45	53	98	695	793
Dearborn .....	52	46	98	736	834
Dwight .....	74	.....	74	657	731
Dudley .....	.....	38	38	361	399
Eliot .....	97	.....	97	735	832
Everett .....	.....	64	64	641	705
Francis St. . . . .	.....	.....	.....	52	52
Franklin .....	.....	100	100	786	886
Hancock .....	.....	132	132	857	989
Lawrence .....	96	62	158	1,146	1,304
Lincoln .....	51	27	78	799	877
Lyman .....	45	21	66	458	524
Mayhew .....	83	.....	83	515	598
Phillips .....	62	.....	62	570	632
Prescott .....	33	34	67	509	576
Quincy .....	84	.....	84	657	741
Rice .....	59	.....	59	531	590
Washington .....	51	.....	51	410	461
Wells .....	.....	51	51	488	539
Winthrop .....	.....	98	98	827	925
Totals .....	1,140	971	2,111	17,121	19,232

Immediately after the admission of pupils from the Primary Schools in March, the Grammar Schools always have their highest number of pupils for the year. Some of the District Committees, in determining the number of assistant teachers which they are entitled to appoint for their schools, take this *maximum number* of pupils on the register as the basis of computation, instead of the *average number belonging*, which would be more in accordance with the spirit of the provision contained in Section 3, chapter XI. of the Regulations. This section provides that an additional teacher *may be appointed* when there is an excess of thirty pupils above fifty-six pupils on the register for each teacher, exclusive of the Master's head-assistant; and it *also* provides that one teacher *may be removed* whenever there is a deficit of thirty pupils. It appears that most committees promptly avail themselves of the permission to appoint additional teachers, while they very seldom reduce the number of teachers, when the deficit in the number of pupils occurs. The result is, that the Grammar Schools are actually furnished with one teacher for every forty-eight pupils belonging, taking for the basis of computation the average whole number.

The following table shows the number of Primary pupils admitted to each Grammar School at the semi-annual promotion in February, 1868:

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams ....	54	29	83	Francis St. ....	.....	.....	.....
Bigelow ..	74	42	116	Hancock ..	.....	132	132
Bowditch .	.....	101	101	Lawrence .	96	62	158
Bowdoin ..	.....	52	52	Lincoln ...	51	27	78
Boylston ..	71	.....	71	Lyman ....	45	21	66
Brimmer ..	83	.....	83	Mayhew...	83	.....	83
Chapman ..	26	21	47	Phillips ...	62	.....	62
Comins....	45	53	98	Prescott...	33	34	67
Dearborn .	52	46	98	Quincy ....	84	.....	84
Dwight ...	74	.....	74	Rice .....	59	.....	59
Dudley ....	.....	38	38	Washington	51	.....	51
Eliot.....	97	.....	97	Wells .....	.....	51	51
Everett....	.....	64	64	Winthrop .	.....	98	98
Franklin ..	.....	100	100				
				Totals.....	1,204	907	2,111

It will be observed that the number of boys promoted to the Grammar Schools largely exceeded the number of girls. This is probably owing to the fact that a pretty large number of girls attend free sectarian schools, while the number of boys in such schools is quite small.



## COURSE OF STUDY FOR GRAMMAR SCHOOLS.

In my last Report the need of reforming the course of study prescribed for our Grammar Schools, was brought to the attention of the Board, and my views respecting the proper treatment of the principal branches taught in this grade of schools were set forth somewhat in detail. The Board promptly referred the matter to the Committee on Text-Books; and this Committee requested me to prepare a Grammar School programme for their consideration. This important and difficult task was performed by me with much care, no pains being spared in the study of the subject in its various aspects and relations.

The programme thus prepared was submitted to the Committee on Text-Books, with the following introductory remarks:

GENTLEMEN, — In compliance with your request I have prepared, and now respectfully lay before you, the accompanying Course of Study for Grammar Schools. It has been framed as far as seemed practicable, in accordance with the views presented to the Board in my last Semi-Annual Report. It conforms to the text-books now in use, with the exception of the change already proposed in your recent Report to the Board. It is hoped that it will be found explicit enough in respect to the *order* in which the studies are to be taken up and pursued. Perhaps it may be thought that the *standard of attainment* requisite for promotion from one class to another, and for graduation, is not expressed with sufficient distinctness. Fearing lest I might go too far in this direction, I may not have gone far enough. But when the programme shall have been made as definite as it

will do to make it, considering that it is to be imperative in its requirements, it will probably be found necessary here, as it has been elsewhere, to supplement it with a carefully prepared explanatory manual, setting forth in detail what is expected to be taught at each step. This manual should take the form of "suggestions or directions to teachers," to be observed, as far as circumstances permit, rather than that of positive requirements to be strictly enforced. Such a manual I have not had the time to prepare, and, indeed, had I been able to draw up one, it might seem presumptuous in me to submit it without having been desired to do so.

A peculiar feature of the Course here submitted is this: Pupils are to go over more ground in a given time than they have been in the habit of doing. General notions and essential practical acquirements are the first things to be attended to, and then, further on, exactness in details, and the discussion of principles.

With this view the pupil is required to go through the spelling-book in a short time, in order to give him an opportunity to make some acquaintance with many words. But after going through once in this way he is not expected to get a hundred per cent on a test examination. To get fifty or sixty per cent would be doing very well. In pursuing arithmetic on the plan here proposed, it is not expected that pupils will be able readily to demonstrate all the principles involved until they arrive at the last year of the course, but that they should be taught the common operations, in a practical way, making use of small numbers, and comparatively easy examples. The Readers are not to be used merely as manuals of elocution, all the time that can be spared for this branch being devoted to drilling upon a few select pieces. They should be employed as manuals of knowledge and of language, as well as of elocution, and so should be read through. Spelling and writing are to occupy much time in the early part of the course, and little in the last

part of it. Mental arithmetic is to be used as strictly auxiliary to written arithmetic at each step of the course, from the beginning to the end.

Such in general is the nature of the plan. It is intended to remedy to some extent an evil that has been developed in the graded system of schools,—the evil of keeping children marking time, stepping but not moving forward. If this plan is adopted and fairly carried out, I believe it will prove a great boon to our schools. If it is not adopted I hope some better one will be substituted for it.

The Committee on Text-Books, in due time reported this programme to the Board for its adoption, copies having been previously sent to all the members. Some of the members, however, desiring further time for the purpose of examining its provisions, it was laid on the table, where it still remains.

Such being the state of the case, in respect to this proposed improvement in the Course of Study for the Grammar Schools, I take this opportunity to explain more fully its leading characteristics, and the purposes it is intended to serve.

This programme, is designed, in the first place, to meet the wants, as far as practicable, both of those pupils who complete the course, and of those — the more numerous class by far — who drop out at different stages of the course; and to this end the aim has been to make each step complete in itself, and at the same time a fit preparation for the succeeding studies. The importance of this provision is very apparent in view of the fact that a large majority of the Grammar School



pupils are withdrawn from school before they have reached the graduating class. The whole number of pupils admitted into the Grammar Schools from the Primary Schools during the year 1867, was 3,779, while the number of graduates of the Grammar Schools was less than 500, or one-seventh of the admissions. Now, while we ought to endeavor by all means to keep the pupils in these schools until they pass through all the classes of the course, it is at the same time highly desirable that the course of instruction should be arranged with a due regard to the circumstances of the great mass of the pupils who are withdrawn before they get to the upper classes.

It has been said that if the *graduates* of a school reach a high average per cent at their final examination, it is safe to assume that the lower grades of the school are in a satisfactory condition; and the course usually pursued by most District Committees in conducting their examinations, seems to give an indorsement to this view. It is well known that the graduating class very largely monopolizes the attention both at the quarterly and annual examinations, while the actual attainments of the pupils in the lower divisions are very imperfectly known to the Committee as a whole. Scarcely any member probably knows with exactness what all the divisions of even one school accomplish. I have frequently called attention to the too great disparity between the upper and lower classes, in respect to proficiency, but the fact still exists. In order to set this matter in its true light before the Board, it is neces-



sary to have exact and detailed information in respect to these five particulars, namely:

1. The ages of the pupils in each division, — not merely the average of the ages, but the number of pupils who are twelve, thirteen, fourteen, etc.

2. The length of time these pupils of the different ages have been in the Grammar Schools.

3. The actual proficiency of the pupils in each division.

4. The work assigned to each division for the current half-year.

5. The mode in which each branch is taught.

If such an examination were made, doubtless many facts highly creditable to individual teachers and schools would be made known; but, unless I am greatly mistaken, the general result would not be so satisfactory as could be desired. It would appear I think that the majority of the pupils who are leaving our school to enter upon the practical duties of life, carry with them a more inadequate and incomplete elementary education than one would suppose, judging only from the standard of the graduating classes. If this is doubted let the examination be made, and let the facts and figures thus obtained speak for themselves. The poverty of result here complained of, is not due to any lack of effort on the part of the teachers. It is due mainly to the system, or rather to the want of system, on which the instruction is conducted. We have no Grammar School programme, in the proper sense of the word. We have never pretended that these schools have a programme setting forth a systematic course of instruction. They have a

prescribed list of text-books to be used ; but a prescribed list of text-books is not a programme. And hence the efforts of teachers and pupils have not been turned to the best account.

Now let any member of the Board take the proposed programme and carefully examine the requirements set down for the sixth or lowest class ; let him see what is required to be done with the reading-book, the spelling-book, the writing-books, and the text-book in geography, and what is to be taught in all the other branches. Having done this, let him go to the schools and see what has been done and is now doing in the lowest classes. With the facts in mind thus obtained, let him decide which course of instruction he prefers for the first step, considering the wants and destination of the pupils, — that actually pursued, or that proposed as a substitute. One who should continue this process of comparison through all the classes might be expected to be prepared to make up an opinion on the merits of the proposed change, as a whole. No candid and intelligent person who is acquainted with the subject of education could fail to be convinced by such a course of investigation that if this programme could be adopted and faithfully carried out, it would very materially promote the interests of these schools, in all their grades, and especially the lower classes.

Is it said that this programme requires too much of the teachers? Those who take this position place themselves under the unpleasant necessity of disparaging the ability and skill of our teachers. I have no fear that our teachers will prove incompetent to the

task. All the really capable teachers would doubtless gladly welcome a provision calculated to relieve them from the hard necessity of wasting time and strength in useless routine text-book cramming. There may be, I admit, some few worthy teachers who have been so long accustomed to the routine of text-book drilling — of merely *hearing the pupils say their lessons*, that they have not much confidence in their own ability to carry out successfully a rational and independent *course of teaching*. With such, I am willing to exercise patience. It is too much to expect that every member in a numerous teaching corps to be up to the highest level of ability. Certainly there is no Master who is not abundantly capable of comprehending and carrying out such a programme within the sphere of his duties.

It cannot be said that there is anything too hard for the pupils, for there is *no limit as to the time* allowed to do the work assigned to the respective classes. It would be absurd to say that the work of the sixth class, for example, is too much, since the *time for doing it is not set down*. It is true that the work for each class is intended to be about what would be accomplished under ordinary circumstances in one year. But there is no requirement to this effect. What is required is to do the work of one class before taking up the work of the next, taking the time necessary for this purpose. Does any one say that the spelling-book cannot be gone through in a year? I reply by stating that it has been done easily in a class in one of our schools in about a quarter of a year, and with evident advantage over the plan of keeping a class six months on a dozen pages.



Is "reduction, with simple practical questions, involving small numbers," objected to as premature in the course? This, too, is actually done, done easily, and under ordinary circumstances. And one fair case of this kind outweighs all objections that can be made in opposition to the plan. As an example of what can be done by a competent teacher under favorable circumstances, untrammelled by bad system, let me state that one of the excellent Masters of our Latin School, two years ago, took a class of boys of ages varying from nine to eleven years of age, through Colburn's Intellectual Arithmetic in about nine months, without any perceptible cramming or high-pressure; and this branch was only one of the eight or ten which the class had to attend to during the year.

The replacing of the medals with graduating diplomas has rendered the adoption of a programme absolutely necessary. The medals were awarded on a *competitive examination*. The number of medals being limited, of course they were awarded to those pupils who reached the highest percentage in their examination, taken in connection with their standing in scholarship and deportment during the year. The essential question to be determined in awarding the medals was not so much whether the candidates had completed a prescribed course of study, but which were the *best* ten or twelve pupils, as the case might be, in the highest class at the close of the school year. But the Regulations provide that the diplomas shall be awarded on a different principle. They are to be awarded, not on a competitive examination, as in the case of the medals,

but on a *pass examination*, for the number of diplomas not being limited, they are to be awarded not merely to the best pupils, but to all "who have, in the opinion of the District Committee, properly completed the prescribed course of study, and whose deportment during the year has been generally satisfactory." All who come up to a *minimum* standard are entitled to the certificate of graduation. But who can tell what it is to complete this prescribed course of study? For one, I cannot. Its vagueness is such that it is impossible to form a definite idea of what ought to be regarded as a completion of it. Hence the diploma has no definite value. In one school it stands for one thing, and in another school it stands for a different thing. This incongruity is fully appreciated by the Committee, and it has been proposed to get rid of it by subjecting the candidates for graduation in all the schools simultaneously to the same examination. Suppose it to be decided to adopt this plan, the Committee charged with its execution would be confronted at once with the impossibility of framing a set of questions that would do equal justice to all the schools, considering that they have been taught on no one systematic plan. Until a programme has been provided for the schools, defining with some precision what the course of instruction shall be, a comparative examination of all the schools, which the proposed plan would amount to, would inevitably work injuriously, for a master has not now the requisite data from which he can form a definite opinion of what a committee-man outside his own district would deem the minimum standard of attainments requisite for the

honor of a diploma. But a properly graded programme, fairly carried out, would enable each committee and each Master to determine with a sufficient degree of precision what pupils are fairly entitled to the diploma, and consequently, the general examination by one committee would be unnecessary.

A Grammar School programme is needed also as a standard and guide for the examination of candidates for admission to the High Schools. These examinations as now conducted create more or less dissatisfaction. They cause an antagonistic feeling between the representatives of these grades of schools. The High School teachers complain that the Grammar School pupils do not come to them properly prepared; and, on the other hand, the Grammar School masters complain that the examinations do not do justice to the candidates sent up. Perhaps it is not possible to render the relations between different grades of schools perfectly harmonious, but it appears to me that the existing antagonism in this case results mainly from the want of a sufficiently definite standard of examination. On the one hand, the masters of the Grammar Schools have not the means of knowing definitely enough what is to be the character of the examination; and on the other hand, the principals of the High Schools do not know definitely enough what the pupils in the Grammar Schools have been taught, to enable them to prepare such questions as will fairly test the attainments of the candidates. Now a judicious programme for the Grammar School would furnish the requisite standard of examination for admission to the High Schools. It would



indicate just what is to be taught, and of course just what sort of an examination is suited to the requirements of the course.

We are justly proud of our system of public schools, as a whole. Nowhere else is money more liberally appropriated for popular education. In no other large city are the school accommodations so ample. In no other large city is the attendance of pupils at the public schools so large, — in proportion to its school population. In no other large city are the teachers more competent or more liberally paid for their services. But when we come to compare our system with others in respect to *the plan of study in the Grammar Schools*, — this vital element, — we must yield the palm to other cities. We cannot claim to be second or even third in rank in this particular. The truth is, — and I grieve to say it, — that all the first-class cities of the country have, in this matter, left us far in the rear. We cannot afford to occupy this position. We shall be much to blame if we do not speedily regain this lost ground.

Respectfully submitted by

JOHN D. PHILBRICK,

*Superintendent of Public Schools.*

MARCH, 1868.



SEVENTEENTH  
SEMI-ANNUAL REPORT.

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*To the School Committee of Boston :*

GENTLEMEN,—In conformity with the requirements of your Regulations, I respectfully submit the following as my Twenty-Ninth Report, the Seventeenth of the Semi-Annual Series.

SUMMARY OF STATISTICS.

FOR THE SCHOOL YEAR 1867-68.

[Including the City of Roxbury, annexed to Boston, January 1, 1868, and now designated "Boston Highlands."]

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I. POPULATION.

Population of Boston, State Census, 1865 . . . . .	192,354
Population of Roxbury, State Census, 1865 . . . . .	28,426
Total . . . . .	<hr/> 220,780
Number of persons in the city between five and fifteen years of age, May 1, 1868 . . . . .	43,109
Increase for the year . . . . .	7,079

II. SCHOOLS.

Number of districts into which the schools are grouped for supervision . . . . .	26
Increase for the year . . . . .	5



Number of High Schools . . . . .	4
Latin School, for boys,	
English High School, for boys,	
High and Normal School, for girls,	
Highlands High School, for boys and girls.	
Increase for the year . . . . .	1
Number of Grammar Schools . . . . .	27
For boys, 10; for girls, 9; for boys and girls, 8.	
Increase for the year . . . . .	6
Number of Primary Schools, for boys and girls .	303
Increase for the year . . . . .	44
Number of Licensed Minors' Schools . . . . .	2
Whole number of schools . . . . .	336
Increase for the year . . . . .	53

### III. SCHOOL-HOUSES.

Number of School-houses for High Schools . . . . .	3
School-rooms, 25; halls, 3; seats, 1,110.	
Number of School-houses for Grammar Schools . . . . .	27
School-rooms, 341; halls, 19; seats, 18,706.	
Number of School-houses for Primary Schools belonging to the city, now occupied . . . . .	63
School-rooms, 303; seats, about 16,900.	
High School divisions in ward room . . . . .	2
Grammar school divisions in Primary School-houses . . . . .	24
Grammar school divisions in Engine-house and Gun-house . . . . .	3
Primary Schools in Grammar School-houses . . . . .	9
Primary Schools in ward rooms . . . . .	5
Primary Schools in hired buildings . . . . .	15

Number of ward rooms in Grammar School-houses . . . . .	3
Number of ward rooms in Primary School-houses . . . . .	6
Number of Grammar School-houses now building . . . . .	3
Number of Primary School-houses now building . . . . .	2

## IV. TEACHERS.

Number of teachers in High Schools . . . . .	42
Male teachers, 25 ; female teachers, 17.	
Increase for the year . . . . .	8
Number of teachers in Grammar Schools . . . . .	407
Male teachers, 54 ; female teachers, 353.	
Increase for the year . . . . .	69
Number of teachers in Primary Schools . . . . .	305
Male teachers, 2 ; female teachers, 303.	
Increase for the year . . . . .	45
Number of teachers in Licensed Minors' Schools . . . . .	2
Increase for the year . . . . .	2
Whole number of teachers . . . . .	756
Regular teachers, 732 ; special teachers, 24.	
Aggregate increase for the year . . . . .	124

## V. PUPILS.

Average whole number of pupils belonging to schools of all grades during the year . . . . .	32,885
Increase for the year . . . . .	4,759
Average daily attendance of pupils in all the schools for the year . . . . .	30,399
Increase for the year . . . . .	4,134
Average daily absence of pupils in all the schools for the year . . . . .	2,486
Increase for the year . . . . .	625

Average per cent of attendance of all the schools . . . . .	92.7
Decrease for the year . . . . .	. 01.5
Ratio of the average number belonging to the schools to the whole number of children between five and fifteen years of age, in decimals . . . . .	.763
Decrease for the year . . . . .	.007
Average whole number of pupils belonging to High Schools . . . . .	1,050
Boys, 598; girls, 452.	
Increase for the year . . . . .	. 177
Average attendance at High Schools . . . . .	977
Increase for the year . . . . .	. 132
Per cent of attendance at High Schools . . . . .	95.7
Decrease for the year . . . . .	. 01.0
Average number of pupils to a regular teacher in High Schools . . . . .	30.9
Average whole number of pupils belonging to Grammar Schools . . . . .	17,450
Increase for the year . . . . .	2,601
Average daily attendance at Grammar Schools . . . . .	16,362
Increase for the year . . . . .	2,336
Per cent of attendance at Grammar Schools . . . . .	93.3
Decrease for the year . . . . .	. 00.8
Average number of pupils to a regular teacher in Grammar Schools . . . . .	44.5
Decrease for the year . . . . .	. 1.6
Average daily attendance to a regular teacher in the Grammar Schools . . . . .	41.7
Decrease for the year . . . . .	. 1.8



Average whole number of pupils belonging to	
Primary Schools . . . . .	14,385
Increase for the year . . . . .	1,980
Average daily attendance at Primary Schools . . . . .	13,060
Increase for the year . . . . .	1,667
Per cent of attendance at Primary Schools . . . . .	89.3
Decrease for the year . . . . .	. 01.9
Average number of pupils to a regular teacher	
in Primary Schools . . . . .	47.4
Decrease for the year . . . . .	0.4
Average attendance to a regular teacher in	
Primary Schools . . . . .	43.1
Decrease for the year . . . . .	0.8

## VI. EXPENDITURES.

[For the financial year ending April 30, 1868, including salaries of teachers from Nov. 1, 1867, and incidental expenses from Jan. 1, 1868, in the Boston Highlands.]

Incidental expenses, High and Grammar Schools, . . . . .	\$125,030 51
Expended by Committee on Public Build-	
ings . . . . .	\$95,218 44
By School Committee . . . . .	29,812 07
Increase for the year . . . . .	16,198 45
Incidental expenses, Primary Schools . . . . .	86,480 92
Expended by Committee on Public Build-	
ings . . . . .	71,927 41
By School Committee . . . . .	14,553 51
Increase for the year . . . . .	19,316 63
Salaries of officers of School Committee and	
Truant Officers . . . . .	12,579 08
Increase for the year . . . . .	1,666 58

Whole amount of incidental expenses . . . .	\$224,090 51
Increase for the year . . . . .	\$37,181 66
Salaries of teachers, High and Grammar Schools,	372,597 68
Increase for the year . . . . .	34,250 69
Salaries of teachers Primary Schools, . . . .	176,018 22
Increase for the year . . . . .	21,568 55
Whole amount of salaries . . . . .	548,615 90
Increase for the year . . . . .	55,819 24
Amount of current expenses for High and Gram- mar Schools . . . . .	497,628 19
Increase for the year . . . . .	50,449 14
Amount of current expenses for Primary Schools	262,499 14
Increase for the year . . . . .	40,885 18
<i>Whole amount of current expenses</i> for all the schools, with salaries of officers . . . . .	772,706 41
Increase for the year . . . . .	93,000 90
Expenditures for Grammar School-houses and lots,	166,941 22
Expenditures for Primary School-houses and lots,	17,762 42
Whole amount expended for buildings and lots .	188,790 80
TOTAL EXPENDITURE FOR SCHOOL PURPOSES, for the financial year ending April 30, 1868 . . . .	961,497 21
Whole amount appropriated by the City Council for salaries and ordinary or current expenses of schools, for the financial year <i>beginning</i> May 1, 1868 . . . . .	1,013,240 00
High and Grammar Schools . . . . .	643,170 00
Salaries of teachers . . . . .	506,350 00
Incidentals, — Committee on Public Build- ings . . . . .	90,000 00
Incidentals, — School Committee, 46,820 00	

Primary Schools . . . . .	\$352,570 00
Salaries of teachers . . . . .	260,750 00
Incidentals,— Committee on Public Build- ings . . . . .	80,000 00
Incidentals,— School Committee, . . . . .	11,820 00
Salaries of Officers of School Committee and Truant Officers . . . . .	17,500 00
Total appropriations voted by the City Council for 1868-69 . . . . .	\$7,092,076 00
Amount to be raised by taxation for the financial year 1868-69 . . . . .	5,884,829 00
Ratio of the amounts appropriated for the current expenses of Public Schools to the whole amount to be raised by taxation for the year 1868-69 . . . . .	.17+
Valuation of the city, May 1868 . . . . .	493,573,700 00
Per cent of valuation of 1868, appropriated for Public Schools (two mills and five hundredths on a dollar) . . . . .	.00205
Increase for the year, .000,37 (thirty-seven hundredths of a mill on a dollar).	
Average percentage of the valuation of 1866 appropriated by the cities and towns of the State for Public Schools, to be expended in the year 1866-67 (two mills and thirty-four hundredths on a dollar) . . . . .	.00234
Percentage of valuation of 1866 appropriated by the City of Boston for the schools, to be expended in the year 1866-67 . . . . .	.00163
Amount received from the income of the School Fund of the State for the year 1868. . . . .	11,545 13



In examining the items of *increase* and *decrease* in the foregoing Summary, it is to be borne in mind that the schools of Roxbury have been added to those of Boston since the issue of the Summary of Statistics of 1866-67. Although the annexation of Roxbury was not consummated until January 1, 1868, the *attendance* of the pupils of the Roxbury schools is reckoned with that of the pupils of Boston during the whole of the school year, from September 1, 1867, to August 31, 1868.

In the items of salaries, the expense of the Roxbury schools from November 1, 1867, to the end of the financial year, April 30, 1868, is included ; and in the items of Incidentals, the expense of the Roxbury schools, from January 1, 1868, to the end of the financial year, is included.

Considering the fact that the sums here reported as having been expended for salaries and incidental expenses do not represent the whole cost for those departments of expenditure in both Boston and Roxbury during the whole of the last financial year, it is evident that the true average cost per scholar for the year would not be produced by dividing those sums by the whole number of pupils. Therefore, I have in this Summary omitted the usual items relating to the cost per scholar.

## PRIMARY SCHOOLS.

The average whole number of pupils belonging to these schools during the past year was 14,385; the average attendance being 13,060, and the per cent of attendance 89.3. The number of teachers at the close of the school year was 303.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools in July 1868, and the average number of promotions to a school in each district:

DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. Sch.	No. to a School.
Adams .....	8	33	4.1	Lawrence.	10	38	3.8
Bigelow ....	13	105	8.0	Lincoln ..	13	126	9.7
Bowditch ..	11	58	5.2	Lyman ...	7	50	7.1
Bowdoin ...	8	41	5.1	Mayhew..	10	53	5.3
Boylston ...	13	70	5.3	Norcross .	11	105	9.5
Brimmer ...	13	95	7.3	Phillips ..	8	40	5.0
Chapman ...	10	5	5.2	Prescott..	9	61	6.7
Comins.....	19	98	5.1	Quincy ...	12	65	5.4
Dearborn...	18	91	5.0	Rice .....	10	99	9.9
Dwight ....	6	66	11.0	Wash'ton } & Dudley }	15	73	4.8
Eliot .....	15	86	5.7	Wells ....	12	79	6.5
Everett ....	9	81	9.0	Winthrop.	12	87	7.2
Franklin ...	9	72	8.0	Training.	3	24	8.0
Hancock ...	19	124	6.5	Totals....	303	1,972	65. av.

The whole number of pupils promoted from the Primary Schools to the Grammar Schools in July was 1,972; the number promoted in March was 2,063; the total for the year was 4,063, — 28 per cent. of the average whole number belonging. If this proportion is promoted each year, the average time required for the pupils to complete the primary course would be about three and a half years. From the above table, it appears that the Dwight, Rice, Lincoln and Norcross districts sent up the largest number to a school; and that the Lawrence, Adams, Washington and Dudley districts sent up the smallest number to a school. By dividing the cost of carrying on all the Primary Schools during the year by the number of pupils promoted to the Grammar Schools, we find that the average cost of fitting a pupil for promotion is about seventy-five dollars. Two provisions adopted by the Board have tended to reduce the expense of carrying on the Primary Schools. One of these was the grading of the schools, which secured more regular advancement of the pupils from class to class, and thus diminished the time required to go through the course. The other was the exclusion of children under five years of age. But the advantage gained in respect to economy by these measures has been in part, if not wholly, counterbalanced by the diminution which has taken place in the number of pupils to a teacher. If the schools were kept full, it would cost about sixty dollars to carry a pupil through the course.



The following table shows the number of Primary pupils in each district and the *average number of pupils to a school, or teacher, during the last half year* :

DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.	DISTRICTS.	No. of Schools.	Whole Number.	No. to a School.
Adams ....	8	382	47.7	Lincoln ...	13	657	50.5
Bigelow ...	13	648	49.8	Lyman ....	7	335	47.8
Bowditch ..	11	467	42.4	Mayhew...	10	441	44.1
Bowdoin ..	8	354	44.2	Norcross ..	11	583	53.0
Boylston ..	13	440	33.8	Phillips ...	8	325	40.6
Brimmer ..	13	561	43.1	Prescott ..	9	425	47.2
Chapman ..	10	438	43.8	Quincy ....	12	500	41.6
Comins ....	19	1,021	53.7	Rice .....	10	499	49.9
Dearborn ..	18	882	49.0	Wash'ton } Dudley.. }	15	737	49.1
Dwight ....	6	253	42.1	Wells .....	12	512	42.6
Eliot .....	15	715	47.6	Winthrop .	12	457	38.0
Everett....	9	436	48.4	Training ..	3	117	39.0
Franklin ...	9	465	51.6	Totals ...	303	14,089	46.5 av.
Hancock...	19	958	50.4				
Lawrence..	10	481	48.1				

The above table shows that the average number of pupils to a teacher or school is 46.5, which is 9.5 less than the standard number. The 303 schools could accommodate nearly *four thousand* more pupils than have been in attendance during the past half year.

The Primary Schools are, in most respects, making satisfactory progress. It is safe to say, that this



department of our system was never in a better condition. Still, there are some teachers who do not so fully perform what is laid down in the course of study as could be desired. All that is required could be easily taught if each teacher in her grade or class would do her full duty. But if those in the lower classes neglect any of the requirements, it is of course more difficult for the teachers in the upper classes to keep up to the required standard. In the supervision of these schools, by the committees and masters, this matter should receive special attention.

It is by no means the least of the advantages of the graded system, that it necessarily makes each teacher, in a certain sense, an inspector and judge of the work of the teacher in the next lower grade, while his own work is in turn subject to the inspection and judgment of the teacher in the next higher grade. I find in these schools very gratifying evidence of the beneficial effects of the supervision of the Grammar masters, especially in those districts where the committees have given the masters the largest liberty in this respect. Of course it will take some time for all the masters to become so familiar with the handling of primary classes as to be able to give model illustrative lessons in their visits, for the benefit of the more inexperienced or less skilful teachers; but there is constant progress in this direction.

While writing this page, I have received eleven pretty little compositions in print letters, with an

anonymous note, stating that they were written by pupils in the *sixth class* of a Primary School. From some internal evidence in these very precocious literary productions, I am able, I think, to name the school from which they came. These specimens show what a *skilful* teacher can do. This teacher, whoever she may be, has without doubt been going into the *skill-business* pretty extensively. She believes in studying *how to do it*. She certainly possesses many of the qualities requisite for a model teacher.

About a year ago, an order was passed by the Board authorizing the District Committees to introduce into the schools of their respective districts Leigh's Phonic System of teaching the first steps of reading. The Committee of the Lincoln District immediately availed themselves of this authority, in accordance with the desire of the master and of the teachers of the lowest classes of the Primary Schools, who had acquired a practical knowledge of this method in the Training School, where it has been taught for two years. The result of the year's experiment is considered very satisfactory. The pupils have made rapid progress in calling words at sight, and in accurate and distinct pronunciation.

Mr. Sloane, assistant teacher in Vocal and Physical Culture, has visited all the Primary Schools, and given in each illustrative exercises in vocal and physical training. His labors appear to have been acceptable to the teachers, and profitable to the pupils. The results of his instruction are especially manifest in the im-

proved position of the pupils, both in sitting and standing.

The thorough investigation to which the instruction in vocal music in these schools has been subjected during the past year served the valuable purpose of rendering the members of the Board better acquainted with the value, progress, and condition of this branch. It revealed, also, the great progress which the teachers of the Primary Schools have made in their views on this subject. It is only a few years since it was rare to find one who was willing to admit that vocal music could be taught to any advantage in these schools. Now, I think, no one ventures the opinion that it should be excluded. There is yet some difference of opinion among them as to whether it should be taught wholly by rote, or whether it should be taught by note, on the plan laid down in the programme. Of course it requires more skill to teach according to the latter method, and it is too much to expect that all teachers should, in so short a time, make such progress as to prefer the more difficult plan. It is very gratifying, however, to find that all now favor the systematic teaching of vocal music in their schools, differing only as to the details. The teachers now very generally understand what is expected of them in this branch. With the aid of the programme, the text-books, the charts and black-boards, and the assistance and advice of Mr. Mason, they are producing very satisfactory results.



## GRAMMAR SCHOOLS.

The average whole number of pupils belonging to these schools during the past year was 17,450 ; boys, 9,072 ; girls, 8,378 ; the average daily attendance was 16,362 ; and the per cent of attendance was 93.3. The whole number of regular teachers at the close of the year was 392 ; namely : 26 masters, 1 female principal, 15 sub-masters, 10 ushers, 26 head-assistants of the first class, 54 head-assistants of the second class, and 261 assistants. The number of special teachers was 13, namely : 1 in physical and vocal culture, 1 in vocal music, and 11 in sewing. At the end of the school year, the number on the register was only 14,327, about 3,000 pupils having left school after the final examination in June, and before the close of the term in July. At the close of the year, there were in the first class 2,296 ; in the second, 2,840 ; in the third, 3,734, and in the fourth, 5,457. The ages were as follows : Under 8, 134 ; between 8 and 10, 3,066 ; between 10 and 15, 10,250 ; over 15, 877. For details of classification and ages, see table in the appendix. There is reason to believe that in the statistical returns of the schools the ages of the pupils are not computed on the same bases by the masters, — some calling a scholar over fifteen after his fifteenth birthday, while others do not report a scholar as over fifteen until he is sixteen. The former is the true way of reporting.



The following table shows the number of teachers, exclusive of the Master's Head-Assistant, the average whole number of pupils, and the average number of pupils to a teacher (not counting the Master's Head-Assistant) in each Grammar School, for the half year ending July 31, 1868:

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams ....	12	639	53.2	Hancock ..	18	899	49.9
Bigelow ...	23	1,070	46.5	Lawrence .	16	769	48.0
Bowditch ..	20	886	44.3	Lincoln ...	15	707	47.1
Bowdoin ..	11	518	47.1	Lyman ....	10	493	49.3
Boylston ..	11	523	47.5	Mayhew ..	12	540	45.0
Brimmer ..	15	720	48.0	Norcross ..	12	588	49.0
Chapman ..	10	461	46.1	Phillips ...	11	583	53.0
Comins ....	15	794	52.9	Prescott ..	12	540	45.0
Dearborn ..	15	752	50.1	Quincy ....	14	664	47.4
Dudley ....	6	350	58.3	Rice .....	12	514	42.8
Dwight ....	14	667	47.6	Washingt'n	9	455	50.5
Eliot .....	15	758	50.5	Wells .....	11	490	44.5
Everett ....	14	641	45.7	Winthrop .	17	823	48.4
Franklin...	16	765	47.8	Totals ...	366	17,609	48.1 av.

The following table shows the number of scholars who received the diploma of graduation at the close of the school year, July 1868, in each Grammar School:

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams . . . .	12	11	23	Hancock .. . . . .		23	23
Bigelow ..	22	16	38	Lawrence .	6		6
Bowditch . . . . .		16	16	Lincoln ...	18	10	28
Bowdoin .. . . . .		26	26	Lyman ....	10	4	14
Boylston ..	21		21	Mayhew... .	15		15
Brimmer ..	39		39	Norcross ... . . . . .		5	5
Chapman ..	20	14	34	Phillips ...	16		16
Comins....	8	15	23	Prescott... .	8	10	18
Dearborn .	15	13	28	Quincy ....	16		16
Dudley .... . . . . .		17	17	Rice ..... . . . . .			
Dwight . . .	31		31	Washington	13		13
Eliot ..... . . . . .			22	Wells ..... . . . . .		27	27
Everett.... . . . . .		30	30	Winthrop . . . . . .		26	26
Franklin .. . . . . .		28	28				
				Totals.....	292	291	583

## HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the year was 1,050; the average daily attendance was 977; and the per cent of attendance was 95.7. The average number of pupils belonging to the High Schools is about *three and two-tenths* per cent of the whole number of pupils belonging to all the schools; and it is about a half of one per cent of the

population of the city, or, in other words, we have about one High School scholar to every two hundred inhabitants. We find also that the number of pupils in the High Schools is about fifty per cent of the number in the first class of the Grammar Schools. The number admitted during the year was 584; males 342, and females 242. The Grammar Schools sent up 268 boys and 171 girls; total, 439. The number sent up from the Grammar Schools was 146 less than the number of their graduates. The number of those admitted who actually joined the schools was 521; 305 boys and 216 girls.

The whole number of High School pupils who received, at the close of the year, diplomas of graduation, was 113; 52 young gentlemen, and 61 young ladies.

LATIN SCHOOL. — The following table shows the attendance during the last year as compared with that of the preceding year :

YEARS.	Average Whole Number.	Average Attendance.	Per cent Attendance.
1867-68 .....	286	275	93.7
1866-67 .....	292	280	96.2
Decrease .....	6	5	2.5



It appears that there has been a slight falling off in attendance, and yet the number belonging is larger than can be well accommodated in the building. The first class had eighteen members at the close of the year. Of these, ten entered college, four left for other destinations, and four remained over. Only three young gentlemen were deemed worthy of the graduating diploma. The same three, and no others, received the Franklin Medal. One of the graduates who did not receive a diploma was admitted into the sophomore class of Michigan University with some condition in mathematics. The pupils who complete the work of the last year of the course of study are considered as entitled to the diploma.

At the close of the school year, Mr. William R. Dimmóck resigned his position as one of the masters, to accept a professorship in Williams College. By this resignation, the teaching corps lost an urbane gentleman, an accomplished classical scholar, and a faithful and successful teacher. It is much to be regretted that an instructor whose services were so acceptable could not have been retained.

Mr. Dimmock's place as master has not been filled, but the number of teachers was made good by the appointment of Mr. Simmons, a recent graduate of Harvard University and an excellent scholar, as sub-master.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, during the year ending September 8, 1868.

SCHOOLS.	No. Admitted.	Average Age.	SCHOOLS.	No. Admitted.	Average Age.
Adams .....	1	13.80	Lyman .....	1	14.40
Bigelow .....	2	14.00	Mayhew.....	1	11.50
Boylston.....	.....	.....	Phillips .....	3	12.50
Brimmer.....	8	12.87	Prescott.....	.....	.....
Chapman .....	.....	.....	Quincy.....	2	14.65
Dwight .....	7	12.65	Rice.....	2	11.59
Eliot.....	.....	.....	Other Sources .....	37	13.42
Lawrence .....	1	16.50			
Lincoln .....	4	12.27	Totals.....	69	13.34

It appears from the above table that of the sixty-nine boys admitted during the past year, only thirty-two were sent by the Grammar Schools, averaging about two to a school containing boys. During the preceding year, seventy-two were admitted from the Grammar Schools, twenty-five coming from a single school, the Brimmer. The masters of the Grammar Schools have it in their power, without doubt, to determine to a very great extent what shall be the number and character of the boys who go from their schools to the Latin Schools. If a

boy is to go to our Latin School at all, it is best, as a general rule, that he should go when he is from ten to eleven years old. This is the opinion of the Head-Master, and it is confirmed by my own observation. By taking pains to give kindly advice to parents, in accordance with this view, a large number of promising recruits would be annually sent up. If boys are retained in the Grammar Schools until they complete the course, before going to the Latin School, they cannot fit for college at the proper age except by taking what is called the short course. To accomplish this, graduates of the Grammar Schools find it difficult. The ordeal is a trying one. The Grammar Schools ought to have credit for sending to the Latin School boys who go through creditably; and in order to accomplish this result, they must send good scholars, and send them young.

It is sometimes said that a boy should not go to the Latin School unless he is destined for a college course. This, it seems to me, is an error. If a boy is not expecting to go to college, and yet wants to get the best education our schools afford him up to the age of seventeen, the best thing for him to do would be to go to the Primary School from five to eight, to the Grammar School from eight to eleven, to the Latin School from eleven to fourteen, and to the English High School from fourteen to seventeen. Another excellent course, either for college or business life, would be to pass through the English High School, and afterwards through the Latin School. To do this within the proper age, the

boy should enter the High School at thirteen, and then, graduating at sixteen, he would be able to complete his fitting for college in the Latin School in two years. The discipline of the course in the English High School is such that a graduate of fair abilities can, in that period, acquire sufficient knowledge of Latin and Greek, for admission to college. This double course affords an admirable preparation for the college course.

The following is the blank of the monthly report sent to the parents of the pupils :

PUBLIC LATIN SCHOOL.

BOSTON,

186 .

A monthly report of the rank and deportment of of the                    division of the                    class. This class is divided into                    divisions. This division contains individuals.

The studies for the month have been *Reading, Spelling, Penmanship and* [other studies inserted here.]

Rank deduced from the aggregate of all his recitations, .

Number of those marked 5, extremely good,	. . .
“ “ “ 4,	. . .
“ “ “ 3,	. . .
“ “ “ 2,	. . .
“ “ “ 1,	. . .
“ “ “ 0,	. . .
English Composition, (highest mark ever given, 20,)	. .
English Translation, ( “ “ 20,)	. .
Declamation, ( “ “ 20,)	. .
Reading English, ( “ “ 10,)	. .



- Rank as regards conduct alone, . . . . .
- Number of approbation cards given him in the month,
- Number of marks for misdemeanors, (not moral offences,) . . . . .
- Greatest number of such marks against any boy in the division, . . . . .
- Least number against any in the division, . . . . .
- Number of times absent, . . . . .
- Number of times tardy, . . . . .

REMARKS:—

N. B.— Parents are informed that their sons have a lesson prescribed for EVERY EVENING, and are requested to permit no arrangement to interfere with a seasonable attention to it. No excuse for tardiness is allowed, although a note is required to prove the absence of fault on the part of the individual, if there be none. No excuse is deemed valid for absence, but sickness or domestic affliction. Any suggestions respecting the character and treatment of their sons will be gratefully received from parents.

FRANCIS GARDNER.

*Examined by* [parent's name.]

ENGLISH HIGH SCHOOL.—The following table shows the attendance during the last year, as compared with that of the preceding year:

YEARS.	Average Whole Number.	Average Attendance.	Per cent Attendance.
1867-68 .....	265	260	98.1
1866-67 .....	249	241	97.0
Increase.....	16	19	1.1

The number of graduating diplomas awarded to members of the graduating class was forty-one, the largest number ever awarded in one year. The present plan of awarding diplomas to all pupils who satisfactorily complete the prescribed course of study works well in all respects. The fear of failing to receive it operates in a very wholesome way upon those who have neither the talent nor ambition to compete with success for a medal.

The following table shows the number and average age of the pupils admitted into the English High School from each Grammar School, and from other sources, at the examination of candidates, July 1868, and also how many actually joined the school at the beginning of the school year, September 1868:

SCHOOLS.	No. Admitted.	No. Joined.	Average Age.	SCHOOLS.	No. Admitted.	No. Joined.	Average Age.
Adams.....	18	17	14.76	Lyman .....	6	4	13.64
Bigelow .....	16	13	14.28	Mayhew .....	7	7	14.87
Boylston.....	14	9	14.20	Phillips .....	9	9	15.20
Brimmer.....	27	26	14.32	Prescott .....	9	6	15.57
Chapman .....	17	12	14.44	Quincy .....	12	10	14.42
Dwight .....	23	22	15.15	Rice .....	11	10	14.38
Eliot .....	9	6	14.63	Latin .....	3	3	15.39
Lawrence .....	6	6	14.97	Private & others	27	26	15.08
Lincoln .....	17	15	14.41	Totals .....	231	201	14.57

Of the 231 pupils admitted, 201 were sent up from the Grammar Schools; and of the 201 who joined the school, 172 were from the same source. The large increase in the number of pupils admitted is highly gratifying. Several Grammar Schools, especially those in East Boston and South Boston, that formerly sent very small delegations, this year sent very respectable numbers. This result is owing in part, no doubt, to the new classification of those schools, whereby the boys and girls were placed in separate classes. The average age of those coming from the Grammar Schools was 14.48 years. These figures show an improvement within the last three years of about a half a year. The ages of the candidates from the Grammar Schools were as follows :

Between twelve and thirteen, twelve.

Between thirteen and fourteen, forty-four.

Between fourteen and fifteen, seventy-one.

Between fifteen and sixteen, sixty.

Between sixteen and seventeen, thirty-two.

Between seventeen and eighteen, three.

It is well that boys should go to the High School, although they may not get in so early as could be desired. But it should be the aim to send them before the age of fourteen, rather than after. Taking the number of pupils sent in connection with their average age, the Brimmer School stands first.

The following table shows the whole number belonging in the month of February of each year, from 1824 to 1868:

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1824.....	121	1839.....	104	1854.....	159
1825.....	121	1840.....	105	1855.....	162
1826.....	128	1841.....	120	1856.....	152
1827.....	132	1842.....	150	1857.....	144
1828.....	141	1843.....	170	1858.....	160
1829.....	114	1844.....	149	1859.....	156
1830.....	129	1845.....	152	1860.....	169
1831.....	134	1846.....	143	1861.....	171
1832.....	111	1847.....	141	1862.....	175
1833.....	112	1848.....	156	1863.....	174
1834.....	128	1849.....	183	1864.....	174
1835.....	125	1850.....	193	1865.....	200
1836.....	131	1851.....	195	1866.....	230
1837.....	115	1852.....	176	1867.....	264
1838.....	115	1853.....	170	1868.....	271

It appears from this table, that the number of pupils in this school has increased within ten years about one hundred per cent; and it is but just to say that its progress in other respects is very satisfactory.



The following table shows the number of graduates in each year since the founding of the school :

YEAR.	NUMBER.	YEAR.	NUMBER.	YEAR.	NUMBER.
1821.....	..	1837.....	13	1853.....	29
1822.....	..	1838.....	15	1854.....	26
1823.....	..	1839.....	17	1855.....	27
1824.....	15	1840.....	16	1856.....	24
1825.....	28	1841.....	15	1857.....	23
1826.....	12	1842.....	24	1858.....	27
1827.....	17	1843.....	22	1859.....	17
1828.....	..	1844.....	23	1860.....	29
1829.....	18	1845.....	24	1861.....	25
1830.....	17	1846.....	17	1862.....	29
1831.....	9	1847.....	20	1863.....	34
1832.....	12	1848.....	23	1864.....	17
1833.....	14	1849.....	20	1865.....	27
1834.....	18	1850.....	33	1866.....	31
1835.....	11	1851.....	32	1867.....	37
1836.....	15	1852.....	22	1868.....	41

The following is the blank of the Quarterly Reports sent to the parents of the pupils :

QUARTERLY REPORT

OF

who stands No. , in  
the division of the English High School. The School is  
divided into divisions. This division contains members.  
Recitations of the first order . . . Value, . . .

Recitations of the second order	. . . .	Value, . .
Recitations of the third order	. . . .	" . .
Bad Recitations,	. . . .	. . .
Composition, (highest mark,	) . . . .	. . .
Declamation, (highest mark,	) . . . .	. . .
Penmanship, (highest mark,	) . . . .	. . .
Drawing, (highest mark,	) . . . .	. . .
Deportment, (highest mark,	) . . . .	. . .
<hr/>		
Aggregate	. . . . .	. . . . .
Number of irregularities,	. . . . .	Deduct,
Number of tardiness,	. . . . .	"
<hr/>		
Balance	. . . . .	. . . . .
Number of absences during the quarter	. . . . .	. . . . .
Character,		

Recitations of the first order are reckoned *three*; those of the second, *two*; and those of the third, *one*; the results obtained, together with the marks for composition, declamation, penmanship, drawing, drill and deportment make the *aggregate*. The *balance* is the difference between this aggregate and the marks for misconduct and tardiness, and is the number which determines the *rank*.

Parents are informed that no absence is excused except for sickness, and that their sons have a lesson assigned for every evening; and they are earnestly desired to see that it is seasonably and faithfully attended to.

A note signifying that this report has been received is respectfully requested by

THOMAS SHERWIN.

GIRLS' HIGH AND NORMAL SCHOOLS.— The following table shows the attendance during the past year, as compared with that of the preceding year :

YEARS.	Average Whole Number.	Average Attendance.	Per cent Attendance.
1867-68.....	338	327	97
1866-67.....	332	322	97
Increase.....	6	5	0

The number of young ladies who received the graduating Diploma at the end of the school year was thirty-seven.

The Training School continues in a prosperous condition. Its graduates are doing a good work in our Primary and Grammar schools. In view of the benefit derived from the course of training in this school, it is worthy of consideration whether it would not be a wise policy, to provide that graduates of the Girls' High and Normal School who spend the year in special preparation for teaching in this department, shall receive the maximum salary for their first year of service, when they get appointments as teachers.

The following table shows the number and average age of the pupils admitted to the Girls' High and Normal School from each Grammar School, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1868:

SCHOOLS.	No. Admitted.	No. Joined.	Average Age Admitted.	SCHOOLS.	No. Admitted.	No. Joined.	Average Age Admitted.
Adams.....	5	5	16.95	Lincoln.....	6	4	15.45
Bigelow.....	9	9	15.52	Lyman.....	5	5	16.16
Bowditch.....	6	6	15.37	Norcross.....	3	3	15.13
Bowdoin.....	12	10	15.94	Prescott.....	4	4	15.21
Chapman.....	10	6	15.12	Putnam.....	1	1	16.00
Comins.....	1	1	16.00	Wells.....	8	7	15.80
Everett.....	21	20	15.56	Winthrop.....	22	19	15.43
Francis Street..	1	1	15.00	Other Sources..	63	61	18.17
Franklin.....	19	18	16.04				
Hancock.....	11	11	15.25	Totals.....	207	191	15.78

This school has suffered a severe loss during the past year in the removal by death of its excellent Head-Master, William H. Seavey, who had for nearly twelve years labored for its welfare with great fidelity and success. He was a good scholar, an able teacher, and a true man. Although modest almost to a fault, he was not wanting in dignity of manner. Always deferential to the wishes and opinions of others, he was at the same time firm and self-reliant in the discharge of the arduous and



delicate duties of his responsible position. He was generous, humane, courteous, kind, upright and sincere. He was a man of deeds rather than words, but when he spoke he meant what he said. His manner was most cordial and winning. He was a Christian gentleman. Respected and trusted by his Committee, beloved by the teachers and pupils of his school, by his professional associates, and by all who knew him, he has left behind him an honorable record and a good name.

*Multis ille bonis flebilis occidit.*

During the last three months of the year, the school was under the judicious supervision of the Chairman of its Committee, Rev. Henry Burroughs, jr., D. D., in the capacity of acting Head-Master.

The gentleman who was at length called to fill the vacant Head-Mastership, Mr. Ephraim Hunt, had gained a high reputation as a scholar and accomplished teacher, by a long period of service as an instructor in our English School. He brings to this new and important post a rare combination of high qualities of mind and heart, and there is good reason to expect that he will administer the affairs of the school with eminent success.

THE HIGHLANDS HIGH SCHOOL. — The average whole number of pupils belonging to this school during the past year was 161; boys 147, girls 114. The average attendance was 152, and the per cent of attendance was 94.25. At the close of the year, eight young gen

tlemen and twenty-four young ladies of the senior class received the Diploma. This, it will be observed, is a large proportion of the whole number belonging. And what is very remarkable, the number of graduates was more than fifty per cent of the number of pupils who entered this class at the beginning of the course, three years ago.

The following table shows the number and average age of the pupils admitted into the Highlands High School, from each Grammar School and from other sources, at the examination of candidates in July, and also how many actually joined the school, September 1868 :

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Comins .....	7	13	6	11	14.65	15.11
Dearborn .....	13	12	12	11	14.84	15.70
Dudley .....	.....	15	.....	13	.....	15.17
Francis Street .....	3	5	1	.....	14.51	13.81
Washington .....	12	.....	9	.....	15.16	.....
Other Sources .....	7	8	7	8	15.34	15.97
Totals .....	42	53	35	43	14.90	15.13

THE ROXBURY LATIN SCHOOL. — This school was established in 1645. It was at first supported by means of rents granted by most of the inhabitants of the town

out of their "severall messuages, lands and tenements." Subsequently it has been maintained chiefly by funds derived from the leases of lands bequeathed to it in 1671 by Thomas Bell of London. It has always been substantially a free school for the benefit of the citizens of Roxbury, and since the annexation, it has been equally free to the inhabitants of the former city of Boston. It is, in fact, to all intents and purposes, a free public school; and it is in this view that it is referred to here, although it is not supported by taxation, and is not under the control of the School Committee. It is managed by a Board of twelve Trustees, and is wholly unsectarian in its character. It is a classical school, and a classical school of a high order, — a school of which any city might well be proud. It has sent many good scholars to college, and the catalogue of its graduates, extending over a period of more than two centuries, bears the names of not a few eminent men. General Joseph Warren, who was born near the present site of the school, was one of its pupils, and afterwards, for a time, its master.

This school sustains practically the same relation to the Roxbury High School that our Latin School bears to the English High and Girls' High and Normal Schools. The number of pupils now belonging to the school is 66, and it is instructed by Mr. William C. Collar, a very accomplished teacher, as Principal, and two excellent assistants.



## SCHOOL ACCOMMODATIONS.

The whole amount expended during the past year for buildings and lots was \$188,790.80. The two new Primary School Houses, one in Charter Street, and the other in South Boston, are excellent buildings. They are essentially the same as the building on Washington Square, which was described in the Report for 1864. Each contains six school-rooms, two on a floor. This I call the model plan for our system of organization. Several years ago a Primary School House was built on Suffolk Street, containing eight rooms, four on a floor. This plan is a very costly one, and besides it is not so well adapted to our classification as the six-room plan; still less desirable for our Primary Schools is a building of twelve rooms, like that recently erected on Richmond Street; it is, no doubt, a noble and well-built edifice, but it is too large.

The three new Grammar School Houses [the Norcross, the Wells and the Lewis] are substantially alike in size and plan. They are three stories high, with a French roof. Each contains twelve school-rooms and a large hall. This is a very good pattern. I should, however, prefer a building two stories high, with five rooms on a floor, and a hall above, in a French roof. The two Grammar School Houses now under contract [the Shurtleff and Rice] are to be two stories high, with a French roof. There are to be six school-rooms in each of the stories, and two school-rooms and a hall in the



French roof. They will be very fine school-houses, with excellent accommodations ; but they will be costly, and in my judgment, larger than they should be.

The Latin and English High Schools need larger and better accommodations. The lot where their present building stands has become very valuable for business purposes, and it seems to me that the time has come when steps should be taken toward the erection of a new edifice for these important schools. The lot on the corner of Newbury and Berkeley streets, which is owned by the city, would be a very good location for this purpose, and it is hoped that it will not be sold until the question of appropriating it to this purpose shall have been duly considered.

#### FREE BOOKS.

The following are the provisions of the Statutes of the Commonwealth, respecting the supply of text-books to the pupils of Public Schools :

“The School Committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools, and give notice of the place where they may be obtained. Said books shall be furnished to the pupils at such prices as merely to reimburse the expense of the same. The School Committee may also procure, at the expense of the city or town, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools

under their supervision, in accordance with appropriations therefor previously made.

“ If any scholar is not furnished by his parent, master or guardian, with the requisite books, he shall be supplied therewith by the School Committee at the expense of the town.

“ The School Committee shall give notice in writing to the assessors of the town, of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, masters or guardians ; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes.

“ If the assessors are of opinion that any parent, master or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add only a part thereof, to his annual tax, according to their opinion of his ability to pay.”

The Committee on Accounts are charged with the duty of carrying out these provisions of law. They make a contract at the beginning of each year with a bookseller for the supply of books furnished to indigent children. They also make arrangements with several booksellers, in different sections of the city, for the sale of books to the pupils of the schools at certain

prices agreed upon. A schedule of the prices is placed in the hands of the teachers, who are required to inform their pupils where the books can be obtained, and the prices at which they can be purchased. It is provided by the regulations that no teacher in the public schools shall be permitted to sell to any pupil text-books at any advance on the regular retail price. It is optional, of course, with parents to purchase the books for their children, either at the places provided by the Committee, or at any other place. The books furnished to indigent children are stamped with the words, "THE PROPERTY OF THE CITY OF BOSTON." When a child who has these city books leaves school, or is transferred from one school to another, he leaves his books behind. These books are not treated as the property of the children who use them or of their parents, although the law in providing that the price of books furnished by the city shall be added to the taxes of their parents or guardians, seems to imply that they shall become the property of the parents or guardians, inasmuch as they are made liable to pay for them if they are able to do so.

The sum expended during the last year for books for indigent children was \$12,557.47. The amount appropriated for this purpose for the year 1868-69 is \$16,500.00. This sum is about equal to half a dollar for each pupil belonging to the schools. In Philadelphia, where all the pupils in the public schools are furnished with books at the public expense, it was found,



a few years ago, that the cost was about one dollar a year per pupil, or twice as much per pupil as we are now paying for children reckoned as "indigent."

Our mode of furnishing books to indigent children does not seem to work satisfactorily. It is left to the teachers to decide what children shall be supplied; and while some are very rigid in their investigation of the circumstances of the applicants, furnishing books only in cases of extreme poverty, others do not take much pains to inquire into the ability of parents to pay for books, but give out the books very freely to such children as are not promptly furnished by their parents. And then there is a class of worthy poor who ought to be supplied, but whose self-respect prevents them from claiming the bounty of the city. Some committee men instruct the teachers under their supervision to bestow the city books with a liberal hand; others enjoin upon their teachers strict economy in this matter. The result is, that on the one hand some really indigent children are not furnished, while on the other hand, very many whose parents are well to do are supplied. I recollect a case where a father complained that it was hard to buy the books for his well dressed boy, because he had to pay five hundred dollars rent for his house, and so the boy was allowed free books.

But the chief objection to the system is its demoralizing effect upon both pupils and parents. The child who uses a book with the city stamp in it cannot hold up his head and maintain his self-respect by the side of



the child who has a book with his own name in it. And then there is the temptation held out to parents to plead poverty and to deceive in order to escape the expense of buying books. Whenever a promotion of pupils takes place, involving the purchase of new books, much time is wasted before books are procured, so that all the pupils of the class can go on together with their lessons; many parents, who are able, neglecting to purchase books for their children, in the hope that they will be supplied by the teacher.

These considerations, and others which I have not space now to enumerate, have satisfied me that instead of furnishing a part of the children in the schools as we now do with books, it would be better *to furnish all*, and thus make our schools *wholly free* in reality as they are in name. The experiment has been tried in New York, Brooklyn, Philadelphia, Baltimore and other cities, and it has been found to work well.

#### THE QUALITY OF TEACHERS.

In the recent able Report on Secondary Education in Scotland, by Mr. D. R. Fearon, one of H. M. Inspectors of Schools, the well-to-do, easy-going English school-master is contrasted with the enthusiastic Scotch teacher in the following graphic language:

“The celebrated Dr. Adam, (author of Adam’s Latin Grammar,) when his class at Edinburgh High School was visited by a stranger, would walk down the room

to meet him, would take him by the hand and lead him with a hearty welcome to his desk, crying out, 'Come away, sir! You will see more work done here in an hour than in any other school in Europe.' The same spirit seemed to me to animate many of the teachers in the Burgh Schools (High Schools) and some masters in other schools which I visited. Though they were most courteous in allowing me to examine their classes, it was clear they preferred to teach and to question them in my presence; just as a good horseman, who has a favorite and clever horse, likes to mount him and show off his paces, his leaping, and his good training himself. And I must confess that, judging by the few examples which I saw in English Grammar Schools of the second grade, I do not much wonder at the unwillingness of the English teachers, or the comparative readiness of the Scotch teachers to conduct their classes in my presence. The contrast was certainly very remarkable.

"I wish I could picture to the Commissioners the interior of such an English Grammar School as I have often seen it, both in town and country, at about 3 o'clock, P. M. The long room empty and vacant in the middle, with massive old-fashioned desks ranged round the walls; the three seats for the teachers carefully graduated in size; the largest and most imposing for the master, at the top of the room; the second at the bottom, for the usher; and at one side a smaller desk, inferior in comfort and dignity, for the occasional French master; the thirty boys divided nominally into six forms,

of which the sixth contains two or three boys, boarders, who are reading 'Greek Play,' and one of whom is said to be preparing to try for an open scholarship at the University. The fifth form, perhaps, 'vacant just now,' and the bulk of the scholars in the lower forms classified according to their different degrees of proficiency in Eutropius, Cæsar, and Ovid. The master, well clothed and fed, lounging in his chair of State, 'hearing the sixth form,' who sit or lean round him in every variety of posture that can indicate indifference or weariness. The usher, an ignorant, untrained drudge, — to whom is committed the care of the boarders in their bedrooms, and the instruction in those inferior subjects known as, 'the English branches,' — wearing the listless and depressed look of one who has known or has been vainly hoping for better days. The whole scene is one of sleepy, monotonous existence; resembling rather a gathering of priests and worshippers of Morpheus, than of the Muses.

“And then the contrast between such a scene and that presented by the class-room of a Scotch Burgh School, crowded with sixty or one hundred boys *and girls*, all nearly of an age, seated in rows at desks, or benches, but all placed in the order of merit, with their keen, thoughtful faces turned towards the master, watching his every look and gesture, in the hopes of winning a place in the class, and having good news to bring home to their parents at tea time. The *dux* seated at the head of the class, wearing, perhaps, a medal, the object of



envy, and yet of pride to all his fellows, fully conscious both of the glory and the insecurity of his position, and taught, by the experience of many falls, the danger of relaxing his efforts for a moment. In front of his eager, animated throng stands the master, gaunt, muscular, and time-worn; poorly clad, and plain in manner and speech, but with the dignity of a ruler in his gestures, and the fire of an enthusiast in his eye, — never sitting down, but standing always in some commanding position before his class, full of movement, vigor, and energy, so thoroughly versed in his author, or his subject, that he seldom requires to look at the text-book, which is open in his left hand, while in his right he holds the chalk, or the pointer, ever ready to illustrate from map or blackboard; or, perhaps, flourishes the ancient ‘taws,’ with which, in former days, he used to reduce disorderly newcomers to discipline and order. The whole scene is one of vigorous action and masterly force, forming the greatest possible contrast with the monotonous, unmethodical, ill-seconded working of the English teacher.

“I have spoken rather at length on the *quality of teachers*; but I think it almost impossible to overrate the importance of this branch of educational inquiry. Do what you will in building, or endowing, or encouraging a school; make for it the most convenient premises; place it in the most favorable situation — give it every advantage of government, wealth, or patronage — but after all the *teacher* is the pivot on which success or failure turns. I knew this well before I went to Scot-



land ; but I never had it so forcibly brought home to me as there, that after all the teacher is everything. On one occasion when I was inspecting an English Grammar School, which, in spite of its endowments, was almost empty, I asked the Mayor and other members of the corporation who met me, if they could suggest for the information of the Commission any reason for the lamentable condition of the school. After a long pause, one of the citizens exclaimed ; ‘ I think, sir, if the Commissioners want to know why this school does not fulfil its founders’ intentions, you cannot do better than to send them a photograph of the schoolmaster.’ In this bitter speech, there was a real philosophy, — a profound perception of a fundamental principle of educational science. *Such as the schoolmaster is, such is the school.* Describe him, and your readers will know all.”

Speaking of the causes of the superior qualifications of Scotchmen as teachers, he says, “ Part is no doubt due to the proverbial temperament of the Scotch, and part to their psychological training ; but still more is probably due to the want of endowment, whereby the teacher’s income is made to depend chiefly on his practical success, and to the interest and discrimination with which the Scotch public watch him.”

Of the importance of parental co-operation with teachers, he says, “ All the energy and all the talent of these Scotch teachers would perhaps not produce much more result than that which English country grammar schools afford, were they not seconded and

stimulated by the anxious and intelligent watchfulness of parents and patrons, and by the consequent eagerness and diligence of children. I went once or twice to tea, after school hours, at the houses of parents who had children in Burgh schools. The conversation between parents and child was generally opened in this fashion : ' Well, Alexander, what place in the class to-day ? ' And if the answer given did not seem to imply a very high place, the next question would be, ' And how many in the class ? ' and then after that would follow questions as to what he had read in the class ; whether such and such a neighbor's son was above or below him ; and if above him, why so ; and whether if he worked a little harder he could not manage to take him down ; how he had gained, or why he had lost a place ; and what the teacher had said to him ; who was *dux* ; and did he think he had any chance of ever being *dux*, and so on ; every word showing the keen interest of the parent in the son's progress, and the importance which the whole family attach to his success."

The English schoolmaster described by Mr. Fearon, has no parallel in our American public schools. The Scotch type comes nearer to the American. The Scotch teacher doubtless possesses many sterling qualities, but he is not the best model. He is not the ideal teacher. In old countries the teaching profession has a fixed character and status. This is not yet the case in America, to a very great extent. The American teacher is in process of development. Already he begins to show

some promising traits. He has tact and self-reliance, and self-respect, and willingness to work. In educational administration, the leading idea should be to produce the model teacher. Let this be done and every educational excellence will follow.

The Rev. James Fraser, one of the English school commissioners, and the best foreign authority on American education, in summing up his observations respecting the teachers of this country says, "The training institutions of the country, as yet, are far from being organized with a completeness that corresponds with other portions of the system; nor is their capacity for supplying teachers at all adequate to the demand. In many places, too, there exists the same kind of narrow prejudice against the employment of trained teachers that for so long a time prevailed in England, and is scarcely extinct now; and the salaries are frequently so low that the services of really competent persons cannot be secured. All sorts of plans are adopted in the different States to improve the quality and increase the quantity of the teaching power, but hitherto, it must be confessed, with very limited success; and more complete appliances for training teachers is still one of the things wanting to the perfection of the American system of public schools.

"At the same time I must allow that the deficiency is very much less striking to the outward eye of a casual observer than would be the case under similar circumstances in England, on account of the much greater



natural aptitude for the work of a teacher possessed, as it appeared to me to be, by Americans generally, and particularly by American women. They certainly have the gift of turning what they do know to the best account; they are self-possessed, energetic, fearless; they are admirable disciplinarians, firm without severity, patient without weakness; their manner of teaching is lively, and fertile in illustration; classes are not likely to fall asleep in their hands. They are proud of their position, and fired with a laudable ambition to maintain the credit of their schools; a little too anxious, perhaps, to parade its best side and screen its defects; a little too sensitive of blame, a little too greedy of praise; but still as I judge them from samples which I saw, and in spite of numerous instances to the contrary which I read of but did not see, a very fine and capable body of workers in a noble cause. \* \* \* Apart from the question of adequate training, I know not the country in which the *natural material* out of which to shape the very best of teachers is produced in such abundance as in the United States. That, with the shaping process so very imperfectly performed, the results are what they are, is sufficient proof of the quality of the material."

Mr. Fraser, in speaking of the "shaping process," has reference, no doubt, to scholastic and professional training as a preparation for entering upon the work of teaching. In this sense, the shaping process is certainly very important; but after the teacher is actually



engaged in the duties of his profession, the shaping process is still going on. His circumstances shape him. The master of the English country grammar school is shaped into drowsy indolence by the conditions of his office. He has a life-lease of his office. He has a fixed income, which is not at all affected by the quality or amount of his work, and he is stimulated by no supervision or inspection. He encounters no competition, and is incited to improvement neither by hope nor fear. The master of the Scotch burgh schools, on the other hand, makes his own income. His bread and butter depend upon his energy and skill. The patrons and parents he has to deal with are a very different class of people from the ignorant and busy English shopkeepers. They are well educated, very many of them having studied at the Scotch universities. They are intensely interested in the result he produces, and they are capable of judging its value. If he does not come up to their standard, he loses his fees, and his successful competitor takes them. No wonder Mr. Fearon never saw him "sitting down." The peculiar training of the Scotch university is what begins the shaping of the Scotch teacher, and competition does the rest; but if the English schoolmaster suffers for want of competition, it is pretty evident that the Scotch teacher suffers from excess of competition. While the former is too independent, the latter is not independent enough. The ideal teacher is to be shaped by being placed in a

happy medium between absolute independence on the one hand, and absolute dependence on the other hand. The teachers in American public schools cannot, perhaps, be said to be placed in this fortunate position, where the stimulus is just right in kind, and just sufficient in amount, but they obviously have the advantage in this respect over both the English and Scotch teachers.

We have now in this city four head-masters of High Schools, and twenty-eight masters of Grammar Schools, who are also principals of the Primary Schools in their respective districts. The thirty-three thousand pupils in our schools are under the direct control and management of these thirty-two masters. These masters must necessarily exert a controlling influence in determining the success and character of our schools. They occupy positions of commanding influence in respect to public education in this city. They not only shape their schools by direct influence over their pupils, but much more by indirect influence through their assistant teachers, and through the members of the committee, with whom they are in constant communication. How transcendently important it is then, that these shapers of the destiny of our schools should themselves be wisely shaped! Of what fine "natural material" ought they to be composed! With what generous culture should they be imbued! In manners, in learning, in intellectual capacity, in elevation of moral

sentiment, in practical ability, they ought to be first-class men. And besides, they ought to be thorough masters of the art and science of education.

The average qualifications of our masters are, I am happy to say, in my judgment, of a high order. I entertain high respect for them, both as teachers and as men. They are, of course, not equally able, nor equally progressive, but they are all faithful, and they are all earnestly devoted to their duties.

It should be borne in mind by the Board that their rules and regulations, and the policy pursued by them in respect to the masters, are constantly acting upon them as shaping forces. It would be easy for the Board to adopt measures which would stimulate them to bend their energies to the production of certain specific results of instruction; by publishing the results, for example, of examinations, expressed in percentages, with the understanding that the standing of the masters is to be estimated by these percentages. It is not so easy, but far more important to strengthen the motives for self-improvement on the part of the masters. The essential question in regard to a master who has been elected and who virtually holds a permanent position, is, *does he grow?* And whatever is done to encourage, aid, or stimulate the improvement of teachers, is sure to tell on the improvement of the schools. This is well illustrated in the matter of vocal culture and reading. The appointment of Professor



Monroe to teach in this department, afforded an opportunity to the masters to receive gratuitous instruction from him. The result is, that those who have availed themselves of this means of instruction have, while increasing their culture as men and scholars, — while growing in vocal power, — become vastly more efficient as teachers and directors of reading.

But while endeavoring to order the administration of the system so as to shape those already in the service as nearly as possible to the pattern of the ideal teacher, it is of still greater importance to take care that the vacancies that may occur in the ranks shall be filled only by the very choicest recruits. This is to be done by making and keeping the office of master desirable, and then making an election to the place depend upon the results of the fairest and broadest competition. In the nature of things the masters will be taken generally from the ranks of the sub-masters and ushers. But then the selection of the candidate for promotion should be the result of a careful canvass of the merits of all the aspirants among them. Good scholarship should be insisted upon, and especially a first-rate record as to *improvement while in the service*. The first question should be, What has he done *in his school?* and then what has he done *outside his school?*

But back of all this there is another precaution necessary. If inferior ushers and sub-masters are elected, there will inevitably be some inferior masters. Therefore no one should be elected as usher on the ground



that he has learning and ability enough to fill an usher's place respectably, without regard to a higher destination. The question should be, does he possess the elements which will one day develop into a competent master? If it is once understood by the subordinate male teachers that promotion is to be the reward of merit, and not a matter of favor or influential friends, the best men will seek these places from outside, and those in the service will have the strongest possible inducements to become *accomplished* teachers.

But a vast majority of our teachers are ladies who have no principalships open to their competition. What additional encouragement can be afforded them for pursuing a course of self-improvement? Such of them as I know to be enthusiastic scholars are also superior teachers. But yesterday (Wednesday afternoon) I saw six assistant teachers from one of our schools in the chemical laboratory of the Institute of Technology pursuing the admirable course of instruction there offered to them. What is needed is some more adequate provision whereby the most meritorious and capable female teachers may be recognized and rewarded. One step towards the accomplishment of this object would be to raise the salaries of the master's head-assistants, and of those assistants who teach the higher classes, and then open these places to fair competition among all the teachers in the service, not, of course, excluding comers from outside.

But I have pursued this topic farther than I intended.

Its great importance is my excuse for dwelling so long upon it. We have a noble body of teachers. I appreciate them very highly, and yet, I feel it to be my duty to do all in my power to increase their efficiency by encouraging them in their efforts for improvement.

Respectfully submitted by

JOHN D. PHILBRICK,

*Superintendent of Public Schools.*

September, 1868.

WELLS GRAMMAR SCHOOL HOUSE.





## DEDICATION OF THE WELLS GRAMMAR SCHOOL HOUSE.

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THIS elegant and commodious school edifice, located on the corner of Blossom and McLean streets, was dedicated on the 8th of October, 1868.

Selections from the Scriptures were read by the Rev. O. T. Walker, a member of the Committee of the School. Prayer was offered by the Rev. Rollin H. Neale, D.D., an ex-member of the School Board, and of the Committee on this School. The following hymn was then sung by a choir of girls selected from the upper classes of the school, under the direction of J. B. Sharland, Esq., teacher of vocal music in the Grammar Schools.

### HYMN.

Father of Mercies! Hear thy children calling;  
Protect us, Saviour, save us from falling;  
Humbly we bow to Thee; look on us tenderly,  
And save us, God of Love!

As thro' this world of sin, filled with temptation,  
Sadly we wander, send thy salvation;  
Teach us to trust in Thee, and faithful children be,  
Keeping thy laws, great God!

Alderman Richards, Chairman of the Committee on Public Buildings, of the City Council, having made a brief statement in respect to the plans and erection of the building, delivered the keys to His Honor Mayor Shurtleff, who, on accepting them, spoke as follows:—

## MAYOR'S ADDRESS.

*Mr. Chairman of the Building Committee:* In receiving from you this building, which has just been erected, I cannot refrain from expressing my belief that the new structure that succeeds the old familiar school-house, built under the auspices, and during the mayoralty, of our late fellow-citizen, whose honored name it bears, is most thorough in its workmanship, perfect in its plans, and firm and substantial in all its parts and particulars. For your care and attention in carrying out the behests of the city, as most liberally granted by the City Council, at the desire of the School Committee; and, in the name of these bodies, I publicly thank you and your Committee. I assure you that your care, foresight, and prudential painstaking in the trust committed to you by the City Council, and now so auspiciously accomplished, are fully appreciated and acknowledged.

Turning to Dr. Jarvis, Chairman of the School Committee for the District, His Honor said, —

And now, Mr. Chairman of the Wells School District, I commit to you the use of this new building; the care of it, however, will, according to law, remain with the City Council. May the future of this new school-house be as excellent and beneficial to the rising generations as the old house, which, for nearly thirty-five years, has proved so serviceable, and within whose old walls, and beneath the shelter of whose roof, so many young persons have been guided in their early steps for acquiring a good and substantial elementary education! and may

you, while you are permitted to give your valuable services to the city, continue to enjoy the same high confidence and respect of your associates of the School Board, and of your fellow-citizens, which are now most unqualifiedly your due.

The mayor then placed the keys in the hands of Dr. J. F. Jarvis, Chairman of the Wells District Committee, who spoke as follows : —

#### REMARKS OF DR. JARVIS.

*Mr. Mayor.* — In behalf of my colleagues on the Committee of the Wells District, I accept these keys with feelings of no ordinary satisfaction. It is the formal act of conveyance by which this noble edifice is now transferred to the “use and behoof” of the pupils of this Grammar School forever. It is an occasion, sir, for congratulation and joy, not only on the part of the pupils of the District, but of the parents, the teachers, and the members of the Committee.

This school was instituted thirty-five years ago. The building originally erected for its use, and which was recently demolished to make room for this structure, had been standing something less than that period. Although at the time of its erection, it was considered a model school-house, yet, its accommodations consisted only of two large halls, each seating two hundred pupils, without recitation-rooms, without clothes-room, and without blackboards. The seats faced the strong sunlight of all the windows on one side, and were wholly without support to the back.



In the course of time, the building was enlarged in size and improved in arrangement. But notwithstanding these changes, it was still found to be inadequate to the wants of the school, and the requirements of the times. It was too small, it was inconvenient, ill-ventilated, and unsafe.

The Committee therefore, as guardians of the educational interests of the District felt it to be their duty to ask the City Council for improved accommodations, and we now see the result. The answer to our petition to the "City Fathers" is now made. They have granted our prayer, they have responded with their customary liberality in matters pertaining to our Public Schools by the delivery into our custody this day, of this well-planned and well-built edifice, a house, which embodies most of the modern improvements in school architecture, and is probably the best building of its class, not only in this city, but in the whole country. It stands as the *last* and *best* result of the numerous experiments in the erection of school-houses which have been going on ever since the original Wells School House was built on this spot.

For this generous gift, Mr. Mayor, we tender to you, and through you to the City Council, in the name of the citizens of this District, our most grateful acknowledgments. And to the individual members of the former, as well as of the present, City Government, by whose persevering efforts and judicious action, this beautiful site was determined upon, — by whom the plans were procured and adopted, and who have so faithfully su-

perintended the process of building, — our thanks are *especially* due.

*Their* task is now done, and well done. *Ours* from this moment begins anew under inspiring circumstances. By this large outlay for increasing the facilities for the right education of the pupils under our supervision, we are conscious that new obligations and responsibilities have been imposed upon us, and we cannot but feel that it is incumbent upon us to endeavor with increased earnestness, to see that these new advantages are turned to the best account; to see that this munificent investment is made to yield a corresponding return, in the improved *moral, intellectual* and *physical* training and development of the youth of this community.

And now, Mr. Swan, — it becomes my agreeable duty as Chairman of the Committee of the District, to place in your hands, these symbols of authority and trust. Long and faithfully have you labored in the service of the city. As the honored head of this school, you have ever sought with singleness of heart to promote the highest interests of the pupils placed under your care. You have preferred substance to show in matters of instruction, while in matters of government you have preferred kindness and gentleness of manner to harshness and severity.

It affords me unspeakable pleasure to congratulate you and your excellent corps of assistants on your entrance with your school into this truly model school-house. You will, I doubt not, resume your labors, under these new and cheering auspices, with increased courage and zeal. This school has for a third of a century main-

tained an honorable rank among the schools of the city. With the superior accommodations which it is now to enjoy, we are confident that you will aim to raise its standard of excellence still higher. And, in conclusion, may we not be permitted to hope that pupils and teachers, parents, and those who represent their interests in the Committee, may unitedly and perseveringly endeavor to *make* and to keep this school worthy in all respects of the admirable school-house which has been provided for it.

Reuben Swan, Esq., Master of the School, on receiving the keys from the Chairman, spoke as follows :

#### REMARKS OF MR. SWAN.

Permit me, Mr. Chairman, to return you my sincere thanks for the trust you have now committed to my hands, and for the flattering terms in which you have conveyed it. For myself, I can only promise the cheerful, earnest, employment of whatever abilities I possess in the performance of the work assigned to me.

You will allow me to say, that I did not originally seek the position, in which, by the public favor, so much of my life has been spent. Mr. Frederick Emerson, who is remembered by many in this city, and especially in this district, as an educator and a friend of education, one day called at my place of business to inform me that the place of Writing Master in the Wells School was vacant, and to suggest that I should apply for it. The proposal did not for the moment please me, as I had previously abandoned all intention of teaching. As



the result of our conversation, however, together with the earnest solicitation of two or three other personal friends, I handed my application to the Mayor, Hon. Samuel A. Elliot, the next morning, and on the evening of the same day was informed of my election.

The connection thus unexpectedly formed has continued for nearly a third of a century, and has ever been to me the source of great happiness — alloyed with as little trouble as usually falls to the lot of an instructor.

I have, for the most part, been favored with Committees who could appreciate the position of a teacher, who were reasonable in their demands, and who were ever ready to strengthen my hands by their manifested sympathy and aid. I have been especially favored in being assigned to this school. Were I to assert that this is the best district in the city, I might give offence to some of my associates now present, and so I refrain.

The people have ever evinced a deep interest in the school and a readiness to promote in every practicable way its welfare. In the performance of my labors here I have felt myself in an atmosphere of friendliness. For years a large number of the scholars have been the children of my former pupils. Thus I have been called to the performance of a work that I loved in behalf of those in whose improvement I felt a deep personal interest, and everything has thus conspired to awaken hope and prompt to effort.

It affords me also great pleasure to bear my testimony to the character and ability of my associates. They have been such as any teacher anxious to be useful would desire. We have been one in our theories and aims, and



the ability of each one has derived increased efficiency from the sympathy and countenance of the rest. Whatever of success has been attained by the school is largely due to the competent and faithful helpers with whom I have been favored. I am happy to add that many of them have been furnished from the ranks of our own scholars.

While our success has fallen far below our desires, we are allowed upon this occasion to felicitate ourselves upon the good which has been accomplished. Since my connection with this school, thousands of women, intelligent, honored and respected, have here received their intellectual training. As wives and mothers they are scattered through the homes in our land. Not a few are conferring on others the benefits they here received. More than a hundred have been employed as teachers, thirteen of whom have been regularly appointed teachers in this school.

To an orientalist our work may appear trifling, in that we educate only females; but, knowing as we do, the power given to woman for the elevation and advancement of society, we feel that we cannot unduly magnify our office. If our daughters did not enlist as soldiers in our recent war, great numbers of their brothers and friends were induced to do so, by their words and deeds of patriotism, and is it not literally true that they bore alms to the sick and suffering in the hospital and on the battle-field?

When, thirty years ago, we entered the old (but then almost new) school-house, we regarded it as perfect in all its arrangements, and improvements seemed scarcely pos-

sible. The range of studies too, appeared to be all that could be desired. To-day, with our advanced method of instruction and from this beautiful structure, we look back with a feeling, almost of pity, upon our less favored predecessors, and wonder if the thirty years to come can equally improve upon what we now enjoy.

This school does not grow old — Literally, year by year “it renews its youth.” It seems to me to have been growing younger through all the years of my connection with it, as it has dropped, one by one, the usages of the past — A century hence it will be full of youth and life and beauty.

But this is by no means true of those who at any one time administer its affairs. The review of the past, to which the exercises of this day invites us, and the memory of associates now gone, impressively remind me of the gathering shadows of the night in which no man can work. The time when I can best serve this school by leaving it cannot be far distant. But whether in your service or out of it, my interest in the Wells School, where my life-work has been performed, will not be diminished. I shall recall with gratitude the past, and rejoice in the new prosperity that awaits it in the years to come.

At the conclusion of Mr. Swan's remarks, the Dedicatory ode was sung by the choir of pupils.

## DEDICATORY ODE.

*Composed for the occasion by William T. Adams, Esq.*

AIR — RUSSIAN NATIONAL HYMN.

Hail to this temple, uprising in glory,  
 Home of our childhood that Phœnix-like rears  
 Walls newly built to be sounded in story,  
 Loved and remembered in all future years.

Proudly we greet thee, fair temple of learning,  
 Joyous a song of thanksgiving we raise;  
 Gladly yet sadly from the old temple turning,  
 Hail we the new one with pœans of praise.

Glory and honor we gratefully render  
 All the kind friends who have built up these walls;  
 Long shall they live in our memories tender,  
 Long shall their names ring in these spacious halls.

Home of our childhood, renewed and rebuilt,  
 Gladly to wisdom this fair fane we give;  
 Bright in our young hearts thy name shall be gilded,  
 Ever in glory and honor to live!

Brief addresses were made by the Superintendent of Public Schools, who spoke of the need of a radical reform in the course of study in the Grammar Schools, by ex-Aldermen Gaffield and Slack, former members of the Committee on Public Instruction of the City Council, by Rev. Rollin H. Neale, D.D., and others.

## DESCRIPTION OF THE BUILDING.

This structure is substantially the same in plan and size and material, as the Norcross Grammar School House in South Boston, which was described in detail in the Report for last year. A perspective view is presented in the frontispiece to this Report, and the arrangement



of the rooms, halls, etc., is represented in the accompanying cuts. The building is three stories in height, each twelve and a half feet in the clear, having in addition a roof story sixteen feet high, and a basement story nearly out of the ground. The basement contains a committee's room, a fuel room, and fire-proof room for the steam boilers, and three contiguous play-rooms for the children, each twenty-eight feet by thirty-two, water-closets for teachers, and other conveniencies.

Each of the three stories has four school-rooms, twenty-eight feet by thirty-two, with a clothes room and a teacher's room attached, as shown in the cut. The space for two of the rooms, however, on the lower floor is appropriated for the purposes of a ward-room.

In the fourth story is the exhibition hall, which is one clear, grand room, fifty and one-half by eighty-seven and one-half feet, sixteen feet in height, with upright sides and well lighted. This room is approached by the main flight of stairs on each side of the room, and has in connection on each side two large ante-rooms and closets.

The inside of each room is fitted with inside blinds and moulded back linings, and the walls between the windows are prepared with slated blackboards.

The entire inside finish of the building for doors, windows, wall lining, etc., is of soft brown ash, with southern hard pine for upper floors and platforms, and North River stone tiles and border pieces for the flooring over the fire-proof boiler room. All the partitions are of solid brick-work.

The entrance to the school-house and school committee room is by a central doorway from Blossom Street, only

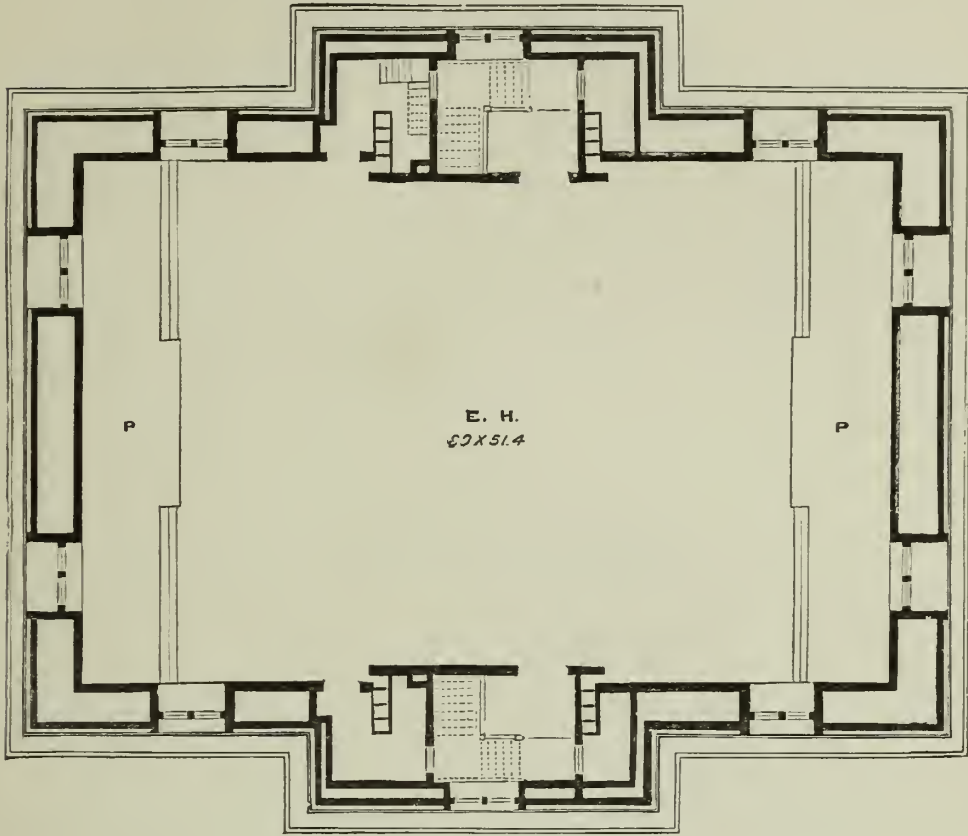


one step from the sidewalk to the porch and vestibule leading from it, and from thence by a short flight of stairs to the main entrance hall and staircases. There is also a rear entrance directly opposite the main entrance, of the same liberal character.

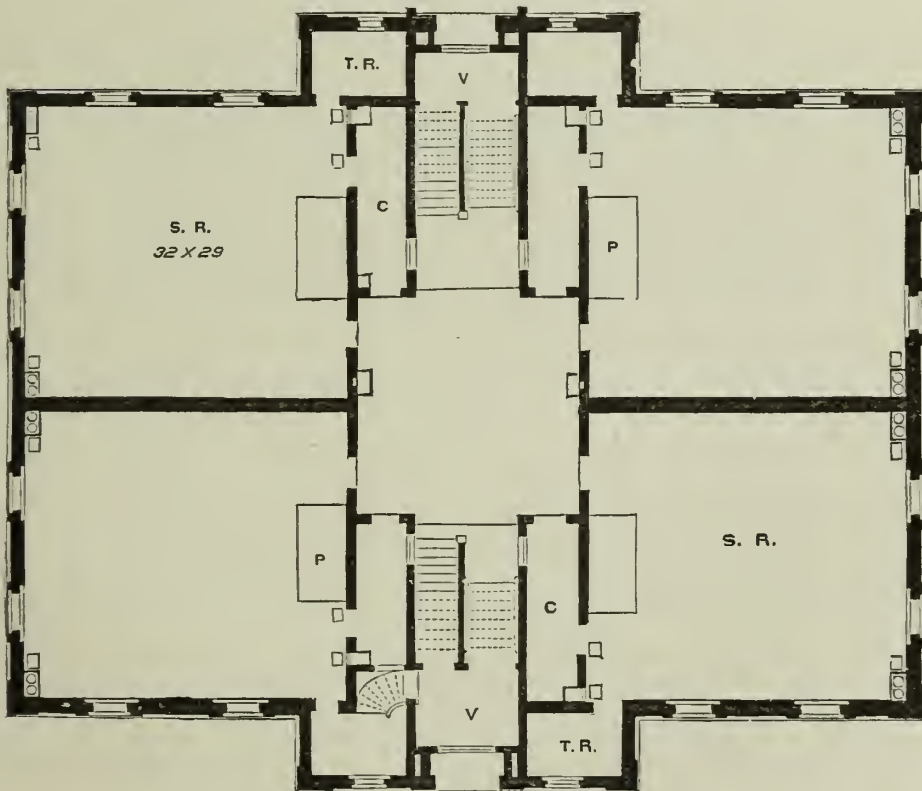
The stairways are large, of easy rise and proportional tread, well lighted and strongly built.

The exterior is built of solid brick walls, faced with pressed brick, ornamented with underpinning and basement courses of Concord granite. It is covered with a French roof, and the whole presents to the eye a handsome and uniform appearance. The architects were Messrs. Richards and Park; contractors for building, S J. & G. Tuttle, masons; and B. H. Flanders, carpenter.

PLANS OF WELLS SCHOOL-HOUSE.



E. H. Exhibition Hall. P. P. Platforms.



Plan of Second and Third Floors.

S. R. School Room. T. R. Teachers' Room. C Clothes' Room. P. Platform. V. Vestibule



REPORT  
ON  
CORPORAL PUNISHMENT,  
BY THE  
Committee on Rules and Regulations.



CITY OF BOSTON.

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*In School Committee, June 18, 1867.*

A petition was presented, numerously signed, praying the School Committee to abolish the practice of corporal punishment in the Public Schools; and it was referred to the Committee on Rules and Regulations.

Attest:

BARNARD CAPEN,  
*Secretary.*

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*In School Committee, Nov. 12, 1867.*

VOTED: That the Committee on Rules and Regulations have leave to report in print, on the subject referred to them, of abolishing corporal punishment in the Public Schools.

Attest:

BARNARD CAPEN,  
*Secretary.*

# R E P O R T .

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BOARD OF SCHOOL COMMITTEE, }  
Boston, Nov. 12, 1867. }

THE petition of certain citizens, that corporal punishment may be abolished in our schools, was some weeks since referred to the Committee on Rules and Regulations. The object of this reference did not clearly appear at the time, but we have supposed that the purpose was that this Committee should give to the matter thorough, careful, and thoughtful consideration. The number and character of the petitioners who have thus respectfully asked the attention of the Board forbids that the petition should be acted upon either carelessly or imperiously, while the general subject to which it refers is of such vital importance to our school system as to demand from the Board consideration and reconsideration, that it may be convinced that the position which it at present occupies upon this subject is justified by experience and sound discretion, and is calculated best to subserve the interests of education and the welfare of the thousands of pupils committed to its care.

In recommending that the petition be placed on file, and that the Board continue in the future as in the past to justify the occasional and judicious use of corporal punishment in its schools, respect for the Board and for

the petitioners, as well as our sense of duty, demands that we should give our reasons for the course which we recommend. In regard to the petition we desire to say, that it has had its proper effect upon our minds, though its influence has been to some extent weakened by the knowledge that this movement was the offspring of a temporary excitement, and of a just and proper indignation, rather than of deliberate, calm conviction.

Recognizing corporal punishment as abstractly an evil, we have earnestly desired that it might with consistency and safety be abolished; but we have reluctantly been forced to the decision, that "the greatest good of the greatest number" demands, that the Board should continue to authorize the exercise of it, under proper restrictions, when necessary to enforce obedience and to maintain discipline. Not that we would be understood as justifying its frequent and indiscriminate use, but that it should be left in the power of the teachers, and to their judgment, to be used when other means are inadequate. We do not regard it as justifiable as the first resort, but as the last, except in very flagrant cases. We do not believe that the violated law should be generally met by the severest form of punishment reconized by the regulations, or indeed ever, when there are evidences of true repentance; but we do believe in Christian forbearance so long as it is a virtue, but not when it becomes a weakness. We feel that only in cases of gross impropriety, of wilful, determined disobedience and persistent defiance of the regulations or of the authority of the teacher, is corporal punishment justifiable. To this extent, and no further,

do we propose to advocate it, and in the arguments which we shall adduce, we desire it to be understood that our advocacy reaches to this point only.

It is certainly the part of wisdom not to adopt a new measure, or to abrogate an old one, without first inquiring what the ultimate effects will probably be, and if they promise only unfortunate and disastrous results, it would of course be worse than folly to introduce any change. It is, therefore, simply a wise precaution to take this prospective view in the present case. If we abolish corporal punishment entirely from our schools, we take from our teachers the power to *enforce* obedience. They may counsel and reason, beseech and implore; they may employ every minor penalty, but when these have failed, there is no power to command obedience, or to justify the broken law when it is defied, and make it respected by the offender, and honorable in the estimation of the school.

The pupils in our schools are not all seraphs; they represent every variety of human nature, undeveloped it is true, and for that reason it is important that they should be wisely educated and judiciously, firmly governed. Coming as they do from widely different home influences, with various temperaments and dispositions, it is essential that the teacher should use those means to govern each child which a careful study of its character has led him to believe to be best. To do this successfully, it is necessary to leave the exercise of all proper and legal means of restraint and government to the discretion of the instructor. It is the duty of each District Committee to select its teachers with



special regard to their "capacity to govern," as is required by the statutes of the Commonwealth; and as they are supposed to possess this qualification, the management of their schools must be intrusted to their skill and good judgment. If any of them unfortunately fail in government and exceed either their rights or their duty, that is the weakness of the individual, and not of a system of discipline which under judicious and qualified instructors has been, and would be, perfectly successful.

Starting on the supposition, which is the only one we can properly adopt, that our teachers are well qualified to govern, and fully capable of meeting the responsible duties of their position, there always will be in all the varieties of character and disposition which are placed under their care, some pupils, who from wilfulness, dislike of restraint, or from being unaccustomed to obey, will persist in disobedience and defy the authority of the teacher. Such cases are not imaginary, but are of frequent occurrence in our schools. Let us inquire what the duties are, of a teacher thus situated, and it may throw some light upon the whole question. The teacher stands in the place of the parent for the time being, but his authority is derived not from the concessions of the parent, but from the character of his office as one appointed by a Board which is the creature of the law. He is in a measure a public officer, and bound to discharge in all respects the duties which the law and the regulations of the School Committee place upon him. The object of education is stated in the State Constitution in the following words: "Wisdom and knowledge,

as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend upon spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the University of Cambridge, Public Schools and Grammar Schools in the towns," and the Statutes, in furtherance of these ideas, require, "all instructors of youth to impress upon the minds of children and youth committed to their care and instruction. the principles of piety, justice, and a sacred regard for truth, love to their country, humanity and universal benevolence, and those virtues which are the ornaments of human society, and the basis upon which a republican constitution is founded."

The purpose of the State in assuming the charge of the education of its children is, that they may all be so trained, as to become good and useful citizens. The education required is not simply intellectual culture, for this is completely overshadowed by the earnestness with which instruction in virtue, morality, and the duties of good citizenship is enjoined. The first duty of a good citizen is to yield cheerful obedience to the powers that be. Is it educating a boy in this duty to allow him constantly to violate wholesome regulations, and defy the authority lawfully placed over him in the school-room? Or, if a boy is persistently profane, obscene, vicious or un

truthful, is a teacher doing his duty who does not use every instrumentality which the law justifies, to command obedience, and break up wicked and degrading practices? Corporal punishment is one of these instrumentalities, sanctioned by the best authorities, and justified by the decisions of the courts. Blackstone says, "The tutor or schoolmaster, has such a portion of the power of the parent to restrain and correct, as may be necessary to answer the purposes for which he is employed." The Superior Court of Massachusetts through Judge Brigham says: "There must be a reasonable and proper occasion for the use of force. Such occasion would be afforded whenever a pupil, for a violation of a reasonable regulation of the school, deserves punishment, or for withholding obedience to a reasonable requirement deserves coercion." "For the purpose of education, the law gives to the teacher to some extent the powers of a parent, and he must punish as parents punish." The Supreme Court of Maine says: "The teacher has responsible duties to perform and he is entitled in law and in reason, to employ the means necessary therefor. It is his business to exact obedience in the school-room, and it is his legal right." But it is useless to multiply quotations of these opinions, though pages might be filled with them; no right or duty can be more clearly or conclusively established. Our argument syllogized is this. Corporal punishment is an authorized instrumentality for the government and control of pupils in our schools; no teacher does his whole duty who does not use every authorized instrumentality when necessary for the government of the pupils



under his care ; therefore, no teacher does his whole duty to his pupils who does not use corporal punishment, when it is necessary, to enforce obedience, or break up vicious and hurtful practices. If the teacher's authority is defied, he has not done his duty till he has brought the refractory pupil into subjection, by the use of all authorized means, and corporal punishment is one of them.

This brings us a step further in the argument, to this point, that it is not right, — we do not say illegal, but right morally we mean, — for the School Committee to take away from its teachers an authorized instrumentality for the government of their pupils, which the good of an individual scholar, or the welfare of the school may render it necessary for them to use. The Board in compliance with the statutes enjoins upon its teachers to see that certain regulations are enforced, and to suppress lying, profanity, obscenity and theft. There are some pupils in our schools upon whom every kindly influence and every moderate punishment is tried, and yet they will not comply with these requirements ; corporal punishment alone is potent enough to bring them into subjection. If we withhold from teachers this last resort, just and legal as it is, we not only require them to do what we deny them the most efficient means of doing in extreme cases, and compel them “ to make bricks without straw ;” but we practically say to bad pupils, “ Go on in your violation of the regulations, in your wicked practices, we do not choose to have the proper, legal and necessary means used to prevent such conduct, and to deter you from becoming immoral men and unworthy citizens.”



But the evil does not end with the offending pupil, nor is he the only one interested, for the influence of a bad example is contagious, and the increase of such cases would demoralize a whole school, and in time destroy the efficiency of our school system. The success of one bad boy in violating the rules of the school would induce scores of others to pursue the same course; but if by proper punishment he were obliged to obey, and change his conduct, it would show to other pupils that insubordination was followed by pain and disgrace, and thus deter them from entering a path which might ultimately lead to dishonor and ruin.

This naturally suggests one of the most important considerations connected with this subject. If the Board were to establish a rule that corporal punishment should in no case be inflicted, it would deprive teachers of the advantage of that restraining influence which is exerted upon pupils by the knowledge that it may be administered if necessary. It is patent to the experience of all familiar with our schools, that the simple fact that pupils know that this power can be exercised, very largely prevents the necessity of punishment. The wholesome fear of the law and its penalties keeps in restraint a certain class in every community, who have not sufficient principle to govern themselves. This influence is as necessary in the school-room as elsewhere, not only as a check upon the positively bad, but upon that large class who, in the formation of character, need something more than the teacher's personal influence to restrain them from acts of impropriety and disobedience. In this respect the influence of corporal punishment is only

good, and its benefits are so general and so salutary that they far overbalance any evil effects which may sometimes arise from its improper use by indiscreet, unworthy and incompetent teachers.

We now come to the inquiry what is to be done, and what will be the result if corporal punishment be abolished? What is to be the course adopted with those pupils with whom all kind, friendly and persuasive influences have failed, and who from ill-temper, self-will, or natural viciousness, persist in disobedience or in evil practices? The alternative which is presented is this, either to retain the pupil in school with the fearful effect of his influence as one who has obtained a complete victory over law and right, associated with the daily miasma of his unchecked evil practices, the other is to expel him from school, and send him into the streets to grow up in ignorance and vice.

In what we have already said, we have taken it for granted that those pupils who refused obedience would still be retained in school, to see if moral suasion would not ultimately bring them to terms, as the peculiar sympathy which protected a bad boy from corporal punishment would not consent that he should be thrown into the temptations which must necessarily result from idleness in the streets. Nevertheless every unprejudiced mind can see that such a course would be dangerous and probably disastrous. Indeed there are but few who would not feel a presentiment amounting to a clear conviction, that if insubordinate and depraved pupils were retained in the schools without the power of force to restrain them, a year would be sufficient perfectly to demoralize

many, if not all, our schools, and produce results so lamentable in their character, that corporal punishment would be infinitely preferable. On this point Horace Mann remarks in his lecture on corporal punishment delivered in 1839 to the female teachers of Boston, "It is better to tolerate punishment in cases where the teacher has no other resource than to suffer insubordination or disobedience." If, however, this punishment is not tolerated, and obstinate and bad pupils cannot safely be retained in the schools, the only other course is that which has been generally adopted by those who have attempted to dispense with corporal punishment, namely, to expel them, pushing them beyond the pale of the wholesome and restraining influences of the school-room, into the temptations and dangers of idleness and ignorance. This, unquestionably, is the only way which is open to the Board if corporal punishment is abolished. There would be, however, in the practical operations of such a plan, results so startling, that the Board may well pause before them, and ask if any evils which have existed in the past, or may exist in the future, can bear any comparison with those which crowd around the adoption of such a measure.

It would be most dangerous to the public welfare, as well as that of the unruly pupil, that just at the time when he had started on a wrong course, and most needed all the restraining and reclaiming influence which could be thrown around him, he should be left, in defiance of authority and right, to take a course dictated only by inexperienced and perverse judgment, when, under a firm, steady hand, knowing that he must yield



or be punished, he might be saved from growing up a pest to society. If this were the policy of the Board, there would be found in our schools a large number of boys who, from their own inclination and from the influence of others, would gladly embrace the opportunity which determined disobedience or gross misconduct would furnish to them, of throwing off the restraints of school. It would practically place it in the power of each pupil to leave the school at any time when ill-temper, a whim or a caprice might influence him to persist in disobedience. How long would it take, under the influence of such a policy, to empty our schools of their worst element, which most requires their wholesome influence, and to populate our streets with idle, troublesome and vicious boys, and fill to repletion our institutions for juvenile offenders? These are not imaginative or visionary ideas; there are large numbers of boys in our schools who would look upon expulsion as a boon, not as a penalty, if it opened the door to idleness and license. There are numbers who are kept in restraint by the knowledge that the right to exercise corporal punishment exists, while the experience of our teachers will furnish hundreds of instances where boys have, by a timely correction of this kind, been turned from prospective disgrace and ruin to uprightness of conduct and usefulness of life.

It is not unfrequently the case that a pupil gets beyond the control of the parent, who may be a widowed mother, or a dissipated father, and having taken a turn in the wrong direction, corporal punishment may be a necessary restraint to bring him back to submission and reflec-



tion. The parent may come to the teacher and request that the child be made to observe the rules of the school, but the instructor can only reply, "I have no power; I exercised my highest prerogative when I placed before him obedience or expulsion; he is his own master now, unless you can control him." But we shall be told you can grant to teachers this right to punish when a parent requests it; that is, corporal punishment is right when inflicted on the judgment of a parent, but wrong on that of a teacher. This would place the opinion and discretion of the most ignorant, passionate, dissipated, or vicious parent, as superior to that of those who, if the Committee have done their duty, are supposed to be kind and discreet, and especially gifted in their capacity to govern.

There is an additional consideration in the fact, that by sanctioning the expulsion of boys from school without the exercise of all authorized means of discipline, the Board practically nullifies the State law relating to children growing up in ignorance, or else it makes a criminal, and sends to a penal institution, through this law, these disobedient and bad boys. Under the law in regard to idle and vagrant children, a child growing up in ignorance is liable to be sent to the House of Reformation. It is not for us to decide whether it would be sufficient answer to such a charge against a boy for the parent to say that the child was ready to go to school, but he had been expelled for disobedience before all authorized means for compelling him to obey had been used, and he was therefore forced to grow up in ignorance; but if it were, the law would be nullified,—if it

were not, this class of children would be subjected to the disgrace and degradation of being sentenced to a public institution. . Would not the judicious use of corporal punishment be less objectionable than either of these evils?

If others are so thoughtless or short-sighted as to allow resentment or indignation to originate principles of action, and to claim, because the right to use corporal punishment is sometimes abused by indiscreet and unworthy teachers, it can have no advantages, and should be abolished, it is most certainly the duty of this Board standing as the independent arbitrator of all interests, not hastily and inconsiderately to jump at the same conclusion, but to move judiciously and cautiously, coming to this decision only when it shall have become convinced that the use of corporal punishment cannot be separated from its abuse so as to make it clear that the benefits of the former decidedly outweigh the evils resulting from the latter. If our present rule were observed in all cases, an excess of punishment would be almost impossible, and if necessary, its frequency may be checked by further restraints. But any rule will be violated by unprincipled persons, and even if corporal punishment were prohibited, that prohibition would be no more restraint upon an unsuitable person, than exists under the present rule. A teacher with an ungovernable temper would, if incensed against a boy, inflict bodily pain or injury upon him in defiance of any regulation; disgrace, loss of situation, and the penalties of the law, have been no check heretofore on such teachers, and no greater deterring influence can be exerted in any case.

Human nature will at times display violent and wicked developments in every field of duty and usefulness. No situation is too responsible, no association too pure, and no trust too sacred, to guard against the intrusion of the unworthy, or the blasting effects of their influence. The responsible position of teacher is no exception to this universal rule; all that it is possible to do is to select teachers with the utmost care, and check in its incipency every wrong development; beyond that, it is necessary to repose the same confidence in their discretion and ability which is practised in every other relation of life. Hundreds of teachers in our schools have used corporal punishment wisely, judiciously, and with good results, to one who has been guilty of outrage and abuse. Can any other field of duty show results more creditable to those who are engaged in it, or to the principles upon which it is conducted? The right of the father to chastise his child has been abused; if abuse in a few exceptional cases is a justification, the law ought to take from all parents this means of controlling their children. Because there have been cases of malpractice, should there be no surgery? Because criminals have escaped justice, should there be no pleading in the courts? Because there was a Judas, should the gospel of Christ remain unpreached?

We find a strong reason for permitting corporal punishment in the well-known fact, that teachers with great, if not perfect unanimity, claim that it is necessary to retain it, in order to secure success and efficiency in education. Even those teachers who have been compelled by experimentalists to conduct their schools without it, feel



that their hands are tied, and that they are unable to accomplish the highest results in either moral or mental culture. That class of teachers who wish, if possible, to avoid this form of punishment altogether, desire the assistance, in accomplishing this purpose, which the knowledge that it can be used affords them. It may seem natural that teachers should want to retain this power, but it would really be much pleasanter for them to dispense with it, and expel all troublesome pupils, retaining only those whose conduct was such as to require no discipline. The true and unselfish teacher desires to make good and useful citizens of all the pupils brought within the sphere of his influence, and to this end will use every proper instrumentality at his command. We have more faith in the judgment of good practical teachers, than in that of those who deal only in theories.

Sympathy is a noble and creditable sentiment, but it should not be wholly expended upon bad boys; the good ones are certainly worthy of their share. Every teacher knows that nothing is more frequent than annoyances and attacks by evil disposed boys upon those who are physically weak and deformed, and unable to defend themselves, or whose faithfulness has subjected them to the envy or malice of bad pupils. There are many ways in which this may be done that would not be amenable to the law, and when done, the author of them, if remonstrated with, can laugh at and insult the teacher with impunity, and continue his malicious conduct unchecked, unless there is a power and a punishment which shall force him to respect the person and the rights of the deserving pupil.



We have thus far regarded this subject only in its direct relation to the schools under the supervision of this Board; but there are, in addition, a few general considerations to which we desire to refer. It is certainly reasonable to suppose that those general principles which the universal experience of mankind has demonstrated to be applicable to all cases where authority is to be exercised, or government conducted, would be to some extent useful in the management of public schools. Wherever there is law or magistracy there must be the power of force to compel obedience when it is refused, and to inflict punishment when the law has been violated. It is evident that any attempt to exercise government would be a farce and a mockery without this "power behind the throne" of force, as a last resort, to maintain authority. This universal law cannot be safely disregarded in the school-room, especially as experience, we believe, has demonstrated that there are times when the good of the pupil, and of the school, requires the use of corporal punishment, and that the knowledge that there is a power to enforce obedience deters the vicious, checks the heedless, and stimulates the thoughtless. Our faith is in established principles, rather than in chimerical vagaries.

Nature gives to us, as the earliest instruction of infancy, the lesson that bodily pain follows the violation of her laws; and it teaches us not to abuse, but kindly to use the faculties and powers which she has given us. The wisdom of Nature's manner of discipline in regard to the body cannot be questioned. Does it not contain suggestions which may be safely followed in disciplining

the mind? If Nature appeals to the fear of physical pain as an influence to compel her children to obey the laws which she has established for the well-being of their bodies, is it wrong, when all other means are inadequate, for our teachers to appeal to the same influence to train the minds of the young to respect those laws which are intended for their intellectual and moral advancement? Even the Good Father of us all tells us his "spirit will not always strive with men," and he chastens his children for their good, bringing them through bodily pain and affliction to take more just and noble views of the duties of life. Is it altogether wrong to carry into the discipline of the young the same general principles which Omnipotent Wisdom has instituted in its dealings with men? True, His wisdom is infinite, ours finite; but we trust our most sacred and valued privileges to the judgment and control of our fellow-men. Is the matter of discipline in our schools of any greater importance than these?

The great objection urged against corporal punishment is, that it is degrading and barbarous. So far as it is degrading to the refractory pupil, it is one of the objects of this kind of punishment to make him feel dishonored and disgraced, that through such an appeal to his feelings he may learn that the way of the transgressor is hard, and not an easy, pleasant path to travel. As to its being degrading to the teacher, if it is administered in anger, with a revengeful spirit, or even without repugnance, it is degrading; but when it is done with a feeling of regret, as a duty, calmly and kindly, after showing the pupil the nature of his offence, as our regu-

lations require, it is not, and cannot be, in any way humiliating or disgraceful to the teacher. It is the dignified act of administering justice, and as worthy of respect as that of the judge who passes sentence, the warden who confines the prisoner, or the sheriff who executes him. In either case, it does not require a mind of very large compass to look beyond the act to the great public good it is intended to serve. To the assertion that corporal punishment is barbarous, these arguments apply with equal force. We may say further, that, if the disuse of it encourages disobedience and defiance of law, vicious and degrading habits, idleness and falsehood in school, drives children into the streets, and into the company of those twin sisters, ignorance and vice, and tends to fill the penal institutions of the city, it is more barbarous not to use such punishment than it is to exercise it. Those great and good men, who, just two centuries and a quarter since, laid the foundation of public instruction in this Commonwealth, upon so broad a scale that it is fully equal to the liberal requirements of the present, and, so far as we can judge, to the demands of the future, felt that genuine barbarism was to be found in the neglect, not in the too faithful training, of children. By the act of the General Court of 1642, it was made "the duty of the selectmen of each town to have a vigilant eye over their brethren and neighbors, — to see first that none of them shall suffer so much *barbarism* in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue." "Such," says



Horace Mann, "was the idea of barbarism entertained by the colonists of Massachusetts Bay."

We are told, with more vehemence than fairness, that corporal punishment has been entirely abolished in other schools with no unfavorable results. We are quite certain, however, that it will be found in every such case, that one of two things is true: either influences or circumstances exist which cannot be brought to bear, and are totally impracticable in our schools; or the result produced by such a system of discipline is generally the development of a loose, vague, pointless education, both intellectual and moral, in those who receive it, and, in those who are necessarily expelled from it, an unprincipled or criminal life.

Select schools in other cities, composed of pupils coming from the best of home influences, with the fear constantly before them, in case of misconduct, of being sent to an inferior school, cannot fairly be held up to us as examples to follow. Our schools are not, and cannot be thus constituted, and we must provide for them as they are, not as we would for schools of an entirely different character. But, if it is claimed that, in schools of the same character as our Grammar Schools, corporal punishment has been abolished, then we submit, that the results produced in those schools are not such as to justify the thought of following in the course they have adopted. Unless we are willing to degrade our school system, and bring its results to a lower level, such an example cannot be safely followed, for it is a fact which cannot be disguised, that in any public school composed of all classes, if the teacher is deprived of the power to com-



mand respect and obedience, the intellectual and moral development of the pupils is weak and stunted. Under such circumstances public schools are discredited, and private ones flourish, as respectable parents will not, if they can avoid it, send their children where under a weak and inefficient discipline idleness is cultivated, and contaminating influences are rife. But these schools which are so constantly paraded for our attention and imitation, not only fail in producing the best results, but are obliged in order to accomplish anything to accept that fearful alternative upon which we have already dwelt, of expelling those whom they are unable to control by the limited means at their command. Though there may be much to improve in our system of discipline, it is to be found in restriction and modification, not in abolition.

While Boston will still find many changes necessary in her system of education, it is not egotism to say, that she has much reason for congratulation that her schools have been so largely successful in producing intelligent citizens, with high and noble aspirations, capable of grappling, not only with the difficulties of life, but what is far more desirable, with its temptations also. Her schools by wise government and wholesome restraint have disseminated a high moral tone and influence, and have very generally implanted in the minds of the pupils a clear perception of right and wrong, associated with integrity and fixed principles. When the system of discipline in the Boston schools produces results the opposite of these, then will properly be the time to make a radical change, and follow the example of those who permit a more lax discipline in their schools ; but the re-

sults which have hitherto been produced present no inducements to take this step. We believe that what is most needed is not a decided change in the principle upon which our schools are disciplined, but rather that faithful industry and the purest, highest morality should be inculcated by gentle and kindly influences so long as they are efficacious, not, however, allowing wilful neglect of duty, or contempt and disobedience of moral law, even if corporal punishment is necessary to enforce diligence, respect and obedience.

If the purpose of our system of public instruction is to produce from among those who most need its influence, not good citizens, but riotous, turbulent and unprincipled men, who have never learned the lesson of submission to rightful authority, or acquired the habit of self-restraint, then no surer way of accomplishing this end could be employed, than to take away from teachers the power to command obedience to the necessary relations of the school-room.

It is creditably stated, that previous to the great Philadelphia riots, there had been in that city an effort to dispense with corporal punishment, and the alternative of expulsion from school had been accepted and acted upon. When the riots came, and the rioters were arrested, there were found among them numbers of these expelled boys, who had been fearfully active in every kind of violence, rapine and excess, and who found full scope for those propensities and passions which might never have developed, had they been properly checked and governed under school influences. This was the natural result of that weak system of discipline which

regards it as cruel and wrong, to make a bad boy respect authority and obey just laws, and looks with distrust upon that timely restraint and government by the teacher which may make a good citizen of one who, if left to himself, would grow up a curse to society.

If we desire to reap the whirlwind, there is no surer way than to sow the wind. Ungoverned, unrestrained, wilful boys, become turbulent, violent and vicious men. It is the fitful restless wind to-day, but in the darker hour of the morrow, it is the devastating whirlwind. But a few years would be necessary to create a large element in our population which, at a moment's warning, and on the slightest pretence, would be ready to break out into excess and violence. Enough of this character now exists, without increasing it by a timid sentimentality. It is better to guide, control and direct this element in youth, by school law, than shoot it down in the streets when older, under military or martial law, or populate with it our penal institutions.

We cannot close this report, already extended to a length justified only by the importance of the subject considered, without referring as briefly as possible to the responsibilities of teachers in regard to it. There would be no good purpose accomplished by concealing the fact, that the prejudice which exists in regard to corporal punishment, is due largely to its indiscriminate, unwise and excessive use by some teachers. The constant infliction of it for trifling offences, if not an abuse, is an unwise use of it, not only because it takes the place of those moral and ennobling influences that teach the pupil to govern himself, but because it destroys the principal



power of this kind of punishment, which should be found not in the infliction of bodily pain, but in the disgrace and shame associated with it. Teachers lacking in capacity to govern or instruct, too often attempt to supply their deficiency in personal power by the frequent use of the rod, "keeping school" with a book in one hand, and a stick in the other — the most perfect personification of petty tyranny.

Nothing looks more suspicious than the constant occurrence of such reasons for corporal punishment as impertinence, inattention, disorder, restlessness, disturbance, playing, tardiness, not one of which, unless aggravated in its character, is worthy of it, but should be met by some other form of punishment. The kind, sympathetic teacher rarely reports impertinence as a cause for punishment, for it is generally the reflection in the pupil, of anger, undeserved reproof or bitter sarcasm on the part of the teacher. Children would be more than human to sit quietly under the taunts and jokes which we have known some teachers to indulge in. Inattention and restlessness too often originate in the teacher's lack of ability to make the studies interesting; disorder, disturbance, playing, in a want of that quiet power which makes itself constantly felt as a check upon the pupils, or, it may be, in a most foolish waste of power, by attempting to enforce too strict discipline. This latter failing may too often be justly placed at the door of Committee men who think that a school is failing to accomplish its purpose unless you can "hear a pin drop," and that it is a heinous offence for a child to take an easy position at its desk.

The high standard of qualification which the District Committees, under the present salaries justly require, has increased, the number of teachers who possess the capacity to govern without the frequent use of corporal punishment, and, has rightly diminished the number of those who are constantly punishing, and whose retention in the service is purchased by the pain and disgrace of many pupils who, under a capable teacher, would be spared this infliction. It is to be hoped that, in deference to public opinion and in justice to the schools, District Committees will retain only teachers who possess that most desirable quality, "a capacity to govern," and no teacher can claim to have it who is constantly whipping, year in and out. We wish to be understood as applying these remarks to only a very small fraction of our teachers. We know that the vast majority of them are doing their work with marked success, wisely, considerately, and kindly.

A proper regard for the rights of the children in our schools, for the feelings of parents, and the highest interests of our whole system of public instruction, demands that the Board and District Committees should unflinchingly administer censure upon teachers guilty of abusing the privileges intrusted to them, and in flagrant cases should discharge them, after a careful inquiry has established the facts.

The Board ought to throw around the children committed to its care the panoply of its sure and certain condemnation and peremptory action, in every case, when a teacher instigated by passion, prejudice, or cruelty, violates the sacred trust reposed in him.

The Board cannot with any regard to the great interests committed to its charge treat this whole question in any spirit but that of exact justice and equity. If it is inspired by this, it will find its acts approved and justified by public sentiment, but if not, injudicious and impolitic men will take advantage of some wave of popular passion, and obtain control, abolishing all power to enforce obedience, and bring upon the schools all those evils to which we have referred. Feeling that corporal punishment is a valuable and necessary auxiliary in the administration of discipline in our schools, that its abolishment would bring great and lamentable evils upon them and upon the public welfare, and that it can be judiciously controlled, we recommend that the right to use it be still retained by the teachers, and its exercise be left to their discretion, under the existing regulations.

We also recommend that the petition referred to us be placed on file.

Respectfully submitted. For the Committee,  
HENRY A. DRAKE,  
*Chairman.*





## LIST OF SCHOOL BUILDINGS.

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### HIGH SCHOOL HOUSES.

LATIN AND ENGLISH HIGH, *Bedford Street*, 1844. — Lot 14,237 feet; a story added in 1863; 4 stories; 2 halls; 12 school-rooms, and 500 seats.

GIRLS' HIGH AND NORMAL, *Mason Street*, 1848. — Built for a Boys' Grammar School. Lot 5,962 feet; additions in 1862, including 6,643 feet of land; whole lot 12,605 feet; one part 3 stories, the other 2 stories; one hall; 10 school-rooms.

HIGHLANDS HIGH, *Kenilworth Street*, 1860. — Lot 7,244 feet; 3 stories and a French roof; 3 school-rooms and hall.

### GRAMMAR SCHOOL HOUSES.

ADAMS, *East Boston, Sumner Street*, 1856. — Lot 21,600 feet; 5 stories including basement; hall and 18 school-rooms; hot-air furnaces.

BIGELOW, *South Boston, Fourth Street*, 1849-50. — Lot 12,660 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

BOWDITCH, *South Street*, 1861-62. — Lot 12,006 feet; 4 stories; hall and 14 school-rooms; committee-room in basement; hot-air furnaces; Robinson's ventilators.

BOWDOIN, *Myrtle Street*, 1848. — Lot 4,892 feet; 3 stories; no hall, 6 school-rooms, and 6 recitation-rooms; each school-room accommodates the pupils taught by two teachers; double desks; hot-air furnaces.

BOYLSTON, *Fort Hill*, 1852-3. — Lot 8,204 feet; 3 stories; hall and 10 school-rooms; hot-air furnaces.

BRIMMER, *Common Street*, 1843. — Story added in 1859. Lot 11,097 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

CHAPMAN, *East Boston, Eutaw Street*, 1849-50. — Lot 13,040 feet; 3 stories; hall and 10 school-rooms; hot-air furnaces.

COMINS, *Highlands, Gore Avenue*, 1856. — Enlarged in 1860. Lot 23,750 feet; 3 stories; no hall, 12 school-rooms; hot-air furnaces.

DEARBORN, *Highlands, Dearborn Place*, 1852. — Enlarged in 1860. Lot 59,774 feet; 3 stories; no hall, 12 school-rooms, and two finished in the attic; hot-air furnaces.

DUDLEY, *Highlands, Bartlett Street*, 1846 — Remodelled in 1865. Lot 7,243 feet; 3 stories; no hall, 6 school-rooms; hot-air furnaces.

DWIGHT, *Springfield Street*, 1857. Lot 19,125 feet; 4 stories; hall and 14 school-rooms; basement on level with yard used as playground; hot-air furnaces.

ELIOT, *North Bennet Street*, 1859-60. — Lot 11,077 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

EVERETT, *Northampton Street*, 1860. — Lot 32,409 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

FRANKLIN, *Ringgold Street*, 1859. — Lot 16,439 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard, used as playground; hot-air furnaces.

HANCOCK, *Richmond Street*, 1847. — Lot 13,468 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.



LAWRENCE, *South Boston, Corner of B and Third Streets*, 1856. — Lot 14,343 feet; 4 stories; hall and 14 school-rooms; basement on a level with yard, used as a playground; steam-heating apparatus.

LEWIS, *Highlands, Dale Street*, 1868. — Lot 27,829 feet; 3 stories and French roof; large hall and 12 school-rooms; steam-heating apparatus.

LINCOLN, *South Boston, Broadway*, 1859. — Lot 17,560 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

LYMAN, *East Boston, Meridian Street*, 1846. — Lot 13,616 feet; 3 stories; no hall; 6 school-rooms; hot-air furnaces.

MAYHEW, *Hawkins Street*, 1846, since remodelled. — Lot 9,625 feet; 3 stories; hall and 10 school-rooms; hot-air furnaces.

NORCROSS, *South Boston, Corner of D and Fifth Streets*, 1868. — Lot 12,075 feet; 3 stories and French roof; large hall and 12 school-rooms, with 12 private rooms for teachers and committee-room in basement; steam-heating apparatus.

PHILLIPS, *Phillips Street*, 1861-62. — Lot 11,190 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

PRESCOTT, *East Boston, Prescott Street*, 1865. — Lot 40,000 feet; 3 stories; large hall and 16 school-rooms; steam-heating apparatus.

QUINCY, *Tyler Street, rebuilt 1859-60*. — Lot 11,766 feet; 4 stories; hall and 14 school-rooms; hot-air furnaces.

RICE, *Washington Street, Old Franklin Building, rebuilt in 1845*. — Lot 15,073 feet; 3 stories; no hall;

4 school-rooms, each large enough to accommodate the pupils of two teachers ; 4 single school-rooms ; 4 recitation rooms and ward room.

WASHINGTON, *Highlands, Washington Street*, 1840 ; enlarged in 1847. — Lot 18,900 feet ; no hall ; 6 large school-rooms and 2 small school-rooms.

HILLS, *Blossom Street*, rebuilt 1868. — Lot 10,767 feet ; 3 stories and French roof ; large hall ; 10 school-rooms ; ward room ; 12 private rooms for teachers, and in the basement committee-room ; steam-heating apparatus.

WINTHROP, *Tremont Street*, 1854-55. — Lot 15,078 feet ; 4 stories ; hall and 14 school-rooms ; hot-air furnaces.

## PRIMARY SCHOOL HOUSES.

Districts.	Names.	Locations.	When Built.	Size of Lots.	Rooms.
ADAMS.....	Oliver	Sumner Street	1843	2,260 feet	2
" .....	Webster	Webster Street	1852	5,040 "	6
BIGELOW.....	Hawes	Broadway	1823	7,383 "	8
" .....	Ticknor	Washington Vil.	1865	12,041 "	12
BOWDITCH ....	Dawes	High Street Pl.	1860	3,940 "	6
" .....	Channing	Cove Street	1866	9,000 "	9
BOWDOIN .....	Winchell	Blossom Street	1845	5,055 "	3
" .....	Sharp	Anderson Street	1824	5,533 "	6
" .....	Smith	Joy Street	1834	2,108 "	2
BOYLSTON ....	Mackintosh	No. 1 Lane Pl. }	1850	4,507 "	4
" .....	"	No. 2 " }	1850		4
" .....	May	Washington Sq.	1864	4,000 "	6
" .....	Armstrong	Belcher Lane	1840	1,639 "	2
BRIMMER.....	Bailey	Newbern Place	1840	1,669 "	3
" .....	Wisner	Warrenton Street	1854	3,047 "	6
CHAPMAN .....	Tappan	Lexington Street	1846	3,777 "	3
" .....	Webb	Porter Street	1853	7,500 "	6
COMINS .....	Unnamed	Phillips Street	1867	20,598 "	8
" .....	"	Francis Street	1853	12,075 "	2
" .....	"	Mill Dam	1849		2
" .....	"	Avon Place	1851	10,057 "	2
" .....	"	Cottage Place	1859	13,500 "	4
" .....	"	Heath Street	1857	10,557 "	2
" .....	"	Centre Street	1857	5,710 "	2
DEARBORN ....	Unnamed	Eustis Street	1848	10,444 "	4
" .....	"	George Street	1861	18,894 "	6
" .....	"	Yeoman Street	1849	5,006 "	4
DWIGHT .....	Dwight	Rutland Street	1851	7,830 "	6
ELIOT.....	Pormort	Snelling Place	1855	4,799 "	6
" .....	Freeman	Charter Street	1868	5,247 "	3
" .....	Ware	N. Bennet Street	1862	6,790 "	4
EVERETT.....	Rice	Concord Street	1845	10,733 "	12
FRANKLIN .....	Andrews	Genesee Street	1848	5,418 "	3
" .....	Cook	Groton Street	1852	4,560 "	6
HANCOCK .....	Chaever	Thacher Street	1840	1,988 "	3
" .....	Thurston	Hanover Street	1851	2,508 "	3
" .....	Unnamed	Bennet Avenue		1,583 "	2
" .....	Ingraham	Sheafe Street	1848	2,347 "	3
" .....	Unnamed	Cooper Street		4,743 "	4
LAWRENCE ....	Mather	Broadway	1842	10,132 "	10
LEWIS .....	Unnamed	Edinboro' Street	1847	6,640 "	2
" .....	"	Winthrop Street	1857	9,775 "	2
" .....	"	Elm Street	1847	9,510 "	2
" .....	"	Monroe Street	1854	11,910 "	2
LINCOLN .....	Tuckerman	City Point	1850	6,000 "	6
" .....	Simonds	Rear Hawes Hall	1840	4,018 "	3
LYMAN.....	Austin	Paris Street	1849	4,693 "	6
MAYHEW.....	Baldwin	Grant Place	1864	6,139 "	6
" .....	Unnamed	S. Margin Street		1,587 "	2
" .....	"	Hanover Street		4,890 "	3
NORCROSS.....	Parkman	Silver Street	1848	5,382 "	6
" .....	Drake	D Street	1868		6



## PRIMARY SCHOOL HOUSES — CONTINUED.

Districts.	Names.	Locations.	When Built.	Size of Lots.	Rooms.
PHILLIPS .....	Grant	Phillips Street	1852	3,742 "	4
QUINCY .....	Guild	East Street	1866	13,549 "	12
RICE .....	Wait	Suffolk Street	1860	10,992 "	8
" .....	Unnamed	Way Street	1850	2,500 "	3
WASHINGTON..	"	Vernon Street	1849	7,675 "	4
" ..	"	Weston Street	1854	14,916 "	4
" ..	"	Franklin Place	1865	8,098 "	4
WELLS .....	Dean	Wall Street	1853	3,645 "	6
" .....	Emerson	Poplar Street	1860	6,040 "	6
WINTHROP ....	Savage	Harrison Avenue	1862	5,550 "	4
" ....	Shurtleff	Tyler Street	1855	3,900 "	6
" ....	Pierpont	Hudson Street	1850	3,840 "	4
TRAINING .....	Unnamed	Somerset Street	1864	5,488 "	4
LICENSED } ...	"	N. Margin Street	1837	1,661 "	2
MINORS } ...	"	East Street Pl.	1849	2,760 "	4

BOOKS OF REFERENCE, MAPS, GLOBES,  
AND  
PHILOSOPHICAL APPARATUS.





## CITY OF BOSTON.

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*In School Committee, July 14, 1868.*

THE Committee on Accounts report, that, by the rules of the Board, they have authority to furnish "all authorized books of reference, globes, maps, and charts" required by the schools. It being difficult to ascertain what books, etc., were now authorized, the Committee requested the Superintendent to examine the subject. This was done by an examination of the records of the Board, and by obtaining from the Masters of the Schools a complete list of the reference books, globes, maps, and charts on hand. The Superintendent furnished the Committee with a list of such books and articles as appeared to him advisable to furnish to the schools. These documents were referred to a member of the Committee on Accounts (Mr. Riley), who devoted considerable time to the subject, and whose report is herewith submitted. After consultation with the Superintendent, and an examination by the Secretary of the Records for the last sixteen years, to ascertain what books and articles have been authorized, the following list and votes were offered by Mr. Riley, and the Committee direct that the same be submitted to the Board for their action.

For the Committee,

ALVAN SIMONDS, *Chairman.*

*Ordered,* That the following books of reference, maps, charts and globes, be those hereafter furnished to the Grammar Schools.

*Ordered,* That all orders of the Board respecting reference books, maps, charts and globes, heretofore passed, be hereby rescinded.

## BOOKS OF REFERENCE.

Anthon's Classical Dictionary.  
 Appleton's New American Cyclopædia.  
 Appleton's Annual Cyclopædia.  
 Arnold's History of Rome.  
 Barnard's American Journal of Education.  
 Brande's Encyclopædia of Arts.  
 Chambers's Encyclopædia.  
 Cyclopædia of English Literature. (Chambers.)  
 Cyclopædia of American Literature. (Duyckinck.)  
 Drake's History of Boston.  
 Frothingham's Life of Warren.  
 Frothingham's Siege of Boston.  
 Gould Brown's Grammar of English Grammars.  
 Guyot's Earth and Man.  
 History of Massachusetts in the Civil War. (Schouler )  
 Irving's Life of Washington.  
 Life of Josiah Quincy.  
 Lippincott's Gazetteer.  
 Life of Samuel Adams.  
 Marsh's Man and Nature.  
 Johnson's Atlas.  
 Palfrey's History of New England.  
 Putnam's Handbook of Biography.  
 Smith's History of Greece.  
 Soule & Wheeler's Manual of English Pronunciation and Spelling.  
 Wilson's Punctuation.  
 Weber's Universal History.  
 Webster's Quarto Dictionary.  
 Webster's National Pictorial Dictionary.  
 Worcester's Quarto Dictionary.

## MAPS.

Guyot's Series, Nos. 1, 2, 3.  
 Cornell's Series.

## CHARTS.

Payson, Dunton & Scribner's Writing Charts.  
 Boston Primary School Tablets — on Geometrical Forms, Nos. 5 and 6;  
 on Sounds, Nos. 11 and 12; on Punctuation, Nos. 17 and 18.  
 Urbino's German Charts of Natural History.

## GLOBES.

16-inch Terrestrial Globe on Tripod (one for each Grammar School).  
 9½-inch Globe, Joslyn's Loring's (one for each Grammar School).

## SET OF PHILOSOPHICAL APPARATUS.

*(The numbers refer to Ritchie's Catalogue.)*

## LAWS OF MATTER, ETC.

- 2 Lead Hemispheres.
- 3 Inertia Apparatus.
- 5 Capillary Tubes.
- 6 Capillary Plates.
- 8 Set of Collision Balls.
- 9 Centre of Gravity.
- 12 Mechanical Powers.
- 13 Central Forces.
- 15 Illustration of the Pendulum.
- 21 Set of Geometrical Solids.
- 23 Set of Crystal Models.
- 25 Set of Cube Root Solids.

## HYDROSTATICS.

- 30 Equilibrium Tubes.
- 31 Upward Pressure of Liquids.
- 35 Tantalus's Cup.
- 36 Model of Pump.
- 38 Archimedes's Principle.

## HEAT.

- 70 Pulse Glass.
- 71 Ring and Ball Pyrometer.
- 72 Compound Bar.
- 73 Fire Syringe and Tinder.
- 77 Reflectors.
- 79 Wire Gauze.
- 68 Conductometer.
- Principle of Ventilation.
- 182 Spirit Lamp.

## PNEUMATICS.

- 40 Air Pump.
- 43 Plain Receiver, 1 qt.
- 44 Capped Receiver and Sliding Rod, 1 gal.
- 45 Hand Glass.
- 46 Improved Condenser.

- 47 Condensing Chamber.
- 49 Expansion Apparatus.
- 51 Bacchus Illustration.
- 52 Magdeburg Hemispheres, Brass.
- 53 Barometer Apparatus.
- 57 Guinea and Feather Tube.
- 59 Wood Cylinder and Weight.
- 62 Washers, Oil, for Pumps.
- 65 Bell for Vacuum.  
Weight and Buoyancy.
- 66 Air-Gun Barrel.

## ELECTRICITY.

- 98 Holtz Machine.
- 99 Insulated Conductor.
- 101 Glass Friction Cylinder.
- 103 Electroscope.
- 104 Flier.
- 122 Stand and Bells.
- 114 Movable Coat Jars.
- 116 Lightning and Miser's Plate.
- 119 Improved Set of Leyden Jars.
- 121 Ether Spoon.
- 122 Spiral Tube.
- 123 Insulated Stool.
- 124 Discharger.
- 125 Gas Pistol.
- 126 Powder Bomb.
- 129 Pith Balls, for Dancing.  
Catskin or Amalgam.

## ELECTRICITY CONTINUED.

Apparatus that require a dark room.

- 57 Aurora Tube, already included, G. & F.
- 132 Set of Luminous Points.
- 130 Gassoit's Cascade.  
Geissler's Tube Combination.  
Geissler's Tube Stratified.

## MAGNETICS.

- 140 Bar Magnet.
- 142 Large U Magnet and Wheel Armature.
- 145 Voltaic Battery, Bunsen's.
- 149 Electro Magnet.
- 150 Helical Ring.



- 152 Galvanometer.
- 153 Revolving Magnet.
- 154 Shocker.  
Pair plain handles and Wires.
- 156 Telegraph Model, with separate signal key and long wires.
- 157 Powder Cup.
- 143 Magnetic Needle and Stand.

## OPTICS.

- 80 Prism.
- 82 Plain Convex and Concave Neutraliz, Lenses.
- 83 Multiplying Lens.
- 87 Pair Mirrors.
- 90 Eye Model and Stand.  
Newton's Color Disc.

## ACOUSTICS.

- Sonometer.
- Violin Bow.
- Iron Screw Press.
- Brass plate.
- Organ Pipe with Piston, 2 octaves.



**FRANKLIN MEDALS,**

**LAWRENCE PRIZES, AND DIPLOMAS.**

# FRANKLIN MEDAL SCHOLARS.

1868.

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## LATIN SCHOOL.

James H. Young,  
George H. Tower,  
Edward W. Hutchins.

## ENGLISH HIGH SCHOOL.

John Davis,  
Frank T. French,  
James B. Horton,  
John T. O'Conner,  
James M. Prendergast,  
Alfred T. Robinson.

# LAWRENCE PRIZES.

1868.

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## LATIN SCHOOL.

*Declamation. First Prize.* — S. W. French. *Second Prizes.* — Charles A. Prince and George H. Tower. *Third Prizes.* — H. B. Hodges and E. W. Krackowizer. *For Exemplary Conduct and Fidelity.* — Everett P. White, Thomas F. Sherwin, George O. G. Coale.

*For Exemplary Conduct and Punctuality.* — James H. Young, George H. Tower, Edward W. Hutchins, Charles M. Green, John P. Wyman, Francis G. Lodge, Samuel E. Wyman.

*Excellence in the Classical Department.* — James H. Young, Ambrose C. Richardson, John P. Wyman, Lester W. Clark, John F. Botume, Matthew V. Pierce.

*Excellence in the Modern Department.* — James H. Young, Ambrose C. Richardson, Samuel E. Wyman, Lester W. Clark, James B. Troy, Matthew V. Pierce.

*A Translation of the Speech of Memmius Sallust.* — Harry B. Hodges.

*A Translation from Cæsar's Civil War.* — William T. Campbell.

*A Translation from Viri Romæ.* — James B. Troy.



*A Translation of the Life of Valerius Corvinus. Viri Romæ.* — R. S. B. Foster.

*A Latin Poem.* — George H. Tower.

*A Latin Essay.* — James H. Young.

*A Translation into Greek.* — Charles S. Thornton.

*An English Essay.* — Arthur T. J. Cabot.

*An English Poem.* — J. C. Goodwin.

*A Poetical Translation from Ovid's Tristria.* — Joseph H. Clinch.

#### ENGLISH HIGH SCHOOL.

*Scientific Department. First Prizes.* — F. T. French, A. T. Robinson, of the first class. Second class, F. L. Brigham, W. E. L. Dillaway, Samuel H. Root. Third Class, E. J. Hathorne, Frank Washburn, W. K. Blodgett, David Loring, Jr.

*Literary Department. First Prizes.* — John Davis, J. H. Keating, of the first class. Second class, F. H. Lombard, A. C. Fuller, Geo. O. Carpenter. Third Class, Walter Means, Thomas F. Cusack, Frank K. Lovell.

*Scientific Department. Second Prizes.* — F. L. Crane, F. B. Morse, of the first class. Second class, C. E. Cobb, W. B. Hosmer, H. W. Lamb, Thos. N. Cook, Jr., M. W. Drake, H. L. Griggs. Third class, John F. Horgan, E. W. Grover, J. C. Miller, W. A. Reed, Chas. B. Brooks (for Mineralogy).

*Literary Department. Second Prizes.* — J. T. O'Conner, E. V. Plummer, of the first class. Second class, W. H. Miller, J. F. Hinckley, H. H. Buck, E. L. Butler. Third class, Chas. G. Burgess, J. F. O. Wilkins, J. L. Pope, Chas. Stricker.

*Scientific Department. Third Prizes.* — C. E. Haberstroh, J. M. Prendergast, of the first class.

*Literary Department. Third Prizes.* — H. S. Pray, J. B. Horton, of the first class.

*For General Excellence and Deportment.* — First class, A. B. Whitney, F. C. Stanwood, H. S. Drake, F. E. Wedger. Second class, F. K. T. Rand, Chas. H. Johnson, R. P. Southard, W. R. Hutchins. Third class, L. M. Bickford, Edgar N. Hunt, Walter A. Baker.

*Essays. First Prize.* — A. C. Fuller, of the Second class. *Second Prize.* — W. H. Miller, of the second class, J. H. Keating, of the first class.

*Declamation. First Prize.* — H. L. Griggs, W. E. L. Dillaway. *Second Prize.* — W. H. Miller. *Third Prizes.* — Frank W. Darling, C. A. Tasker.

# DIPLOMAS OF GRADUATION.

1868.

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## HIGH SCHOOLS.

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### LATIN SCHOOL.

James H. Young,                      George H. Tower,  
Edward W. Hutchins.

### ENGLISH HIGH SCHOOL.

A. T. Robinson,  
H. S. Pray,  
J. H. Keating,  
J. J. Newcome, jr.  
John Davis,  
F. T. French,  
F. E. Wedger,  
E. W. Bailey,  
J. M. Prendergast,  
A. B. Whitney,  
J. B. Horton,  
C. E. Haberstroh,  
F. Strauss,  
F. B. Morse,  
F. L. Crane,  
George F. Crane,  
J. T. O'Conner,  
H. S. Drake,  
H. R. Lovejoy,  
T. P. Spitz,  
Chas. H. Tucker.

F. E. Babcock,  
Jas. J. Cronan,  
R. J. O'Hern,  
William E. Cox,  
S. H. Babcock,  
H. B. Walker,  
F. J. Fogarty,  
E. V. Plummer,  
P. B. Palmer,  
Daniel Cooledge,  
C. H. Souther,  
C. H. Hunt,  
Ed. Robbins,  
C. H. Mayo,  
F. T. Nash,  
F. C. Stanwood,  
H. P. Ide,  
Edw. H. Baker,  
Ed. Brown,  
Chas. A. Tasker,

### GIRLS' HIGH AND NORMAL SCHOOL.

Sarah G. Bagnall,  
Clemmie Baker, A.  
Elizabeth R. Barney,  
Almira Bixby,  
Emily B. Burrill,  
Caroline E. Carleton,  
S. Flora Chandler,  
Ella W. Clark,  
Mary F. Cogswell,  
Ella F. Crooker,

Margaret J. T. Crosby,  
Elizabeth G. Cumston,  
Mary L. Davenport,  
Mary J. Dunlap,  
Emma L. Eaton,  
Ella A. Fairbanks,  
Mary L. Firth,  
Susan S. Foster,  
Mary P. Frye,  
Francis W. Gill.

Florence E. Greer,  
Ella J. Hanson,  
Cora M. Howes,  
Fanny A. Hussey,  
Emily A. Jenkins,  
Caroline A. J. Lovis,  
Amanda Marble,  
Christiana F. Mason,  
Georgiana A. Monroe,

Jane E. Porter,  
Ella L. Rand,  
Emma M. Savil,  
Zilpah D. Smith,  
Edith Stearns,  
Mary Helen Ware,  
Frances G. Whiston,  
Mary Viola Woodman.

## ROXBURY HIGH SCHOOL.

*Boys.*

Frank B. Dillingham,  
Wm. W. McNaught,  
Edwin S. Morse,  
Josiah L. Pishon,  
George Pollock,  
Chas. F. Richardson,  
Henry A. Smith.

*Girls.*

Sarah L. Adams,  
Mary W. Basford,  
Alice G. Chandler,  
Clara F. Conant,  
Mary H. Conant,  
Helen Crombie,  
Sarah Cook,  
Mary E. Curtis,

Earnestine W. Crone,  
Gertrude Davis,  
Fanny A. Dow,  
Nelly L. Franklin,  
Sarah L. Glynn,  
Sarah P. Gerry,  
Caroline J. Harris,  
Josephine Kenniston,  
Fanny Macdonald,  
Mary M. Moore,  
Fanny R. Oliver,  
Nelly S. Pierce,  
Sarah H. Rockwood,  
Cora Streeter,  
Sabra D. Vila,  
Kate M. Wallace,  
Elizabeth R. Wallis.

*GRAMMAR SCHOOLS.*

## ADAMS SCHOOL.

*Boys.*

William B. Pigeon,  
William P. Bingham,  
Charles Brigham,  
John E. Pierce,  
William A. Picket,  
Samuel R. Field,  
Edward Maglathlin,  
George A. Demond,  
William Kelley,  
Charles Palmer,  
Benj. F. Pond,  
Frank Holsten,  
Ralph Quimby,  
Marshall P. Washburn,  
Walter Wright,  
Lewis F. Leary,

Julius C. Foltz,  
John Treadwell,  
Charles Greeley,  
James Noonan,  
John J. Griffin.

*Girls*

Elizabeth T. Denham,  
Mary F. Fowle,  
Ella F. Savory,  
Nelly N. Crocker,  
Sarah L. Adams,  
Mary E. Seaman,  
Kate O'Brien,  
Nelly M. Auld,  
Anna G. Hamblin,  
Georgiana B. Robinson,  
Emma F. Fabyan.

## BIGELOW SCHOOL.

*Boys.*

George T. Harris,  
 Peter F. Towle,  
 Herbert A. Handy,  
 Charles A. Smith,  
 Henry J. Goodwin,  
 Isaac H. Goodwin,  
 William F. Smith,  
 John Donovan,  
 Walter B. Johnson,  
 William J. Covill,  
 Frank K. Slack,  
 James A. Dailey,  
 George F. Cole,  
 George D. Weston,  
 Charles H. Orr,  
 Nathl. W. Emerson,  
 Frank D. Fairbanks,  
 John T. Murphy,  
 William Pray,  
 George T. Mullin,  
 Frank E. Kennedy,  
 Clarence C. Kemp.

*Girls.*

Calista M. A. Greeley,  
 Mary G. Lanning,  
 Emeline A. Holbrook,  
 Fanny W. Hassey,  
 Abby L. Handy,  
 Isabel Gallagher,  
 Elizabeth M. Kenney,  
 Annie L. Baldwin,  
 Jane Neilson,  
 Clara F. Mulloy,  
 Lillian A. Dolbeare,  
 Rachel S. Barham,  
 Adelaide E. Thorndike,  
 Sarah H. Dwyer,  
 Bertha L. Russell,  
 Alice J. Bates.

## BOWDITCH SCHOOL.

Julia A. F. Sweeney,  
 Mary E. Collins,  
 Mary J. Burke,  
 Delia M. Lawless,

Mary C. Clark,  
 Charlotte E. Thatcher,  
 Elizabeth A. King,  
 Annie M. Haynes,  
 Mary E. McGary,  
 Julia A. Healey,  
 Mary L. Courtney,  
 Mary A. Donovan,  
 Mary A. Curry,  
 Mary J. Powell,  
 Elizabeth Farley,  
 Ellen F. Collins.

## BOWDOIN SCHOOL.

Adelaide A. Adams,  
 Clara F. Bemis,  
 Helen A. Bigelow,  
 Caroline A. Bird,  
 Annie M. Bowman,  
 Sarah C. Bucknam,  
 Annie E. Butler,  
 Anna L. Carlton,  
 Emma F. Chater,  
 Emm F. Chesley,  
 Harriet M. Coleman,  
 Mary E. Duane,  
 Ella F. Freeman,  
 Maretta Gerlach,  
 Sarah F. Gerry,  
 Marion A. Hawes,  
 Clara O. Leland,  
 Bertha Lissner,  
 Elizabeth L. Moulton,  
 Clara J. Powers,  
 A. Estelle Robinson,  
 Jenny Robertson,  
 Clara Sumner,  
 Mary C. Walker,  
 Harriet E. White,  
 Henrietta Williams.

## BOYLSTON SCHOOL.

Michael F. Brennan,  
 Francis P. Caden,  
 Thomas G. Coale,  
 John J. Connor,  
 Charles P. Connors,



Daniel J. Coughlan,  
 Charles T. Denny,  
 John H. Donahue,  
 Dennis Dowd,  
 John P. Ford,  
 James P. Hornett,  
 Timothy J. Hourihan,  
 Timothy J. Madden,  
 Patrick F. McDonald,  
 John J. Pendergast,  
 John J. Riley,  
 James H. Sheahan,  
 James F. Sullivan,  
 Bartholomew F. Terry,  
 John B. Thatcher,  
 Robert F. Welch.

## BRIMMER SCHOOL.

Walter G. Adams,  
 John F. Birkmaier,  
 Charles H. Brooks,  
 William L. Coneton,  
 Tracy Dennie,  
 Arthur B. Denny,  
 Frederic W. Dickinson,  
 Charles E. Dodge,  
 Horace G. Dupee,  
 Philip Marcus Fox,  
 Charles F. Green,  
 Richard Haven,  
 Clarence E. Hay,  
 Jacob Hilborn,  
 Frederic H. Holton,  
 Charles W. Leatherbee,  
 Jairus L. Litchfield,  
 Charles J. Lynch,  
 William J. Morris,  
 Charles H. S. Poole,  
 James F. Powers,  
 Charles F. Read,  
 John H. Rhodes,  
 Max C. Rosenfeld,  
 William A. Roundy,  
 Walter Savory,  
 George Seaver,  
 Charles J. Shaw,  
 James J. Spaulding,  
 George F. Stebbins,

Oscar H. Stringer,  
 William H. Timson,  
 Charles S. Todd,  
 Arthur S. Treat,  
 Orson B. Waters,  
 Edward A. Whitcomb,  
 Louis S. Whitcomb,  
 William P. Willard,  
 Ephraim S. Willard, Jr.

## CHAPMAN SCHOOL.

*Boys.*

Charles E. Butts,  
 George J. Colesworthy,  
 John Carver,  
 George F. Damon,  
 F. R. Fletcher,  
 Thomas S. Goodale,  
 Freeman Hoofman,  
 Charles P. Jameson,  
 Frederic W. Keen,  
 Rufus E. Lord,  
 John A. Lane,  
 William W. Munroe,  
 Artemus W. Murphy,  
 David Morrison,  
 George F. McCausland,  
 Winslow P. Nay,  
 Franklin A. Rich,  
 Edward H. Ryder,  
 George W. Spittle,  
 William B. Watts.

*Girls.*

Louise Austin,  
 Minnie Bailey,  
 Florence Carver,  
 Ella Gray,  
 Nelly Horgan,  
 Ada Hathaway,  
 Julia Jameson,  
 Mary E. Litchfield,  
 Caroline F. Loud,  
 Louise McLauthlin,  
 Josephine Murphy,  
 Lois Rice,  
 Annie Whidden,  
 H. Lucy Whitten.

## COMINS SCHOOL.

*Boys.*

Edmund H. Garrett,  
 Henry Foxwell,  
 Thomas G. Joice,  
 Pierre G. Gulbrandson,  
 Albert A. Libbey,  
 John W. Dolan,  
 Mathias P. F. Brandly,  
 George B. Cook,  
 Thomas H. Hislen,

*Girls.*

Mary S. Putnam,  
 Mary E. Russ,  
 Annie R. Dayly,  
 Jane R. Booker,  
 Mary E. Stevens,  
 Harriet L. White,  
 Ida G. Stevens,  
 Ida B. Allen,  
 Georgianna C. Bowker,  
 Agnes J. Carson,  
 Emma S. Hosford,  
 Marianna Wiggin,  
 Annie J. Brown,  
 Annie M. Loughlin.

## DEARBORN SCHOOL.

*Boys.*

Herbert A. Barton,  
 George F. Batchelder,  
 Charles H. Batchelder,  
 Edward S. Coyle,  
 John L. Dimmock,  
 John T. Ferguson,  
 George B. Frye,  
 Edward R. Hamilton,  
 George E. Hovey,  
 George G. Kellogg,  
 Edward T. Nain,  
 Henry O'Neil,  
 Charles E. Swain,  
 Moses Sweeney,  
 Charles F. Webber,

*Girls.*

Mary E. Aldrich,  
 Elizabeth R. Baker,  
 Emma F. Croft,  
 Mary T. Dolan,  
 Mary E. Harmon,  
 Ida G. Jenkins,  
 Julia M. Josselyn,  
 Adelaide S. Manning,  
 Alice P. Norton,  
 Elizabeth M. Pevear,  
 Millie O. Scott,  
 Ellen F. Yeaton,  
 Mary Stuart.

## DUDLEY SCHOOL.

Clara E. Sanborn,  
 Eugenie Homer,  
 Ella M. Cowdrey,  
 Abby E. Batchelder,  
 Augusta L. Balch,  
 Albertine Simpson,  
 Marietta Goldsmith,  
 Minnie E. Mulrey,  
 Emma L. Peterson,  
 Maria L. Taylor,  
 Anna L. Shurtleff,  
 Florence G. Dean,  
 Harriet E. Bowdlear,  
 Emma I. Taylor,  
 Emilia F. Feyhl,  
 Mary P. Terry,  
 Louisa M. Dinsmore.

## DWIGHT SCHOOL.

Wallace Lincoln Pierce,  
 Peter Hardy,  
 George E. Perrin,  
 John P. Manning,  
 William A. Leonard,  
 Hubbard Brigham,  
 Burtis L. Arbecam,  
 Arthur E. Blanchard,  
 Edward J. Jones, Jr.  
 Charles H. Livingstone,

Arthur J. Bates,  
 Robert R. Spence,  
 Frank D. Livermore,  
 Charles O. P. Ross,  
 Bernard F. Callahan,  
 Thomas A. Byrne,  
 Arthur J. Ross,  
 Warren W. Baxter,  
 Frank W. Prescott,  
 Charles H. Bacall,  
 George W. Peirce,  
 Edward Martin,  
 Nicholas Reed,  
 Arthur E. Paul,  
 Harry K. Carleton,  
 Willis D. Leland,  
 William H. J. Stone,  
 William H. Hand,  
 Edward A. Mullin,  
 Felix Mundy,  
 George C. Carruth,

## ELIOT SCHOOL.

John O. Hayes,  
 Edgar S. Dorr,  
 Edward J. O. Dowd,  
 Eben. C. Colby,  
 Eugene D. Hickey,  
 Daniel B. F. McDavitt,  
 John F. Sullivan,  
 Harry E. Read,  
 William F. Stevens,  
 Gilbert H. Shepard,  
 George P. Lowthers,  
 John T. Downey,  
 Charles A. McManus,  
 James Howe,  
 John F. Nealon,  
 John F. Hart,  
 Charles W. Lampee,  
 Michael J. W. Whealon,  
 John F. Towle,  
 Harry Stevens,  
 Charles S. Stiles,  
 Joseph A. Pierce.

## EVERETT SCHOOL.

Louise Oakman,  
 Almie Plummer,  
 Ella Tuttle,  
 Louise Berry,  
 Emma Forristall,  
 Flora Belle Wiggin,  
 Annie G. Howes,  
 Mary L. Bassett,  
 Anna L. Sargent,  
 Harriet S. Jones,  
 May T. Palmer,  
 Adelaide L. Swallow,  
 Minnie F. Ranney,  
 Elizabeth Richardson,  
 Elizabeth O. Crowell,  
 Sara H. Perry,  
 Caroline Bacall,  
 Annie Shapleigh,  
 Mary Mundy,  
 Edith Kurtz,  
 Agnes Lennon,  
 Delena Bodwell,  
 Sarah Gould,  
 Susan Stubbs,  
 Josephine Gilbert,  
 Eliza Marshall,  
 Nellie Carter,  
 Clara Thayer,  
 Annie Hussey,  
 Winifred McIntyre.

## FRANKLIN SCHOOL.

Marion B. Alden,  
 Helen I. Allen,  
 Sarah E. Bowers,  
 Ella A. Chester,  
 Elizabeth A. Commin,  
 Susan E. Copeland,  
 Jane D. Crabtree,  
 Ida A. Currier,  
 Emily M. Deland,  
 Clara W. Farwell,  
 Mary A. Earley,

Annie W. Foque,  
 Elizabeth I. Harahan,  
 Mary A. Harahan,  
 Louisa A. Lander,  
 Jane K. Lougee,  
 Lilla Masury,  
 Effie A. Nowell,  
 Grace E. Owen,  
 Helen C. Parker,  
 Elizabeth H. Prince,  
 Elizabeth E. Stafford,  
 Josephine E. Stevens,  
 Ella F. Sweetser,  
 Eva J. Walker,  
 Sarah Wentworth,  
 Mary E. Whidden,  
 Elizabeth F. Wood.

## HANCOCK SCHOOL.

Georgiana Bickford,  
 Amy A. Earle,  
 Sarah J. Jacobs,  
 Annie M. Reggio,  
 Mary F. Desmond,  
 Margaret E. Robinson,  
 Meriam Levi,  
 Honora O'Dowd,  
 Irene A. Rancroft,  
 Mary E. Downing,  
 Henrietta Shepard,  
 Florence E. Fowler,  
 Mary E. McLaughlin.  
 Mary A. Lynch,  
 Sophia E. Raycroft,  
 Greda M. Jacobs,  
 Mary E. Bolton,  
 Rebecca J. Dennison,  
 Emma N. Hamblet,  
 Mary E. Nelson,  
 Eliza W. Brown,  
 Mary J. Coughlin,  
 Mary E. Sheran.

## LAWRENCE SCHOOL.

Bernard Supple,  
 John F. Young,  
 Leopold Weiscopf,  
 Luther F. Roberts,

Jeremiah Greene,  
 John J. E. Goff.

## LINCOLN SCHOOL.

*Boys.*

Moses Milkman,  
 Charles F. Cheney,  
 Ellis G. Pinkham,  
 Charles E. Ellis,  
 John E. Schofield,  
 William Ivers,  
 Edwin I. James,  
 Walter Brooks,  
 George W. Bennet,  
 Arthur E. Leach,  
 William C. Spaulding,  
 Fred. M. Palmer,  
 Arthur B. Cutter,  
 William K. James,  
 Alvah J. Woodbury,  
 George H. Blake,  
 Edward F. O'Brien,  
 William S. Walbridge.

*Girls.*

Ella Warner,  
 Charlotte C. Spaulding,  
 Jessie C. Tileston,  
 Ella T. Robbins,  
 Nancy M. Morse,  
 Grace E. Gragg,  
 Nelly H. Chambers,  
 Cora B. Johnson,  
 Elizabeth A. Osborne,  
 Hannah S. B. Dykes.

## LYMAN SCHOOL.

*Boys.*

Frank H. Armstrong,  
 Hugh F. Cahill,  
 James E. Fitzgerald,  
 Joseph Ingalls,  
 Joseph H. Smith,  
 Jeremiah F. McCarthy,  
 George P. Crandall,  
 Robert Whyte,  
 James J. McCarthy,  
 Jeremiah P. Myers.



*Girls.*

Charlotte A. Hamblin,  
 Caroline E. Prince,  
 Alice J. Reed,  
 Annie M. Parker,

## MAYHEW SCHOOL.

Edward M. Boles,  
 Howard M. Buck,  
 Charles E. Coffin,  
 James A. Flemming,  
 Daniel F. Geary,  
 John S. Harding,  
 Joseph K. Hayes,  
 Stephen J. Kelley,  
 John H. Lander,  
 Francis L. Maguire,  
 Frank S. Norton,  
 Frank R. Robinson,  
 John H. A. Rogers,  
 William W. Simonds,  
 John N. Warren.

## NORCROSS SCHOOL.

*Girls.*

Emma H. Frederick,  
 Frank B. Hale.  
 Ruth C. Stone,  
 Sarah Weiscopf,  
 Fanny M. Murphy.

## PHILLIPS SCHOOL.

Samuel Q. Robinson,  
 John A. Allen,  
 John P. Sutherland,  
 John N. Middleby,  
 William C. H. Badger,  
 Charles T. Baker,  
 Frank A. Powers,  
 Edward D. Mansfield,  
 Edward F. Granger,  
 Isaac Fishel,  
 Levi W. Russell,  
 Arthur C. Elliot,  
 George F. Wallis,  
 Charles S. Egerton,  
 John T. Wogan,  
 James J. Sullivan.

## PRESCOTT SCHOOL.

*Boys.*

James W. Johnson,  
 Philip H. Sheridan,  
 Howard F. Woodside,  
 Charles H. Tyler,  
 Clarence W. McCrillis,  
 Osman F. Bateman,  
 Albert Perkins,  
 Frank A. Andrews.

*Girls.*

Florence H. Drew,  
 Clara George,  
 Abby F. Rollins  
 Kate C. Frost,  
 Frances Lambirth,  
 Emma S. Morrison,  
 Mary J. McGolan,  
 Mary F. Langley,  
 Viola A. Cullen,  
 Minnie H. Gardner.

## QUINCY SCHOOL.

Willie C. Briggs,  
 Charles E. Ballard,  
 Fred E. Bird,  
 Ed. W. Blatchford,  
 Albert B. Chick,  
 James W. Delea,  
 Edmund Forrest,  
 Fred G. Harrington,  
 Jere. J. Harrigan,  
 Charles Lord,  
 William J. Mozart,  
 William J. McCarty,  
 Jere. J. Sullivan,  
 Frank A. Sanborn,  
 William H. Vincent,  
 William J. Watts.

## WASHINGTON SCHOOL.

George H. Parker,  
 John D. Ferguson,  
 Charles H. Binkhard,  
 Daniel F. Dearborn,

Benjamin L. Crosby,  
Edward Atkins,  
Robert T. Keefe,  
George H. Caldwell,  
Joseph B. F. Bell,  
Arthur L. Plympton,  
William L. Jackson,  
John Murray,  
Thomas F. Flynn.

## WELLS SCHOOL.

Emma J. Adams,  
Rosabelle V. Aldrich,  
Helen R. Atwood,  
Mary E. Barry,  
Florence E. Bickford,  
Ella F. Burt,  
Catharine E. Connor,  
Susan E. Edney,  
Sophronia A. Fairfield,  
Flora Flitner,  
Serena J. Frye,  
Alice A. Harmon,  
Henrietta A. Hill,  
Elizabeth Lincoln,  
Mary A. Lowe,  
Rosa A. McDavitt,  
Mary E. Merritt,  
Harriet Miliken,  
Harriet I. Preble,  
Katie M. Reilly,  
Anna R. Russell.  
Amelia H. Rust,

Lucy C. Smith,  
Nelly G. Sanford,  
Mary E. Sweeny,  
Frances E. Wells,  
Emma C. Whitney,

## WINTHROP SCHOOL.

Alice Bailey,  
Flora E. Bond,  
Elizabeth P. Brewer,  
Ella L. Chittenden,  
Eda Conant,  
Elizabeth A. Curtis,  
Mary G. Curtis,  
Sophia T. Dennie,  
Ella E. Emerson,  
Catharine L. Gardner,  
Margaret M. Gleason,  
Grace G. Griffith,  
Elizabeth M. Hartnett,  
Abby A. P. Mace,  
Harriet A. Marshall,  
Anna E. Martin,  
Sarah D. Melcher,  
Mary E. Miller,  
Mary L. Nash,  
Harriet A. Pierson,  
Annie L. Pickett,  
Mary G. Shaw,  
Georgiana Tirrell,  
Grace F. White,  
Henrietta F. Wiley,  
Alice M. Williams,

# ROSTER OF REGIMENT

COMPOSED OF PUPILS OF LATIN AND ENGLISH HIGH SCHOOLS,

*Under Instruction of Captain Hobart Moore.*

---

## FIELD AND STAFF.

*Colonel.* — Tucker Daland, Latin School.

*Lieutenant-Colonel.* — Walter H. Miller, English High School.

*Major.* — Elliot L. Butler, English High School.

*Adjutant.* — J. C. Goodwin, Latin School.

*Sergeant-Major.* — A. M. Wiley, English High School.

## FIRST COMPANY. — LATIN SCHOOL.

*Captain.* — E. Young.

*First Lieutenant.* — F. H. Underwood, Jr.

*Second Lieutenant.* — E. S. Moore.

## SECOND COMPANY. — LATIN SCHOOL.

*Captain.* — J. P. Hawes.

*First Lieutenant.* — F. O. Mendum.

*Second Lieutenant.* — A. E. Hartlett.

## THIRD COMPANY. — LATIN SCHOOL.

*Captain.* — L. H. Babcock.

*First Lieutenant.* — J. W. Skillings.

*Second Lieutenant.* — A. D. Lawrie.

## FOURTH COMPANY. — LATIN SCHOOL.

*Captain.* — W. R. Tyler.

*First Lieutenant.* — C. A. Pierce.

*Second Lieutenant.* — R. Grant.

## FIFTH COMPANY. — ROXBURY HIGH SCHOOL.

*Captain.* — Chas. H. Currier.

*First Lieutenant.* — Chas. F. Berry.

*Second Lieutenant.* — Thomas Farmer, Jr.

## SIXTH COMPANY. — ROXBURY LATIN SCHOOL.

*Captain.* — G. R. Wheelock.

*First Lieutenant.* — J. Munroe Olmstead.

*Second Lieutenant.* — A. G. Hodges.

## SEVENTH COMPANY. — ENGLISH HIGH SCHOOL.

*Captain.* — A. Clark Fuller.

*First Lieutenant.* — Samuel H. Root.

*Second Lieutenant.* — Herbert S. Griggs.

## EIGHTH COMPANY. — ENGLISH HIGH SCHOOL.

*Captain.* — Henry H. Buck.

*First Lieutenant.* — H. O. Fairbanks.

*Second Lieutenant.* — W. H. Richardson.

## NINTH COMPANY. — ENGLISH HIGH SCHOOL.

*Captain.* — George O. Carpenter, Jr.

*First Lieutenant.* — Chas. C. Domett.

*Second Lieutenant.* — Walter S. Carlton.

## TENTH COMPANY. — ENGLISH HIGH SCHOOL.

*Captain.* — Lyman B. Greenleaf.

*First Lieutenant.* — Thomas S. Nickerson.

*Second Lieutenant.* — Charles F. Allen.

## ELEVENTH COMPANY. — ENGLISH HIGH SCHOOL.

*Captain.* — George L. Burton.

*First Lieutenant.* — Frank E. Alley.

*Second Lieutenant.* — H. P. Myers.

## TWELFTH COMPANY. — ENGLISH HIGH SCHOOL.

*Captain.* — Charles F. Cutting,

*First Lieutenant.* — C. E. Cobb.

*Second Lieutenant.* — John Ritchie.

The English High School formed the right wing of the School Regiment until the summer vacation, when all the officers graduated. Since that time, the Latin School, with the two schools at the Highlands, have formed the right wing, and the English High the left.





# STATISTICS OF THE SCHOOLS,

ACCOMPANYING THE

SEMI-ANNUAL REPORTS OF THE SUPERINTENDENT,

FOR THE YEAR 1867-68.



# TEACHERS.

*Tables showing the number of teachers of each sex in the different grades of schools, July 31, 1868.*

## REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Latin.....	8	..	8
English High.....	3	..	8
Girls' High and Normal.....	1	13	14
Highlands High.....	1	3	4
Grammar Schools.....	51	342	393
Primary Schools.....	..	303	303
Licensed Minors .....	..	2	2
	—	—	—
	69	663	732

## SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: all the Schools.	2	..	2
Military Drill: Latin and English High.....	1	..	1
Drawing: High and Grammar.....	2	..	2
French: High Schools.....	2	1	3
German: Girls' High and Normal.....	1	..	1
Music: Girls' High and Normal.....	1	..	1
Music: Grammar Schools.....	2	..	2
Music: Primary Schools.....	1	..	1
Sewing: Grammar Schools .....	..	11	11
	—	—	—
	12	12	24

HIGH SCHOOLS.

*Abstract of Semi-Annual Returns, February 1868.*

SCHOOLS.	Admitted.	Discharged.	Average Whole Number:			Average Attendance.	Average Absence.	Per cent of Attendance.	H. Masters.	Masters.	Ushers.	H. Assist'nts.	Assistants.
			Boys.	Girls.	Total.								
Latin.....	139	30	299	....	299	288	11	96.3	1	2	5	..	..
English High .....	8	33	284	....	284	279	5	98.0	1	3	4	..	..
Girls' H. & Normal	178	137	....	369	369	360	9	98.0	1	..	..	2	11
Totals .....	325	200	583	369	952	927	25	97.4 av.	3	5	9	2	11

*Abstract of Semi-Annual Returns, July 1868.*

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Head-Masters.	Masters.	Sub-Masters.	H. Assistants	Assistants.
			Boys.	Girls.	Total.								
Latin .....	18	51	273		273	263	10	91.2	1	2	5		
English High .....	197	148	246		246	241	5	98.2	1	3	4		
Girls H. & Normal.	25	62		308	308	295	13	96.0	1			2	
Highlands High ..	8	32	44	106	150	141	9	93.0	1			1	11 2
Totals.....	248	293	563	414	977	940	37	94.6 av.	4	5	9	3	13



NUMBER OF BOYS ADMITTED TO THE ENGLISH HIGH SCHOOL FROM THE GRAMMAR SCHOOLS DURING THE YEARS  
1844-1867.

SCHOOLS.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	Total for 24 yrs.	Yearly Av'ge.
Adams . . . . .	9	10	10	7	9	9	5	11	11	0	0	2	7	5	3	1	5	3	1	7	2	7	8	4	128	5.3
Bigelow (Hawes) . . . . .	7	4	1	2	5	7	4	3	4	5	6	15	10	9	5	3	9	5	3	6	4	13	13	19	169	7.0
Boylston . . . . .	5	5	2	4	4	1	3	0	2	2	1	0	1	4	0	0	4	3	0	2	4	9	2	4	61	2.5
Brimmer . . . . .	1	2	3	7	4	10	11	5	11	8	10	16	10	19	13	19	25	19	18	18	15	28	24	33	329	13.7
Chapman . . . . .	—	—	—	—	—	0	0	3	1	3	3	3	2	1	3	2	5	5	1	3	6	3	4	12	60	3.1
Dwight . . . . .	0	0	0	1	4	2	3	4	3	4	3	3	5	1	7	5	9	13	20	14	45	34	35	33	248	10.3
Elliot . . . . .	8	9	6	9	2	6	2	0	4	9	9	9	7	8	4	3	4	4	3	8	6	8	13	8	149	6.2
Latin . . . . .	0	1	2	5	4	0	0	0	4	3	5	5	2	8	2	1	0	6	6	2	4	3	3	2	68	2.8
Lawrence . . . . .	—	—	—	—	—	—	—	—	—	—	—	—	0	0	0	6	4	2	5	1	2	1	7	5	33	2.7
Lincoln . . . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	0	6	3	4	3	6	3	8	5	38	4.2
Lyman . . . . .	0	3	5	4	2	6	1	2	0	4	3	2	1	0	0	2	2	2	0	0	0	1	5	7	52	2.1
Mayhew . . . . .	7	9	3	4	8	6	11	8	11	14	7	3	6	13	6	9	7	6	5	6	9	8	15	11	192	8.0
Phillips . . . . .	0	4	10	10	12	8	9	7	7	7	6	6	3	5	8	7	9	9	13	2	13	7	13	7	182	7.5
Prescott . . . . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	2.0
Quincy . . . . .	—	—	—	0	2	3	10	8	11	12	4	11	8	18	14	8	9	6	8	11	7	16	16	10	192	9.1

## GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, February 1868.*

[Exclusive of Schools in the Highlands.]

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g Tch's.
			Boys.	Girls.	Total.									
Adams . . .	356	315	334	275	609	578	31	94.4	1	1	..	4	7	1
Bigelow ...	709	594	569	513	1,082	1,041	41	94.0	1	1	1	3	18	..
Bowditch..	533	524	.....	896	896	831	65	92.5	1	..	..	5	15	1
Bowdoin ..	346	300	.....	522	522	489	33	93.0	1	..	..	3	8	..
Boylston ..	290	288	539	.....	539	512	27	93.0	1	1	1	1	8	..
Brimmer ..	588	535	706	.....	706	673	33	95.1	1	1	1	2	11	..
Chapman ..	326	270	249	207	456	438	18	96.0	1	1	..	4	5	1
Dwight....	411	297	664	.....	664	637	27	96.0	1	1	1	2	8	..
Eliot .....	426	363	732	.....	732	708	24	96.6	1	1	1	2	10	..
Everett....	606	457	.....	664	664	628	36	93.9	1	..	..	4	10	1
Franklin...	833	634	.....	782	782	730	52	93.5	1	..	..	4	11	1
Hancock...	553	523	.....	895	895	866	29	97.0	1	..	..	4	12	1
Lawrence..	522	441	734	390	1,124	1,105	19	98.3	1	1	..	4	17	1
Lincoln....	226	166	446	339	785	744	41	91.3	1	1	..	4	10	1
Lyman ....	116	203	288	174	462	436	26	94.0	1	1	..	3	4	1
Mayhew ...	323	309	536	.....	536	505	31	94.0	1	1	1	1	9	..
Phillips ...	144	129	563	.....	563	533	30	94.0	1	1	1	1	8	..
Prescott...	437	374	258	249	507	477	30	94.0	1	1	..	4	2	1
Quincy ....	384	644	637	.....	637	592	45	93.0	1	1	1	2	6	..
Rice.....	720	189	509	.....	509	483	26	94.9	1	1	1	2	9	..
Wells .....	302	233	.....	491	491	466	25	95.0	1	..	..	3	7	..
Winthrop..	950	690	.....	862	862	785	77	91.0	1	..	..	5	7	1
Totals...	10,101	8,478	7,764	7,259	15,023	14,257	766	94.3 av.	22	15	9	67	112	11

GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, July 1868.*

SCHOOLS.	Admitted.	Discharged.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g T'ch'rs.
			Boys.	Girls.	Total.									
Adams . . .	234	288	385	281	639	595	44	93.1	1	1	.	4	7	1
Bigelow . .	535	653	652	418	1,070	1,002	68	93.0	1	1	1	4	1	1
Bowditch .	168	397	. .	886	886	817	69	92.2	1	.	.	5	15	1
Bowdoin . .	166	222	. .	518	518	478	40	92.0	1	.	.	3	8	.
Boylston . .	131	154	523	. .	523	494	29	94.0	1	1	1	1	8	.
Brimmer . .	189	361	720	. .	720	678	42	94.5	1	1	1	2	11	.
Chapman . .	269	394	247	214	461	437	24	95.0	1	1	.	4	12	1
Comins . . .	242	255	370	424	794	730	64	92.0	1	.	.	3	5	.
Dearborn . .	249	299	382	370	752	685	67	91.1	1	.	.	3	12	.
Dudley . . .	154	193	. .	350	350	315	35	90.0	*1	.	.	1	5	.
Dwight . . .	251	510	667	. .	667	633	34	94.8	1	1	1	2	10	.
Eliot . . . .	285	416	758	. .	785	725	33	96.0	1	1	1	2	11	.
Everett . . .	296	606	. .	641	641	604	37	94.4	1	.	.	4	10	1
Franklin . .	443	800	. .	765	765	696	69	90.6	1	.	.	4	12	1
Hancock . .	424	597	. .	899	899	867	32	96.0	1	.	.	5	13	1
Lawrence . .	267	347	769	. .	769	747	22	97.1	1	1	1	2	12	.
Lincoln . . .	140	224	416	291	707	658	49	91.5	1	1	.	4	10	1
Lyman . . . .	184	215	316	177	493	455	38	92.0	1	1	.	3	6	.
Mayhew . . .	226	273	541	. .	540	495	44	91.4	1	1	1	1	9	.
Norcross . .	783	346	. .	588	588	573	15	97.4	1	.	.	3	9	1
Phillips . . .	89	79	583	. .	583	537	46	92.0	1	1	1	1	8	.
Prescott . .	298	350	277	263	540	508	32	94.0	1	1	.	4	7	1
Quincy . . .	233	313	664	. .	664	618	46	93.0	1	1	1	2	10	.
Rice . . . . .	238	416	514	. .	514	479	35	92.0	1	1	1	2	8	.
Washington	133	173	455	. .	455	423	32	94.0	1	.	.	3	6	.
Wells . . . .	196	272	. .	490	490	458	32	94.0	1	.	.	3	8	.
Winthrop . .	547	870	. .	823	823	721	102	87.0	1	.	.	5	12	1
	7,370	10,123	9,211	8,398	17,609	16,369	1,240	93.1 av.	6	15	10	80	261	11

\*Female Principal.

## GRAMMAR SCHOOLS.

Table showing the number in each Class, the number of different ages, and the whole number in each Grammar School, February 29, 1868.

[Exclusive of the Schools in the Highlands.]

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Under 8 years.	Between 8 and 10 years.	Between 10 and 15 years.	Over 15 years.	Whole number, Feb. 1868.
Adams.....	83	105	152	264	3	104	442	55	604
Bigelow ....	196	294	298	281	12	176	816	65	1,069
Bowditch ...	123	227	220	294	14	190	646	14	864
Bowdoin....	167	107	130	116	2	73	391	54	520
Boylston....	70	87	101	241	2	123	361	13	499
Brimmer....	154	155	199	209	4	132	550	31	717
Chapman ...	72	87	213	98	5	153	303	9	470
Dwight.....	97	109	229	222	..	104	509	44	657
Eliot .....	94	204	217	220	4	153	553	25	735
Everett.....	137	150	167	187	4	95	502	40	641
Franklin ....	173	160	227	226	1	120	585	80	786
Hancock ....	179	201	216	261	6	182	629	40	857
Lawrence ...	147	233	346	420	20	311	781	34	1,146
Lincoln.....	99	221	289	190	5	179	573	42	799
Lyman.....	56	96	127	179	..	58	371	29	458
Mayhew ....	112	86	134	183	3	99	386	27	515
Phillips.....	101	112	168	189	3	227	317	23	570
Prescott ....	60	185	110	154	8	77	391	33	509
Quincy .....	94	149	192	222	9	158	473	17	657
Rice .....	87	103	135	206	1	136	375	19	531
Wells.....	128	103	108	149	..	73	371	44	488
Winthrop ...	154	247	213	213	4	131	591	101	827
Totals.....	2,583	3,421	4,191	4,724	110	3,064	10,916	839	14,919



## GRAMMAR SCHOOLS.

Table showing the number in each Class, the number of different ages, and the whole number in each Grammar School, July 31, 1868.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Under 8 years.	Between 8 and 10 years.	Between 10 and 15 years.	Over 15 years.	Whole number July, 1868.
Adams .....	62	82	226	180	5	121	374	50	550
Bigelow .....	169	198	317	289	6	182	722	63	973
Bowditch .....	104	175	186	370	9	189	606	31	835
Bowdoin .....	147	99	144	135	2	73	390	60	525
Boylston .....	65	87	96	228	7	105	350	14	476
Brimmer .....	122	80	138	200	8	129	383	20	540
Chapman .....	82	65	59	119	6	73	215	31	325
Comins .....	135	100	193	247	0	120	531	24	675
Dearborn .....	43	162	184	297	2	101	539	44	686
Dudley .....	34	30	85	143	0	42	220	30	292
Dwight .....	56	73	131	150	8	54	336	12	410
Eliot .....	73	151	161	219	9	125	460	10	604
Everett .....	83	48	72	127	4	64	220	42	330
Franklin .....	77	70	79	203	2	107	265	55	429
Hancock .....	136	146	149	253	3	148	499	34	684
Lawrence .....	66	124	171	309	16	158	480	16	670
Lincoln .....	84	189	199	215	6	157	474	50	687
Lyman .....	55	70	112	189	2	64	327	33	426
Mayhew .....	81	75	130	182	6	99	342	21	468
Norcross .....	46	88	122	181	3	123	297	14	437
Phillips .....	149	103	101	217	5	211	309	45	570
Prescott .....	56	171	75	150	3	70	343	36	452
Quincy .....	60	123	161	234	8	134	418	18	578
Rice .....	45	52	93	163	3	100	242	8	353
Wells .....	110	81	95	135	2	83	298	38	421
Washington ....	78	79	99	171	1	97	304	25	427
Winthrop .....	78	119	156	151	8	137	311	48	504
Totals .....	2,296	2,840	3,734	5,457	134	3,066	10,250	877	14,327

Table, showing the lowest, the average, and the highest number of pupils to a teacher in the Grammar Schools, the number of teachers EMPLOYED and the number of teachers to which each School is ENTITLED, March 18, 1868.

SCHOOLS.	No. to a Teacher.			Whole Number, March 18, 1868.			Teachers Employed.					Teachers entitled to.				
	Lowest.	Average.	Highest.	Boys.	Girls.	Total.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.
Adams . . . . .	46.8	50.7	57.5	389	302	691	1	1	.	4	7	1	1	.	4	7
Bigelow . . . . .	43.5	47.1	51.5	690	446	1,136	1	1	1	3	17	1	1	1	4	14
Bowditch . . . . .	42.3	44.3	48.2	. . . .	965	965	1	.	.	5	15	1	.	.	4	13
Bowdoin . . . . .	42.4	47.4	51.2	. . . .	564	564	1	.	.	3	8	1	.	.	3	7
Boylston . . . . .	45.1	49.0	50.7	558	. . . .	558	1	1	1	1	8	1	1	1	1	7
Brimmer . . . . .	44.2	47.0	52.2	783	. . . .	783	1	1	1	2	11	1	1	1	1	11
Chapman . . . . .	44.2	45.6	50.7	270	237	507	1	1	.	4	5	1	1	.	3	5
Comins . . . . .	. . . .	. . . .	57.4	362	442	804	1	.	.	3	11	1	1	.	3	10
Dearborn . . . . .	. . . .	. . . .	59.4	424	408	832	1	.	.	3	11	1	1	.	3	11
Dudley . . . . .	. . . .	. . . .	55.7		390	390	*1	.	.	2	5	1	.	.	3	4
Dwight . . . . .	41.1	47.4	54.2	760	. . . .	760	1	1	1	2	10	1	1	1	1	11
Eliot . . . . .	48.0	52.2	55.0	826	. . . .	826	1	1	1	2	11	1	1	1	1	12
Everett . . . . .	35.2	47.4	51.4	. . . .	720	720	1	.	.	4	10	1	.	.	4	9
Francis Street . . . . .	. . . .	. . . .	35.0	30 15	22 20	52 35	1	.	.	.	.	1	.	.	.	.
Franklin . . . . .	36.7	52.1	50.7	. . . .	863	863	1	.	.	4	13	1	.	.	4	11
Hancock . . . . .	48.6	55.9	54.5	. . . .	981	981	1	.	.	4	14	1	.	.	4	13
Lawrence . . . . .	48.5	51.0	52.4	839	. . . .	839	1	1	1	2	12	1	1	1	1	12
Lincoln . . . . .	48.5	52.4	48.6	458	321	779	1	1	.	4	11	1	1	.	4	9
Lyman . . . . .	49.8	51.3	52.7	340	187	527	1	1	.	3	6	1	1	.	3	5
Mayhew . . . . .	41.6	44.6	50.5	606	. . . .	606	1	1	1	1	9	1	1	1	1	8
Norcross . . . . .	. . . .	. . . .	53.1	. . . .	638	638	1	.	.	3	9	1	.	.	3	8
Phillips . . . . .	50.0	51.1	56.4	621	. . . .	621	1	1	1	1	8	1	1	1	1	8
Prescott . . . . .	44.8	46.0	52.6	299	280	579	1	1	.	4	6	1	1	.	3	6
Quincy . . . . .	44.6	49.0	52.2	732	. . . .	732	1	1	1	2	10	1	1	1	1	10
Rice . . . . .	. . . .	45.3	49.1	590	. . . .	590	1	1	1	2	8	1	1	1	1	8
Wells . . . . .	49.7	49.1	54.5	. . . .	545	545	1	.	.	3	7	1	.	.	3	7
Washington . . . . .	. . . .	. . . .	52.2	470	. . . .	470	1	.	.	2	7	1	1	1	1	4
Winthrop . . . . .	33.3	50.9	54.5	. . . .	917	917	1	.	.	5	12	1	.	.	4	12
				10,047	9,228	19,275	28	15	10	78	261	28	18	11	69	242

\* Female Principal.

PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, February 1868.*

[Exclusive of Districts in the Highlands.]

DISTRICTS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole Number at Date.
		Boys.	Girls.	Total.						
Adams .....	9	268	163	431	395	36	91.1	238	183	421
Bigelow .....	13	339	332	671	608	63	90.2	388	257	645
Bowditch.....	11	224	240	464	419	45	90.4	341	122	463
Bowdoin .....	8	153	209	362	337	25	92.4	214	157	371
Boylston .....	13	244	216	460	426	34	91.2	340	147	487
Brimmer .....	13	303	289	592	528	64	88.9	400	230	630
Chapman .....	10	272	176	448	414	34	91.8	276	166	442
Dwight.....	6	142	143	285	260	25	91.1	178	125	303
Eliot .....	17	480	300	780	730	50	93.2	464	320	784
Everett.....	10	284	245	529	486	43	90.9	292	247	539
Franklin.....	9	236	250	486	446	40	91.1	307	200	507
Hancock.....	19	357	563	920	879	41	92.5	647	265	912
Lawrence.....	21	640	409	1,049	1,002	47	95.0	686	407	1,093
Lincoln.....	13	389	280	669	605	64	90.3	387	260	647
Lyman .....	8	239	137	376	351	25	93.4	221	148	369
Mayhew .....	10	300	185	485	438	47	89.5	260	245	505
Phillips.....	8	242	126	368	320	48	87.7	179	180	359
Prescott.....	9	256	183	439	405	34	91.5	211	216	427
Quincy .....	12	272	248	520	473	47	90.3	273	250	523
Rice.....	11	296	243	539	496	43	91.2	314	241	555
Wells .....	12	275	286	561	525	36	93.6	383	194	577
Winthrop.....	12	235	218	453	413	40	91.0	291	179	470
Training.....	3	65	55	120	111	9	92.5	74	50	124
Totals.....	257	6,511	5,496	12,007	11,067	940	91.3 av.	7,364	4,789	12,153



## PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, July 1868.*

DISTRICTS.	Schools.	Average Whole Number.			Average Attendance.	Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.						
Adams.....	8	233	149	382	352	30	91.1	254	106	360
Bigelow.....	13	319	329	648	569	79	87.6	371	228	599
Bowditch.....	11	224	243	467	418	49	87.7	374	102	476
Bowdoin.....	8	155	199	354	323	31	90.5	180	168	348
Boylston.....	13	234	206	440	409	31	92.3	291	144	435
Brimmer.....	13	300	261	561	493	68	87.9	370	182	552
Chapman.....	10	271	167	438	397	41	89.0	236	159	395
Comins.....	19	518	503	1,021	901	120	89.3	608	471	1,079
Dearborn.....	18	501	381	882	767	115	87.1	546	377	923
Dwight.....	6	133	120	253	226	27	88.5	126	59	185
Eliot.....	15	430	285	715	657	58	91.6	438	268	706
Everett.....	9	247	189	436	386	50	88.3	235	212	447
Franklin.....	9	235	230	465	415	50	88.3	255	126	381
Hancock.....	19	404	554	958	907	51	94.0	685	270	955
Lawrence.....	10	313	168	481	455	26	93.9	412	79	491
Lincoln.....	13	372	285	657	595	62	90.0	398	229	627
Lyman.....	7	216	119	335	309	26	92.1	192	140	332
Mayhew.....	10	273	168	441	385	56	87.2	247	167	414
Norcross.....	11	332	251	583	552	31	94.3	279	280	559
Phillips.....	8	210	115	325	285	40	87.2	177	138	315
Prescott.....	9	245	180	425	384	41	90.3	272	170	442
Quincy.....	12	268	232	500	447	53	89.0	280	206	486
Rice.....	10	276	223	499	444	55	88.1	314	207	521
Washington and Dudley.....	15	380	357	737	653	84	88.1	432	327	759
Wells.....	12	262	250	512	463	49	90.5	313	175	488
Winthrop.....	12	228	229	457	402	55	87.7	282	136	418
Training Schools	3	60	57	117	109	8	91.4	61	20	81
	303	7,639	6,450	14,089	1270	1386	89.7 av.	8638	5246	13,874



HIGHLANDS DISTRICT.

The statistics of the Highlands Schools are placed by themselves in this report, as during four months of the period covered by them, these schools did not belong to the Boston system.

HIGH SCHOOL.

*Abstract of Semi-Annual Returns, February 1868.*

Admitted.	Discharged.	AVERAGE WHOLE NUMBER.			Average Attendance.	Average Absence.	Per cent of Attendance.	Masters.	Sub-Masters.	Ushers.	H. Assistants.	Assistants.	Sew'g Tch's.
		Boys.	Girls.	Total.									
76	23	51	122	173	163	10	95.50	1	..	..	..	3	

GRAMMAR SCHOOLS.

*Abstract of Semi-Annual Returns, February 1868.*

SCHOOLS.	Admitted.	Discharged.	Average whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Masters.	S. Masters.	Ushers.	H. Assistants.	Assistants.
			Boys.	Girls.	Total.								
Comins and Francis Street.....	283	196	371	385	756	698	57	92.0	1	..	..	3	11
Dearborn .....	53	42	375	365	740	683	57	92.0	1	..	..	3	11
Dudley .....	84	55	....	348	348	318	30	91.0	1*	..	..	2	5
Washington.....	337	245	424	....	424	399	25	95.0	1	..	..	2	7
Totals .....	757	538	1170	1098	2268	2098	169	92.5 av.	3	..	..	10	34

\* Female Principal.

PRIMARY SCHOOLS.

*Abstract of Semi-Annual Returns, February 1868.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.	Average Absence.	Per cent of Attendance.	Between 5 & 8 years.	Over eight years.	Whole No. at date.
		Boys.	Girls.	Total.						
Comins .....	19	.....	.....	1026	896	130	86.8	.....	.....	981
Dearborn .....	18	.....	.....	912	808	104	87.7	.....	.....	925
Washington and Dudley.....	15	.....	.....	736	647	89	87.0	.....	.....	710
Totals .....	52	.....	.....	2674	2351	323	87.1 av.	.....	.....	2616

## SCHOOL CENSUS.

*Table showing the number of Children in each Ward between five and fifteen years of age, and the number attending public and private Schools, May 1868.*

WARDS.	Children between 5 and 15.	Children Att'g Public Schools.	Children Att'g Private Schools.
1.....	4,574	3,630	459
2.....	4,735	3,389	449
3.....	2,190	1,687	231
4.....	1,095	739	204
5.....	3,880	3,077	38
6.....	1,576	1,073	303
7.....	5,764	4,559	508
8.....	1,462	1,191	75
9.....	2,093	1,480	299
10.....	2,528	1,716	199
11.....	2,585	1,914	341
12.....	3,352	2,648	349
13.....	1,705	1,457	67
14.....	2,328	1,707	330
15.....	2,865	2,294	99
Deer Island.....	297	297	....
Thompson's Island.....	80	....	80
Totals .....	43,109	32,858	4,031

The following Table shows the number of persons in the city between the ages of five and fifteen, for ten years, and also the amount received by the city, in each year, from the State School Fund:

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1859.....	28,909	\$6,136 75
1860.....	32,641	6,185 76
1861.....	31,678	6,045 90
1862.....	32,929	5,926 35
1863.....	32,147	6,364 99
1864.....	32,854	6,430 63
1865.....	34,902	6,750 44
1866.....	35,225	8,082 08
1867.....	36,030	5,310 30
1868.....	43,109	11,545 13

The following Table shows the average whole number, the average attendance and the per cent of attendance, of the public schools of all grades, for ten years, ending July 31, 1868:

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1858-59.....	25,484	22,045	86.1
1859-60.....	25,315	22,304	88.1
1860-61.....	26,488	24,152	91.1
1861-62.....	27,081	24,544	90.6
1862-63.....	27,051	24,516	90.6
1863-64.....	26,961	24,617	91.6
1864-65.....	27,095	25,001	93.0
1865-66.....	27,723	25,809	93.5
1866-67.....	28,126	26,265	94.0
1867-68.....	32,885	30,399	92.7

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending July 31, 1868 :

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1858-59.....	559	528	94.4
1859-60.....	630	608	96.5
1860-61.....	667	635	95.2
1861-62.....	755	725	96.0
1862-63.....	733	696	94.9
1863-64.....	527	691	94.5
1864-65.....	740	712	96.1
1865-66.....	776	751	96.2
1866-67.....	873	845	96.7
1867-68.....	1,050	977	95.7

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July 31, 1868 :

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1858-59.....	11,788	10,613	90.0
1859-60.....	11,608	10,804	93.0
1860-61.....	12,495	11,692	93.6
1861-62.....	13,064	12,264	93.9
1862-63.....	13,347	12,439	93.1
1863-64.....	13,523	12,601	92.8
1864-65.....	13,915	13,110	93.8
1865-66.....	14,394	13,620	94.2
1866-67.....	14,849	14,026	94.1
1867-68.....	17,450	16,362	93.3



The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS for ten years, ending July 31, 1868 :

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1858-59.....	13,137	10,904	82.9
1859-60.....	13,077	10,892	83.6
1860-61.....	13,326	11,825	88.7
1861-62.....	13,262	11,556	87.1
1862-63.....	12,971	11,412	89.4
1863-64.....	12,713	11,325	87.5
1864-65.....	12,440	11,179	89.1
1865-66.....	12,553	11,438	90.3
1866-67.....	12,405	11,393	91.1
1867-68.....	14,385	13,060	89.3

The following Table shows the number of PRIMARY SCHOOLS, the average number and the average attendance to a school, for ten years, ending July 31, 1868 :

YEARS.	Schools and Teachers.	Average No. to a School.	Aver. Attendance to a School.
1858-59.....	221	59.0	49.0
1859-60.....	223	56.0	47.0
1860-61.....	250	53.0	47.0
1861-62.....	250	53.0	46.0
1862-63.....	254	51.0	45.0
1863-64.....	254	50.0	44.5
1864-65.....	257	48.4	43.5
1865-66.....	256	49.0	44.7
1866-67.....	259	47.8	43.9
1867-68.....	303	47.4	43.1

## EXPENDITURES.

*Net Current Annual Expenditures for the Public Schools of Boston for the last fifteen financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July 31.*

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1853-54..	22,528	\$192,704 05	8.55	\$57,960 46	2.57	11.12
1854-55..	23,439	222,970 41	9.51	62,350 50	2.66	12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68..	32,885	548,615 90	16.68*	224,090 51	6.81*	23.49

\* Schools in the Highlands half the year.

## EXPENDITURES.

*Table showing the net TOTAL expenses of the City, for Education, for fifteen years, from May 1, 1853, to April 30, 1868, inclusive :*

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditures.
1853-54.....	\$192,704 05	\$57,960 46	\$22,587 24	\$273,251 75
1854-55.....	222,970 41	62,350 50	103,814 73	389,135 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856-57.....	225,730 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,835 93	111,446 31	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	403,300 82	172,520 76	200,553 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 21
Totals....	\$4,709,720 69	\$1,768,961 38	\$1,893,444 64	\$8,372,136 71

## CITY OF ROXBURY.

## STATISTICS OF THE SCHOOLS FOR 1867.

[From Roxbury School Report, Dec., 1867.]

The whole number of teachers is 103.

The number of pupils in all the schools is 5,276, being an increase over last year of 187 scholars. Average attendance in all the schools, 5,076.

The number of pupils at the High School is 180, two less than last year. The School has four teachers.

There are five Grammar Schools. The number of pupils belonging to them is 2,274, an increase from last year of 204. Number of Divisions, 43; an increase of one division each to the Dudley, Washington and Dearborn Schools, during the year. Average number to each Division, 53. Number of Grammar School teachers, 47.

The number of Primary Schools is 52, an increase of two from last year, one at George Street, and one at Phillips Street. Number of pupils belonging to these schools, 2,822, a decrease from last year of 15. Average to each school, 54.

There is also a special Teacher of French and a Teacher of Drawing in the High School; a Teacher of Elocution in the High and Grammar Schools, and a Teacher of Music in the same schools.

The percentage shown at the examination of candidates from the various Grammar Schools for admission to the High School, in July were as follows:

Dudley School,	average per cent	.	78
Washington School,	" "	. .	68
Comins School,	" "	.	66
Dearborn School,	" "	.	63
Francis St. School,	" "	.	46



In December, eleven of the pupils of the High School, who had been continuing their studies for the fourth year, were examined in their qualifications to become teachers in our Public Schools. The results attained varied from 89 per cent, the lowest, to 99, the highest, which last was the highest percentage ever attained at any examination: the average percentage was 94½.

The salaries of the teachers have been increased the past year, and now stands as follows:

Principal of the High School . . . . .	\$3,000
Teacher of the 3d Division, Miss Cushing . . . . .	1,500
Teacher of the 2d Division, Miss Tincker . . . . .	800
Teacher of the 4th year Class, Miss Gragg . . . . .	700
Principals of Grammar Schools, male . . . . .	2,200
Principal of the Dudley School, Miss Baker . . . . .	1,200
Principal of the Francis St. School, Mrs. Wright . . . . .	800
First and Second Assistants in Grammar Schools . . . . .	650
All other Assistants, after the first year . . . . .	600
Primary Teachers, first year . . . . .	500
Primary Teachers, second year and after . . . . .	550
Teacher of French, M'lle de Maltchyce . . . . .	400
Teacher of Drawing, Mr. Nutting . . . . .	400
Teacher of Music, Mr. Alexander . . . . .	400
Teacher of Elocution, Mr. Brown . . . . .	600
Janitor, Mr. Pierce . . . . .	1,500

The cost of maintaining our Public Schools, the past year, was \$88,302.19, averaging \$16.73 per scholar.

The schools, according to the new division of Wards, are located as follows:

## WARD THIRTEEN.

<i>Grammar School.</i> — Dearborn . . .	14	Divisions.
<i>Primary Schools.</i> — George Street . . .	6	“
Yeoman Street . . .	4	“
Eustis and Sumner Streets . . .	4	“
	—	
Total . . .	28	“

## WARD FOURTEEN.

<i>High School</i> . . . . .	4	“
<i>Grammar Schools.</i> — Dudley . . . . .	7	“
Washington . . . . .	8	“
<i>Primary Schools.</i> — Elm Street . . . . .	2	“
Winthrop Street . . . . .	2	“
Munroe Street . . . . .	2	“
Vernon Street . . . . .	4	“
Sudbury Street . . . . .	4	“
	—	
Total . . . . .	33	“

## WARD FIFTEEN.

<i>Grammar Schools.</i> — Comins . . . . .	13	“
Francis Street . . . . .	1	“
<i>Primary Schools.</i> — Franklin Place . . . . .	3	“
Avon Place . . . . .	2	“
Mill-Dam . . . . .	1	“
Cottage Place . . . . .	4	“
Phillips Street . . . . .	7	“
Francis Street . . . . .	1	“
Heath Street . . . . .	2	“
Centre Street . . . . .	2	“
Edinboro' Street . . . . .	2	“
	—	
Total . . . . .	38	

The following statement exhibits the whole amount expended for schools, exclusive of new school-houses, with the average expended per scholar, for the years since the incorporation of the city :

Year.	Scholars.	Total expense.	Av. per Scholar.
1846	2,321	\$17,104 01	\$7 37
1847	2,601	20,555 23	7 90
1848	2,633	24,422 69	9 28
1849	2,910	25,480 00	8 75
1850	2,950	26,177 86	8 87
1851	2,793	21,976 32	7 87
1852	2,952	24,709 61	8 37
1853	2,609	26,391 51	10 11
1854	2,857	30,284 69	10 60
1855	3,137	32,616 68	10 40
1856	3,209	36,266 58	11 30
1857	3,411	39,223 53	11 49
1858	3,485	38,670 81	11 10
1859	3,901	43,386 44	11 12
1860	4,197	49,010 68	11 20
1861	4,396	48,507 52	11 06
1862	4,350	45,921 47	10 56
1863	4,465	47,714 95	10 68
1864	4,619	57,422 99	12 43
1865	4,737	63,021 62	13 30
1866	5,089	75,774 46	14 87
1867	5,276	88,302 19	16 73

SUMMARY OF THE SCHOOLS.

Schools.	Location.	Teachers.	Average number belonging	Per cent of attendance.	Average age.	Present number belonging	Local Committees.
HIGH SCHOOL . . . . . (For both sexes.)	Kenilworth Street .	Samuel M. Weston, <i>Principal</i> . . . . .	30	92	17½	35	Crafts, Merrill, Shailer.
		2d Div'n, Maria L. Tincker, <i>Assist.</i> . . . .	49	94	16¼	54	
		3d " Sarah A. M. Cushing . . . . .	66	96	15¾	68	
		Ex-Seniors, Mary F. Gragg . . . . .	11	81	19¾	23	
			156	90¾	17¼	180	
GRAMMAR SCHOOLS. DUDLEY SCHOOL . . . . . (For Girls.)	Bartlett Street . . . . .	Sarah J. Baker, <i>Principal</i> . . . . .	46	94	15	47	H. G. Morse, Hobbs, Monroe.
		Julia P. Brooks, <i>Assistant</i> . . . . .	51	91	14	52	
		2d Div'n, Jennie S. Leavitt . . . . .	51	91	12¼	54	
		3d " Mary C. Whippey . . . . .	45	93	13	38	
		4th " Helen J. Otis . . . . .	56	91	11	56	
		5th " Eliza Brown . . . . .	52	88	9¾	49	
		6th " Mary L. Gore . . . . .	41	89	9¾	42	
		7th " Susan H. Blaisdell . . . . .	342	91	12	338	
			47	94	14	52	
WASHINGTON SCHOOL . . . . . (For Boys.)	Washington Street .	Leverett M. Chase, <i>Principal</i> . . . . .	51	93	13	50	Monroe, Williams, Allen.
		Anna M. Williams, <i>Assistant</i> . . . . .	49	94	12½	40	
		2d Div'n, Harriet E. Davenport . . . . .	44	95	11¾	47	
		3d " Mary E. Johnson . . . . .	58	93	11¾	57	
		4th " Maria S. Whitney . . . . .	57	91	10¾	58	
		5th " Louisa J. Hovey . . . . .	59	91½	9¾	59	
		6th " Mira W. Pond . . . . .	56	94	9¾	67	
		7th " Harriet A. Lewis . . . . .	421	93¾	11½	430	
		8th " Lillie H. Bowman . . . . .					



DEARBORN SCHOOL . . . . . (For both sexes.)		Dearborn Place . . . . .	49	94	14½	53	Merrill, J. Morse, Greene.
a	William H. Long, <i>Principal</i> . . . . .						
L.	Anna Dudley, <i>Assistant</i> . . . . .						
b2d	Div'n, Philena W. Rounsville . . . . .		47	91	13½	44	
c2d	" Harriet E. Burrell . . . . .		46	93	14½	52	
b3d	" Sarah S. Adams . . . . .		46	88	12½	51	
c3d	" Mary A. Spinney . . . . .		55	90	10½	56	
b4th	" Sarah H. Hosmer . . . . .		52	93	11½	56	
c4th	" Elizabeth A. Morse . . . . .		54	95	12	52	
b5th	" Frances H. Bredeen . . . . .		53	92	11½	58	
c5th	" Henrietta M. Young . . . . .		51	91	14½	53	
b6th	" Anna M. Backup . . . . .		53	94	10½	56	
c6th	" Margaret E. Davis . . . . .		54	86	11	57	
b7th	" Helen F. Crawford . . . . .		39	67	9½	52	
c7th	" Mary C. Bartlett . . . . .		53	90	9½	47	
a8th	" Lizzie M. Wood . . . . .		55	87	10¼	57	
			707	89½	11¼	744	
COMINS SCHOOL . . . . . (For both sexes.)		Gore Avenue . . . . .	48	93	14	57	Hobbs, Greene, Seaver.
a	Daniel W. Jones, <i>Principal</i> . . . . .						
L.	Anna E. Shurtleff, <i>Assistant</i> . . . . .						
c2d	Div'n, Elizabeth W. Young . . . . .		42	93	13	49	
b2d	" Eliza C. Fisher . . . . .		45	93	13	49	
c3d	" A. W. Chamberline . . . . .		57	93	12½	54	
b3d	" Adeline May . . . . .		50	91	12½	47	
c4th	" Charlotte P. Williams . . . . .		54	91	11½	56	
b4th	" Florence E. Tilton . . . . .		50	90	11½	56	
c5th	" Sarah A. P. Fernald . . . . .		55	90	11½	59	
b5th	" Carrie K. Nickerson . . . . .		52	91	11	54	
c6th	" Sarah R. Bonney . . . . .		50	90	10½	55	
a6th	" Dora O. Wait . . . . .		53	93	11¼	55	
c7th	" Emily B. Eliot . . . . .		59	87	10¼	63	
b7th	" E. Josie Page . . . . .		59	90	9½	55	
			674	91	11¼	709	
a.	Both sexes.	b. Boys.					
		c. Girls.					

SUMMARY OF THE SCHOOLS.—CONTINUED.

Schools.	Location.	Teachers.	Average number belonging.	Percent of attendance.	Average age.	Present number belonging.	Local Committees.
FRANCIS STREET SCHOOL (For both sexes.)	Francis Street . . .	Sophronia F. Wright, <i>Principal</i> . . .	44	96	11	53	Crafts, Shailer, one vacancy.
PRIMARY SCHOOLS (For both sexes.)	George Street . . .	1st Div'n, Mary M. Sherwin. . .	52	91½	6¼	53	H. G. Morse.
		2d " Clara L. Davis. . .	45	90¼	7½	48	
		3d " Clara L. Hewes . . .	47	87¼	7¾	50	
		4th " Emma M. Pevear . . .	53	89	6	47	
		5th " Flora J. Cutter . . .	52	90	5¾	47	
		6th " Phœbe H. Simpson . . .	50	88	5¾	61	
	Yeoman Street . . .	1st " Susan F. Rowe . . .	52	97	9	49	Williams.
		2d " Anna M. Balch . . .	53	94	7¾	58	
		3d " Ellen M. Oliver . . .	65	85	6¼	60	
		4th " Lizzie D. Ladd . . .	64	86	6	60	
		1st " Mary F. Neal . . .	51	94	9	56	
		2d " Emma C. Wales . . .	62	92	7¾	61	
	Eustis Street . . .	3d " Mary L. Walker . . .	67	88	5½	62	Jas. Morse.
		4th " Clara H. L. Balch . . .	66	88	6	52	
		1st " Anna M. Stone . . .	54	89	7¾	52	
		2d " Susannah L. Durant . . .	46	90	7¼	43	
	Vernon Street . . .	3d " Kate F. Mayall . . .	57	87	7	61	Shailer.
		4th " Abby S. Oliver . . .	70	92	5¾	70	
1st " Annie G. Fillebrown . . .		52	95	9½	46		
2d " Mary E. Gardner . . .		48	93	8¼	50		
Sudbury Street . . .	3d " Cornelia J. Bills . . .	59	87	6¾	70	Seaver.	
	4th " Martha E. Page . . .	61	91	6½	61		
	1st " Eunice Atwood . . .	53	91	9¼	48		
	2d " Sarah J. Davis . . .	47	92	7½	49		
Franklin Place . . .	3d " Emma Parker . . .	72	91	5¾	71	Allen.	

Avon Place . . . . .	1st	"	Adeline L. Reed . . . . .	41	96	8	48	Hobbs.
Mill-Dam . . . . .	2d	"	Abby E. Ford . . . . .	69	93	6 $\frac{3}{4}$	66	Seaver.
Phillips Street . . . . .	1st	"	Nellie Calkins . . . . .	42	84	7 $\frac{1}{2}$	52	Crafts.
	2d	"	Anna M. Eaton . . . . .	51	86	7 $\frac{1}{2}$	48	
	3d	"	Annie E. Clark . . . . .	52	88	8 $\frac{1}{2}$	46	
	4th	"	Sarah E. Haskins . . . . .	56	90	7 $\frac{1}{2}$	50	
	5th	"	Caroline E. Bicknell . . . . .	53	87	7 $\frac{1}{2}$	50	
	6th	"	Lillie E. Davis . . . . .	56	91	6	64	
	7th	"	Amelia F. Boston . . . . .	61	84	6 $\frac{1}{2}$	72	
Cottage Place . . . . .	1st	"	Kate M. Murphy . . . . .	56	92	6 $\frac{1}{2}$	60	Allen.
	2d	"	Emma L. Culligan . . . . .	47	93	9 $\frac{3}{8}$	48	
	3d	"	Josephine Maxfield . . . . .	48	87	8 $\frac{1}{2}$	42	
	4th	"	Adeline Beal . . . . .	65	84	6 $\frac{1}{2}$	64	
Francis Street . . . . .	1st	"	Lizzie F. Johnson . . . . .	77	87	6 $\frac{1}{2}$	70	Crafts.
Heath Street . . . . .	2d	"	Elizabeth M. Hall . . . . .	40	89	7 $\frac{1}{4}$	42	Greene.
Centre Street . . . . .	1st	"	Jennie B. Lawrence . . . . .	56	95	8 $\frac{1}{4}$	61	Monroe.
	2d	"	Edna C. Jewett . . . . .	67	83	6 $\frac{1}{2}$	86	Monroe.
Edinboro' Street . . . . .	1st	"	Henrietta M. Wood . . . . .	52	87	8	54	Monroe.
	2d	"	Mary Ann Morse . . . . .	54	81	6 $\frac{1}{4}$	50	Monroe.
Munroe Street . . . . .	1st	"	Emily L. Wilson . . . . .	30	90	8 $\frac{1}{2}$	28	Merrill.
	2d	"	Josephine Mansfield . . . . .	54	93	6 $\frac{3}{8}$	50	
Winthrop Street . . . . .	1st	"	Martha Gerry . . . . .	39	88	8 $\frac{1}{4}$	36	Ray.
	2d	"	Almira B. Russell . . . . .	48	87	7 $\frac{1}{4}$	53	Merrill.
	1st	"	Frances H. Brooks . . . . .	46	84	8 $\frac{1}{4}$	50	
	2d	"	Eliza J. Goss . . . . .	43	84	6	53	
Elm Street . . . . .	1st	"	Annie E. Boynton . . . . .	33	89	8 $\frac{3}{8}$	45	
	2d	"	Fannie C. H. Bradley . . . . .	42	84	6 $\frac{3}{8}$	40	
				2776	89	7 $\frac{1}{2}$	2822	

HENRY W. ALEXANDER, Teacher of Music in the High and Grammar Schools, Salary \$400 per annum.  
 BENJAMIN F. NUTTING, Teacher of Drawing in the High School, Salary \$400 per annum.  
 M'LE DE MAL'CHYCE, Teacher of French in the High School, Salary \$400 per annum.  
 MOSES T. BROWN, Teacher of Elocution in the High and Grammar Schools, Salary \$600 per annum.  
 JONAS PIERCE, Jr., Janitor of School Buildings, Salary \$1,500 per annum.





ORGANIZATION  
OF THE  
PUBLIC SCHOOLS.



# SCHOOL COMMITTEE

FOR 1869.

HON. NATHANIEL B. SHURTLEFF, MAYOR, *ex officio*.

WM. G. HARRIS, PRESIDENT OF THE COMMON COUNCIL, *ex officio*.

TERM EXPIRES JAN. 1870.	TERM EXPIRES JAN. 1871.	TERM EXPIRES JAN. 1872.
WARD		
1.—Richard Beeching, Warren H. Cudworth.	Henry S. Washurn, Washington B. Trull.	Albert Huse, Richard M. Ingalls.
2.—George D. Ricker, John F. Flynn.	John Ryan, George W. Close.	George F. Haskins, James M. Badger.
3.—Samuel H. Winkley, William A. Rust.	John F. Jarvis, John A. Stevens.	Lucius Slade, Horatio N. Holbrook.
4.—Dexter S. King, Ezra Palmer.	Edward D. G. Palmer, Orrin S. Sanders.	John A. Lamson, S. Arthur Bent.
5.—Patrick A. O'Connell, George F. Bigelow.	John P. Ordway, William H. Page.	Patrick Riley, John W. Foye.
6.—Henry Burroughs, Jr. Loring Lothrop.	J. Baxter Upham, Calvin G. Page.	Samuel K. Lothrop, Linus M. Child.
7.—Alvan Simonds, Patrick Barry.	Christopher A. Connor, Richard Walsh.	Wm. A. Blenkinsop, Arthur H. Wilson.
8.—John P. Reynolds, Henry C. Hunt.	Frank E. Bundy, Henry P. Shattuck.	Samuel A. Green, William Woods.
9.—John Parkman, Charles Hutchins.	J. Coffin Jones Brown, Charles C. Shackford.	Charles W. Storey, Francis D. Stedman.
10.—Edmund T. Eastman, Charles L. Flint.	Samuel G. Bowdlear, William T. Brigham.	Lyman Mason, Zachariah Jellison.
11.—Richard H. Stearns, William B. Merrill.	Robert C. Waterston, George H. Nichols.	Wm. H. Learnard, Jr., Stephen G. Deblois.
12.—Edwin Briggs, Liberty D. Packard.	Francis H. Underwood, Warren P. Adams.	John S. H. Fogg, J. J. Lewis.
13.—James E. Marsh, Allen Putnam.	Joseph A. Tucker, George W. Adams.	James Morse, Wm. S. Pelletier.
14.—John Kneeland, Ira Allen.	Moody Merrill, George H. Monroe.	John O. Means, Joseph H. Streeter.
15.—Cyrus C. Emery, Charles K. Dillaway,	George M. Hobbs, George Morrill.	James Waldoek, Daniel G. Clark.

JOHN D. PHILBRICK, *Superintendent of the Public Schools.*

BARNARD CAPEN, *Secretary of the School Committee.*

GEORGE A. SMITH, *Auditing Clerk.*

Offices at the Rooms of the School Committee, City Hall.

ORGANIZATION  
OF THE  
BOARD OF SCHOOL COMMITTEE.

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STANDING COMMITTEES.

COMMITTEE ON ELECTIONS.

Messrs. Linus M. Child,	Messrs. James Waldock,
J. Coffin Jones Brown,	Horatio N. Holbrook,
George W. Close,	Henry P. Shattuck.
Richard Walsh,	

COMMITTEE ON RULES AND REGULATIONS.

Messrs. William H. Learnard, Jr.	Messrs. George M. Hobbs,
George F. Haskins,	John S. H. Fogg,
Edward D. G. Palmer,	John Kneeland.
George H. Nichols,	

COMMITTEE ON SALARIES.

Messrs. Loring Lothrop,	Messrs. Ira Allen,
Edmund T. Eastman,	Henry S. Washburn,
Calvin G. Page,	Christopher A. Connor.
J. Coffin Jones Brown,	

COMMITTEE ON ACCOUNTS.

rs. Alvan Simonds,	Messrs. George Morrill,
Patrick Riley,	William H. Learnard, Jr.,
William B. Merrill,	Lucius Slade.
Christopher A. Connor,	



## COMMITTEE ON TEXT-BOOKS.

Messrs. S. K. Lothrop,	Messrs. Charles Hutchins,
Henry Burroughs, Jr.	Moody Merrill,
John F. Jarvis,	Henry C. Hunt.
John A. Lamson,	

## COMMITTEE ON SCHOOL-HOUSES.

Messrs. Zachariah Jellison,	Messrs. Joseph H. Streeter,
Edwin Briggs,	Joseph A. Tucker,
Richard Beeching,	Orrin S. Sanders.
William H. Page,	

## COMMITTEE ON MUSIC.

Messrs. J. Baxter Upham,	Messrs. Warren H. Cudworth,
John P. Ordway,	Charles L. Flint,
Francis H. Underwood,	George Morrill.
Robert C. Waterston,	

## COMMITTEE ON PRINTING.

Messrs. George H. Monroe,	Messrs. George W. Close,
Dexter S. King,	George F. Bigelow,
John Parkman,	Joseph A. Tucker.
Samuel G. Bowdlear,	

COMMITTEE ON VOCAL AND PHYSICAL CULTURE, AND MILITARY  
DRILL, AND DRAWING.

Messrs. Calvin G. Page,	Messrs. Linus M. Child,
J. Baxter Upham,	Cyrus C. Emery,
Samuel A. Green,	Lucius Slade.
Ezra Palmer,	

## COMMITTEE ON EVENING SCHOOLS.

Messrs. Linus M. Child,  
S. Arthut Bent,  
Ira Allen,  
Dexter S. King,

Messrs. John Parkman,  
George D. Ricker,  
John S. H. Fogg.

## COMMITTEE ON SCHOOLS FOR LICENSED MINORS.

Messrs. Loring Lothrop,

George F. Haskins,  
Samuel H. Winkley.

# LATIN AND HIGH SCHOOLS.

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## PUBLIC LATIN SCHOOL.

*Bedford Street.*

### COMMITTEE.

Edward D. G. Palmer, <i>Chairman</i> ,	Samuel A. Green,
Edmund T. Eastman, <i>Secretary</i> ,	Charles C. Shackford,
Henry S. Washburn,	George H. Nichols,
George F. Haskins,	Francis H. Underwood,
Samuel H. Winkley,	Allen Putnam,
John W. Foye,	Joseph H. Streeter,
Calvin G. Page,	Charles K. Dillaway.
William A. Blenkinsop,	

### TEACHERS.

Francis Gardner, *Head Master*. Augustine M. Gay, *Master*.

### SUB-MASTERS.

Charles J. Capen,	William C. Simmons,
Moses Merrill,	Mons. P. Morand, <i>Instructor in</i>
Joseph W. Chadwick,	<i>French.</i>
William F. Davis,	Capt. Hobart Moore, <i>Instructor</i>
Francis A. Harris,	<i>in Military Drill.</i>

## ENGLISH HIGH SCHOOL.

*Bedford Street.*

## COMMITTEE.

S. K. Lothrop <i>Chairman</i> ,	John Parkman,
George F. Bigelow, <i>Secretary</i> ,	Lyman Mason,
Richard Beeching,	Robert C. Waterston,
James M. Badger,	John S. H. Fogg,
John A. Stevens,	James Morse,
Dexter S. King,	George H. Monroe,
Richard Walsh,	James Waldock.
Frank E. Bundy,	

## TEACHERS.

Thomas Sherwin, *Head Master*. Luther W. Anderson, *Master*.  
 Charles M. Cumston, *Master*. Moses Woolson, *Master*.

## SUB-MASTERS.

William Nichols,	L. Hall Grandgent,
Robert E. Babson,	Nathan E. Willis.
Albert Hale,	George W. Peirce.

Charles D. Lagarlière, *Teacher of French*.  
 William N. Bartholomew, *Teacher of Drawing*.  
 Capt. Hobart Moore, *Drill Master*.



## GIRLS' HIGH AND NORMAL SCHOOL.

*Mason Street.*

## COMMITTEE.

Henry Burroughs, Jr., <i>Chairman</i> ,	Charles W. Storey,
Henry C. Hunt, <i>Secretary</i> ,	Charles L. Flint,
Warren H. Cudworth,	Stephen G. Deblois,
George D. Ricker,	Edwin Briggs,
John F. Jarvis,	James E. Marsh,
Ezra Palmer,	John Kneeland,
Wm. H. Page,	George Morrill.
Alvan Simonds,	

## TEACHERS.

Ephraim Hunt, <i>Head Master</i> .	Harriet E. Caryl, <i>Head-Assistant</i> .
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## ASSISTANTS.

Maria A. Bacon,	Mary E. Scates,
Margaret A. Badger,	Adeline L. Sylvester,
Helen W. Avery,	Frances A. Poole,
Emma A. Temple,	Elizabeth C. Light,
Catharine Knapp,	Bessie T. Capen,

William N. Bartholomew, *Teacher of Drawing.*

Julius Eichberg, *Teacher of Music.*

E. C. F. Krauss, *Teacher of German,*

Prospère Morand, *Teacher of French.*

## TRAINING DEPARTMENT.

Jane H. Stickney, *Superintendent.*

————— ———— *Assistant Superintendent.*

## PRIMARY TEACHERS.

Annie K. Adams,

Clara A. Robbins.

C. Eliza Wason,

## ROXBURY HIGH SCHOOL.

*Kenilworth Street.*

## COMMITTEE.

Moody Merrill, <i>Chairman</i> ,	Joseph H. Streeter,
George M. Hobbs, <i>Secretary</i> ,	John O. Means,
Ira Allen,	James E. Marsh.

## TEACHERS.

Samuel M. Weston, *Head Master*. M'lle De Maltchycè, *Teacher of*  
 Lydia A. Arnold, *Assistant*, *French*,  
 M. Louise Tincker, *Assistant*, Benjamin F. Nutting, *Teacher of*  
 Sarah A. M. Cushing, *Assistant*, *Drawing*.  
 Julius Eichberg, *Teacher of Music*.

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 DEPARTMENT OF VOCAL AND PHYSICAL CULTURE,  
 AND VOCAL MUSIC.

Lewis B. Monroe, Director of Vocal and Physical Culture.

A. E. Sloane, Assistant in Vocal and Physical Culture.

Address at the rooms of the School Committee, City Hall.

Julius Eichberg, Instructor in Vocal Music in the Girls' High and  
 Normal School and the Roxbury High School.

---

Joseph B. Sharland, Instructor in Vocal Music in the two upper  
 classes in the Grammar Schools.

H. S. Alexander, Associate Instructor in Vocal Music in the two  
 upper classes in the Grammar Schools.

H. E. Holt, Instructor in Vocal Music in the two lower classes in  
 the Grammar Schools.

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Luther W. Mason, Instructor in Vocal Music in the Primary  
 Schools.

Address, at the rooms of the School Committee, City Hall.

# THE SCHOOL DISTRICTS,

ARRANGED IN ALPHABETICAL ORDER.

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## ADAMS SCHOOL DISTRICT.

### COMMITTEE.

Warren H. Cudworth, *Chairman*, Washington B. Trull,  
Henry S. Washburn, *Secretary*, John F. Flynn,  
Albert Huse, Richard M. Ingalls  
Richard Beeching,

### ADAMS SCHOOL,

*Belmont Square, East Boston.*

Robert C. Metcalf, *Master*, Louisa E. Harris, *Head-Assistant*,  
Frank F. Preble, *Sub-Master*, Lucy A. Wiggin, *Head-Assistant*,  
Jane S. Tower, *Head-Assistant*, Martha E. Webb, *Head-Assistant*.

### ASSISTANTS.

Sarah M. Boyd, L. Frances Gardner,  
Ellen L. Bingham, Mary M. Morse,  
Emily H. Chickering, Ellen L. Robbins,  
Sarah J. D'Arcy, Clara J. Doane,

Lucy H. Cobb, *Sewing Teacher*.

### PRIMARY SCHOOLS.

*Sumner Street.*

Emily C. Morse, Rosa L. Morse.  
*Sub-Committee, Messrs. Washburn and Flynn.*

*Webster Street.*

Esther L. Morse, Sarah A. Cook,  
*Sub-Committee, Messrs. Cudworth and Trull.*

*Adams School-house.*

Eliza A. Wiggin, Mary H. Allen,  
 Susan D. Wilde, Clara Robbins,  
*Sub-Committee, Messrs. Cudworth and Washburn.*

## BIGELOW SCHOOL DISTRICT.

## COMMITTEE.

Edwin Briggs, *Chairman,* Francis H. Underwood,  
 Warren P. Adams, *Secretary,* William A. Blenkinsop,  
 Alvan Simonds, John S. H. Fogg,  
 Christopher A. Connor, Liberty D. Packard.

## BIGELOW SCHOOL.

*Fourth Street, corner of E Street, South Boston.*

Henry C. Hardon, *Master,* Clara E. Farrington, *Head-Assis-*  
 Thomas H. Barnes, *Sub-Master,* *tant,*  
 Anna M. Penniman, *1st Head-As-* Lavinia B. Pendleton, *Head-As-*  
*stant,* *stant,*  
 Ellen E. Morse, *Head-Assistant,* Celinda Seaver, *Head-Assistant.*

## ASSISTANTS.

Mary Nichols, Henrietta L. Dwyer,  
 Amelia B. Coe, Ellen Coe,  
 Martha E. Morse, Mary E. Frye,  
 Margaret E. Sharp, D. Ellen Barnes.  
 Clara F. Currier,



## WARD ROOM BUILDING.

*Corner Fourth and Dorchester Streets.*

Roxanna N. Blanchard, *Assistant*, Julia Clapp, *Assistant*.

## WASHINGTON VILLAGE BRANCH.

Fred O. Ellis, *Usher*.

## ASSISTANTS.

Emeline L. Tolman,  
Abby S. Hammond,  
Mary L. Kinne,

Harriet S. Howes,  
Mary L. Lufkin.

## PRIMARY SCHOOLS.

*Hawes Building, Broadway.*

Abigail B. Kent,  
Lucy E. T. Tinkham,  
Ann J. Lyon,

Lucy C. Bartlett,  
Harriet A. Clapp.

*Sub-Committee*, Messrs. Packard and Adams.

*Lyceum Hall.*

Josephine B. Cherrington,  
Sarah A. Graham.

*Sub-Committee*, Mr. Packard.  
“ Mr. Lewis.

*Ward Room Building.*

Susan Mulloy.

*Sub-Committee*, Messrs. Fogg and Underwood.

*Ticknor Building, Washington Village.*

Margaret T. Pease,  
Eliza F. Blacker,  
Ella C. Handy,

Clara G. Dickson,  
Sarah B. Packard,  
Marion W. Rundlett.

*Sub-Committee*, Messrs. Adams, Fogg and Briggs.

## BOWDITCH SCHOOL DISTRICT.

## COMMITTEE.

George F. Bigelow, <i>Chairman</i> ,	John P. Reynolds,
Frank E. Bundy, <i>Secretary</i> ,	Richard Walsh,
Patrick Riley,	Henry C. Hunt,
John P. Ordway,	Patrick A. O'Connell,
William H. Page,	John W. Foye.

## BOWDITCH SCHOOL.

*South Street.*

Alfred Hewins, <i>Master</i> ,	Francis R. Honey, <i>Head-Assistant</i> .
Caroline L. G. Badger, <i>Master's</i>	Sarah E. Daley, <i>Head-Assistant</i> .
<i>Head-Assistant</i> .	Susan H. Thaxter, <i>Head-Assistant</i> .

## ASSISTANTS.

Edith Adams,	Ellen M. S. Treadwell,
Sarah Fuller,	Carolyn E. Jennison,
Ellen McKendry,	Ann Nowell,
Mary M. T. Foley,	Annie B. Thompson,
Caroline W. Marshall,	Eliza M. L. Evert.
Mary E. Nichols,	

*East Street Branch.*

Clarinda R. F. Treadwell, *Head-Assistant*.

## ASSISTANTS.

Sarah A. Pope,	H. Isabella Hopkins,
Margaret E. Sheehan,	Eliza A. Baxter, <i>Sewing Teacher</i> ,

## PRIMARY SCHOOLS.

*East Street.*

Adeline Stockbridge,	<i>Sub-Committee</i> , Mr. Hunt.
Elizabeth S. Parker,	“ Mr. Reynolds.
Sophonra N. Herrick,	“ Mr. Walsh.
Marion A. Flynn,	“ Mr. Riley.
Matilda Mitchell,	“ Mr. Bigelow.

*High Street Place.*

Octavia C. Heard,	<i>Sub-Committee,</i> Mr. Bigelow.
Ruth H. Clapp,	“ Mr. Page.
Hannah E. G. Gleason,	“ Mr. O’Connell.
Maria J. Coburn,	“ Mr. Bundy.
Angelia M. Newmarch,	“ Mr. Foye.
Julia F. Gould,	“ Mr. Ordway.

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## BOWDOIN SCHOOL DISTRICT.

## COMMITTEE.

John A. Lamson, <i>Chairman,</i>	S. K. Lothrop,
Calvin G. Page, <i>Secretary,</i>	John A. Stevens,
J. Baxter Upham,	S. Arthur Bent,
Ezra Palmer,	John F. Jarvis,
Orrin S. Sanders,	Samuel H. Winkley.

## BOWDOIN SCHOOL.

*Myrtle Street.*

Daniel C. Brown, <i>Master,</i>	Mary Young, <i>Head-Assistant,</i>
Sarah J. Mills, <i>Head-Assistant,</i>	Sarah O. Brickett, <i>Head-Assistant.</i>

## ASSISTANTS.

Emily G. Wetherbee,	Martha A. Palmer,
Sophia B. Horr,	Lucy C. Gould,
Eliza A. Fay,	Mary F. Grant,
Irene W. Wentworth,	S. Frances Perry.

## PRIMARY SCHOOLS.

*Blossom Street.*

Olive Ruggles,	<i>Sub-Committee,</i> Mr. Winkley.
Julia T. Jellison,	“ Mr. Sanders.
Anna S. Balcom,	“ “
Lydia A. Isbel,	“ Mr. Stevens.

*Old Phillips School House.*

Marianne Stephens,	<i>Sub-Committee,</i> Mr. Page.
Elizabeth R. Preston,	“ Mr. Bent.
[Vacancy,]	“ Mr. Page.

*Joy Street.*

Mary E. Ames.

*Sub-Committee,* Mr. Lamson.*26 Charles Street.*

Annie M. Heustis.

*Sub-Committee,* Mr. Upham.

## BOYLSTON SCHOOL DISTRICT.

## COMMITTEE.

John P. Reynolds, <i>Chairman,</i>	Patrick A. O'Connell,
George F. Bigelow, <i>Secretary,</i>	Richard Walsh,
Patrick Riley,	John W. Foye,
John P. Ordway,	Arthur H. Wilson.
Frank E. Bundy,	

## BOYLSTON SCHOOL,

*Washington Square.*

John Jameson, <i>Master,</i>	James E. Parker, <i>Usher,</i>
Henry H. Kimball, <i>Sub-Master,</i>	Mary A. Davis, <i>Head-Assistant.</i>

## ASSISTANTS.

Mary L. Holland,	Emily S. Hutchins,
Josephine M. Hanna,	Susan J. Turner,
Jane M. Bullard,	Maria B. Clapp,
Mary H. Cashman,	Bridget A. Foley.



## PRIMARY SCHOOLS.

*Mackintosh Primary School, Lane Place.*

Mary E. Sawyer,	<i>Sub-Committee,</i>	Mr. Reynolds.
Margaret F. Tappan,	“	Mr. Wilson.
Adelia E. Edwards,	“	Mr. Ordway.
Ada F. Gifford,	“	Mr. Bigelow.
Ellen L. Collins,	“	Mr. O’Connell.
Julia M. Driscoll,	“	Mr. Bundy.

*May Primary School, Washington Square.*

Amelia E. N. Treadwell,	<i>Sub-Committee,</i>	Mr. O’Connell.
Mary L. G. Hanley,	“	Mr. Riley.
Maria J. Mahoney,	“	Mr. Bigelow.
Julia A. O’Hara,	“	Mr. Ordway.
Anna M. LeCain,	“	Mr. Walsh.
Lydia B. Felt,	“	Mr. Foye.

*Belcher Lane.*

Harriette B. Cutler.  
*Sub-Committee,* Mr. Bundy.

## BRIMMER SCHOOL DISTRICT.

## COMMITTEE.

J. Coffin Jones Brown, <i>Chairman,</i>	Frank E. Bundy,
P. A. O’Connell, <i>Secretary,</i>	Henry P. Shattuck,
Charles W. Storey,	Charles C. Shackford,
Charles Hutchins,	Francis D. Stedman.
John Parkman,	

## BRIMMER SCHOOL.

*Common Street.*

Joshua Bates, <i>Master,</i>	Rebecca L. Duncan, <i>Master’s</i>
E. Bentley Young, <i>Sub-Master,</i>	<i>Assistant,</i>
J. O. Norris, <i>Usher,</i>	Abba D. Hawkes, <i>Head-Assistant.</i>

## ASSISTANTS.

Kate C. Martin,	Mercy A. Davie,
Mercie T. Snow,	Sarah J. March,
Luthera W. Bird,	Helen L. Bodge,
Amanda Snow,	Annie E. English,
Annie P. James,	Anna M. Chambers.
H. Ellen Boothby,	

## PRIMARY SCHOOLS.

*Newbern Place.*

Malvina R. Brigham,	<i>Sub-Committee</i> , Mr. Parkman.
Dorcas B. Baldwin,	“ Mr. Bundy.
Fanny B. Dewey,	“ Mr. Hutchins.

*Indiana Place.*

Eliza F. Moriarty,	Lucy H. Symon's.
	<i>Sub-Committee</i> , Messrs. Storey and Stedman.

*Nassau Hall.*

Helen M. Dexter.
<i>Sub-Committee</i> , Mr. Shackford.

*Warrenton Street.*

Rebecca J. Weston,	<i>Sub-Committee</i> , Mr. Parkman.
Mary C. Willard,	“ Mr. Brown.
Sarah Farley,	“ Mr. O'Connell.
Emma F. Burrill,	“ Mr. Stedman.
Deborah K. Burgess,	“ Mr. Shackford.
Sarah R. Bowles,	“ Mr. Hutchins.
Eliza E. Foster,	“ Mr. Shattuck.

## CHAPMAN SCHOOL DISTRICT.

## COMMITTEE.

Albert Huse, <i>Chairman</i> ,	Warren H. Cudworth,
Richard Beeching,	Henry S. Washburn,
Richard M. Ingalls,	Washington B. Trull.
John Ryan,	

## CHAPMAN SCHOOL.

*Eutaw Street, East Boston.*

George R. Marble, <i>Master</i> ,	Philura Wright, <i>Head-Assistant</i> ,
Orlando W. Dimick, <i>Sub-Master</i> ,	Maria D. Kimball, <i>Head-Assistant</i> ,
Mary E. Ellen, <i>Master's Assist-</i>	Sarah F. Tenney, <i>Head-Assistant</i> .
<i>ant.</i>	

## ASSISTANTS.

Emeline A. Briggs,	Abby A. Cook,
Sarah A. Henshaw,	Adeline A. Spencer,
Jane F. Reid,	
Frances C. Close, <i>Teacher of Sewing.</i>	

## PRIMARY SCHOOLS.

*Lexington Street.*

Harriet C. Bates,	Marietta Duncan.
Mary C. Hall,	
<i>Sub-Committee, Mr. Albert Huse.</i>	

*Porter Street.*

Abby D. Beal,	M. Jane Peaslee,
Sarah A. Pratt,	Hulda H. Mitchel',
Caroline S. Litchfield,	Caroline A. Littlefield.
<i>Sub-Committee, Messrs. Richard M. Ingalls and John Ryan.</i>	

*Monmouth Street.*

Hannah F. Crafts.  
*Sub-Committee, Mr. Albert Huse.*

## COMINS SCHOOL DISTRICT.

## COMMITTEE.

George M. Hobbs, <i>Chairman</i> ,	Charles K. Dillaway,
George Morrill, <i>Secretary</i> ,	Cyrus C. Emery,
John Kneeland,	James Waldock,
Allen Putnam,	Daniel G. Clark.
James Morse,	

## COMINS SCHOOL.

*Tremont Street, Corner Gore Avenue.*

Daniel W. Jones, <i>Master</i> ,	Elizabeth W. Young, <i>Head-As-</i>
Alfred Bunker, <i>Sub-Master</i> ,	<i>stant</i> ,
Annie H. Shurtleff, <i>Master's As-</i>	Almira W. Chamberline, <i>Head-</i>
<i>stant</i> ,	<i>Assistant</i> .
Sophronia F. Norton, <i>Master's Assistant</i> .	

## ASSISTANTS.

Florence E. Tilton,	Adelina May,
Dora O. Wait,	Eliza C. Fisher,
Charlotte P. Williams,	Sarah R. Bonney,
Carrie K. Nickerson,	E. Josephine Page.

## PRIMARY SCHOOLS.

*Phillips Street.*

Anna E. Clark,	<i>Sub-Committee</i> , Mr. Kneeland.
Lydia E. Davis,	“ “
Sarah E. Haskins,	“ “
Caroline L. Bicknell,	“ Mr. Waldock.
Amelia F. Boston,	“ “
Kate M. Murphy,	“ “
Julia A. C. Gray,	“ Mr. Dillaway.
M. Louisa Cummings.	“ “

*Francis Street.*

Cynthia E. Brooks.  
*Sub-Committee*, Mr. Putnam.



*Mill-Dam.*

Nellie Maria Calkins.  
*Sub-Committee*, Mr. Clark.

*Avon Place.*

Adeline L. Reed, Emily S. Lydston.  
 Abby E. Ford,  
*Sub-Committee*, Mr. Emery.

*Cottage Place.*

Emma L. Colligan, *Sub-Committee*, Mr Clark.  
 Josephine Maxfield, “ “  
 Adaline Beal, “ Mr. Morse.  
 Elizabeth F. Johnson, “ “

*Heath Street.*

Jeannie B. Lawrence, Edna C. Jewett  
*Sub-Committee*, Mr. Morrill

*Centre Street.*

Henrietta M. Wood, Mary A. Morse.  
*Sub-Committee*, Mr. Morrill.

## DEARBORN SCHOOL DISTRICT.

## COMMITTEE.

James Morse, *Chairman*, Ira Allen,  
 William S. Pelletier, *Secretary*, George W. Adams,  
 Moody Merrill, Joseph A. Tucker,  
 Allen Putnam, Daniel G. Clark.  
 John O. Means,

## DEARBORN SCHOOL.

William H. Long, *Master*, Harriet E. Burrill, *Head-Assistant*.  
 Harlan P. Gage, *Sub-Master*, Philena W. Rounseville, *Head-As-*  
 L. Anna Dudley, *1st Head-As-* *stant*.  
*sistant*,

## ASSISTANTS.

M. Adelaide Spinney,	Helen F. Crawford,
Sarah S. Adams,	Margaret E. Davis,
Sarah H. Hosmer,	Elizabeth M. Wood,
Frances L. Bredeen,	Mary C. Bartlett,
Annie M. Backup,	Louise D. Gage,
Catharine G. Hosmer, <i>Sewing Teacher</i> ,	

## PRIMARY SCHOOLS.

*Eustis Street.*

Mary F. Neale,	Clara H. Balch,
Emma C. Wales,	Maria L. Burrell.
<i>Sub-Committee</i> , Messrs. Morse and Pelletier.	

*George Street.*

Mary M. Sherwin,	Emily M. Pevear,
Mary C. Smith,	Flora J. Cutter,
Clara L. Hewes,	Phebe H. Simpson.
<i>Sub-Committee</i> , Messrs. Putnam and Means.	

*Yeoman Street.*

Anna M. Balch,	Ellen M. Oliver,
Susan F. Rowe,	Mary E. Nason.
<i>Sub-Committee</i> , Messrs. Allen and Adams.	

*Hampden Street.*

Ada L. McKean.  
*Sub-Committee*, Mr. Merrill.

## DWIGHT SCHOOL DISTRICT.

## COMMITTEE.

William H. Learnard, Jr., <i>Chair-</i> <i>man,</i>	William B. Merrill, Charles C. Shackford,
Stephen G. Deblois, <i>Secretary,</i>	George H. Nichols,
Robert C. Waterston,	Lyman Mason,
Edmund T. Eastman,	Zachariah Jellison.
Richard H. Stearns,	

## DWIGHT SCHOOL.

*West Springfield Street.*

James A. Page, <i>Master,</i>	Martha E. Pritchard, <i>Master's</i> <i>Assistant,</i>
Rodney G. Chase, <i>Sub-Master,</i>	Mary C. Browne, <i>Head-Assistant.</i>
Edward Southworth, <i>Usher,</i>	

## ASSISTANTS.

Mary C. R. Towle,	Clara B. Gould,
Julia M. Browne,	Elizabeth J. Kelley,
Mary E. Trow,	Amelia M. Hinckley,
Eva M. Keller,	Flora S. Chandler,
Sarah B. Abbott,	Lucretia E. Porter,

## PRIMARY SCHOOLS.

*Rutland Street.*

Augusta A. Davis,	<i>Sub-Committee,</i> Mr. Waterston,
Martha B. Lucas,	“ Mr. Stearns.
Sarah E. Crocker,	“ Mr. Deblois.
Henrietta Draper,	“ Mr. Nichols.
Henrietta P. Mason,	“ Mr. Eastman.
Jane P. Titcomb.	“ Mr. Merrill.

## ELIOT SCHOOL DISTRICT.

## COMMITTEE.

George D. Ricker, <i>Chairman</i> ,	George W. Close,
John Ryan, <i>Secretary</i> ,	William A. Rust,
Edward D. G. Palmer,	James M. Badger,
George F. Haskins,	John A. Stevens,
John F. Flynn,	Lucius Slade.

## ELIOT SCHOOL.

*North Bennet Street.*

Samuel W. Mason, <i>Master</i> ,	Frances M. Bodge, <i>Master's As-</i>
Walter H. Newell, <i>Sub-Master</i> ,	<i>stant</i> ,
George K. Daniell, Jr., <i>Usher</i> ,	Adolin M. Steele, <i>Head-Assistant</i> .

## ASSISTANTS.

Elizabeth M. Turner,	Hannah M. Pembroke,
O. Augusta Welch,	Emily F. Marshall,
Kate L. Dodge,	Lydia K. Potter,
Mary Heaton,	Mary A. E. Sargent,
Georgiana D. Russell,	Adelaide E. Badger.
Clara Winning,	

## PRIMARY SCHOOLS.

*Snelling Place.*

Harriet S. Boody,	<i>Sub-Committee</i> , Mr. Ricker.
Mary A. J. Robinson,	“ Mr. Close.
Cleone G. Tewksbury,	“ Mr. Badger.
Juliaette Davis,	“ Mr. Ryan.
Sophia Shepard,	“ Mr. Flynn.
Sarah A. Winsor,	“ “

*Charter Street.*

Josephine O. Paine,	<i>Sub-Committee</i> , Mr. Rust.
J. Ida Munroe,	“ Mr. Ryan.
Eliza J. Cosgrave,	“ Mr. Palmer.
Sarah Ripley,	“ Mr. Slade.
Julia A. Cutts,	“ Mr. Ricker.
Eliza Brintnall,	“ Mr. Close.



*North Bennet Street.*

Kate S. Sawyer,	<i>Sub-Committee</i> , Mr. Stevens,
Frances E. Harrod,	“ Mr. Badger.
Mary E. Barrett,	“ Mr. Haskins.

## EVERETT SCHOOL DISTRICT.

## COMMITTEE.

Robert C. Waterston, <i>Chairman</i> ,	William B. Merrill,
Stephen G. Deblois, <i>Secretary</i> ,	John Parkman,
William H. Learnard, Jr.,	George H. Nichols,
Edmund T. Eastman,	Lyman Mason,
Richard H. Stearns,	Samuel G. Bowdlear.

## EVERETT SCHOOL.

*West Northampton Street.*

George B. Hyde, <i>Master</i> ,	Janet M. Bullard, <i>Head-Assis-</i>
Margaret Johnson, <i>Head-Assis-</i>	<i>tant</i> ,
<i>tant</i> ,	Anna C. Ellis, <i>Head-Assistant</i> .
Anna B. Thompson, <i>Head-Assis-</i>	
<i>ant</i> ,	

## ASSISTANTS.

Maria S. Whitney,	Julia M. Kimball,
Florence M. Stetson,	Louise M. Alline,
Emily L. Tolman,	Clara Nelson,
Abby C. Haslet,	Mary T. Bunton,
Mary A. Gavett,	Sarah W. Pollard,
	Martha A. Sargent, <i>Sewing Teacher</i> ,

## PRIMARY SCHOOLS.

*West Concord Street.*

Eliza C. Gould,	<i>Sub-Committee,</i> Mr. Nichols.
Mary H. Downe,	“ Mr. Mason.
Mary A. Crocker,	“ Mr. Merrill.
Anna R. Frost,	“ Mr. Eastman.
Caroline S. Lamb,	“ Mr. Learnard.
Lydia A. Sawyer,	“ Mr. Parkman.
Mary J. O’Conner,	“ Mr. Waterston.
Hannah M. Coolidge,	“ Mr. Stearns.
Emma Halstrick,	“ Mr. Deblois.
Lydia F. Blanchard.	“ Mr. Bowdlear.

## FRANKLIN SCHOOL DISTRICT.

## COMMITTEE.

Samuel G. Bowdlear, <i>Chairman,</i>	Charles L. Flint,
William T. Brigham, <i>Secretary,</i>	Francis D. Stedman,
Richard H. Stearns,	Zachariah Jellison,
William H. Learnard, Jr.,	George H. Nichols,
Edmund T. Eastman,	Stephen G. Deblois.
Charles Hutchins,	

## FRANKLIN SCHOOL.

*Ringgold Street.*

Granville B. Putnam, <i>Master,</i>	Sarah A. Gale, <i>Head-Assistant,</i>
Amelia B. Hopkins, <i>1st Head-As-</i>	Catharine T. Simonds, <i>Head-As-</i>
<i>stant,</i>	<i>stant.</i>
Sarah P. Mitchell, <i>Head-Assis-</i>	
<i>tant,</i>	

## ASSISTANTS.

L. Isabel Barry,	Eliza J. Dyar, Lynn,
Elizabeth J. Brown,	P. Catharine Bradford,
Mary J. Leach,	Caroline A. Mason,
Isabella M. Harmon,	Mary A. Mitchell.
Esther M. Nickerson,	Annie E. Parker,
Abby D. Tucker,	Sarah D. Hamblin.

## PRIMARY SCHOOLS.

*Groton Street.*

Harriet M. Faxon,	<i>Sub-Committee,</i> Mr. Hutchins.
Georgianna E. Abbott,	“ Mr. Flint.
Frances J. Crocker,	“ Mr. Deblois.
Ellen M. Hughes,	“ Mr. Jellison.
Lucy A. Cate,	“ Mr. Eastman.
Caroline A. Miller,	“ Mr. Learnard.

*Genesee Street.*

Susan H. Chaffee,	<i>Sub-Committee,</i> Mr. Brigham.
Harriet M. Bolman,	“ Mr. Stedman.
Anna T. Corliss,	“ Mr. Nichols.

## HANCOCK SCHOOL DISTRICT.

## COMMITTEE.

George W. Close, <i>Chairman,</i>	Edward D. G. Palmer,
John F. Flynn, <i>Secretary,</i>	Henry Burroughs, Jr.,
George D. Ricker,	John A. Stevens,
George F. Haskins,	Lucius Slade,
John Ryan,	Dexter S. King.
James M. Badger,	

## HANCOCK SCHOOL.

*Richmond Street.*

McLaurin F. Cooke, <i>Master,</i>	Martha F. Winning, <i>Head-Assis-</i>
Mary C. Nichols, <i>1st Head-Assis-</i>	<i>tant,</i>
<i>tant,</i>	Marie L. Macomber, <i>Head-As-</i>
Alicia H. Gilley, <i>Head-Assistant,</i>	<i>sistant.</i>
Emily F. Fessenden, <i>Head-As-</i>	
<i>sistant,</i>	

## ASSISTANTS.

Ellen C. Sawtelle,	Helen H. Cheney,
Amy E. Bradford,	Sophia L. Sherman,
Helen M. Hitchings,	Henrietta L. Pierce,
Josephine M. Robertson,	Achsah Barnes,
Ellen A. Hunt,	Olive M. E. Rowe,
Emilie A. Siesbüttel,	Annie E. Caldwell,
Mary F. Skinner,	Mary H. Cheney, <i>Sewing Teacher.</i>

## PRIMARY SCHOOLS.

*Richmond Street.*

Marcella C. Halliday,	<i>Sub-Committee,</i> Mr. Haskins.
Rosanna B. Raycroft,	“ Mr. Ryan.
Augusta H. Barrett,	“ Mr. Badger.
Mary J. Clark,	“ Mr. Palmer.
Adeline S. Bodge,	“ Mr. King.
Maria A. Gibbs,	“ Mr. Haskins.
Harriet B. Vose,	“ Mr. Stevens.
Sarah F. Ellis,	“ Mr. Slade.

*Cooper Street.*

Mary S. Gale,	<i>Sub-Committee,</i> Mr. King.
Lucy A. Pike,	“ Mr. Flynn.

*Thacher Street.*

M. Alice Mansfield,	<i>Sub-Committee,</i> Mr. Ricker.
Sarah J. Copp,	“ Mr. Flynn.
Sarah L. Shepherd,	“ Mr. Badger.

*Sheafe Street.*

Esther W. Mansfield,	<i>Sub-Committee,</i> Mr. Ricker.
Eunice F. Linsley,	“ Mr. Close.
Martha F. Boody,	“ Mr. Stevens.

*Hanover Street.*

Grace M. Harkins,	<i>Sub-Committee,</i> Mr. Ryan.
Emily A. Tewksbury,	“ Mr. Close.
Sarah E. Ward,	“ Mr. Burroughs.



## LEWIS SCHOOL DISTRICT.

## COMMITTEE.

George H. Monroe, <i>Chairman</i> ,	George M. Hobbs,
James E. Marsh,	Charles K. Dillaway,
Moody Merrill,	Joseph A. Tucker,
John Kneeland,	Joseph H. Streeter.
George Morrill,	

## LEWIS SCHOOL.

*Corner of Dale and Sherman Streets.*

William L. P. Boardman, <i>Master</i> ,	Eunice C. Atwood, <i>Head-Assis-</i>
S. C. Stone, <i>Sub-Master</i> ,	<i>tant</i> ,
Sarah E. Fisher, <i>Master's Assis-</i>	Elizabeth S. Morse, <i>Head-Assis-</i>
<i>tant</i> ,	<i>tant</i> .

## ASSISTANTS.

Louisa J. Hovey,	Maria L. Miller,
Emily B. Eliot,	Henrietta M. Young,
Malvina L. Sears, <i>Sewing Teacher</i> .	

## PRIMARY SCHOOLS.

*Edinboro' Street.*

Emma A. Bell,	Josephine Mansfield.
<i>Sub-Committee</i> , Mr. Hobbs.	

*Winthrop Street.*

Frances N. Brooks,	Eliza J. Goss.
<i>Sub-Committee</i> , Mr. Merrill.	

*Elm Street.*

Annie E. Boynton,	Fanny H. C. Bradley.
<i>Sub-Committee</i> , Mr. Tucker.	

*Monroe Street.*

Martha C. Gerry,	A. B. Russell.
<i>Sub-Committee</i> , Mr. Monroe.	

## LAWRENCE SCHOOL DISTRICT.

## COMMITTEE.

Christopher A. Connor, <i>Chair-</i>	Patrick Barry,
<i>man.</i>	Liberty D. Packard,
Arthur H. Wilson, <i>Secretary,</i>	John S. H. Fogg,
Alvan Simonds,	Warren P. Adams,
Edwin Briggs,	J. J. Lewis.
William A. Blenkinsop,	

## LAWRENCE SCHOOL.

Larkin Dunton, <i>Master,</i>	Alice Cooper, <i>Master's Assistant,</i>
Amos M. Leonard, <i>Sub-Master,</i>	Mehitable M. Nelson, <i>Head-As-</i>
Clarence C. Buck, <i>Usher,</i>	<i>sistant.</i>

## ASSISTANTS.

Nelly A. Bragdon,	Ada L. Cushman,
Martha S. Damon,	Catharine M. Lynch,
Fanny A. Porter,	Emma P. Hall,
Margaret Holmes,	Mary E. Stubbs,
Margaret A. Gleason,	Lena Hurlbutt,
Margaret A. Moody,	Mary J. Fennelly.

## PRIMARY SCHOOLS.

*Silver Street.*

Mary A. Montague,	}	<i>Sub-Committee,</i>	{	Mr. Simonds.
Sarah S. Blake,				Mr. Packard.
Lucy M. Cragin,				Mr. Adams.
Anna M. Elwell,	}	<i>Sub-Committee,</i>	{	Mr. Briggs.
Mary E. Peeler,				Mr. Blenkinsop.
Lucinda Smith,				Mr. Barry.

*Church, Corner of B Street and Broadway.*

Amelia McKenzie,	Abby C. Nickerson,
Malvina S. Whipple,	Alice W. Baker.
<i>Sub-Committee, Messrs. Fogg, Wilson and Lewis.</i>	

## LINCOLN SCHOOL DISTRICT.

## COMMITTEE.

Francis H. Underwood, <i>Chair-</i>	Patrick Barry.
<i>man,</i>	John S. H. Fogg,
Warren P. Adams, <i>Secretary,</i>	Alvan Simonds,
Edwin Briggs,	J. J. Lewis,
Liberty D. Packard,	Arthur H. Wilson.

## LINCOLN SCHOOL.

*Broadway, near K Street.*

C. Goodwin Clark, <i>Master,</i>	Ariadne B. Jewell, <i>Head-Assis-</i>
Alonzo G. Ham, <i>Sub-Master,</i>	<i>tant,</i>
Emma C. Adams, <i>Master's As-</i>	Margaret J. Stewart, <i>Head-Assis-</i>
<i>sistant,</i>	<i>tant.</i>
Mary E. Balch, <i>Head-Assistant,</i>	

## ASSISTANTS.

Myra S. Butterfield,	Ellen L. Pendleton,
Susan Carty,	Cynthia H. Sears,
Abby A. Baker,	Ellen R. Wyman,
Abby M. Holder,	Emogene F. Willett,
Margaret F. Reed, <i>Sewing Teacher.</i>	

## PRIMARY SCHOOLS.

*City Point.*

Louisa J. Gerry,	<i>Sub-Committee,</i> Mr. Packard.
Elizabeth M. Easton,	“ Mr. Wilson.
Mary A. Crosby,	“ Mr. Lewis.
Catharine Burnham,	“ Mr. Fogg.
Bertha W. Hintz,	“ Mr. Underwood.
S. Isabella Stevens,	“ Mr. Briggs.

*Hawes Church.*

Elizabeth Pope,  
*Sub-Committee,* Mr. Adams.

*Hawes' Building, Broadway.*

Anna C. Gill,	<i>Sub-Committee,</i> Mr. Briggs.
Alice Danforth,	“ - Mr. Simonds.
Mary P. Colburn,	“ Mr. Barry.

*Rear of Hawes Building.*

Tiley A. Bolkeom,	<i>Sub-Committee,</i> Mr. Packard.
Sarah E. Varney,	“ Mr. Fogg.
Mary L. Howard,	“ Mr. Wilson.

*Baptist Church, corner Fourth and L Streets.*

Mary H. Faxon,

*Sub-Committee,* Mr. Underwood.

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 LYMAN SCHOOL DISTRICT.

## COMMITTEE.

Henry S. Washburn, <i>Chairman,</i>	Washington B. Trull,
R. M. Ingalls, <i>Secretary,</i>	Warren H. Cudworth,
Richard Beeching,	George D. Ricker.
Albert Huse,	

## LYMAN SCHOOL.

*Meridian Street.*

Hosea H. Lincoln, <i>Master,</i>	Eliza F. Russell, <i>Head-Assistant,</i>
Josiah G. Dearborn, <i>Sub-Master,</i>	Mary A. Turner, <i>Head-Assistant.</i>
Cordelia Lothrop, <i>Master's Assis-</i>	
<i>tant,</i>	

## ASSISTANTS.

Lucy J. Lothrop,	H. N. Webster,
Amelia H. Pittman,	Emma P. Morey,
Mary P. E. Tewksbury,	Ellen P. Nichols,
Frances C. Close, <i>Sewing Teacher.</i>	



## PRIMARY SCHOOLS.

*Paris Street.*

Susan H. M. Swan,	Abby M. Allen,
Harriet N. Tyler,	Anna I. Duncan,
Angeline M. Cudworth,	Elizabeth A. Turner.

*Sub-Committee, Messrs. Ingalls and Ricker.*

*Webster Street.*

Mary E. Morse.  
*Sub-Committee, Mr. Washburn.*

## MAYHEW SCHOOL DISTRICT.

## COMMITTEE.

S. H. Winkley, <i>Chairman,</i>	William A. Rust,
Horatio N. Holbrook, <i>Secretary,</i>	John A. Stevens,
Orrin S. Sanders,	John F. Flynn,
Dexter S. King,	Lucius Slade.
John A. Lamson,	

## MAYHEW SCHOOL.

*Hawkins Street.*

Samuel Swan, <i>Master,</i>	Charles B. Travis, <i>Usher,</i>
Q. E. Dickerman, <i>Sub-Master,</i>	Emily A. Moulton, <i>Head-Assistant.</i>

## ASSISTANTS.

Elizabeth P. Hopkins,	Judith A. Folger,
Adeline F. Cutter,	Helen M. Coolidge,
Sarah W. I. Copeland,	Luciette A. Wentworth,
Alicia O. Quimby,	Clara J. Simonds.
Elizabeth L. West,	

## PRIMARY SCHOOLS.

*Chardon Street.*

Sarah E. Copeland,	<i>Sub-Committee,</i>	Mr. Sanders.
Ann M. F. Sprague,	“	Mr. Slade.
Emma C. Reed,	“	Mr. Lamson.
Abby W. Spiller. Special Instruction.	“	Mr. Stevens.
Affie T. Wier,	“	“

*67 Merrimac Street.*

Ruth E. Rowe.  
*Sub-Committee,* Mr. Holbrook.

*South Margin Street.*

Lois M. Rea.  
*Sub-Committee,* Mr. Holbrook.

*Old Hancock School House, Hanover Street.*

Harriet B. Monroe,	<i>Sub-Committee,</i>	Mr. Flynn.
Harriet S. Lothrop,	“	Mr. Rust.
Harriet A. Farrow,	“	Mr. King.

## NORCROSS SCHOOL DISTRICT.

## COMMITTEE.

Alvan Simonds, <i>Chairman,</i>	William T. Brigham,
Christopher A. Connor, <i>Secretary,</i>	John S. H. Fogg,
William A. Blenkinsop,	Arthur H. Wilson,
Edwin Briggs,	J. J. Lewis.
Patrick Barry,	

## NORCROSS SCHOOL.

*E Street, Corner of Fifth.*

Josiah A. Stearns, <i>Master,</i>	Jane P. Thompson, <i>Head-Assist-</i>
Martha A. Thompson, <i>Master's</i>	<i>ant.</i>
<i>Assistant.</i>	Caroline Blanchard, <i>Head-Ass't.</i>

## ASSISTANTS.

Mary N. Moses,	Miranda A. Bolkcom,
Elizabeth E. Iredale,	Frances L. Greene,
Sarah A. Gallagher,	Elizabeth Bradfield,
Mary Kyle,	Juliette Wyman,
Henrietta L. Jones,	
Sarah J. Bliss, <i>Sewing Teacher.</i>	

## PRIMARY SCHOOLS.

*Mather Building, Broadway.*

Laura A. Read,	Mary A. Mills,
Garafelia M. Morse,	Ophelia S. Newell.
<i>Sub-Committee, Messrs. Wilson, Barry and Brigham.</i>	
Mary H. Palmer,	Harriet L. Rayne,
Mary K. Davis,	Sarah V. Cunningham.
<i>Sub-Committee, Messrs. Connor, Simonds and Fogg.</i>	
Mary E. Fox,	Sarah M. Brown.
Ann E. Newell,	
<i>Sub-Committee, Messrs. Briggs, Blenkinsop and Lewis.</i>	

## PHILLIPS SCHOOL DISTRICT.

## COMMITTEE.

Loring Lothrop, <i>Chairman,</i>	John F. Jarvis,
S. Arthur Bent, <i>Secretary,</i>	Dexter S. King,
William A. Rust,	Linus M. Child,
J. Baxter Upham,	Orrin S. Sanders,
S. K. Lothrop,	Horatio N. Holbrook.

## PHILLIPS SCHOOL.

*Phillips Street.*

James Hovey, <i>Master,</i>	Pleasantine Cushman, <i>Master's</i>
Amphion Gates, <i>Sub-Master,</i>	<i>Assistant.</i>
Elias H. Marston, <i>Usher,</i>	

*Assistants.*

Laura M. Porter,  
 Victoria M. Goss,  
 Hannah M. Sutton,  
 Georgianna H. Moore,

Elvira M. Harrington,  
 Anna Davis,  
 Georgie A. Munroe.

## PRIMARY SCHOOLS.

*Anderson Street.*

Eliza A. Corthell,	<i>Sub-Committee,</i> Mr. Jarvis.
Sarah Ingalls,	“ Mr. Rust.
Emeline D. Fish,	“ Mr. Child.

*Joy Street.*

Harriet H. King.  
*Sub-Committee,* Mr. King.

*Phillips Street.*

Caroline P. Eastman,	<i>Sub-Committee,</i> Mr. Bent.
Sarah A. M. Turner,	“ Mr. Holbrook.
Caroline A. Morrill,	“ Mr. Sanders.

*Phillips School-house.*

Ella F. Wright.  
*Sub-Committee,* Mr. S. K. Lothrop.

## PRESCOTT SCHOOL DISTRICT.

## COMMITTEE.

Richard Beeching, <i>Chairman,</i>	Albert Huse,
Washington B. Trull, <i>Secretary,</i>	John F. Jarvis,
Warren H. Cudworth,	Richard M. Ingalls.
Henry S. Washburn,	



## PRESCOTT SCHOOL.

*Prescott Street, East Boston.*

James F. Blackinton, *Master*, Louise S. Hotchkiss, *Head-As-*  
 James W. Webster, *Sub-Master*, *stant*,  
 Louisa M. Collyer, *Master's As-* H. Elizabeth Deering, *Head-As-*  
*stant*, *stant*.  
 Julia A. Sears, *Head-Assistant*,

## ASSISTANTS.

Bernice A. De Merritt,	Frances H. Turner,
Harriet N. Weed,	Mary D. Day,
Ellenette Pillsbury,	Annie G. De Silva.

## PRIMARY SCHOOLS.

*Prescott School House.*

Hannah L. Manson,	Margaret A. Bartlett,
Mary A. Ford,	Caroline Ditson.
Isabel McCrillis,	

*Sub-Committee*, Mr. Beeching.

*Rice Block, Saratoga Street.*

Mary E. Gray,	<i>Sub-Committee</i> , Mr. Trull.
Almaretta J. Critchett,	“ Mr. Jarvis.

*Chapel, Bennington Street.*

Addie M. Googins,	<i>Sub-Committee</i> , Mr. Trull.
Lucy E. Ring,	“ Mr. Jarvis.

## QUINCY SCHOOL DISTRICT.

## COMMITTEE.

Henry P. Shattuck, <i>Chairman</i> ,	John P. Reynolds,
John W. Foye, <i>Secretary</i> ,	Patrick Barry,
Henry C. Hunt,	John P. Ordway,
Samuel A. Green,	Charles W. Storey,
Patrick Riley,	Francis D. Stedman.

## QUINCY SCHOOL.

*Tyler Street.*

Charles E. Valentine, <i>Master,</i>	Annie M. Lund, <i>1st Head-Assis-</i>
E. Frank Wood, <i>Sub-Master,</i>	<i>tant,</i>
Henry C. Bullard, <i>Usher,</i>	Olive M. Page, <i>2d Head-Assistant.</i>

## ASSISTANTS.

Jane B. Furber,	Maria C. Weeks,
Louisa F. Monroe,	Nelly J. Frost,
Emily J. Tucker,	Charlotte L. Wheelwright,
Mary E. Fogarty,	Emily B. Peck,
Delia A. Varney,	Ellen G. O'Leary.

## PRIMARY SCHOOLS.

*Guild Building, East Street.*

Susan Frizzell,	<i>Sub-Committee,</i> Mr. Riley.
Louisa Bowker,	“ Mr. Foye.
Mary L. Richards,	“ Mr. Stedman.
Caroline D. Pollard,	“ Mr Storey.
Lavonne E. Walbridge,	“ Mr. Barry.
Ellen E. Leach,	“ Mr. Foye.
Catherine R. Greenwood,	“ Mr. Green.
Emily E. Maynard,	“ Mr. Hunt.
Harriette A. Bettis,	“ Mr. Shattuck.
Priscilla Johnson,	“ Mr. Reynolds.
Sarah E. Lewis,	“ Mr. Ordway.
_____	“ “

## RICE SCHOOL DISTRICT.

## COMMITTEE.

Charles L. Flint, <i>Chairman</i>	Charles Hutchins,
William B. Merrill, <i>Secretary,</i>	Samuel G. Bowdlear,
Zachariah Jellison,	Edmund T. Eastman,
J. Coffin Jones Brown,	Lyman Mason,
Henry C. Hunt,	William T. Brigham.

## RICE SCHOOL.

*Washington Street, near Dover.*

Lucius A. Wheelock, *Master*, Florena Gray, *Master's Assistant*,  
 David A. Caldwell, *Sub-Master*, E. Maria Simonds, *Head-Assis-*  
 Charles F. Kimball, *Usher*, *tant*.

## ASSISTANTS.

Harriet D. Hinckley,	Henrietta Jenkins,
Clara M. Simonds,	Ella T. Gould,
Florence Marshall,	Harriet W. Leatherbee,
S. Frances Wood,	L. Ella Bacon.

## PRIMARY SCHOOLS.

*Suffolk Street.*

Josephine G. Whipple,	<i>Sub-Committee</i> , Mr. Merrill.
Georgianna A. Ballard,	“ Mr. Brigham.
Frances M. Sylvester,	“ Mr. Eastman.
Ella B. Cheney,	“ Mr. Hutchins.
Adelaide S. Granger,	Mr. Jellison.
Jane E. Haskell,	“ Mr. Bowdlear

*Way Street.*

Mary Beal,	<i>Sub-Committee</i> , Mr. Mason.
Charlotte M. Young,	“ Mr. Brown.
Anna L. Peirce,	“ Mr. Jellison.

## SHURTLEFF SCHOOL DISTRICT.

## COMMITTEE.

John S. H. Fogg, <i>Chairman</i> ,	Christopher A. Connor,
Arthur H. Wilson, <i>Secretary</i> ,	Francis H. Underwood,
Alvan Simonds,	Warren P. Adams.
Edwin Briggs,	

## SHURTLEFF SCHOOL.

*Dorchester St., between Seventh and Eighth streets.*

## WASHINGTON AND DUDLEY SCHOOL DISTRICT.

## COMMITTEE.

Ira Allen, <i>Chairman</i> ,	Cyrus C. Emery,
George W. Adams, <i>Secretary</i> ,	Joseph H. Streeter,
Wm. S. Pelletier,	John O. Means,
James E. Marsh,	James Waldock.
George H. Monroe,	

## WASHINGTON SCHOOL.

*Washington Street.*

Leverett M. Chase, <i>Master</i> ,	Harriet E. Davenport, <i>Head-As-</i>
Charles W. Hill, <i>Sub-Master</i> ,	<i>stant</i> ,
Anna M. Williams, <i>Master's</i>	Mary E. Johnson, <i>Head-Assistant.</i>
<i>Head-Assistant</i> ,	

## ASSISTANTS.

Lydia H. Bowman,	Harriet A. Lewis,
Mira W. Pond,	Susan H. Blaisdell.

## DUDLEY SCHOOL.

*Bartlett Street.*

Sarah J. Baker, <i>Principal</i> ,	Jane S. Leavitt, <i>2d Head-Assis-</i>
El Dora A. Pickering, <i>1st</i>	<i>stant.</i>
<i>Head-Assistant</i> ,	

## ASSISTANTS.

Mary J. Whippey,	Eliza Brown,
Helen J. Ctis,	Mary L. Gore.

## PRIMARY SCHOOLS.

*Vernon Street.*

Anna M. Stone,	<i>Sub-Committee</i> , Mr. Streeter.
Susannah Durand,	“ Mr. Means.
Catharine F. Mayall,	“ Mr. Pelletier.
Abby S. Oliver,	“ “

*Weston Street.*

Anna G. Fillebrown,	<i>Sub-Committee</i> , Mr. Emery.
Mary E. Gardner,	“ “
Elizabeth L. Cotton,	“ Mr. Waldock.
Martha E. Page,	“ “



*Franklin Place.*

Emma A. Parker,	<i>Sub-Committee,</i> Mr. Allen.
Sarah J. Davis,	“ Mr. Monroe.
Harriet F. Witherell, } Elizabeth F. Todd. }	“ Mr. Adams.

## WELLS SCHOOL DISTRICT.

## COMMITTEE.

John F. Jarvis, <i>Chairman,</i>	John A. Lamson,
S. Arthur Bent, <i>Secretary,</i>	John A. Stevens,
Loring Lothrop,	Orrin S. Sanders,
S. H. Winkley,	Lucius Slade,
Zachariah Jellison,	Horatio N. Holbrook.
William A. Rust,	

## WELLS SCHOOL.

*Corner of Blossom and McLean Streets.*

Reuben Swan, <i>Master,</i>	Mary S. Carter, <i>Head-Assistant,</i>
Juliana Sparrell, <i>Master's</i> <i>Head-Assistant,</i>	Ella A. Baker, <i>Head-Assistant.</i>

## ASSISTANTS.

Elvira S. Smith,	Elizabeth P. Winning,
Mary T. Locke,	Ellen M. Brown,
Harriet A. Johnson,	Matilda A. Gerry.
Mary M. Perry,	

## PRIMARY SCHOOLS.

*Dean School, Wall Street.*

Anna A. James,	<i>Sub-Committee,</i> Mr. Slade.
Mary L. Bailey,	“ Mr. Lothrop,
Elizabeth D. McClure,	“ Mr. Holbrook.
Adelaide A. Rea,	“ Mr. Slade.
Harriet O. Brown,	“ Mr. Rust.
Sarah A. Randall,	“ “

*Emerson School, Poplar Street.*

Mary S. Watts,	<i>Sub-Committee,</i> Mr. Stevens.
Elizabeth W. Snow,	“ Mr. Sanders.
Emma Dexter,	“ Mr. Bent.
Maria W. Turner,	“ Mr. Jellison.
Sarah C. Chevaillier,	“ Mr. Lamson.
Lucy M. A. Pedding,	“ Mr. Winkley.

## WINTHROP SCHOOL DISTRICT.

## COMMITTEE.

Ezra Palmer, <i>Chairman,</i>	John P. Reynolds,
Henry P. Shattuck, <i>Secretary,</i>	Charles C. Shackfor
William H. Page,	George F. Bigelow,
Samuel A. Green,	John P. Ordway,
Charles W. Storey,	Francis D. Stedman.
J. Coffin Jones Brown,	

## WINTHROP SCHOOL.

*Tremont, near Eliot Street.*

Robert Swan, <i>Master,</i>	Julia A. Jellison, <i>Head-Assistant,</i>
Susan A. W. Loring, <i>Master's</i>	Almira Seymour, <i>Head-Assistant,</i>
<i>Assistant,</i>	Maria L. S. Ogden, <i>Head-Assist-</i>
May Gertrude Ladd, <i>Head-</i>	<i>ant.</i>
<i>Assistant,</i>	

## ASSISTANTS.

Elizabeth B. Swan,	Mary I. Danforth,
Elizabeth S. Emmons,	Emma K. Valentine,
Rebecca R. Joslin,	Caroline Nolen,
Ellen M. Dennie,	Maria L. Barney,
Mary E. Davis,	Mary E. Holt,
Helen B. Walker,	Ella L. Bird,

Hannah A. Rolfe, *Sewing Teacher.*

## PRIMARY SCHOOLS.

*Harrison Avenue.*

Rebecca R. Thayer,	<i>Sub-Committee,</i> Mr. Palmer.
Mary B. Browne,	“ Mr. Ordway.

*Tyler Street.*

Frances Torrey.

*Sub-Committee, Mr. Page.**Harrison Avenue.*

Mary A. B. Gore,

*Sub-Committee, Mr. Reynolds.*

Ella M. Seaverns,

" Mr. Bigelow.

*Hudson Street.*

Mary T. Farnham.

*Sub-Committee, Mr. Palmer.**Tyler Street.*

Henrietta Madigan,

*Sub-Committee, Mr. Stedman.*

Abby J. Glover,

" Mr. Green.

*Hudson Street.*

Emma I. Baker,

*Sub-Committee, Mr. Shackford.*

Mary F. Light,

" Mr. Shattuck.

Elizabeth A. Riley,

" Mr. Brown.





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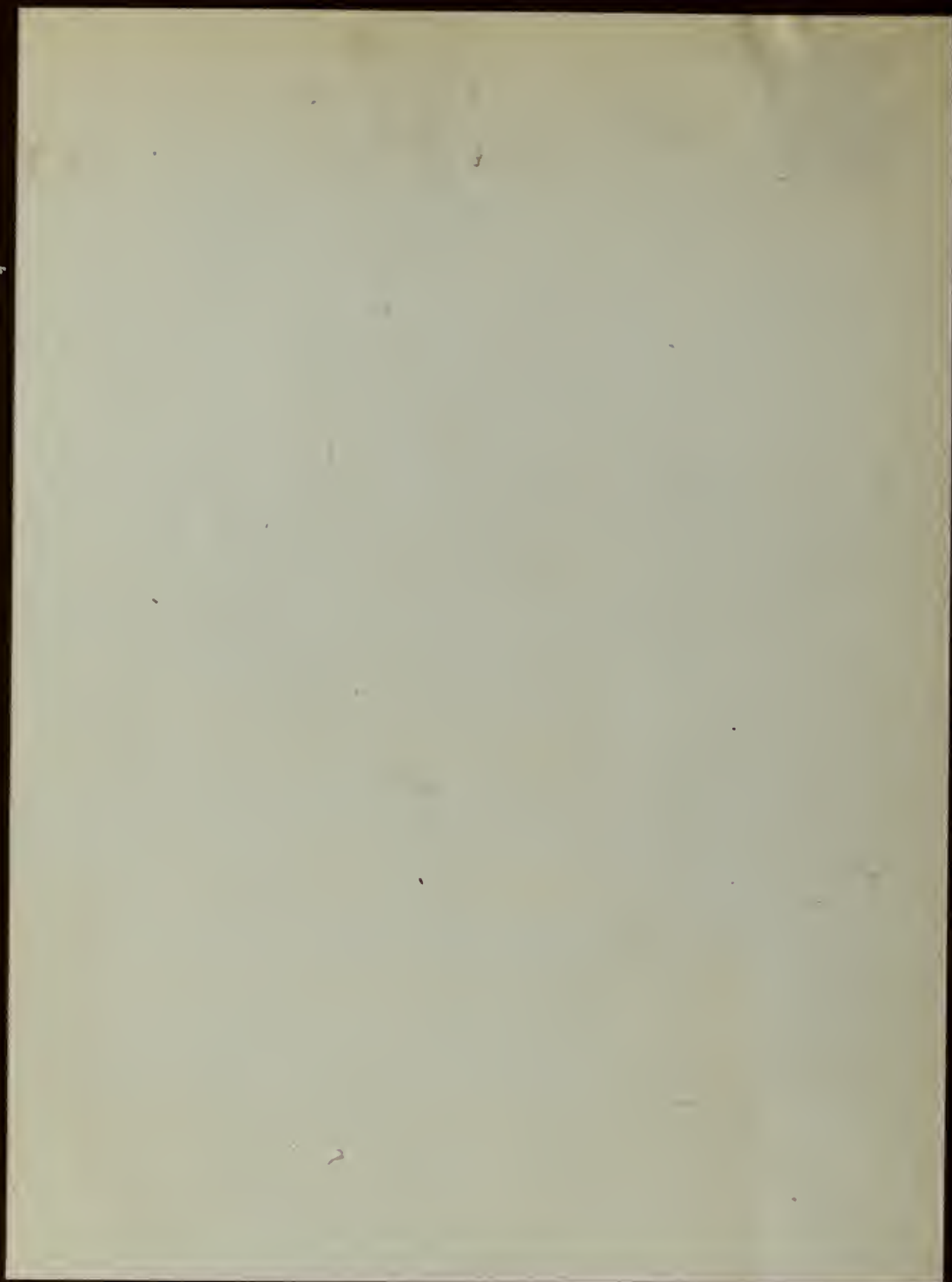














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