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Imprint



Board of Education

A STATEMENT

OF THE

CONDITION AND WANTS

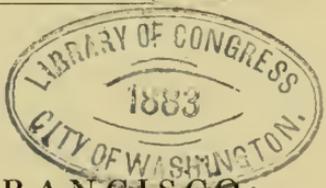
OF THE

PUBLIC SCHOOL DEPARTMENT

OF SAN FRANCISCO.



By a Committee of the Board of Education.



SAN FRANCISCO:

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At a meeting of the Board of Education, held January 30th, 1866, the Report of the Committee appointed to confer with the Legislature, and to take such other means as they might deem necessary to secure the requisite funds for the erection of school bulidings, and for the continued support of the Public Schools, was adopted, and ordered published.

D. LUNT,
Secretary of Board of Education.

BNS 16 Ja 6

STATEMENT
OF THE
CONDITION AND WANTS
OF THE
Public School Department,
OF SAN FRANCISCO.

BY A COMMITTEE OF THE BOARD OF EDUCATION.

*To the Honorable San Francisco Delegation
in Legislature, and citizens generally:*

The undersigned, a Committee of the Board of Education, appointed for that purpose, beg to present, for your consideration, the following

STATEMENT,

Exhibiting the organization, character, condition, and the present wants of the Public School Department.

The following statistics and statements have been made up with care, and will, we believe, be found correct, and entirely reliable. We have especially endeavored to exhibit facts clearly illustrating the circumstances and important features of the present organization of our School Department, and the management of its affairs.

Tax payers and patrons who support our Public Schools, and those to whom we look, and from whom we ask assistance, have a right to an account of our stewardship ; and this is the more freely given at the present time, since it is believed that a good cause can but gain the confidence and good will of our intelligent community, the more its affairs are candidly and honestly discussed. Open criticism and honest examination, can do no harm at any time. Competition, or even opposition, is preferable to stolid indifference. Our department has nothing to fear, but much to hope for, from an investigation of its affairs. Such, it courts rather than avoids.

Since the organization of the City Government, we believe no department of its administration can, as a whole, present a better record than that department which has had the responsible trust and management of its Public Schools. Our School "Trustees" and "Boards of Education," have, as a rule, been selected from our oldest and very best citizens, (see Exhibit A, appended) and they have generally conducted our school affairs economically and wisely. We do not, of course, deny that there may have been exceptions to this, as there are to all human rules. But if San Francisco has ever had, or still has anything within her borders to which she has especially looked, and may now point with just pride, undeniably, it has been, and is still, her system of Public Schools. This has been, and still remains, the one distinguishing feature of our community—that which has tended more strongly than any other to invite settlement in our midst, and increase our reliable population ; has secured

the permanent settlement of families, and induced stability rather than transient residence ; in this way has promoted our general prosperity, and increased confidence in our sure and steady progress. The Public School System, the most sacred trust of freedom and good government, best calculated to advance the highest interests and permanent prosperity of our city, must be sustained ; not diminished, but increased in its efficiency.

From the small beginning of *three* pupils in 1849, the Public Schools of this city, have, during their brief history of sixteen years, increased in numbers until they now include nearly ten thousand pupils, distributed among the following schools, now constituting the Free Public School Department of San Francisco :

One Boys' High School, 5 classes, 4 teachers, (including the French teacher)	82	pupils.
One Girls' High School, 4 classes, 4 teachers,	105	do.
One Latin do. 2 do. 3 do.	64	do.
Seven Grammar do. 46 do. 49 do.	2,433	do.
Twenty-nine Prim. do. 110 do. 114 do.	6,714	do.

Total number of Schools (exclusive of Evening Schools) 39, having 167 classes, 174 teachers, and 9,398 pupils.

In addition to the foregoing, there are six Evening Schools, open eight months in each year, having 11 classes, 12 teachers, 575 pupils. Also, five special teachers—two of music, three of drawing and penmanship ; making a total aggregate of 45 schools, 178 classes, 191 teachers, and 9,973 pupils.

The relative number of pupils in the various grades of Public Schools, is as follows :

In the Boys' High School,	.008 or $\frac{8}{10}$	of one $\frac{7}{10}$	ct. of total.
do. Latin	do. .006 or $\frac{6}{10}$	do. do. do.	
do. Girls' do. do.	.010 or 1	do. do.	
do. Evening Schools,	.059 or $5\frac{9}{10}$	do. do.	
do. Grammar	do. .239 or $23\frac{9}{10}$	do. do.	
do. Primary	do. .664 or $66\frac{4}{10}$	do. do.	

In explanation of the foregoing, it should be remembered that the pupils in the High and Latin Schools, pursue studies supplementary to the Grammar School Course, such only as are eminently practical and well calculated to fit them for the various vocations of life, which seems the proper business of Public School Education.

(See "Course of Study" in High, Latin, Grammar, and Primary Schools, page ———.

Our "Grammar and Primary Schools" are divided into *ten grades* or subdivisions, according to the attainments of the pupils, *age* being but little regarded. The *first, second, third, and fourth* of these grades we call *Grammar grades* or classes—the study of English Grammar being limited to these. The remaining, *fifth, sixth, seventh, eighth, ninth, and tenth* grades form the *Primary Schools* or classes. We have no infant classes or primary schools of lower than the tenth grade, in consequence of the crowded state of our schools. We admit no pupils under six years of age, although those between the ages of four and six may have legal claims upon us, inasmuch as they draw their *pro rata* of State School Fund.

The lowest age at which pupils have been admitted, and the average ages of pupils in the High, Latin,

Grammar, and Primary Schools, are as follows :

	Admitted at.	Average age of those in attendance.
Boys, High School.....	12 years.	14 $\frac{3}{4}$ years.
Girls' do. do.	12 do.	15 do.
Latin do.	10 do.	14 $\frac{1}{2}$ do.
Grammar Schools.....	When prepared.	12 $\frac{1}{3}$ do.
Primary do.	6 do.	8 $\frac{5}{8}$ do.

NOTE.—A more detailed exhibit of the School Department, showing the present organization of the schools, will be found on the following pages — Exhibit D. We invite a careful inspection of this table, as it is a concise and comprehensive exhibit of all the schools of the city, as now organized.

PUBLIC SCHOOLS, JANUARY 23d, 1866.

Exhibit D.

NAME, CHARACTER, AND LOCATION.

NAME, CHARACTER, AND LOCATION.	Character of Building.	Cost of Building.	Ownership.	When Erected.	Size of Lot.	Size of Building, exclusive of the Wings.	No. of Stories.	No. of Rooms.	Pupils in attendance.	No. of Teachers.	Total Monthly Salaries.	Cost of Instruction per Pupil.
HIGH SCHOOLS.												
San Francisco Latin School—corner Fifth and Market sts.	Brick and Wood	.....	.....	.....	.....	.....	..	3	64	2	\$333 33	\$5 20
Boys' High School—Powell, near Clay street.	Wood	\$14,457 00	City.	1850	69% x 127½	32 x 88	2	5	82	4	633 33	7 53
Girls' High School—corner Bush and Stockton streets.	Brick	11,300 00	do.	1854	137% x 137½	30 x 70	3	4	105	4	508 33	4 77
State Normal .....	.....	.....	.....	.....	.....	.....	..	.....	.....	..	.....	.....
GRAMMAR SCHOOLS.												
Lincoln—corner Fifth and Market streets.	Brick	93,940 53	City.	1805	190 x 175	63½ x 141½	3	19	891	17	1,290 33	1 38
Denman—corner Taylor and Bush streets.	do.	52,864 35	do.	1804	137% x 137½	61 x 98½	3	15	631	13	396 45	1 59
Union—Union, near Montgomery street.	do.	33,321 00	do.	1854	137% x 137½	46 x 99	2	11	645	11	335 83	1 48
Rincon—Vassar Place, Harrison, near Second street.	Wood	10,566 00	do.	1861	100 x 180	50 x 50	3	10	488	10	851 45	1 08
Washington—corner of Mason and Washington streets.	do.	17,117 00	do.	1861	137% x 137½	62½ x 81½	2	7	404	8	716 45	1 91
Mission—Mission, between Fourteenth and Eighteenth sts.	do.	11,383 00	do.	1860	200 x 182	61½ x 62½	2	7	440	7	585 00	1 31
Spring Valley—Union, between Franklin and Gough sts.	do.	4,825 00	do.	1857	137% x 137½	44½ x 85	1	5	334	6	508 12	1 53
PRIMARY SCHOOLS.												
Powell—near Jackson street.	Wood	3,185 00	do.	1851	68% x 137½	27 x 80%	2	8	492	9	627 5	1 23
Greenwich—near Jones street.	Brick	5,000 00	do.	1856	147% x 137½	63 x 58	2	6	364	7	487 50	1 33
Hyde—corner of Bush street.	Wood	3,700 00	do.	1856	77% x 137½	37 x 97	2	5	293	5	338 12	1 15
Sutler—near Kearny street.	Brick	.....	Rented.	.....	42 x 150	42 x 25	2	4	276	4	270 62	1 11
Fourth—corner of Harrison street.	Wood	5,190 00	City.	1863	78% x 159	30 x 72	2	10	588	11	728 74	1 43
Montgomery and Broadway.	do.	.....	Rented.	.....	.....	.....	1	7	420	7	470 62	1 08
Second—corner of Mission street.	do.	.....	do.	.....	60 x 137½	.....	1	4	219	5	402 50	1 88
Stevenson.	do.	.....	do.	.....	.....	.....	1	7	403	4	287 50	1 10
Post—near Kearny street.	do.	.....	do.	.....	.....	.....	2	7	468	8	543 74	1 29
.....	do.	.....	do.	.....	.....	.....	1	6	452	6	321 24	65

SOURCES OF SUPPORT.

From the earliest organization (in 1849) the Public Schools of the city have been sustained chiefly by local taxation. Appropriations from the State School Fund, varying from year to year, but increasing, and now about \$40,000 per annum, (last year \$40,435.08) have been added to our local school moneys during the past eleven years. The exact amount of these appropriations, each year, is given in the following table :

1854.....	\$18,125 00	1860.....	\$13,048 00
1855.....	12,913 00	1861.....	12,725 00
1856.....	12,996 00	1862.....	14,780 00
1857.....	12,780 00	1863.....	26,192 00
1858.....	8,061 00	1864.....	27,912 00
1859.....	11,602 00	1865.....	36,371 00
		1865-66....	40,435 08

The local appropriations from the General Fund of the city, for the support of schools, were at first, (in 1849-50-51) about \$500 per month (in city scrip) or \$6,000 per annum.

The annual current expenditures of the City for school purposes, from this point forward, has been as follows, (inclusive of interest and transfers to Sinking Fund.)

STATISTICS COLLECTED FROM FORMER REPORTS.

[From Report of Superintendent of Public Instruction.]

1852.....	\$23,125	1859.....	\$134,731
1853.....	35,040	1860.....	156,407
1854.....	159,249	1861.....	158,855
1855.....	136,580	1862.....	134,567
1856.....	125,064	1863.....	178,929
1857.....	92,955	1864.....	228,411
1858.....	104,808	1865.....	349,826

The rate of School Tax and the per centage of its total, compared with the total City taxes for the several years since 1852, has been as follows :

	Rate of School Tax.	Per cent. of total Tax.
1852.....	.23	.05
1853.....	.28	.07
1854.....	.28	.08
1855.....	.43 $\frac{1}{3}$	.11
1856.....	.35	.15 ²
1857.....	.35	.15 ²
1858.....	.35	.14 ²
1859.....	.35	.10 ⁷
1860.....	.35	.12 ²
1861.....	.35	.12 ¹
1862.....	.35	.12 ⁷
1863.....	*.20	.09 ⁶
1864.....	.35	.11 ⁷
1865.....	.35	.11 ²

*Twenty cents tax levied this year in consequence of the appropriation of \$60,000 from the General Fund.

FINANCIAL STATISTICS OF 1864-'65.

See Report of Committee on Finance, appended.

The available School Funds of last fiscal year, ending June 30, 1865, from all sources, amounted to \$350,641.78, This money was derived as follows :

RECEIPTS.

Balance on hand in School Fund, June 30, 1864.....	\$24,935 02
Balance on hand in Special Building Fund, June 30, 1864.....	60,000 00
Received for rent of School property during the year.....	1,248 30

Received for proceeds of lumber, do. do	209 00
Received for taxes, do. do	219,791 94
Received for poll taxes	3,697 50
Received for Evening Schools	200 00
Received for surplus of remittance for pay- ment of interest on School bonds	104 94
Received from State School Fund, (two ap- portionments	40,435 08
Demand of S. N. Brooks, cancelled	20 00
Total receipts for the year, as above	<u>\$350,641 78</u>

These funds, it appears by the books and accounts of the Department, were disbursed as follows :

CURRENT DISBURSEMENTS.

For Teachers' salaries	\$134,699 88
Janitors' salaries	9,910 95
Marshals and Insurance	997 13
Clerks and Carpenters	4,125 00
Lights	701 62
Water	246 25
Furniture	19,862 62
Books and supplies	6,140 49
Rents	10,119 68
Fuel	1,861 93
Repairs	17,985 45
Incidentals	2,447 55
Industrial School	2,400 00
Grading of Streets	6,099 21
Taxes returned (illegally collected)	872 64
Quit claim on Fourth street lot	1,500 00
Improvement of lots	1,350 00

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Purchase of lots.....	125 00
Transfers to Sinking and Interest Funds of School Bonds.....	24,379 73
Outstanding audited demands, June 30, 1864.....	12,894 33
	<hr/>
	\$258,719 44

FOR BUILDING PURPOSES, AS FOLLOWS:

Purchase of Tehama street lot.	\$9,500.00
Purchase of Fairmount lot....	200.00
Architect's Fees.....	1,500.00
Lumber.....	4,422.67
Hardware.....	715.15
Hauling.....	201.00
Erection of Utah street building	3,480.00
Erection of Kentucky and Napa street building.....	2,150.00
Balance of contract on Denman building.....	15,425.00
Part payment on contract for Lincoln building.....	53,500.00
	\$91,093 82
Total expenditures of School Department	<hr/>
for last fiscal year ending June 30, '65..	\$349,813 26

Besides the foregoing \$91,093.92, disbursed for building purposes by the Board of Education of last year, there were furniture supplies, amounting to \$19,862.52; also, building and furniture *contracts*, and outstanding bills for same, amounting to \$42,765.22, which sum has been paid by present Board, from this year's current funds, thereby increasing our deficiency to this amount.

The above \$91,862.52 and \$42,765.22, added to the

above \$91,093.82, gives an aggregate of \$153,721.56 expended and *contracted* for last year, for building purposes, and school furniture. And it will be further observed, that the sum of \$24,935.02, on hand June 30th, 1864, added the \$60,00, special building fund, and the \$42,765.22, anticipated from this year's resources, constitute nearly the amount expended for building purposes by the late Board, plainly showing that the ordinary resources of the School Department are insufficient for providing school buildings as rapidly as they are demanded.

The expenditures for building and furnishing school houses during the fiscal year ending June 30th, 1865, (and the preceding) though not a large disbursement for schools, (for a city having the population and wealth of San Francisco) have, nevertheless, formed a topic for considerable comment; and the policy of the late and former Boards in devoting so much to the erection of expensive buildings for, and increasing the number of the higher grades of schools *before* the lower or primary schools were provided for, may be questioned. We are free to say that we regret that the larger portion of the building funds of the last and preceding years were not applied to the erection of houses especially designed for the accommodation of the Primary Schools, which were permitted to remain, where they had long been and where they still are, in rented and unsuitable buildings. Had such application of funds been made, there would have been saved from fifteen to twenty thousand dollars, which has been or will have been expended from the school funds in "Rent" and "Repairs" before we can secure the erection of better

buildings. The Primary Schools, then organized, would have been comfortably accommodated, meantime, and others, ere this, could have been established to fully meet the rapidly increasing demand of the city. The present embarrassments of the School Department, (which, without speedy relief, will soon become exceedingly serious in their consequences) have undeniably arisen in part, if not chiefly, from the building policy of preceding years, but somewhat, also, from the healthy growth of the schools. At any rate there would have been no difficulty in meeting the current expenses of this year had the Board been saved the \$14,000 to \$16,000 in rents, and the \$5,000 to \$6,000 in repairs, and the \$52,000 building and other extras on last year's engagements, all of which have been or are to be paid from this year's resources.

This is as far as we need discuss the policy or management of the late and former Boards of Education, more especially as their acts are expected to form no precedent for the guidance of the present Board. We do not propose to question the intentions or the motives of the late or former Boards. When the present embarrassments are overcome, and new accommodations have been provided for the hundreds now out of school, and for other thousands claiming our attention and to be provided for, we imagine there will be less impatience felt, and fewer strictures passed upon what has or what has not heretofore been done or left undone.

The present Board proposes to accept the good work of the former Board, to avoid the erection of expensive buildings, to go backward in nothing, but address itself earnestly to meet the present, and growing demands of

the city, by building, during the present year, good substantial buildings for the Primary Schools. This is the class of houses now required.

A consolation we have in this connection, to wit: those fine buildings recently erected, though, perhaps, earlier provided than they should have been, are paid for; they are *ours* to enjoy, and are wanted; and they will long remain for the use and benefit of our successors, and, perhaps, be pointed to by them as the most creditable and useful investments of the city.

And still another and greater gratification is the fact, and this we believe should be kept constantly in view, to wit: That when placed in possession of School Houses, suitable, and sufficient in number, and by this means are saved our present heavy expenses for rents, repairs, and other *extras*, no difficulty whatever will thereafter be experienced by the School Department, in meeting its current expenses with the funds secured by the *present* school-tax—the same as has been levied, except in one instance, (last year) during the past nine years.

What concerns us now, and what we would urge upon your attention, is the *present and future* pressing necessity of the department. That these may be fully understood, we subjoin the following statement and estimates of receipts, resources, and liabilities of the present fiscal year, ending June 30th, 1866.

RECEIPTS OF FISCAL YEAR 1865-'66.

Apparent balance in School

Fund, June 30th, 1865. \$828 52

Received to date, Jan. 15, '66, from School Taxes of current year, 35 cents on each \$100.....	224,756 62
Received from rent of School Property.....	663 50
From State School Fund, apportionment for July 1st, 1865.....	14,435 96
Received from Poll Taxes,	2,071 50
Fines in Police Court....	25 00
Sale of Fairmount school lot	400 00
	<hr/>
Total receipts to date, Jan- uary 15th.....	\$243,181 10

\$243,181 10

ANTICIPATED RECEIPTS FOR BALANCE OF
THE YEAR.

*As per estimates obtained from Auditor's
Office, January 25, 1866.*

State Apportionment for January	\$28,607 59
Balance of Taxes.....	10,000 00
Rent of School Property.	600 00
Poll Taxes.....	500 00
Surplus from Sinking Fund	2,800 00
For Tuition from Evening Schools	250 00
	<hr/>
Total estimated receipts for balance of the year....	\$42,757 59

\$42,757 59

Total available funds, received and anticipated, from all sources for present fiscal year, 1865-'66..... \$285,938 69

Although the current resources of the School Department, from taxes, have been \$13,839.68 more this year than the revenue of the preceding year similarly derived, the above \$285,938.69 (present year's resources), it appears is less than the School Funds of 1864-65 (\$350,641.78) by \$64,703.09; but this, however, is explained by the balance on hand June 30, 1864, (\$24,935.02), and the Special Building Fund, on hand same date, (\$60,000); the amount of these two items constituting a portion of the above available funds of last year, \$350,641.78.

DISBURSEMENTS OF 1865-66.

Of this above sum, there have been already disbursed the current expenditures of the first two quarters of fiscal year, (up to date, Dec. 31st, 1865) as follows :

	FIRST QUARTER.	SECOND QUARTER.
For Teachers' Salaries...	\$41,862 22	\$46,029 86
Janitors' do. . .	3,277 00	3,356 91
Secretary do. . .	450 00	450 00
•Carpenters' do. . .	600 00	600 00
Marshals and Insurance	2,791 90	.....
Water	57 00	60 00
Lights	60 29	.....
Furniture	9,704 84	4,460 20
Books and Supplies .	3,192 97	1,903 14
Rents	3,387 78	3,938 00
Fuel . . . . .	.....	1,441 52

Building	37,575 75	14,423 30
Repairs	5,142 94	4,834 86
Incidentals	816 77	203 35
Grading of Lots . . . . .	.....	3,357 34
Removal of Legal Incumbrances . . . . .	.....	80 00
Improvement of Sts.	1,513 56	460 90
Purchase of Lots . . . . .	.....	760 00
Returned Taxes, (il- legally collected)	1,475 32	255 50
Industrial School	600 00	597 98
Total demands au- dited	112,508 34	86,613 86
Transfers to Sinking Funds	6,069 42	11,055 23
Total expenditures..	*\$118,577 76	*\$97,669 09
Total expenditures for past two quarters, to date, (De- cember 31st, 1865).....	.....	\$216,246 85

* Expenses of last quarter, \$20,908.67 less than same for preceding quarter.

THE ESTIMATED EXPENSES FOR THE BALANCE OF
THE YEAR,

Based upon all the retrenchment on present rates of expenditures which is practicable, *or possible*, without very seriously impairing the present usefulness and efficiency of the schools now organized, are as follows :

Salaries of Teachers,

four months, at \$16,740 94

per month \$66,163 76

Salaries of Teachers,

two months, at . . . 15,965 94 31,931 88

Salaries of Janitors,

six months,* at . . . 1,118 97 6,713 82

Rents, six months, at 1,312 66 7,875 96

Secretary, six months,		
at	150 00	900 00
Carpent'rs, six months		
at	200 00	1,200 00
Water, six months, at	18 00	108 00
Industrial School, six		
months, at	200 00	1,200 00
		\$116,093 42

GENERAL EXPENSES.

Furniture—Broadway	\$1,500 00	
do. Other School		
Houses	1,500 00	
Fuel	1,000 00	
Lights	500 00	
Building—Broadway Con-		
tract	1,800 00	
Build'g Fences, Outhouses,		
etc., etc., and Grading of		
Broadway Lot	1,000 00	
Incidentals	600 00	
Books, etc	600 00	
Grading Filbert Street Lot	2,000 00	
Crossing of Harrison and		
Eleventh streets	50 00	
		10,550 00
Demands audited since		
December 31st, 1865..	2,066 15	
Bills on the table	2,200 00	

Bills to present	1,000 00	
Architect's fees	1,000 00	
		6,266 15
		<u>\$132,909 57</u>

* Much omitted, which, though very necessary expenses of the School Department, are not absolutely indispensable for continuance of the schools.

Total necessary expenses for balance of the year, \$132,909.57. This sum, it will be seen, is less by \$83,337.28 than the expenditures of the past six months.

To the sum expended during the past two quarters \$216,246 85
 Add the estimated expenses for the remaining two quarters—the balance of the year 132,909 57

And we have a total as the annual expenditure of School Department \$349,156 42
 The difference between this sum and the total funds of the year 285,938 69

Is \$63,217 73
 And we have this sum as an inevitable deficiency to be met and provided for.

The above estimate of expenses is for each class of expenditures, placed at the lowest possible amount, and unless the most rigid economy is used, the expenses will considerably exceed this estimate.

In explanation of the foregoing deficit, we beg here to call special attention to some of the above items, constituting the total annual expenditures of the School Department for present year. This sum, \$349,156.42,

though not a large school fund for a city having the population of San Francisco, as hereafter stated, does *not* represent merely the sum of the ordinary or proper current expense of the School Department. On the contrary, there has been disbursed by the present Board, on certain extra expenditures and on building contracts and other expenses pertaining to last and previous years the sum of \$98,398.29, (which, without reflection on previous Boards, we think should never have been allowed to embarrass the ordinary resources for the payment of this year's current expenses,) as follows, to wit :

Add balance due on Lincoln School contracts, and furniture for same, paid by present Board.....	52,113 44
Transfers to Sinking Fund for redemption of School Bonds of 1854 and 1861-60..	\$17,124 65
Industrial School appropriation from School Fund to a meritorious institution, but one having no connection with our Department.....	\$2,400 00
Street Assessment.....	1,974 46
Grading and Improvement of lots—paid \$3,357.34, and estimated balances \$3,050	6,387 34
Purchase of lots.....	760 00

BUILDINGS :

Fairmount School House...	\$2,668 00
Pine street " "	2,167 84
Broadway " "	6,000 00
Estimated balance on Broadway school house.....	2,800 00

Addition of two rooms to Hayes' Valley school	2,616 00	
	<hr/>	16,251 84
To remove legal incumbrances on Tehama street school lot		80 00
		<hr/>
		\$45,878 29
And we have total, as above		\$98,398 28

This sum deducted from the above total of our annual expenses, leaves \$250,758.13 as the true *current* disbursements of the present year for the support of our schools, inclusive of *furniture, rents and repairs*. No one familiar with the extent, efficiency and usefulness of our Department, will charge us with wastefulness and extravagance. Divide this sum by the number of our school children, and we have, as the annual cost of tuition, less than \$30, or less than \$2.50 per month for each pupil, *even including those in the High and Latin Schools*, while the ordinary rates of tuition in reputable private schools vary from \$5 to \$10 per month, or \$60 to \$120 per annum—two to four hundred per cent. greater.

We now come to ask what shall be done to avoid one or the other of two disastrous alternatives, (to the City and our Department,) the closing of the Public Schools, or the keeping of them open, while we are utterly unable to meet our engagements with the Teachers and other employes? It must be remembered that the late Board, before retiring, *entered into a written contract with the Teachers* and other salaried employes, engaging the one party to serve, and the other by honorable inference at least to employ and pay for one year, from the first of last July. The present, succeed-

ing to the liabilities of the former Board, are at least honorably committed to this agreement. How they shall meet it and keep the Schools open, is now the important question. At this point when we are about asking for relief, we are met (certainly without proper reflection) with the vague charge of wastefulness and extravagance ; but who can point to the first act of the present Board open to such charges? Having become liable for all its important obligations for salaries, etc., by inheritance, the present Board of Education has incurred few new responsibilities—none of moment ; has been compelled to erect four small school houses (of the many required) at a total cost, of \$16,241.84, and this includes all beyond the current and other ordinary expenses of the Department during the present year, *i. e.* since July 1st.

We now hear the popular and talismanic words : *Economy, retrenchment, reform!* The present Board *has* economized, retrenched, and, so far as practicable, it has “reformed;” it is still willing and anxious to do so. But all these efforts in measures of economy are entirely insufficient to meet the present emergency. This is plain to any one who will investigate the subject with candor.

The great items of expense in our Department during the balance of the year will, as heretofore, be for teachers’ salaries and rents ; but to meet the pressing and urgent and constantly increasing demands upon the Board, both of these items will hereafter be rather increased than diminished. We require more instead of less school rooms, and additional teachers to occupy them.

It is true we have five special teachers of music, drawing and penmanship, such as are employed in the School Departments of every considerable city in the Union. These are paid one hundred and fifty dollars a month, each. By disregarding the written contract made with them by the late Board of Education, they *could* be discharged, but this would secure a saving of but \$4,500 during the balance of the year ; and also a few other Assistant Teachers *could*, in like manner, be placed in charge of new classes or discharged, regardless of the "contract," and their temporary removal would require the disbanding of *classes*, but not of entire schools. The sum saved by this questionable means would, however, be but paltry, and, added to the preceding, would be utterly insignificant compared with the relief required.

The closing the High Schools is recommended. We think it well to restrict the present High Schools (and all others) to the smallest practicable number of teachers. But if we close these schools, we should make such a backward movement as would give us an educational status from fifty years to two centuries behind every living and thriving city on the continent, north, south, east or west; aye, behind any respectable *town* or *village* in the Northern, Eastern or Middle States ; and should be taking a position, which, let us hope and believe, no citizen having her honor and welfare at heart is willing to see San Francisco assume.

We need not, as is customary, look to that little State of Massachusetts with her six Normal Schools and her seventy-two incorporated Academies, which she helps to support from her public funds, and her hundreds of High Schools, with their classical and higher depart-

ments of learning, open and free to all her children. Maryland, just emerging from her thrall, awaking from her night of slavery, is about organizing her system of free schools, and has already provided by law for a free High School in every county of the State. And shall the Legislature of California now commence a backward march, and compel our city to abolish the most, if not the only creditable High Schools in the State? What shall be said of such legislation as this? But suppose the High and Latin Schools were annihilated, what expense would be saved? Simply the difference between Grammar and High School tuition; for the pupils who are promoted from the Grammar to the High Schools are mostly young, and would, of course, hereafter, remain in other schools; yet, if these schools should be discontinued, but few of the pupils *now* attending them would return to the Grammar School, since they have advanced beyond the grade of those schools. The pupils of the High and Latin Schools, in this event, would, therefore, be at once virtually deprived of further school accommodations to which they are entitled. What would be lost? The completeness of our system—the incentive to all lower schools. What an insignificant saving this, to compensate us for such a mortifying sacrifice!

Again, a general reduction of salaries has been suggested.

In this connection, not the written contract with our teachers merely, but the honor of the Department should be considered. But are salaries too high? Principals and other male teachers receive not *more*, but *less*, in San Francisco than in several Eastern cities.

See comparison.

THE HIGHEST AND AVERAGE SALARIES PAID TO TEACHERS
IN THE VARIOUS SCHOOLS OF SAN FRANCISCO.

	Highest per Month.	Lowest per Month.	Average per Month.
In Boys' High School...	\$208 33	\$100 00	\$158 33
Girls' " " ...	208 33	100 00	127 08
Latin " " ...	208 33	100 00	166 66
Grammar Schools...	175 00	50 62	ab't 85 08
Primary " ...	100 00	50 00	" 66 25
Evening " ...	75 00	62 50	69 60
Colored " ...	87 50	75 00	79 16
Chinese " ...	80 00	80 00	80 00

	Monthly.	Annually.
Average salaries paid male Teachers.....	\$145 18	\$1742 16
Average salaries paid female Teachers.....	69 80	837 60
Average salaries paid male and female Teachers.....	78 00	936 00

The average salaries paid Principals and male assistants in Boston is \$2,050 per annum ; \$170 per month. Ditto average in New York, \$1,950, and per month \$162.

When we consider the salaries paid in the above cities, and the relative cost of living in the Eastern States and California, we think that little can properly be said concerning the *high* salaries of our corps of teachers.

Who among the professional gentlemen of this city would be willing to pledge their services for such annual compensation as the average or even the highest rates which we pay our male teachers, *i. e.* \$145.18 or \$208.33? Clerks and accountants in many of the mercantile houses of this city receive a more liberal compen-

sation for much less exhausting services, and if female teachers are more generously paid here than elsewhere, it is undoubtedly true, also, that we secure the services of the most intelligent and liberally educated ladies to be found in the Union, and that they are here required to perform more service, have larger classes and greater responsibilities than elsewhere. Lady teachers, in most Eastern cities, are placed in charge of classes of from 35 to 40 pupils—in New York 36 pupils. Here their classes are for the most part limited to 60, but generally exceed this number, and often contain 70–80 and 90 pupils. Local circumstances, cost of living, etc., should be considered. All female service in any and every department of society—to the credit of California—is better paid here than in other parts of the world. Female servants in New York receive \$9 to \$10 per month, here they receive \$20 to \$30. The rates of salaries were raised, during the latter part of last year, under the pressure of a remonstrance against *low* wages, and a petition for an increase of ladies' salaries, signed by several thousand citizens, including half of the liberal tax payers of the city. And this was done with the wholesome idea that teachers were not the mere dependent stipendiaries of the city, relying upon its clemency, but rather its faithful laborers and most deserving benefactors. Reduction in the present fixed salaries would now be unjust and impracticable. But that every one who will, may have the opportunity of suggesting further retrenchment and economy, we have prepared a detailed statement of the regular salaries paid by the department, which will be found appended hereto.

Another suggested measure of economy, which we hear proposed, is the general lowering of the grade and standard of education in the Public Schools, besides abolishing the High Schools and trenching upon the present organization of Grammar Schools. Some propose a reduction of the present rate of school tax from 35 cents to 25 cents on each \$100 of assessment, as the completion of what is claimed a wholesome and necessary economical reform. In this connection are unfortunate facts which should be remembered, to wit: our resources are found to increase on present rate of taxation (35 cents on \$100 valuation) but slowly, only *four* or *five* per cent. per annum, while our school children increase *twenty* to *twenty-five* per cent. per annum. It will therefore be seen that the present school tax cannot be reduced; that it should be increased, rather than diminished. San Francisco is not overburdened by the support she extends to her Public Schools. Last year the city paid for salaries of her Police Department \$124,500, to her Public School teachers \$134,000 only. From which of these two disbursements do the people at large and society receive the best and greatest returns? If retrenchment be economy should it be commenced first in the Public Schools? Would not an indifferent and parsimonious support of the schools, considered in this connection, be the reverse of economy even in dollars and cents?

Should the suggested reduction of our present rate of school tax be carried into effect, it would as certainly as an effect follows its cause, degrade our present Public School system—a school system for the *whole* people; would restrict it to the patronage of the poor, and pro-

vide for these Primary Schools only. It is, indeed, openly said "the rich man will provide for the education of his own children" in "select" or "private" schools and "colleges" and "universities"!! As though Public Schools were institutions of benevolence or charity—supported for the exclusive benefit of those attending them. As though the *community* and *State* had no immediate interest in her schools, and should be influenced by no considerations except those of charity.

It seems strange that such a proposition could have been made in this country, and in the year of our Lord, eighteen hundred and sixty-three, (see legislative report of 1863); and stranger still, if such policy now has intelligent advocates. However intended, such a proposition is mercenary and aristocratic—anti-American, and excessively anti-Californian. The idea of putting a badge of poverty and disgrace upon the children and patrons of our Public Schools—it is odious, and is repugnant to the impulses and sentiments of generous and manly hearts. What parents would send their children to such schools, or allow them to be seen in the neighborhood of, or even on the way leading to them? Such a school system might do in semi-civilized countries where the withering influences of class, distinctions and castes are forced upon half-enslaved *masses*, but in our country, and in this age, it will not do—by Californians it will never be tolerated. The schools of our city are not the almonries of its charity or benevolence; they are the nurseries of its children, for whose interests, future respectability and prosperity, like a

good and wise parent, it should carefully and generously provide.

We hear it asked why has not the condition of our finances been sooner foreseen and made known? In answer, we beg to say that the general facts were pretty well understood in the Board, reported by the Superintendent, and published some three or more months since.

In that Report the deficit in our funds at the end of the year, with "the exercise of the most rigid economy possible," was estimated at \$30,000 ; and this estimate would have been very nearly correct, had not the receipts from real estate taxes been some \$20,000 to \$30,000 less than we were led to expect at the beginning of the year. Too much confidence was then felt in the estimates of expenditures for this year, made by the Finance Committee of the late Board of Education, in May last. In that estimate there was included \$60,000 for buildings for *this year*; and in this estimate was a recommendation of the same Finance Committee, that the current School tax of 35 cents be reduced to 25 cents on the \$100. That reduction not being effected, (the Board of Education being unable to change its action and reduce the rate fixed,) it was naturally supposed that the 35 cents tax would produce sufficient to meet the current expenses of the schools for the present year. Fortunately for the Department that the Board *could* not make the reduction; for, in that case, if not compelled to actually close the schools, we should have been without a dollar to continue them from the present date; that is to say, our funds of the present year would have been still further reduced by the sum of \$70,000!

The following are some of the estimates above referred to:

Salaries for the year ending June 31, 1866.	Actually expended to date, for one half year's expenses.
Teachers.....\$154,904.85	\$87,892.06 for 2 of 4 quarters.
Janitors..... 11,397.58	6,633.91 do do do
Furniture..... 10,000.00	14,165.04 do do do
Repairs..... 6,000.00	9,496.80 do do do
Books, &c..... 7,671.00	5,096.11 do do do
\$189,973.43	\$123,283.92

The excess of actual expenses over these estimates for the *half* year past have been \$28,297.21.

The following items of the present year's expenses were not enumerated in the Report of the Finance Committee at the beginning of the year.

Furniture, furnaces, pipes and registers, plumbing, &c., for the Lincoln building, and extra labor and material for that building	\$28,987 00
Returned Taxes (illegally collected years since)	1,730 00
Grading 4th street Lot, last year's contract.	1,405 50
Books for Library.....	970 22

On account of these overlooked items, we have already disbursed \$33,092.72 for the past half year.

The regular current expenses of the Department for teachers' and janitors' salaries, rents, &c., (the unavoidable current expenses) of the Department have exceeded the estimate of that Committee by about 15 per cent. and these items will, in the year's expenses, exceed the estimate of the Committee by about \$50,000.

These remarks are made with no disposition to find

fault with or criticise our predecessors in the late or preceding Board of Education, but to explain our present position and conduct. And, in justice to the Finance Committee of the late Board, it should be stated that a deficiency seems to have been foreseen by them, arising from the increased school facilities then about to be provided; yet, we were at first misled by their assumption that \$60,000 could be set apart for building, and still the School tax be reduced from 35 to 25 cents, or nearly one-third, as though less instead of more money was required to carry on the then organized, and constantly increasing number of schools.

To meet the anticipated deficiency, the late Finance Committee proposed the sale of certain real estate belonging to the School Department. This measure, it will be remembered, was attempted by the present Board not long since, but failed for want of concurrence in the Board of Supervisors. This seems now an available resource, and, if it be the only one, it should be applied at once. Certainly, how much soever may be depreciated the sale of certain property, in consequence of its *prospective* value to future generations, it would be less disastrous to them, even, than the closing or seriously crippling the Public Schools of the present time.

But perhaps other and more judicious means may be devised than those suggested. If so, so much the better. Possibly there may be idle funds lying in the City Treasury, which can be applied, and which, if necessary, may hereafter be restored. Money is what we want. We must have the means of keeping open the schools and protecting the honor and the best interests

of the city, and every citizen; it matters little to us from what source we are supplied.

SCHOOL ACCOMMODATIONS REQUIRED.

But as it is well known our Department designs more than the preservation of the present inadequate organization of the Public Schools. And the continuance of the school system in such manner as shall be just to all classes of our citizens, affording fully, freely and alike to all equal rights and privileges, involves the granting to our Department still other and further aid.

To creditably, or in any suitable manner sustain the Public Schools, so that all who seek to do so may be able to enjoy their blessings, we must have an important increase of school accommodations—a large number of new school houses.

PUBLIC SCHOOL CHILDREN—HOW ACCOMMODATED.

Below will be found the number of pupils in the several grades of the Public Schools, in *rented* buildings and in school houses belonging to the city :

SCHOOLS.	In Rooms Owned by the Department.	In Rooms Rented by the Department.
High Schools	252	. . . . .
Grammar Schools	2,381	. . . . .
Primary do.	3,869	2,768
Totals	6,502	2,768

Of the number of primary pupils in buildings belonging to the School Department, nearly one-half are

in houses more or less unsuitable, while some of them are a disgrace to the city. Evening Schools omitted in the above statement. Three of these are in rented, and three in buildings owned by the city.

CHARACTER OF PRESENT SCHOOL ACCOMMODATIONS.

Our Grammar Schools are in houses erected by the Department; for the most part these are accommodated in tolerably convenient and suitable buildings; some are in houses quite as elegant and complete as could be desired, *vide* those of the Lincoln and Franklin Districts. The High School buildings, though small—quite insufficient to meet the demands of the future—are nevertheless comfortably accommodating those pupils now in attendance.

But in the Primary Schools we find the features of the picture at once reversed. With these, comely and respectable buildings, suitable yards and out houses, light, well ventilated, neat and commodious rooms, and convenient and healthy locations, are rare exceptions, not the rule, as should be the case. And the unwise economy of renting these badly constructed, inconvenient, and unhealthy premises, consists not alone in high rents, which we have generally to pay for them—rates in many instances entirely disproportionate to the value of such property, and which would amount to a liberal rate of interest on the money that would be necessary to supply more and far better accommodations—the bad economy of this extemporizing school houses and class rooms from month to month involves "*repairs*," an enormous aggregate paid to a small army of carpenters, masons, plasterers, paper-hangers, painters and

white-washers, who are continually employed in *doctoring*, tinkering, and patching up these dwelling-houses, garrets, basements, and stores. Such arrangements as have heretofore been, and now are, necessarily employed in meeting the immediate and pressing demands of the Department, can be learned from a visit to, and personal inspection of the schools, and in this way only can the substantial facts be appreciated. Go to some of them, and examine these places where your children are packed; into rooms, small, inconvenient, dark and damp, dingy, badly ventilated, and unhealthy; where noise, and dirt, and disorder, are unavoidably the rule, and forced upon the teachers and pupils, whatever may be their better instincts or more refined sensibilities, and your comprehension of the case will be quickened. Visit some of these premises, and coupled with other and almost insufferable inconveniences and disadvantages, find inadequate provision, or, as in some cases, an entire absence of yards and out-buildings; pupils in miserable little rooms opening directly and solely upon noisy and crowded thoroughfares, wherein, if at all, boys and girls alike, must seek their recreation. (And yet such are the best accommodations that can be obtained in various localities.) The wickedness of longer permitting such a state of things to exist, will be but too evident to any one, however *economically* disposed such person may be. Probably no city or town in the State may be reproached with having its school children accommodated in such disgraceful buildings and class-rooms, and with such miserable surroundings as several of those into

which are crowded the children of some of the Primary Schools of San Francisco.

Neatness, cleanliness, and order, even common morality—how can these habits be inculcated and enforced in such places? How can decency, the ordinary proprieties, civility, or even self-respect — *the very basis of personal improvement*—be impressed upon young and susceptible minds under such unfavorable circumstances? It is of course utterly impossible. We need, and there should at once be provided, a large number of additional buildings for the Primary Schools especially. This will be more evident and better understood from the following Table :

Census Returns and Rent Table.

DISTRICTS.	Total number of White Children between 4 and 18 years of age.	No. of Children between 4 and 6 years of age.	Number of Children under 4 years of age.	Number of Children under 18 years of age.	Total number of Children reported as attending Public Schools.	Total number of Children attending Private Schools.	Number of Children between 4 and 6 years of age, attending Private Schools.	Number of Children between 6 and 18 years of age, not attending any School.	Applications for Public School accommodations.	Number of Children in Rooms Rented by Department.	Number of Children in Department.	Number of Classes in Rented Rooms.	Number of Classes in Rooms Owned by Department.
First District.....	1,436	269	889	2,325	603	318	10	161	22	770	514	13	9
Second District.....	2,342	436	1,250	3,592	940	625	124	333	103	....	364	....	6
Third District.....	221	52	165	386	84	36	6	38	39	....	....	....	....
Fourth District.....	1,808	332	875	2,683	725	516	30	252	61	123	582	2	10
Fifth District.....	332	36	176	508	122	100	21	90	28	....	....	....	....
Sixth District.....	1,096	223	450	1,546	397	236	46	37	41	35	486	1	12
Seventh District.....	1,878	328	1,087	2,965	703	355	22	329	38	260	390	4	5
Eighth District.....	2,598	470	1,579	4,177	977	754	46	544	95	701	980	10	23
Ninth District.....	1,435	287	983	2,418	546	347	21	276	208	120	488	2	10
Tenth District.....	3,987	723	2,095	6,082	1,480	1,301	85	818	39	428	1,760	8	29
Eleventh District.....	1,907	539	1,017	2,924	662	449	173	450	388	333	543	6	9
Twelfth District.....	1,541	300	847	2,388	566	413	20	237	80	144	477	3	8
Totals.....	†20,581	3,995	11,413	31,994	7,805	5,450	604	3,555	*1,142	2,914	6,584	49	121

*Since the Census Returns were made in August last, Primary Classes have been formed, in various parts of the city, to which, doubtless, many applicants, composing this number (1,142), have been admitted.

†From this number (20,581), subtract number of children between 4 and 6 years of age, and there remains 16,589, between the ages of 6 and 18 years.

It will be learned from the foregoing table, that in the month of August last, there were in the city, between the ages of six and eighteen years, 16,589 youth, of whom there were then attending Public Schools 7,805.*

Returned as "attending Private Schools" 5,450

Returned as "not attending any School" 4,565

Returned as "between 4 and 6 years," (of whom 604 were already "attending Private Schools") 3,995

"Applying for admission to Public Schools." . . . 1,143

Probably half, and possibly three-fourths, of these may have been admitted to new classes formed since the census returns were made, *i. e.* during the past six months.

Public School Pupils, in rented rooms 2,768

All can draw their own inference from these figures, as to the necessity of increasing our present Public School accommodations. There can be no disagreement as to the propriety and economy of erecting suitable buildings for those classes and schools now in rented rooms (2,768); and, since, even at present, about half of all the children and youth in the city, between the ages of six and eighteen, are attending Public Schools, we think provision should be made at least for *one-half* of those now between the ages of four and six years, *all* of whom will become pupils, and may become applicants, during the present and coming years. This would add to the above 1,997; and were good Public School accommodations secured, and our excellent system remain unimpaired, we doubt not that a

* This number has been much increased since August, by the formation of several new classes in various parts of the city, from which cause the reported number of "applications" has also been greatly reduced.

large number of youth now in private schools, at high rates of tuition, would gladly enter Public Schools. But we will estimate this number as only one in five, say at 1,090. Though a very few pupils are leaving our schools at any time, and although a limited number annually graduate, we will suppose that the number who will leave and graduate this year, will equal the number now applying. We still have as a total of the above numbers, 5,855 ; to which, add the number now in the untenable Greenwich Street School, 364, and those now in the small, miserable and inconvenient house on Tehama street, 290, and in the damp and dark basement of Rincon School, 120, and we have a grand total to be provided with suitable accommodations during the present and coming years, 6,629.

We arrive at nearly the same results from another and entirely different calculation, from the census returns, thus: the number returned as attending Public Schools in August, 1864, was 6,561.* The returns this year made in the same month, (August,) 7,805.* Increase in one year 1,244, which increase is equal to about nineteen per cent. At this rate we should have, in one year from last August, 9,288 in the Public Schools, and in one year thereafter, (one and a half years hence,) 11,052; an excess of 3,247 over last August report. We have then this increase, 3,247, to be provided for ; also, those now in rented rooms, (2,768), (making a total of 6,015;) to which add, as before, the number at Greenwich street school, 364, and at the

* Census returns always differ from school reports, showing attendance considerably less. This fact, however, will not affect our calculation, as we make it complete upon census returns alone, taking the returns of past years as a basis.

Tehama street school, 290, and in basement of Rincon school, 120, and we have 6,789, a number differing but little from that obtained by preceding calculation, as a total for whom Public School accommodation should be secured.

But the above computations are made upon the hypothesis that our progress hereafter will only be such as it has been heretofore, under the most unfavorable circumstances—a mere forced increase. We therefore estimate that, to fully meet the requirements of the city, there should be provided this year, or as quickly as practicable, accommodations for somewhat more than the above number.

Those in rented rooms at the present time.....	2,768
For those in unsuitable houses and rooms belonging to the Department.....	774
For those who would probably at once apply, if suitable buildings and good schools were secured, say.....	500
For probable increase during the remainder of the present year, from all sources, say.....	800
	<hr/>
Total number requiring accommodations <i>this year</i>	4,842

Total accommodations required for present and coming years.....	7,342
For probable increase next year, from all sources.	2,500

To accommodate the above 4,842 pupils this year, will require about ninety class-rooms, or say twelve or more school houses of respectable capacity.

The number of buildings required, will, of course,

depend upon their size; the cost, upon their character and style. These should be plain, yet good and substantial; "absolutely perfect school houses," we can scarcely expect to secure, but suitable and respectable ones we may hope for. Several of those required, may be constructed of wood, and at a cost of from \$5,000 to \$20,000; yet others, in consequence of the locations which they are expected to occupy, should, and perhaps must, be constructed of brick. These cannot be erected for less than from \$25,000 to \$35,000.

In regard to the number and character of school buildings now required, there may be some difference of opinion. Some have proposed the erection of a large number of wooden Primary School buildings, distributed throughout the city—not ten or twelve of tolerable size—but some thirty or more very small houses of two to four rooms each. This would not be economy. To say nothing of the extremely imperfect classification, and more expensive instruction which this plan would involve, the sites of these numerous small buildings would inevitably cost more than the houses themselves.

But a proper grading, the most economical and advantageous classification of pupils, so that suitable instruction and supervision can be given to the largest possible number of scholars, with the smallest possible number of teachers, and hence at the least possible expense, requires concentration in larger schools. In such, instruction is facilitated, the advancement of pupils more even and rapid, and the cost of tuition per pupil found to decrease in proportion to the increased number of the school. The complaints recently made by some against *our* large schools are not well founded.

We apprehend, however, that these complaints originated rather from the expensiveness than the size of the buildings. The capacity of our largest school building, the Lincoln, is eighteen class rooms and a hall, with eighteen teachers, and 1,048 pupils. The Denman School has fourteen teachers, and 754 pupils. The average of the six other largest of our schools is about *eight* teachers, 500 pupils. How insignificant these figures, as to numbers, compared with the ordinary Public Schools in many Eastern cities. [See Appendix.]

Perhaps a better understanding of the necessities of the School Department may be obtained from an examination of the requirements of the several Districts in detail as hereafter set forth. [See Appendix.]

For six or seven of the proposed buildings, sites must be provided, and these will cost from \$8,000 to \$15,000 each, according to size and location. (If parents will consent to send their children further out from the heart of the city than at present, larger and cheaper lots, better and cheaper buildings, and more healthy locations can be secured.) But we do not perceive how all the schools now in rented premises, and such others as we must provide to meet the increasing wants of the city, can be secured, though ever so plain and economical, for much if any less than the sum recently proposed by the Board of Education.

Whether *all* the public school facilities now necessary, should be supplied at once, or during the coming year, is a question by itself, and to be considered. We think that immediate provisions, ample for all, would be the better policy—the best possible economy.

Perhaps our city should be influenced somewhat by the example of other cities as to the support she should give her Public Schools. As the third commercial city in America, may she not with propriety emulate the noble deeds of her eastern rivals? If so, these are facts which are worthy of attention.

New York, the emporium of the East, educates 85,000 children in her Public Schools, ten to twelve per cent of her population, at an annual cost, (last year) of \$2,377,000, equal to about \$2 50 per each inhabitant—equal to one-twelfth per cent. of total city expenditures. Her sister city, Brooklyn, of less commercial importance than San Francisco, educates 55,787 children in Public Schools, or seventeen per cent. of her population, at a total cost of \$303,784 00, or \$1 07 per each inhabitant. Chicago, the emporium of the West, with a population of 178,000, educates 16,000 in her Public Schools, a number equal to fourteen per cent. of her population, raising a school fund for that purpose amounting to \$336,000, equal to \$1 19 per each inhabitant. Boston, a city of wealth and refinement, but scarcely ranking San Francisco in population and commercial importance, educates 24,607 pupils in her excellent schools, equal to thirteen per cent. of her population, at a cost of \$485,000 per annum, exclusive of buildings, or \$2 52 per annum for each inhabitant, or thirteen per cent. of her total city tax. Baltimore, even under her recent misfortune, raises about \$340,000 per annum for her Public Schools, or \$1 90 per each inhabitant.

LEGISLATION REQUIRED.

Legislative aid (State or municipal, or both,) is only

necessary to enable us, to quickly and permanently improve the condition of our School Department, providing means for our present necessities, comfortable and convenient houses for every school, and a seat for every pupil now, and for years to come, to be found in the city; and this, too, *without increasing the present rates of taxation* except raising the required funds to continue the schools to the end of the present year. It may be done without going beyond our own resources or the addition of *one mill* to the tax now levied for school purposes.

We now pay a monthly rent of \$1,200; this sum is constantly increased, and for the present year must amount to \$16,000. The alteration and improvement—the “repairs” required, chiefly upon our rented premises, but which would be unnecessary and avoided if the schools were in good buildings, cannot amount to less than \$6,000 per annum, and probably double this sum would be the more correct calculation, and still less than heretofore annually expended in that way.

We have in these two items at least \$22,000 annually expended upon temporary school accommodations. This sum, (now paid from the current funds raised by the 35 cent tax,) would pay the interest on about \$250,000, a sum nearly if not quite sufficient to meet our *immediate* requirements. How then, can this money, be realized? If by the issuing of bonds, the “repairs” and “rent” money now expended would meet the interest as it became due, and the schools in the mean time, without increased expense, would be enjoying the immense advantages arising from the suitable accommodations. We venture a suggestion for payment of interest on

proposed loan. The School Department is in possession of several very valuable and eligibly situated pieces of real estate, viz: One hundred vara lot, corner of Fourth and Harrison streets, the principal portion of which is unoccupied; also an unoccupied lot 85x275 feet on Market street, on the corner of Fifth street; also, lot 115x275 feet on Eighth street near Bryant, Could not these pieces of property be judiciously rented for a term of years, for nearly sufficient to pay the above interest, thereby leaving for the current expenses about the above sum of \$22,000 to add to current funds for the support of schools.

But the above proposed bonds must ultimately be cancelled. From what source must the money be derived for that purpose? Cannot the real estate just named and several other school lots* which are at present non-paying and unproductive property of the Department, (and which will probably never be required for school purposes, but which are constantly and rapidly increasing in value,) be set apart by legislation, and sacredly devoted to the redemption of the proposed bonds at maturity, say in fifteen to twenty-five years? At the expiration of that period this provision, if made, will unquestionably be found ample. Indeed, the first

* NOTE.—The particular lots, which, in addition to the three valuable lots named, we would suggest to be devoted to this object, and which could be applied without detriment to the schools, are the following: 50 vara lot on Mission, opposite Thirteenth street; also, 50 vara lot No. 2, in block 62, Eddy street, near Polk, (2); also, 50 vara No. 5, in block 281, on Turk street, between Buchanan and Webster; also, 50 vara No 2, in block 136, on McAllister street, between Franklin and Gough; also, 50 vara lot No. 663, N. E. corner of Taylor and Vallejo streets; also, 50 vara lot No. 5, block 123, south side of Clay street, between Franklin and Gough streets. The lots enumerated, (and to these, others might be added if necessary,) would, even now, sell for nearly, if not quite, the requisite funds. What an abundant amount might be safely anticipated from the sale of these lots fifteen to twenty years hence!

two lots named would undoubtedly at that time be found more than sufficient to pay the required sum. (See Schedule of school lots.)

But, if it be thought unwise or unnecessary to issue bonds or otherwise effect a loan upon the real estate of the School Department—if it be thought better to sell our property at once, then we would say, let this policy be pursued, as was recently attempted by our Board. If allowed to apply *this* ready means of relief, we will have no difficulty in meeting the present emergencies of the Department, and slowly, yet, as we think, surely, providing for and meeting the future wants and contingencies of the School Department as they hereafter arise, without calling for other help or aid, or in any manner increasing the present rate of taxation, for the support of the School Department; it can, if permitted, subsist and prosper with a judicious application of its own resources.

And with these ready and available means at our disposal, is it economy or sound policy, is it just to ourselves and to the present generation, to the thousands of children now claiming our protection and care, to withhold their immediate application? Is it wisdom or justice to overlook the wants and pressing necessities of the living generation of children now looking to us, waiting for, and depending upon our action, to neglect to use and apply the means we now have, lest, forsooth, we interfere with, or jeopardize the abundant affluence of the next and succeeding generations—who will never thank us for our self-inflicted parsimony. Nor do we at all endanger the interests of the future, by judiciously providing for the wants of the

present. The school interests of twenty-five years hence, aye, or of fifty years hence, even, will be vastly improved by judiciously developing, and nourishing the school interests of to-day ; laying broad and deep those foundations upon which our successors must build.

If school lands are wanted for future generations, as they certainly will be, the city has innumerable fifty and hundred vara lots, broad acres of outside lands, which may, and should be set apart as a permanent endowment of our Public Free Schools. And while legislation is now being asked (for the settlement of outside land interests) should not this provision be made ; and should not, also, a small rate per cent. on the sale of all these city lands, be hereafter, devoted to school purposes, thus placing the Public School Department forever beyond the frequent annoying and discouraging embarrassments from which it has heretofore often been subjected, to its great injury, and which are now so seriously retarding the prosperity, and interfering with the usefulness and efficiency of our schools. An important suggestion in this connection is gained from remembering the present value to us of only two or three of our numerous school lots, so valueless only a few years since ; and, also, by observing the present and prospective financial condition of some of the benevolent institutions in our midst, (for example, the "Ladies' Protection and Relief Society,") which, from donations, a few years since, by single private individuals, of a few acres of the then "outside" lands have been secured in such ample patrimony, as in the future, and perhaps while time lasts, will enable them to shower their blessings upon the community.

CONCLUSION.

We will conclude by admitting, that, like most of the best institutions of civilization, the Free Public School System is expensive ; to support it, costs money. So, too, Police and Criminal Courts, State prisons, jails, Houses of Reform and Correction, Industrial Schools, and Alms-Houses are expensive ; (in California, especially so,) but all these are found less and less necessary and expensive, wherever good Public Schools are most generally and generously supported. Civil government is very expensive ; but everywhere its administration seems to be cheapened, as well as aided, and improved, in proportion as public education is encouraged. The entire governmental frame-work by which alone a civilized State or community exists, is in direct and delicate sympathy with the condition of general intelligence among the masses of the people ; is preserved and strengthened in all its parts ; rendered easy in its adjustment to the wants of the people ; safer and cheaper in its administration, where free public instruction is most encouraged and best supported. No community in our country, at the present day, can afford to dispense with the best system of Public Schools which the experience of the past, or the intelligence of the present day, can possibly suggest. Capitalists should not be insensible; and some of the large real estate holders, the owners of the numerous unoccupied fifty and hundred vara lots about our city, and the owners of those extensive tracts of "outside lands," seem to have too little conception as to what gives the present, and ensures the great prospective value of their property. These persons seem to have lost sight of, and

forgotten the undeniable fact, that the superior Public Schools of San Francisco, their early establishment and continued prominence, and the scattering of their reports all over the civilized world, has drawn to us the better portion of our population, and largely tended to make San Francisco what she is to-day. A repetition of her disastrous conflagrations and earthquakes, though fearful they may be, will be less ruinous to her future prosperity, than the degradation of the Public School System.

A wise forecast for the best interest of our future society and the country — every principle of sound political economy—every dictate of philanthropy and patriotism points us to, and urges a nurturing watch, full care, a warm and generous support of our system of free education, that it may continue to shower its inestimable blessings upon the present generation, and secure the enlightenment, social and moral progress and happiness of those who will follow us.

From the foregoing review of the facts it is obvious, that to meet the present emergencies of the School Department, and to protect future interests requires

LEGISLATION.

1st. To provide for the deficiency of the present year, enabling the Board of Education to continue the schools to the end of the present term, (June 30th.)

2d. Providing for the necessary increase in the present limited school accommodations of the Public School Department.

And, finally, we earnestly recommend the Legislature to retain the Special School Act of April 27th, 1863,

as amended by the Act of March 16th, 1864, in its present form, unamended and unchanged, inasmuch as we believe this Act capable of providing for the wants and necessities, and regulating the management of the Department.

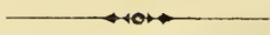
Respectfully,

Your obedient servants,

JOS. W. WINANS,
H. T. GRAVES,
W. A. GROVER,
GEO. C. HICKOX,
J. C. PELTON.

} *Committee of
Board of
Education.*

APPENDIX.



The necessities of the different Districts will be found set forth in detail as follows :

FIRST DISTRICT.

STATISTICS.

The present school accommodations of the First District are,

Belonging to the Department,

One brick school house, erected in 1854, having nine class rooms, seating 514 pupils, and

Rented by the Department,

Three houses, having thirteen class rooms, containing 770 pupils.

Requirements.

The immediate and prospective requirements of this District may be estimated from the foregoing statement of pupils in rented and very unsuitable rooms, for which \$335 is the monthly rent, and from the following statistics :

Census Returns.—(Canvass made in July and August.)

No. applying for school accommodations.....	22
No. attending no School	161
No. attending private schools.....	318
No. between the ages of 4 and 6 years	269
Total requiring accommodations during present and coming year, including pupils in rented rooms.....	1,000

From the foregoing we estimate the necessities of this District, as follows :

For those returned as applying we make no allowance; this number we consider canceled throughout the city by the number who will leave school and graduate during the year.

For one-fifth of those out of school.....	32
For one-fifth of those in private schools.....	63

For one-half of those between 4 and 6 years..... 134
 For those now in rented premises..... 770

Total, 990 pupils, requiring about twenty class rooms in one or two buildings. We would say, at present, one large building, both as a matter of economy and as affording a better classification of pupils. This building might contain at first but fourteen or sixteen class rooms, but so constructed as to be conveniently enlarged when found necessary.

The above accommodations suggested for this District, will probably be sufficient for many years, for before they will become inadequate, the city will, doubtless, vacate the present City Hospital building—formerly a school house, erected by school building funds—and return it to the Department. This will be a great accession to the school accommodations of that portion of the city, and probably supply all its demands for the next ten years or more.

SECOND DISTRICT.

STATISTICS.

The present school accommodations of the Second District are,
Belonging to the Department,

One brick school house, having six class rooms, seating 364 pupils.

The report of the Director of the Second District, in which we fully concur, as to the condition of his School and the wants of the District says: a new building is required, or repairs upon the present one, nearly equaling the cost of new improvements.

Census Returns.

No. applying for school accommodations	103		
No. out of school.....	333	To be provided for	66
No. attending private schools	625	do do	125
No. between the ages of 4 and 6 years	436	do do	218
Total requiring accommodations during present and coming year, including those now in old building	773		

The Requirements

Of this District we estimate by the foregoing calculation, same as employed in reference to the First District, to be as follows:

New accommodations for 500 pupils, requiring eight new class rooms so constructed as to be conveniently enlarged when found necessary.

THIRD DISTRICT.

STATISTICS.

No. applying for school accommodations . .	39		
No. out of School	38	To be provided for	7
No. attending private schools	36	do do	7
No. between the ages of 4 and 6 years . . .	52	do do	26
Total requiring accommodations—one class	50		

We believe that the children of this District should attend school in adjoining Districts ; most should go to the schools of the Fourth District, in which provision should be made for them. Building in the Third District, in the heart of the city would be expensive ; the lot would cost more than a building of the requisite capacity ; beside, the best location that could be secured would be adjacent to warehouses and factories, and upon crowded and noisy streets.

FOURTH DISTRICT.

STATISTICS.

The present school accommodations of the Fourth District are,

Belonging to the Department,

Two wooden school houses, having ten class rooms, seating 582 pupils.

Rented by the Department.

Two rooms in Jewish church, seating 123 pupils.

Census Returns.

No. applying for school accommodations	61		
No. out of school	252	To be provided for	50
No. attending private schools	515	do do	103
No. between the ages of 4 and 6 years	332	do do	166
Total requiring accommodations, (including those in rented rooms, and including 55, or one class from Third District,) about	374		

The Requirements

Of this District as shown by the foregoing, we estimate to be as follows: Four to six new class rooms in one building, (for Fourth and Third Districts.)

In this District the School Department have a lot which could be graded for from \$3,500 to \$4,000

FIFTH DISTRICT.

STATISTICS.

No. applying for school accommodations.	28		
No. out of school.....	90	To be provided for	18
No. attending private schools.....	100	do do	20
No. between the ages of 4 and 6 years...	36	do do	18
Total to be provided for.....			56

The children of this District, we believe, should hereafter be received in the schools of other districts, as at present. Most should be provided for in the Seventh and Eighth Districts. The circumstances of the Fifth District are similar to those stated in reference to the Third District. We think no school building, for the present, need be erected therein.

SIXTH DISTRICT.

STATISTICS.

The present school accommodations for the Sixth District, are:

Belonging to the Department,

Two wooden buildings, having 12 class rooms, seating 486 pupils.

Rented by the Department,

One room, seating 35 pupils. (Chinese school.)

Census Returns.

No. applying for school accommodations.	41		
No. out of school.....	37	To be provided for.	7
No. attending private schools.	236	do do	47
No. between the ages of 4 and 6 years...	223	do do	111
Total requiring school accommodations, about			160

The Requirements

Of this district, as shown by the foregoing, we estimate to be as follows:

A school lot and house, with 4 class-rooms.

SEVENTH DISTRICT.

STATISTICS.

The present school accommodations for the Seventh District, are:

Belonging to the Department.

One wooden school house, having 5 class rooms, seating 290 pupils. House worthless—almost untenable.

Rented by the Department,

One brick building, having 4 class rooms, seating 260 pupils.

Census Returns,

No. applying for school accommodations.	38		
No. out of school.....	327	To be provided for	65
No. attending private schools.....	355	do do	71
No. between the ages of 4 and 6 years..	328	do do	164

Total requiring accommodation during present and coming year, including those in rented rooms..... 590

The *requirements* of this district, as shown by the foregoing, we estimate to be as follows:

Improvements and enlargement of lot owned by the Department, and a house of 11 or 12 class-rooms. Many pupils of this district, in addition to the above, now attend schools in the 10th district—that on Stevenson street, and in the Ninth—Rincon school.

EIGHTH DISTRICT.

STATISTICS.

The present school accommodations of the Eighth District, are,

Belonging to the Department,

One brick school house having fifteen class rooms, seating 736 pupils.

One ditto having four class rooms, seating 106 pupils.

One wooden school house having four class rooms, seating 244 pupils.

Rented by the Department,

One brick school house, having four class rooms, seating 276 pupils.

One wooden building, having six class rooms, seating 425 pupils.

Census Returns.

No. applying for school accommodations	95		
No. out of school.....	544	To be provided for	108
No. attending private schools.....	754	do do	150
No. between the ages of 4 and 6 years..	470	do do	235

Total in rented rooms, and others requiring additional accommodations during the present and coming year, at least.... 1,194.

The Requirements

Of this District, as shown by the foregoing, we estimate to be as follows: At least twenty class rooms in two buildings, for which sites must be purchased, the Department having none unoccupied in this District. It should be further stated in reference to the pressing necessities of this District, that we are daily expecting to be compelled to vacate one large rented building in consequence of projected improvements by the proprietors.

NINTH DISTRICT.

STATISTICS.

The present school accommodations for the Ninth District, are,

Belonging to the Department,

One wooden house, having ten class rooms, (two in dark basement unsuitable for use,) seating 488 pupils.

Rented by the Department,

One wooden house, having one class room, seating 60 pupils.

One ditto having one class room, seating 78 pupils.

Census Returns.

No. applying for School accommodations	208		
No. out of school	276	To be provided for.	55
No. attending private schools	347	do do	69
No. between the ages of 4 and 6 years.	287	do do	143

Requiring accommodations during present and coming year, including those now in basement of Rincon School, (120), 405.

The Requirements

Of this District, as shown by the foregoing, we estimate to be as follows: A school lot and house of eight class rooms, although a house of less capacity would do for the present, (in this District,) as most of those in the three large private schools in this District would probably remain in them, and those now in basement of Rincon School *could* remain therein for the present.

TENTH DISTRICT.

STATISTICS.

The present school accommodations for the Tenth District, are:

Belonging to the Department,

One brick school house, having 18 class-rooms, seating 955 pupils.

One wooden building, having 8 class-rooms, (4 occupied by State Normal school), seating 248 pupils.

Rented by the Department,

One wooden house, having 8 class-rooms, seating 428 pupils.

One wooden house, having 1 class-room, seating 35 pupils.

Census Returns.

No. applying for school accommodations.	39		
No. out of school	818	To be provided for.	
No. attending private schools	1301	do do	260
No. between the ages of 4 and 6 years . . .	723	do do	361
Total requiring school accommodations during present and coming year, including those in rented rooms, about			
			1,260

The Requirements

Of the district, as shown by the foregoing estimate, are estimated to be as follows:

At present, one school lot, and building of 12 to 14 class-rooms, so constructed as to be conveniently enlarged when found necessary.

ELEVENTH DISTRICT.

STATISTICS.

The present school accommodations for the Eleventh District, are:

Belonging to the Department,

Four wooden school houses, having 10 class-rooms, seating 585 pupils.

Rented by the Department,

Two wooden houses, having 5 class-rooms, seating 291 pupils.

Census Returns.

No. applying for school accommodations . .	388	To be provided for.	
No. out of school	450	do do	90
No. attending private schools	440	do do	88
No. between the ages of 4 and 6 years . . .	530	do do	269
To be provided for, including those in rented rooms, about 740.			

Requirements.

We estimate the requirements, as shown by the foregoing, to be as follows:

A building on school lot on Bryant street, between Tenth and Eleventh streets, having 8 or 10 class-rooms. Also, a small house

of one class-room, in the vicinity of the "Ocean House." Also, an addition to Mission school house, four class-rooms. The latter may, perhaps, be delayed till next year.

TWELFTH DISTRICT.

STATISTICS.

The present school accommodations of the Twelfth District, are,

Belonging to the Department,

Three wooden houses, having in all eight class rooms, seating 477 pupils.

Rented by the Department,

Three wooden houses, one class room each, seating in all 144 pupils.

Census Returns.

No. applying for school accommodations	80	To be provided for	
No. out of school.....	237	do do	47
No. attending private schools.....	413	do do	82
No. between the ages of 4 and 6 years	.300	do do	150

Total to be provided for, this and coming years, including those in rented rooms, about 463, most of whom, however, in a very short time, will be accommodated by the completion of the new school building having five class rooms, on Broadway near Larkin.

Requirements,

As shown by the foregoing, we estimate to be as follows: An enlargement of one of the present houses by one class room; and probably next year it will be necessary to erect a small house beyond or in the vicinity of "Lone Mountain Cemetery."

This calculation of the wants of the city, by Districts in detail, gives a slight excess over our previous calculations; but we believe the foregoing calculation to be more correct; for in this, we anticipate a sufficient and suitable supply of good buildings for all the schools, and as a consequence a wholesome and reasonable increase in the number of those who, when respectable accommodations are provided, will gladly avail themselves of the superior advantages of excellent *free* Public Schools.

ARCHITECT'S REPORT.

SAN FRANCISCO, January 23, 1866.

*To the Honorable, the Board of Education
of the City and County of San Francisco :*

In conformity with your request that I should submit to your body a report of the cost of all the Public School buildings and works done under my charge, for the Department, I have the honor to state that my connection with the School Department dates from October, 1860. My knowledge of the days, dates, and expenditures upon the Public School property of San Francisco, with the attendant expenses, is as follows :

In the month of February, 1861, a new frame school house was erected at the corner of Fifth and Market streets, at a cost of \$8,399.94, with proper conveniences and accommodations for teachers and 304 pupils.

In the month of June of the same year, another frame school building with a brick foundation, was erected on the corner of Mason and Washington streets, at a cost of \$17,117, with like accommodations for teachers, and 468 pupils.

In the same month and year alterations and repairs were made in connection with the Powell Street School, at an expense of \$690, adapting it to school purposes, with accommodations for teachers and 258 pupils.

In the month of August, 1862, a frame school building was completed in Hayes' Valley at a cost of \$4,130.25, with accommodations for teachers and 104 pupils.

In the month of September of the same year, a brick wall and fences were erected around a portion of the grounds belonging to the Mason and Washington Street School, at an expense of \$646, the same being required by the grade of the latter street and the adjoining property.

In the months of October and November, of the same year, a

frame addition, with walls and fences, were erected in connection with the Powell Street School, at a cost of \$2,495, giving the same accommodations for teachers and 344 pupils.

In March, 1863, the Mission School building was raised, and a brick basement with a frame story built under it, at a cost of \$5,833, giving that building additional accommodations for teachers and 198 pupils.

In the month of May of the same year, alterations, additions, and repairs were made in connection with the Fourth and Clary Street School at a cost of \$3,925.50, giving accommodations for teachers and 346 pupils.

In the month of April, 1864, a frame school building was erected on Broadway street, (commonly known as the colored school,) at a cost of \$4,435.24, with accommodations for teachers and 120 pupils.

In the month of May, of the same year, the frame school building at the corner of Fifth and Market streets, now used as the State Normal School building, was removed to the rear of the lot belonging to the Department, and a brick foundation added. This was done to make room for the present site of the Lincoln school house, at a cost of \$1,400.

In the month of July, of the same year, there was expended for necessary alterations and repairs in connection with the Union Street School \$1,734.

In the same month and year the Denman School at the corner of Bush and Taylor streets, was erected at an expense of \$52,864.35, with proper accommodations for teachers and 960 pupils.

In the month of August of the same year, a frame school building was erected on Utah street, Potrero, at a cost of \$3,517.25, with accommodations for a teacher and 60 pupils.

In the month of September of the same year, \$1,260 were expended for fitting up and furnishing the present rooms of the Board of Education; also, \$783 for the building of a bulkhead in front of the Greenwich Street School property.

In the month of February, 1865, a frame school house was erected at the corner of Kentucky and Napa streets, Potrero, at a cost of \$2,180.15, with accommodations for a teacher and 60 pupils.

In March of the same year, alterations and repairs were made in connection with the Boys' High School building, at a cost of \$1,247.25.

In July of the same year, the Lincoln School on Fifth street, near Market, was completed at a cost of \$93,949.53, with ample accommodations for teachers and 1,440 pupils.

In September of the same year, a frame addition was built to the Hayes' Valley School, at a cost of \$2,677.75, by which that building was rendered capable of accommodating teachers and 192 pupils.

In the month of October of the same year, two frame school buildings, each capable of accommodating a teacher and 60 pupils, were erected ; one on Chenery street, Fairmount Tract, at a cost of \$2,698.50 ; the other on Pine street, between Scott and Devisidero streets, Western Addition, at a cost of \$2,167.84.

The foregoing shows an aggregate expenditure for the purposes mentioned, during the said period of five years, amounting to \$214,201.55.

During the past year the city of Boston appropriated the sum of \$600,000 exclusively for the erection of new school buildings, notwithstanding her numerous substantial and beautiful structures, previously erected for the same purpose. For several years past, that city has expended from \$300,000 to \$600,000 annually for the erection of Common School buildings. One of them, the Prescott School building, erected in South Boston during the present year, cost over \$100,000.

The people of San Francisco have not been wearied by expending \$214,201.55 for her Public School buildings during the past five years, as it is less than one-fourth of the \$943,796.57, which has been audited and paid out of the city treasury during the same period for School Fund expenses, exclusive of interest and sinking fund, when the city referred to, with but a slight advance upon her population, sets apart over half a million annually for similar building purposes.

(See the Exhibit on the following page.)

The following is a recapitulation of the foregoing work, and expense incurred in connection with the same, under the direction of the Board of Education of this City :

LOCATION OF WORKS.	When completed.	Expenditures.	Capacity for Pupils.	Character of Work.
Fifth and Market streets..	Feb'y, 1861	\$8,399 94	304	New frame building, etc.
Mason and Washington sts	June, 1861	17,117 00	468	do. do. do.
Powell street.....	June, 1861	690 00	258	Alterations and repairs.
Hayes' Valley.....	Aug., 1862	4,130 25	104	New frame building, etc.
Mason and Washington sts	Sept., 1862	646 00	..	New walls, fences, etc.
Powell street.....	Oct'r, 1862	1,700 00	86	New frame addition. etc.
do. do.	Nov'r, 1862	795 00	..	New wall, fences, etc.
Mission do.	Mar., 1863	5,883 00	198	New basement and first story.
Fourth and Clary streets..	May, 1863	3,925 50	346	Alterations, additions, and repairs.
Colored School, Broadway.	April, 1864	4,435 24	120	New frame building, etc.
Fifth and Market streets..	May, 1864	1,400 00	..	Removing building.
Union street.....	July, 1864	1,734 00	..	Alterations and repairs.
Bush and Taylor streets..	July, 1864	52,864 35	960	New brick building, etc.
Utah street.....	Aug., 1864	3,517 25	60	New frame building, etc.
City Hall.....	Sept., 1864	1,260 00	..	New furniture in rooms of the Board.
Greenwich street.....	Sept., 1864	783 00	..	New bulkhead.
Kentucky and Napa sts...	Feb'y, 1865	2,180 15	60	New frame building.
Boys' High School.....	Mar., 1865	1,247 25	..	Alterations and repairs.
Fifth street, near Market..	July, 1865	93,949 53	1440	New brick building, etc.
Hayes' Valley.....	Sept., 1865	2,677 75	88	New addition, etc.
Fairmount Tract.....	Oct'r, 1865	2,698 50	60	New frame building, etc.
Pine st., Western Addition	Oct'r, 1865	2,167 84	60	do. do. do.
Total expenditure ....	.....	\$214,201 55	..	.....

Respectfully submitted,

WILLIAM CRAINE.

NOTE.—This sum does not, of course, include *Street Work nor General Repairs*; a very large annual expenditure, which will be increased, rather than diminished, while the department is compelled to occupy temporary and unsuitable buildings.

REAL ESTATE OF SAN FRANCISCO SCHOOL DEPARTMENT.

Lots Deeded by Commissioners of Funded Debt.

- *Fifty vara No. 301, corner of Bush and Stockton streets.
- Fifty vara No. 462, corner of Kearny and Filbert streets.
- Fifty vara No. 663, corner of Vallejo and Taylor streets.
- *One hundred vara No. 128, corner of Market and Fifth streets.
- *One hundred vara No. 174, corner Harrison and Fourth streets.

Lots Obtained by Exchange.

Part of one hundred vara No. 274, 115 feet on Eighth street by 275 feet deep; received in exchange for one hundred vara No. 258, corner Folsom and Seventh streets.

*Inner portion of one hundred vara No. 76, fronting on Vassar Place (Harrison, near Second street), 100 feet by 180 feet, received in exchange for fifty vara No. 732, corner of Fremont and Harrison streets.

*Fifty vara No. 482, on Greenwich street; received in exchange for fifty vara No. 695, corner of Stockton and Francisco streets.

Lots Obtained by Purchase.

*Part of fifty vara No. 1,320, $97\frac{1}{2}$ feet on Bush street by $137\frac{1}{2}$ feet on Hyde street.

*One-half of fifty vara No. 159, on Powell street, near Jackson.

*One-half of fifty vara No. 121, on Powell street, near Clay.

*Fifty vara No. 602, corner of Mason and Washington streets.

*Fifty vara No. 418, on Union street, near Montgomery.

*Lot on Mission street (200 feet by 182 feet), in Block 35.

*Fifty vara No. 1,023, corner of Bush and Taylor streets.

*Lot on Broadway street ($69\frac{3}{4}$ feet by $119\frac{3}{8}$ feet), portion of fifty vara lot on north-west corner of Powell street.

*Lot on Tehama street (90 by 75 feet), numbered on the official map of the City of San Francisco, as lots Nos. 46 and 47 of the Hundred Vara Survey.

Lots Obtained by Donation.

Nos. 11 and 12, in Block No. 15, Fairmount Tract.

*Nos. 13, 14, 15, 16, 26, 27, and 28, in Block No. 85, Potrero Nuevo.

*No. 4, in Block No. 23, Bernal Ranch, West End Map, six miles out, County road.

(100 feet by 100 feet), south-west corner of Kentucky and Napa streets — Potrero. 50 feet by 100 feet adjoining, purchased by the Board.

Lot on Vermont street (120 feet by 200 feet), being a portion of Block No. 127, Potrero Nuevo.

Lot on Bernal Ranch (80 feet by 180), designated on West End Map No. 2, as lot No. 4, Block No. 27.

Lots Obtained by Van Ness Ordinance.

MISSION BLOCKS.

Fifty vara lot in Block No. 8.

Fifty vara lot in Block No. 21.

Fifty vara lot in Block No. 34.

Fifty vara lot in Block No. 61.

Fifty vara lot in Block No. 93.

Fifty vara lot in Block No. 104.

WESTERN ADDITION.

*Fifty vara lot No. 2, in Block No. 3.

Fifty vara lot No. 6, in Block No. 14.

Fifty vara lot No. 5, in Block No. 21.

Fifty vara lot No. 5, in Block No. 29.

Fifty vara lot No. 2, in Block No. 62.

Fifty vara lot No. 5, in Block No. 111.

Fifty vara lot No. 5, in Block No. 117.

Fifty vara lot No. 5, in Block No. 123.

Fifty vara lot No. 2, in Block No. 136.

Fifty vara lot No. 2, in Block No. 158.

Fifty vara lot No. 5, in Block No. 281.

Fifty vara lot No. 5, in Block No. 289.

Fifty vara lot No. 2, in Block No. 318.

Fifty vara lot No. 2, in Block No. 325.

Fifty vara lot No. 6, in Block No. 374.
Fifty vara lot No. 2, in Block No. 419.
Fifty vara lot No. 2, in Block No. 431.
Fifty vara lot No. 2, in Block No. 460.
Fifty vara lot No. 2, in Block No. 465.

POTRERO NUEVO.

Lot in Block No. 39—(100 feet by 200 feet).
Lot in Block No. 46—(100 feet by 200 feet).
Lot in Block No. 163—(100 feet by 200 feet).

NOTE.—Lots marked with an * are occupied by school-houses; those not marked are vacant.

COURSE OF INSTRUCTION.

PRIMARY DEPARTMENT.

TENTH GRADE.

Oral Instruction.—Embracing lessons on common things; on form, color, flowers, animals, morals and manners. Two or more lessons a day, each from five to eight minutes long.

Repeating verses and maxims, singly and in concert.

Reading.—From blackboard and from charts, with exercises in spelling, both by letters and by sounds. Two or more lessons a day.

Counting.—From one to one hundred. Simple exercises in adding, with use of numeral frame, pebbles, beans, etc. Reading at sight numbers through three figures (999), and writing figures on slates as far as one hundred. Drawing on the slate, imitating letters, figures, and other objects from blackboard sketches by the teacher, from cards, tablets, charts, and other copies. Printing the reading and spelling lessons, and the numerals, as far as learned. Two or more exercises a day. (All pupils should be provided with slates and pencils.)

* *Boston Primary School Tablets.*—Numbers 1, 2, 5, 9, 10, 11, 13, 15, and 16, to be used.

The recitations in this grade should never exceed twenty minutes in length. In ordinary lessons fifteen minutes will be time enough, and in some lessons ten minutes.

NINTH GRADE.

Oral Instruction.—Embracing lessons on parts, form, and colors, illustrated by common objects; on animals, mostly those with which

* Wilson's School Charts may be substituted in any primary class for the Boston Primary School Tablets; in such case the use of the Charts must conform as nearly as possible to that prescribed for the Tablets.

the children are already familiar; morals and manners; miscellaneous topics. Two or more lessons a day, each from five to ten minutes long.

Verses and maxims.

Reading and Spelling.—Blackboard exercises continued. Reading charts reviewed. Primer completed.

Spelling.—Both by letters and sounds. The exercises in both reading and spelling to be heard twice a day.

Counting.—From one to a hundred, forward and backward. Reading and writing Arabic numbers to 50. Addition tables from blackboard to 4+10, forward and backward, in course; also, by taking any of the numbers irregularly; with use of numeral frame, beans, pebbles, etc. Extemporaneous exercises in adding series of small numbers. Roman numerals to L, both in course and out of course. Numeration commenced and extended through six figures (100,000); writing figures on slates as far as thousands.

Exercises at least twice a day with slate and pencil, using drawing cards, plain figures, pictures on the blackboard, and other copies; and printing lessons in spelling, numerals, etc.

Primary School Tablets.—Review the exercises prescribed for the Tenth Grade, and use numbers 6, 14, and 19.

EIGHTH GRADE.

Oral Instruction.—Parts; size; general qualities; color; animals; plants; trades and professions; morals and manners; miscellaneous topics. Two or more oral exercises a day, each from five to twelve minutes long.

Verses and maxims.

Primer Reviewed.—Willson's First Reader to page 50, read and reviewed, with punctuation, definitions, and illustrations. Short daily drill in enunciating the vowels and consonants, and their combinations. Spelling the column of words, and words selected from the reading lessons, both by letters and by sounds.

Drawing and Printing.—Two or more exercises a day with slate and pencil, or paper and pencil, using blackboard sketches prepared by the teacher, when practicable, drawing cards, pictures, and various figures from books and cards, etc. Printing lessons in spelling and arithmetic.

Addition table completed; thoroughly and constantly illustrated

and applied. Extemporaneous exercises in adding series of numbers. Reading and writing Roman numerals to one hundred, forward and backward in course; also, irregularly.

Numeration through 100,000,000; and writing figures on slates as far as millions.

Primary School Tablets.—Review numbers, 5, 6, 11, 13; and learn 12, 20, 17, and 18.

SEVENTH GRADE.

Oral Instruction.—Form; size; general qualities; weight; color; animals; the five senses; common things; miscellaneous topics; morals and manners. Two or more oral exercises a day, each from seven to fifteen minutes long.

Willson's First Reader completed and reviewed, with punctuation, definitions and illustrations. Second Reader commenced. Short daily drill in enunciating the vowels and consonants, and the combinations.

Spelling, both by letters and by sound, from smaller Speller and from reading lessons.

Drawing and Printing.—Two or more lessons a day, using drawing cards, pictures, and various figures from books and cards, etc. Printing lessons in spelling and arithmetic.

Eaton's Primary Arithmetic commenced.

Subtraction table completed, and multiplication to 5×10 , with use of numeral frame, beans, pebbles, etc., and other practical applications. Extemporaneous exercises in adding and subtracting series of numbers. Reading and writing Roman numerals to 500, forward and backward in course, also out of course.

Numeration and notation as in the Eighth Grade.

Primary School Tablets.—Review numbers 5, 6, 11, 12, 13, 14, and 20; learn numbers 3 and 18.

SIXTH GRADE.

Oral Instruction.—Form; animals; trees and plants; foreign productions; miscellaneous topics; common things; manners and morals. Two or more oral exercises a day, each from eight to fifteen minutes long.

Reading.—Willson's Second Reader to page 125; and reviewed with punctuation, definitions, and illustrations. Frequent exercises in enunciating the elementary sounds, separately and in their combinations.

Spelling, both by letters and by sounds, with definitions from smaller Speller and from reading lessons.

Drawing, writing, etc., with slate and pencil, using drawing cards, cuts from books, and other copies; writing the large and small letters of the alphabet in plain and script hand, using blank books.

Eaton's Primary Arithmetic completed, with constant illustrations and applications besides those in the text-book.

Extemporaneous exercises in combining series of numbers. Roman numbers reviewed, and numeration and notation continued.

Abbreviations.

School Tablets.—Review numbers 3, 5, 6, 11, 12, and 18; study number 7.

FIFTH GRADE.

Oral Instruction.—Form; color; common things; trees, plants, etc.; animals; shells; miscellaneous topics; morals and manners. Two or more oral exercises a day, each from ten to twenty minutes long.

Cornell's Primary Geography to page 44, with map drawing.

Reading.—Wilson's Second Reader completed and reviewed. Third Reader commenced, with punctuation, definitions and illustrations. Frequent exercises in enunciating the elementary sounds and their combinations.

Spelling, both by letters and by sounds, with definitions from smaller Speller and from reading lessons.

Sentence making, written abstracts, etc.

Drawing, writing, etc., with slate or lead pencil; writing with ink in script hand in copy books.

Colburn's First Part to page 77. Multiplication Table extended to 12×12 , and division $144 \div 12$ in course and out of course. Extemporaneous exercises in combining series of numbers. Reading and writing Arabic and Roman numerals to 10,000,

Slate and blackboard exercises in adding numbers, examples of three or four columns each.

Abbreviations reviewed.

Declamations and recitations.

School Tablets.—Review those used in Sixth Grade. Frequent drill on number 12; study number 8.

GRAMMAR DEPARTMENT.

FOURTH GRADE.

Oral Instruction.—Sound ; light ; water ; meteorology ; miscellaneous topics ; morals and manners.

Cornell's Primary Geography completed and reviewed, with map drawing and use of outline maps.

Grammar.—Greene's Introduction, through Part First ; all the exercises to be written on the slate or blackboard, with full exercises in correcting false syntax.

Construction of sentences, etc.

Third Reader completed with punctuations, definitions, and illustrations, and spelling by sounds.

Written and oral spelling, with definitions from Willson's Larger Speller, and from reading lessons.

Drawing.—Burgess' Introduction.

Writing.—In such books as the Board may approve.

Colburn's First Part to page 123 and reviewed. Slate arithmetic and extemporaneous exercises in combining series of numbers.

Declamations and recitations.

THIRD GRADE.

Oral Instruction.—Historical sketches ; air and water ; morals and manners ; familiar exercises in grammar, embracing the parts of speech and construction of sentences.

Geography.—Cornell's Grammar School, to page 64, and reviewed (Physical Geography omitted), with map drawing and use of outline maps.

Grammar.—Greene's Introduction as far as Syntax, and Part First reviewed, with lessons in the use of language.

Fourth Reader, to page 171, with punctuation, definitions, and illustrations, and elementary sounds.

Written and oral spelling, with definitions, from Larger Speller, and from reading lessons.

Writing.—In such books as the Board may approve.

Colburn's First Part to page 159 and reviewed. Slate arithmetic to addition of denominate numbers and reviewed.

Rapid exercises in adding columns of figures.

Extemporaneous exercises in combining series of numbers.
 Declamations and recitations.

SECOND GRADE.

Oral Instruction.—Properties of matter; physiology and hygiene; morals and manners.

Grammar.—Greene's Elements; the course in this is limited to the large type, with oral and written exercises.

Composition, abstracts, and written reviews.

Geography.—Cornell's Grammar School in general course (omitting Physical Geography), to Asia, page 92, and reviewed, with map drawing from memory, and the use of terrestrial globe.

History of the United States.—Lossing's Primary, to page 118, and reviewed.

Fourth Reader, completed, with punctuations, definitions, and illustrations, and elementary sounds.

Written and oral spelling, with definitions, from Larger Speller and from reading lessons.

Writing.—In such books as the Board may approve.

Colburn's Common School Arithmetic to page 144 and reviewed.
 Colburn's Intellectual Arithmetic.

Extemporaneous exercises in combining series of numbers.
 Declamations and recitations.

FIRST GRADE.

Oral Instruction.—Properties of matter, laws of motion, etc.; elementary book-keeping; minerals; government; morals and manners.

Grammar.—Greene's Elements completed; the course in this is limited to the large type, with oral written exercises, omitting the more difficult parts of analysis. Parsing and analysis from reading book, with especial attention to the rules of punctuation.

Compositions, abstracts, and written reviews.

Geography.—Cornell's Grammar School Geography in general review, with map drawing from memory and use of terrestrial globe.

History.—Of the United States, Lossing's Primary, completed and reviewed, in connection with Anderson's History.

Reading.—Fifth Reader, with punctuation, explanations and elementary sounds.

Spelling.—Willson's Larger Speller, completed, with exercises in spelling from reading lessons, and other words selected by the teacher. Analysis of derivative and compound words, and a few selected rules of spelling.

Writing.—In such books as the Board may approve.

Arithmetic.—Colburn's Common School Arithmetic completed and reviewed. Extemporaneous exercises in combining series of numbers. Difficult examples in mental arithmetic reviewed.

Physiology.—Hooker's First Part.

Declamations and recitations.

Books of Reference for Teachers.—Wells' Graded School, Coudery's Moral Lessons, Dio Lewis', or Watson's Calisthenics, Root's School Amusements, Pleasant Pages, Northend's Assistant, Holbrook's Normal Methods of Teaching, Calkin's, Sheldon's, Welch's Object Lessons, Barnard's American Journal of Education, "The Reason Why," Fireside Philosophy, Russell's Normal Training, Russell's Vocal Culture, Agassiz's Method of Study in Natural History, California Teacher.

Apparatus.—Holbrook's School Apparatus, geometrical forms and solids, materials for Object Lessons.

BOYS' HIGH SCHOOL.

First Year.—Review of preparatory studies; Arithmetic; Algebra; General History; Book-keeping; Natural History; French.

Second Year.—Algebra; Geometry; Rhetoric; Natural History; Book-keeping; Physiology; Physical Geography; Constitution of the United States, and Science of Government; French.

Third Year.—Geometry; Natural Philosophy; English Literature; Moral Philosophy; Plane Trigonometry; French continued, or the Spanish language may be commenced by such pupils as have acquired a competent knowledge of the French.

Fourth Year.—Surveying, Navigation, and the use of instruments; Conic Sections; Moral Philosophy; Intellectual Philosophy; Chemistry; Mineralogy; Geology; Assaying; Astronomy; French or Spanish.

Drawing, Penmanship, Reading, English Grammar, Composition, Declamation, Physical Exercises shall receive attention. Industrial

Drawing during the last part of the course. All are not required to study the modern languages, but scholars may be excused upon the application of parents, in the discretion of the Faculty.

Certificates that they have completed the partial or commercial course shall be granted to those who remain two years in the school, and pass an examination to the satisfaction of a majority of the Faculty.

Scholars who shall continue in the school three and four years, shall, upon recommendation of a majority of the Faculty, receive diplomas stating the time they have been connected with the school; and in the case of those who have remained four years, it shall also be declared that they have completed the full course of four years prescribed for the school.

After the third year scholars may, on the written request of their parents, select the course of study, whether mathematical or scientific.

Any young man of good moral character, a resident of San Francisco, who has not time to enter the school as a regular student, may, by consent of the Committee, enter any class for which he is found competent, and pursue any branch of learning taught in the school.

(It is designed that, while these should be the prominent studies, attention should be given, through the entire course, to reading, elocution and composition. During the last half of the course, lectures upon Astronomy and Chemistry shall be given.)

TEXT-BOOKS.

Reading.—Parker and Watson's National Fifth.

Orthography.—

Arithmetic.—Robinson's Higher.

Grammar.—Kerl's.

Rhetoric.—Quackenbos' Advanced Lessons.

Algebra.—Robinson's.

Geometry.—Robinson's.

Trigonometry.—Robinson's.

Geography.—Warren's Physical.

History.—Worcester's General.

Chemistry.—Hooker's or Wells'.

Natural Philosophy.—Quackenbos'.

- Astronomy*.—Brocklesby's or Olmsted's.
Constitution of United States.—Sheppard's.
English Literature.—Shaw's, with Chrestomatheia.
Book-keeping.—Mayhew's or Hanaford & Payson's.
Botany.—"How Plants Grow." Gray's.
Geology.—Dana's or Hooker's.
Mineralogy.—Dana's or Hooker's.
Vocal Music.—To be selected.
French.—Manse's French Grammar—Le Grand Pere.
Spanish.—Tolon's Reader. Grammar.
Writing.—
Drawing.—Burgess' System.
Mensuration and Surveying.—Robinson's.

G I R L S ' H I G H S C H O O L .

Junior Classes.—Reading, Spelling, and Writing; Arithmetic, Geography, and Grammar reviewed; Physical Geography; Analysis of Language and Structure of Sentences; Exercises in English Composition; General History; Algebra and French begun; Drawing and Vocal Music.

Middle Classes.—Algebra and French continued; Rhetoric; Physiology; Natural Philosophy; Chemistry begun; Natural History; Exercises in English Composition; Drawing and Vocal Music continued; Vocal Culture.

Senior Classes.—French continued; Geometry; English Literature; Mental Philosophy; Astronomy; Chemistry continued; Botany; Composition and Exercises in Criticism; Drawing; Vocal Music and Vocal Culture.

TEXT-BOOKS.

- Reading*.—Parker and Watson's National Fifth.
Vocal Culture.—Murdock and Russell's.
Arithmetic.—Same as used in Grammar Schools.
Grammar.—Same as used in Grammar Schools.
Rhetoric.—Quackenbos' Advanced Lessons.
Algebra.—Robinson's Elementary.
Geometry.—Robinson's.

Geography.—Warren's Physical.
History.—Worcester's General.
Chemistry.—Hooker's.
Natural Philosophy.—Quackenbos'.
Mental Philosophy.—To be selected.
Astronomy.—Brocklesby's.
English Literature.—Shaw's.
Botany.—"How Plants Grow." Gray's.
Vocal Music.—To be selected.
French.—Manesca's French Grammar. Le Grand Pere.
Writing.—
Drawing.—
Natural History.—To be selected.

L A T I N S C H O O L .

Fourth Class.—1. Andrew's and Stoddard's Latin Grammar; 2. Geography; 3. Spelling; 4. English Grammar; 5. Arithmetic; 6. Declamations; 7. McClintock's First Latin Book; 8. Cæsar and Sallust; 9. Arnold's Latin Prose Composition.

Third Class.—1, 3, 6, and 9 continued; 10. McClintock's First Greek Book; 11. French; 12. Algebra; 13. English Composition; 14. Xenophon's Anabasis; 15. Greek Grammar.

Second Class.—1, 6, 9, 12, 13, 14, and 15 continued; 16. Ovid (selections); 17. History.

First Class.—1, 4, 6, 13, and 15 continued; 18. Virgil; 19. Horace (selections); 20. Geometry; 21. Ancient History and Geography; 22. Rhetoric; 23. Three Books of Homer.

(The studies of the respective classes do not necessarily follow each other according to the numbers attached.)

SALARY LIST.

*Salaries paid Teachers in the various Schools and Grades of Classes
in the San Francisco School Department, January, 1866, at
present date :*

BOY'S HIGH SCHOOL.

	<i>Per Month.</i>	
Theodore Bradley, Principal.....	\$208	33
Thos. C. Leonard, Teacher Mathematics.....	175	00
Mrs. C. L. Atwood, Teacher Belle Lettres....	100	00
Miss T. F. Bennett, Teacher.....	67	50
Paul Pioda, Teacher Modern Languages.....	150	00
	\$700	83

SAN FRANCISCO LATIN SCHOOL.

George W. Bunnell, Principal.....	\$208	33
Wm. K. Rowell, Assistant.....	125	00
A. L. Mann.....	100	00
	\$433	33

GIRLS' HIGH SCHOOL.

Ellis H. Holmes, Principal.....	\$208	33
Miss M. L. Bodwell, Assistant.....	100	00
do M. F. Austin, ".....	100	00
Madam V. Brisac, Teacher Mod. Languages..	100	00
	\$508	33

LINCOLN GRAMMAR SCHOOL.

	<i>Grade of Classes.</i>	
Ira G. Hoitt, Principal.....	1 & 2	\$175 00
T. W. J. Holbrook, Sub. Master.....	2	125 00
Philip Prior, Male Assistant.....	3	80 00
Mrs. J. B. Hoitt, Head Assistant.....		83 33
Miss Agnes M. Manning, Special Gr. Asst...	4	80 00
do H. A. Willard, Assistant.....	4	67 50
do E. M. Bullene, do.....	4	67 50

Miss T. J. Carter, Assistant,	4	67 50	
do L. T. Fowler, do	3	67 50	
do L. F. Hitchings, do	3&4	67 50	
do Lizzie B. Jewett, do	4	67 50	
do N. Sturtevant, do		67 50	
do L. S. Swain, do	4	67 50	
Mrs. F. E. Reynolds, do	3	67 50	
Miss P. M. Stowell, do	4	67 50	
do S. G. Bunker, Spec'l Primary Assistant.	5	72 50	
do M. T. Kimball, do do	.5	67 50	
do C. L. Smith, do do	.5	67 50	
			\$1,425 83

DENMAN GRAMMAR SCHOOL.

Grade of Classes.

James Denman, Principal.....	1 & 2	\$175 75	
Mrs. M. J. Warren, Head Assistant.....		83 33	
Miss L. E. Field, (Special Grade).....		80 00	
Miss M. Keith, Assistant.....	5	67 50	
Mrs. E. M. Baumgardner, Assistant.....	2	75 00	
Mrs. L. A. Clapp, do	4	67 50	
Miss C. A. Sherman, do	4	67 50	
Miss C. M. Pattee, do	4	67 50	
Mrs. H. Pierson, do	3	67 50	
Mrs. E. A. Wood, do	5 & 6	67 50	
Miss Mary Williams, do	4	67 50	
do N. M. Chadbourne, Assistant.....	3	67 50	
do Ada C. Bowen, do	6	67 50	
			\$1,021 58

RINCON GRAMMAR SCHOOL.

Grade of Classes.

Ebenezer Knowlton, Principal.....	1	\$175 00	
Miss H. M. Clark.....	2	67 50	
do Helen Thompson, Head Assistant.....	1	83 33	
do C. V. Benjamin, Spec. Gr. do	4	80 00	
do F. A. Lynch, Assistant.....	4	67 50	
do M. E. Stowell, do	4	67 50	
do Lizzie B. Easton, Primary Assistant..	6	50 62	
do M. A. E. Phillips, do ..	5	67 50	

Miss A. M. Dore, Primary Assistant	6	67	50
do S. L. Hobart do ..	5	67	50

\$793 95

UNION GRAMMAR SCHOOL.

Grade of Classes.

Thos. S. Myrick, Principal	1	\$175	00
J. D. Littlefield, Sub Master	2	125	00
Mrs. P. C. Cook, Head Assistant	-	83	33
Miss A. F. Aldrich, Special Grammar Assistant	4	80	00
Miss E. M. Tibbey, Assistant	4	67	50
Mrs. C. R. Beals, do	3	67	50
Miss A. L. Eschenburg, do	5	67	50
do C. P. Field, do	7	67	50
do S. S. Sherman, do	4	67	50
do C. A. Cummings, do	6	67	50
do J. Drummond, do	8	67	50
do Ellen Grant, do	10	67	50
Mrs. A. Griffith, Principal Union and Montgomery Street Primary	8	100	00
Miss L. M. Drummond, Assistant	10	67	50
do Nellie S. Baldwin, do	9	67	50
do H. M. Estabrook		50	00

\$1,288 33

WASHINGTON GRAMMAR SCHOOL.

Grade of Classes.

James Stratton, Principal	1	\$175	00
H. E. McBride, Sub Master	2	125	00
Mrs. H. L. Weaver, Head Assistant		83	33
Miss D. S. Prescott, Special Grammar Assistant	3	80	00
Miss H. F. Richardson, Assistant	2	67	50
do S. J. White, Assistant	4	67	50
do Mary E. Cheney, Primary Assistant . . .	4	67	50
do E. F. Barker, do . . .	4	67	50

\$716 45

MISSION GRAMMAR SCHOOL.

		Grade of Classes.	
Ahira Holmes, Principal.....	1 and 2		\$175 00
J. H. Sumner, Assistant.....			85 00
Miss A. A. Rowe, Special Primary Assis-			
ant.....	8 and 9		72 50
Miss Jessie Smith, Assistant.....	3 and 4		67 50
do Philena Sawyer, do	7 and 8		67 50
do Julia Clayton, do	10		67 50
do A. A. Hill, do	6		67 50
do Emily F. Eaton, do	5		67 50
do Maria O'Connor.....			50 62
			\$733 33

SPRING VALLEY GRAMMAR SCHOOL.

		Grade of Classes.	
B. Marks Principal.....	1 and 2		\$175 00
Miss H. A. Haneke, Special Grammar As-			
sistant.....	5 and 6		80 00
Miss S. M. Scotchler,.....			67 50
do M. J. Norton, Assistant.....	4		67 50
do J. V. Barkley, do	7 and 8		67 50
Mrs. C. D. Marks, do	9 and 10		50 62
Miss A. Van Reynegon, Assistant.....			50 00
			\$558 12

THIRD STREET SCHOOL.

		Grade of Classes.	
Miss H. A. Lyons, Assistant.....	10		\$67 50
do A. S. Cameron, do	10		50 62
			\$118 12

POWELL STREET PRIMARY SCHOOL.

		Grade of Classes.	
Miss Caroline Price, Principal.....			\$100 00
Mrs. E. S. Forester, Special Primary Assis-			
ant.....	8		72 50
Miss M. A. Buffum, Assistant.....	5		67 50
do M. E. Very, do	6		67 50
do S. E. Thurton, do	7		67 50

Miss C. A. Coffin, Assistant,.....	7	67 50	
do M. E. Tucker, do	6	67 50	
Mrs. M. W. Phelps, do	9	67 50	
Miss E. G. Smith, Head Assistant Primary.		50 00	
		<hr/>	\$627 50

GREENWICH STREET PRIMARY SCHOOL.

Grade of Classes.

Miss Kate Kennedy, Principal.....	4	\$100 00	
do Fannie M. Cheney, Assistant	6	67 50	
do M. Wade, do ...	7 and 8	67 50	
do Agnes Chalmers, do	9	67 50	
do Fannie Mitchell, do	10	67 50	
do Fannie Soule, Head Assistant Primary..		50 00	
		<hr/>	\$420 00

HYDE STREET PRIMARY SCHOOL.

Grade of Classes.

Miss Hannah Cooke, Principal.....	7	\$85 00	
do L. A. Humphreys, Assistant	7 and 8	67 50	
do Kate Bonnell, Primary Assistant.....	10	50 62	
do A. B. Chalmers, do	7 and 9	67 50	
do A. Kenney, Polk and Austin streets ..	10	67 50	
do Deborah Hyman,.....		50 62	
		<hr/>	\$388 74

SUTTER STREET PRIMARY SCHOOL.

Grade of Classes.

Miss C. L. Hunt, Principal	6	\$85 00	
do J. M. A. Hurley, Assistant.....	8 and 9	67 50	
do N. A. Littlefield, do	7	67 50	
do H. S. Arey, do	10	50 62	
		<hr/>	\$270 62

MODEL SCHOOL.

Grade of Classes.

Mrs. C. H. Stout, Principal	7 and 8	100 00	
do M. L. Swett, Assistant.....		67 50	
		<hr/>	\$167 50

FOURTH STREET PRIMARY.

Grade of Classes.

Mrs. L. A. Morgan, Principal.....	6	\$100 00	
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Miss S. A. Barr, Special Primary Assistant	7	72 50	
do J. C. Hahnen, Assistant.....	8	67 50	
do S. H. Clark, do	7	67 50	
do Sadie Davis, do	8	67 50	
do M. J. Ritchie, do	6	67 50	
do Ellen Cushing, do	7	67 50	
do Maggie McKenzie, do	8 and 9	67 50	
do Mary J. Bragg, Primary Assistant....	10	50 62	
do Sarah M. Gunn, do do 9 and 10		67 50	
do A. P. Gibbons, Head Assistant Primary.		50 00	
		<hr/>	\$745 62

MONTGOMERY STREET PRIMARY SCHOOL.

Grade of Classes.

Mrs. A. S. Duane, Principal.....	5 and 6	\$100 00	
Miss P. A. Fink, Assistant.....	8	67 50	
do H. F. Parker, do	9	67 50	
do E. Overend, do	7	67 50	
do A. M. Hucks, do	9	67 50	
do Helen Satterlee, Primary Assistant....	10	67 50	
do M. A. Krauth, Head Assistant.....		50 00	
		<hr/>	\$487 50

SECOND STREET PRIMARY.

Grade of Classes.

Miss S. S. Knapp, Principal.....	5, 6 & 7	\$85 00	
do E. N. Campbell, Assistant.....	9	67 50	
do L. W. Derby, do	9 & 10	67 50	
do E. White, do	9 & 10	67 50	
		<hr/>	\$287 50

STEVENSON STREET PRIMARY.

Grade of Classes.

Mrs. M. C. Burt, Principal.....	6 & 7	\$100 00	
do S. N. Joseph, Spec. Pri. Assistant..	9	72 50	
do L. Deetkin, Head Assistant.....		67 50	
Miss Jennie Smith, do	8	67 50	
do M. F. Smith, do	8	67 50	
Mrs. M. F. Sumner, do	10	67 50	
do F. A. E. Nichols, do	9	50 62	
do H. A. Grant, Assistant.....	10	67 50	
		<hr/>	\$560 62

POST STREET PRIMARY.

		Grade of Classes.	
Miss Kate Slavan, Principal.	.....	5 & 6	\$100 00
do M. A. Salisbury, Assistant.	.....	7	67 50
do L. A. Clegg, do	.....	9	67 60
do Ellen Holmes, Prob. Teacher	.....	7 & 8	50 62
do C. J. Neal, do	.....	10	50 62
do Bessie Malloy, Asst. do	.....		67 50
			\$403 84

EIGHTH STREET PRIMARY.

		Grade of Classes.	
Miss A. E. Slavan, Principal.	.....	6	\$75 00
do A. M. Jourdan, Prob. Teacher	....	9 & 10	50 62
do Evlyn Mosse, do	.....	10	50 62
do M. A. Humphreys, Assistant.	.....	7 & 8	67 50
do A. E. Fressell.	.....		67 50
			\$311 24

HAYES' VALLEY PRIMARY.

		Grade of Classes.	
Miss L. J. Mastick, Principal.	.....	5 & 6	\$85 00
do Jennie Gunn, Assistant	.....	7 & 8	67 50
do F. A. Stowell, do	.....	9 & 10	67 50
Miss Annie Jewett (Steiner st.)	...5, 6, 7, 8, 9 & 10.....		67 50
			\$287 50

BROADWAY STREET PRIMARY.

		Grade of Classes.	
Miss C. Comstock, Principal	.....	10	\$50 00
Miss H. M. Gates, Assistant.	.....	10	67 50
			\$137 50

SAN BRUNO SCHOOL.

		Grade of Classes.	
Miss Jennie Sheldon, Principal.	...3, 6, 8 & 9		\$70 00
			\$70 00

FAIRMOUNT SCHOOL.

Mrs. H. H. Treat, Principal.	... (mixed grade)		\$70 00
			\$70 00

WEST END SCHOOL.

Mrs. Louisa Carter, Principal . . (mixed grade)	\$70 00	
	<u> </u>	\$70 00

POTRERO SCHOOL.

Grade of Classes.

Francis J. Leonard, Principal. . . . 4, 6, 9 & 10	\$70 00	
	<u> </u>	\$0 00 00

CHINESE SCHOOL.

B. Lanctot, Principal (mixed grades)	\$80 00	
	<u> </u>	\$80 00

PINE STREET PRIMARY.

Grade of Classes.

Miss L. A. Prichard, Principal . . . 5, 6, 7, 8, 9, 10	\$70 00	
	<u> </u>	\$70 00

COLORED SCHOOL.

Grade of Classes.

S. D. Simmonds, Principal 4, 5, 6	\$87 50	
Mrs. G. Washburn, Assistant 7, 8, 9 & 10	75 00	
J. B. Sanderson—5th street . . . (mixed grade)	75 00	
	<u> </u>	\$237 50

SPECIAL TEACHERS.

W. Elliot, Teacher Music	\$150 00	
F. K. Mitchell, Teacher Music	150 00	
F. Seregni, Teacher of Penmanship and Draw- ing	150 00	
H. Burgess, Teacher of Penmanship and Draw- ing	150 00	
A. B. Andrews, Teacher of Penmanship	125 00	
	<u> </u>	\$725 00

EVENING SCHOOL TEACHERS.

R. K. Marriner, Principal Mixed Grade	\$75 00	
A. E. McGlynn, Assistant do	62 50	
J. D. Littlefield, do do	62 50	
E. D. Humphrey, do do	62 50	
Ralph Keeler, do do	62 50	
F. W. J. Holbrook, Principal do	75 00	
F. J. Leonard, Assistant do	62 50	

R. Desty, Assistant,	Mixed Grade	62 50
L. D. Allen, do	do	62 50
Miss Emily A. Pitts, Assistant,	do	62 50
Mrs. Georgia Washburn, do	do	62 50

\$712 50

FOREIGN PRIMARY—(TEHAMA STREET.)

Miss M. Baillie,	Mixed Grade	\$67 50
do L. Dejarlias,	do	50 62
do Julia Chattelain, French	do	67 50
Mrs. U. Rendsburg, German	do	67 50
Miss H. Graff,	do	50 62

\$303 74

D. Lunt, Secretary	\$150 00
Wm. Palmer, Carpenter	100 00
Jacob Widber, do	100 00
George Beanston, Messenger	100 00

\$450 00

JANITORS.

H. M. Woodroffe—Union School	\$80 00
Thomas Devine—Spring Valley	30 00
O. Murry—Greenwich street	30 00
J. Duffey—Office, \$30; Colored, \$10; Pacific, \$10	55 00
M. Beeching—Washington	50 00
B. P. Fisher—High, \$25 each; Post, \$25; Chinese, \$5	80 00
Jas. Healy—Powell, \$30; Sutter, \$25; Hyde, \$25; Polk and Austin, \$7	87 00
J. Goldsmith—Montgomery street	30 00
Wm. Vaughn—Rincon	50 00
Wm. Burris—Fourth, \$60; Third, \$15	75 00
Wm. Darrow—Denman	100 00
G. W. Young—Mission	35 00
J. D. Butler—Model, \$30; Stevenson, \$30	60 00
Jno. Conroy—Lincoln	125 00
P. J. O'Brien—Eighth street, \$20; water, \$5	25 00
Wm. Soule—Hayes' Valley, \$25; Steiner, \$10	35 00
N. Dorning—Second and Tehama	40 00
S. B. Cooper—Fairmount	10 00
Mrs. Louisa Carter—West End	8 00
Wm. C. Maurer—Potrero	10 00

\$1,015 00

REPORT OF COMMITTEE ON SALARIES.

SAN FRANCISCO, June 13th, 1865.

To the Honorable Board of Education:

GENTLEMEN—Your Committee on Salaries and Judiciary, would respectfully recommend the following rates of salaries to be adopted for the ensuing year, viz:

	Per Month.	Per Year.
Principal of High School.....	\$207 33	\$2,500 00
Teacher of Mathematics.....	175 00	2,100 00
Teacher of Classics.....	175 00	2,100 00
Teacher of Modern Languages.....	100 00	1,200 00
Principal of Grammar School.....	175 00	2,100 00
Sub Master.....	125 00	1,500 00
Head Assistant.....	83 33	1,000 00
Special Assistant (Grammar).....	80 00	960 00
Assistants.....	67 50	81 000
Principal of Primary School, with six or more classes, and charge of building.....	100 00	1,200 00
Principal of Primary School, containing not less than four nor more than five classes, with charge of building.....	85 00	1,020 00
Principal of the Eight Street School.....	75 00	900 00
Special Assistant (Primary).....	72 50	870 00
Assistant (Primary).....	67 50	810 00
Principal of Outside Schools.....	70 00	840 00

And all other salaries to remain as at present time.

W. AYER,
 GILES H. GRAY, } Committee.
 J. H. WIDBER, }

REPORT OF FINANCE COMMITTEE.

—
SAN FRANCISCO, January, 23d, 1866.

To the Honorable Board of Education :

GENTLEMEN—YOUR Committee on Finance and Auditing, have, in accordance with the instructions of your honorable body, examined the condition of the finances of the department, and beg leave to present the following Report :

We find, by data furnished from the books of the School Department, that the receipts into the School Fund, during the present fiscal year, commencing the 1st of July, up to December 31st, 1865, (including balance of \$828.52, in hands of the Treasurer, at the beginning of the year) amounted to.....	\$243,022 10
Amount of demands on the School Fund, (including transfers to Sinking and Interest Funds of School Bonds, returned Taxes, etc.) <i>paid</i> for half year, ending December 31st, 1865, as shown by the books of the Treasurer, is.....	196,968 45
Outstanding audited demands.....	19,278 40
Making a total amount of demands audited against School Funds, from June 30th, to Dec. 31st, 1865..	\$216,246 85

The receipts into the School Fund, from January 15th, 1866, (date of present estimate) to June 13th, 1866, including balance on hand, December 31st, 1865, will be nearly as follows :

Balance on hand, December 31st, 1865..	26,775 25
Apportionment of State School Fund, for January 1st, 1866	28,607 59
Balance of Taxes.....	20,000 00

Rent of School Property	600 00
Poll Taxes.....	2,500 00
Surplus from Sinking Fund of Bonds of 1854.....	2,806 36
Evening Schools, (tuition fees).....	250 00
	<hr/>
Total estimated receipts.....	\$81,539 20

The necessary disbursements for balance of fiscal year, including present liabilities, as follows :

Demands on the table, and presented to date, (January 15).....		\$6,266 15
Salaries, Rents, etc., for six months....		116,093 42
General expenses of Department, out- side of regular monthly demands ...		10,000 00
Deficit.....	50,820 37	
	<hr/>	<hr/>
	\$132,359 57	\$132,359 57
	<hr/>	<hr/>

Your committee have examined particularly for the cause of the deficit in the School Fund, for the present year, and find that the current income has equaled current engagements of this fiscal year, and that the deficiency really existed against the department at the commencement of the present year.

It will require the most rigid economy to carry on the department the balance of this year, for the above-estimated sum.

A. C. NICHOLS,	} Committee.
WASHINGTON AYER,	
CHAS. M. PLUM,	

NOTE.—Since the above estimates were made by the Finance Committee, more recent estimates have been obtained from the office of the City and County Auditor, which place the balance to be received from taxes at about \$10,000, and from poll taxes at about \$500, making a difference of about \$12,000 in the amount of receipts, and, of course, increasing the *deficit* by that amount.

COMMITTEE.

CAPACITY OF LARGE PUBLIC SCHOOLS IN EASTERN AND WESTERN CITIES — NUMBER OF TEACHERS, AND NUMBER OF PUPILS IN SAME.

PUBLIC SCHOOLS OF CHICAGO.

Besides a large number of Primary Schools, Chicago has 14 of the highest Class or Grade having from 8 to 22 teachers, and from 600 to 1,400 pupils in each.

CINCINNATI PUBLIC SCHOOLS. (1864.)

Besides several small schools, are the following :

Schools.	No. of Teachers in each School.	No. of Pupils in each School.
No. 1.....	25	1,187
No. 2.....	19	912
No. 3.....	16	768
No. 4.....	22	1,034
No. 5.....	16	848
No. 6.....	28	1,512
No. 7.....	22	1,166
No. 8.....	19	969
No. 9.....	19	1,007
No. 10.....	25	1,350
No. 11.....	24	1,128
No. 12.....	22	1,100
No. 13.....	21	1,218
No. 14.....	20	1,200
No. 15.....	18	1,008

BOSTON PUBLIC GRAMMAR SCHOOLS.

Boston has 23 Grammar Schools, with from 8 to 18 teachers, and a corresponding number of pupils, including the following :

Schools.	No. of Teachers in each School.	No. of Pupils in each School.
Bigelow School.....	14	793
Brinmer do.....	16	876
Dwight do.....	17	820
Eliot do.....	19	967
Franklin do.....	16	900
Hancock do.....	17	810
Lawrence do.....	16	960
Quincy do.....	17	774

BROOKLYN, NEW YORK.

Brooklyn has 32 large schools, with from 6-10-15 to 20 teachers, and a corresponding number of pupils, including the following :

Schools.	No. of Teachers in each School.	Registered Attendance in each School.
No. 6	22	1,165
No. 11	17	1,050
No. 12	15	1,067
No. 13	32	2,036
No. 14	24	1,125
No. 15	25	1,595
No. 16	26	1,595
No. 17	26	1,402
No. 18	21	1,239
No. 19	20	1,402
No. 22	22	1,203
No. 25	25	1,542
No. 27	20	1,121

NEW YORK PUBLIC SCHOOLS.

New York has 57 large schools, with from 12 to 53 teachers, and a corresponding number of pupils, including the following :

Schools.	No. of Teachers in each School.	Average No. of Pupils in each School.
No. 11	53	1,990
No. 13	43	1,432
No. 14	48	2,037
No. 15	43	1,435
No. 17	53	2,000
No. 19	49	1,567
No. 32	43	1,531
No. 33	43	1,638
No. 36	41	1,254
No. 42	41	1,547
No. 45	52	1,805
No. 48	52	1,860
No. 49	41	1,319

CONDITIONS OF THE PUBLIC SCHOOLS, FEBRUARY 5TH, '66.

Since the foregoing was put in type, the School Reports for January have been received, and furnish the following statistics :

Whole number of pupils in buildings belonging to the City.	6,971
Whole number of pupils in rooms <i>rented</i> by the Department.	3,036
Total number enrolled in all the Public Schools. . . .	10,007

Sixty-three Primary Classes, having an excess of pupils (*over sixty.*)

Thirty-one Grammar Classes having an excess of pupils (*over fifty.*)

Those Primary Classes having an excess of pupils, contain from sixty to ninety pupils each ; Grammar Classes, from fifty to eighty-three, *i. e.* an excess of from *one to two* to thirty-three pupils—a total excess in all of 691 pupils.

Since the first of July last, there have been formed—

Twenty Primary Classes, having an aggregate of. . . .	1,114 pupils.
Thirteen Grammar Classes.	714 pupils.
Total number of classes formed since July 1st, 1865.	33
Total number of pupils thus accommodated since July 1st, 1865.	1,828

And yet applications for admission to Public Schools are nearly as numerous and pressing as they have ever been at any time previous to July last. A correct idea is readily gained from these facts and figures, as to the necessity of at once, (and very greatly) increasing our Public School facilities—more especially is this apparent when, in addition to the above, we remember the 11,000 children in the city under six years of age, and that 3,995 of these become pupils in less than eighteen months hence.

J. C. P.

FORMER MEMBERS OF THE BOARD

Exhib

Names of Members from 1851 to 1866.	Districts.	1856-'57.	1857-'58.	1858-'59.	1859-'60.
C. J. Brenham.. C. L. Ross.....	1st Dist ..	R.W.Fishbourne	R. O'Neil.....	R. O'Neil.....	R. O'Neil.....
Jos. F. Atwell .. John Wilson....	2d Dist...	J. C. Mitchell...	A. S. Edwards...	J. H. Widber..	J. H. Widber...
H'nry E.Lincoln S. R. Harris....	3d Dist...	Wm. Sherman..	Wm. Sherman..	I. B. Purdy...	Wm. M. Hixon .
N. Holland	4th Dist..	Wm. Hooper ...	S. B. Stoddard..	Wm. Bartling.	Wm. Bartling...
W. H. Bovee.... R. K. Waller....	5th Dist..	W. W. Estabrook	A. Taudler	J. H. Brewer..	J. H. Brewer....
C. O. West..... W. H. Talmage.	6th Dist..	J. Hunt.....	C. L. Taylor....	H. B. Janes...	H. B. Janes.....
H. I. Wells	7th Dist..	Wm. Pearson...	Wm. Pearson...	Wm. Pearson.	Wm. Pearson...
J. K. Rose..... C. R. Garrison..	8th Dist..	E. B. Goddard..	E. B. Goddard..	Geo. Cofran...	Geo. Cofran.....
S. P. Webb. J. B. Moore	9th Dist..	P. M. Randall...	J. O. Eldridge...	J. O. Eldridge.	J. O. Eldridge...
F. Billings	10th Dist..	Geo. M. Blake...	C. C. Knowles..	C. C. Knowles.	C. C. Knowles..
J. P. June	11th Dist..	Geo. Leger.....	E. Judson	E. Judson	E. Judson
W. A. Piper J. P. Buckley...	12th Dist..	L. P. Sage.....	J. S. Dungan....	J. S. Dungan..	J. S. Dungan...
J. S. Benson.... R. S. Tibbetts ..		J. C. Pelton, Supt. and Sec'y	J. C. Pelton, Supt. and Sec'y	H. P. Janes, Supt.	H. P. Janes, Supt.
F. C. Ewer		W. H. O'Grady, Supt. and Sec'y	H. P. Janes, Secretary.	Saml.Barkley, Secretary.	Jas. Denman. Supt.
Elisha Cook.... Jas. Van Ness ..		E. A. Theller, Supt.			Jas. Pearson, Secretary.
T. J. Nevins, Supt. and Sec'y 1852-1853.		B. Macy, Sec'y.			
W.H. O'Grady, Supt. 1853-1854.					

OF EDUCATION OF SAN FRANCISCO.

i t A.

1860-'61.	1861-'62.	1862-'63.	2863-'64.	1864-'65.	1865-'66.
E. Donnelly . .	E. Donnelly..	L. B. Mastick..	L. B. Mastick..	L. B. Mastick...	L. B. Mastick..
J. H. Widber .	J. H. Widber..	J. H. Widber..	John F. Pope..	John F. Pope...	H. T. Graves...
H D Ellerhorst	H D Ellerhorst	J. W. Dodge...	J. W. Dodge...	Washn'ton Ayer	Wash'ton Ayer.
Wm. Bartling.	Wm. Bartling.	Wm. Bartling..	G. B. Hitchcock	G. B. Hitchcock.	Jos. W. Winans
G. W. Beers . .	A.L.Hathaway	Laf'tte Story..	Lafayette Story	W. A. Grover. . .	W. A. Grover...
H. B. Janes . .	Jas. Bowman..	Jas. Bowman..	Erwin Davis...	Giles H. Gray...	A. C. Nichols..
Wm. Pearson.	Wm. Pearson.	W. G. Badger..	Wm. G. Badger	Wm. G. Badger.	Wm. G. Badger
Francis Blake	Geo. Cofran . .	Geo. Cofran...	E. D. Sawyer..	J. L. N. Shepard	Geo. C. Hickox.
W. L. Palmer.	W. L. Palmer.	W. L. Palmer..	J. N. Risdon...	S. B. Thompson.	S. B. Thompson
C. C. Knowles.	C. C. Knowles.	C. C. Knowles..	J. H. Widber..	J. H. Widber...	S. C. Bugbee...
M. Lynch	M. Lynch	M. Lynch	M. Lynch	M. Lynch	M. Lynch.
J. S. Dungan..	Jos. M. Wood.	Jos. M. Wood..	Daniel Lunt...	Abner Doble...	Chas. M. Plum.
Jas. Denman, Supt.	Jas. Denman.. Supt.	Geo. Tait, Supt.	Geo. Tait, Supt.	Geo. Tait, Supt.	Jno. C. Pelton, Supt.
Jas. Pearson, Secretary.	Jas. Pearson, Secretary.	DHWhittemore Secretary.	DHWhittemore Secretary.	Daniel Lunt, Secretary.	Daniel Lunt, Secretary.

ERRATA.

In sixteenth line from top of page five, read "5 teachers."

In nineteenth line on same page, read "3 classes."

Table on eighth page (Exhibit D), as total monthly salaries in Latin School, read "\$433.33;" tuition per pupil, read "\$6.77."

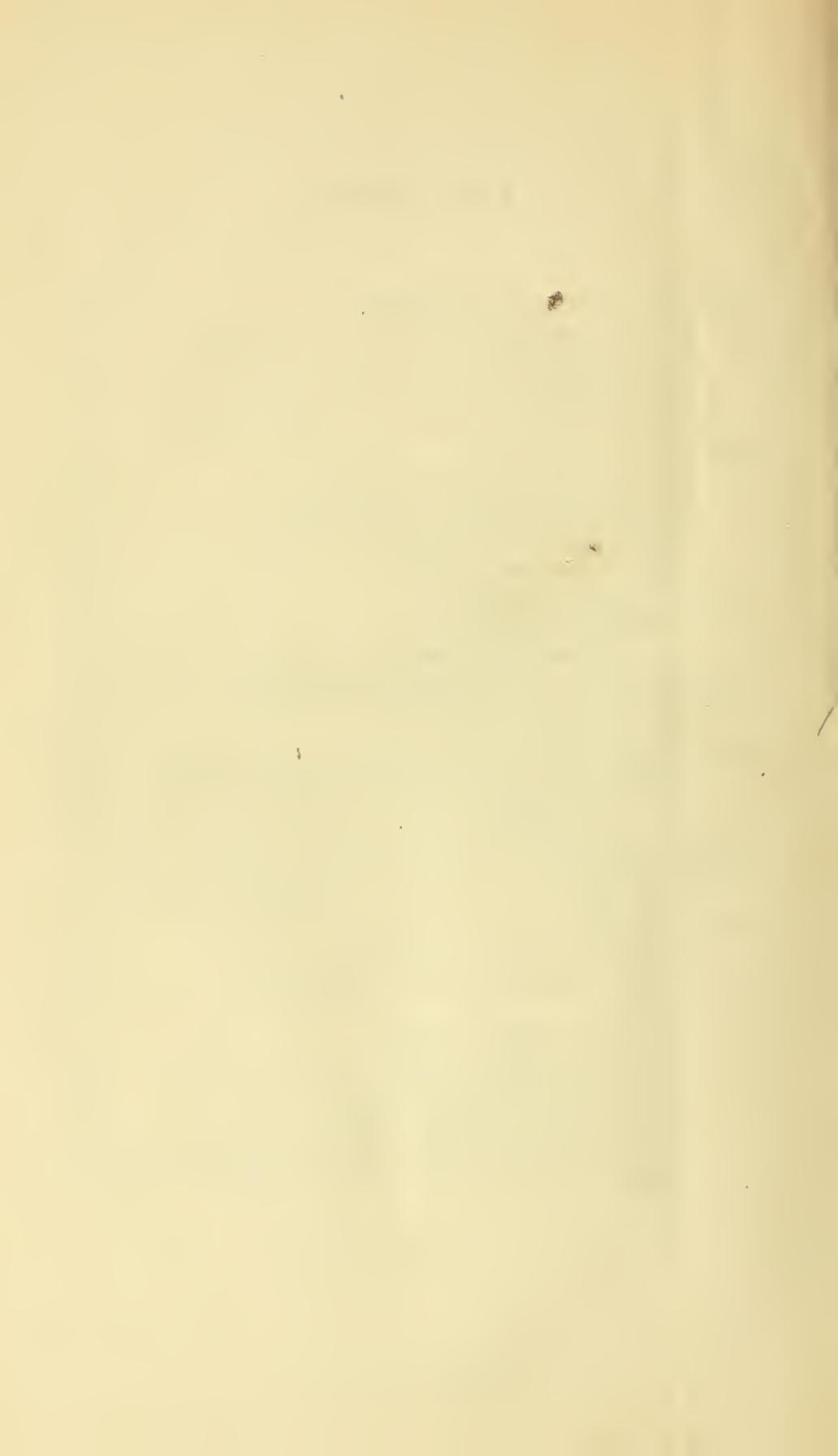
In same table, as total monthly salaries in Boys' High School, read "\$700.73; tuition per pupil, read "\$8.54."

In last line of thirteenth page, read "\$19,093.22."

In thirteenth line of fifteenth page, read "\$52,113.44 for buildings," etc.

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