

# GENERAL REVIEW.

## Public Schools.

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Examination of Teachers, Messrs. Gray, Widber, Pope, Lynch, and Tait; Rules and Regulations, Messrs. Badger, Thompson, and Hitchcock; Classification and Course of Instruction, Messrs. Widber, Ayer, and Doble; Text Books and Music, Messrs. Thompson, Mastick, and Ayer; High Schools, Messrs. Pope, Badger, and Grover; Normal School and Teachers' Institute, Messrs. Grover, Pope, Thompson, and Tait; Evening Schools, Messrs. Doble, Mastick, and Hitchcock; School Houses and Sites, Messrs. Mastick, Gray, and Shepard; Furniture and Supplies, Messrs. Hitchcock, Shepard, and Doble; Salaries and Judiciary, Messrs. Ayer, Widber, and Gray; Finance and Auditing, Messrs. Shepard, Badger, and Grover.

### EXAMINATION OF SCHOOLS.

Grammar Department, Messrs. Pope, Thompson, Grover, Hitchcock, Shepard, and Ayer; Primary Department, Messrs. Badger, Widber, Mastick, Gray, Doble, and Lynch.

The Public Schools of this city are classified as follows: One High School for boys; one girls' High School; six grammar schools; thirteen primary schools; four evening schools of one class each; one Normal School, for teachers of the Department; one school for colored children, and one Chinese school. During the year, one Girls' High School and five additional Primary Schools have been established.

Our system of instruction contemplates a period of eight years for its completion. The course of study in use does not differ perceptibly from that of the best regulated and most successful schools of the Eastern States, and as by law all teachers are subjected to a rigid test of their qualifications before employment, our citizens may have a well-founded assurance that no pains have been spared to render the instruction imparted to their children in the Pub-

lic Schools thorough, practical, and sufficiently comprehensive.

The whole number of teachers employed in the Department at the close of city school year, April 30th, 1864, was 102, of whom 18 were males and 84 females. Of this corps, 97 were engaged in regular class instruction, and five in attending generally to the special branches—writing, drawing, music, and physical training.

The increase for the year in the number of teachers employed was seven; since the commencement of the May term 18 additional teachers have been elected, making an aggregate of 127.

The establishment of a High School for girls has supplied an educational want long felt in our community. The course of study in this institution is similar to that adopted by the Girls' High School of Boston, and is specially adapted to the culture and education most appropriate to the female sex.

The Boys' High School has now a classical department, and its course of natural sciences will be considerably extended and improved by the aid of a valuable set of philosophical apparatus recently purchased for the school.

During the past year, three new buildings have been erected—two for Primary Schools, and one for a Grammar School. The latter is the imposing brick structure on the corner of Bush and Taylor streets, which, with few exceptions, was modeled after the most approved school-houses of Boston. These new buildings will seat in the aggregate about 900 pupils. The school accommodations have been greatly enlarged by the use of rented buildings for schools. By this means 1,600 additional children have been provided with school facilities. The census returns, as well as the school registers, show an increase of nearly 1,500 pupils in the school attendance during the year.

Although much has been done to improve and multiply the means of education in this city, yet far more than has yet been performed remains to be done. There are still hundreds of children, particularly in the southern section of the city, who, having been denied admission to the Public Schools, and not having the means for securing private tuition, are growing up in ignorance and wasting the precious days of their youth. It is vital to the future interests of society that ample funds be provided for the establishment and support of free schools, and it is incumbent upon all school officers that these funds be judiciously expended, and that they be devoted mainly to the erection of school buildings. The