

tends most directly to secure better work and more of it. This pecuniary inducement, in some slight degree, has been added to the motives which may urge grammar assistants, whose monthly pay was raised from \$67.50 to \$70 a month, that is from \$810 to \$840 a year, gold coin; always excepting the cases, unpleasantly frequent of late, where the unfortunate shortsightedness of the pecuniary management cuts off the pay of the last month or two. The salaries of female head-assistants in Grammar Schools has been raised from one thousand to fifteen hundred a year, and their title changed to Vice-Principal. San Francisco pays her female teachers more and her male teachers less than any other American city. It is but simple justice to state, however, that, taken as a whole, her female teachers decidedly surpass the males in character, education, competence and success. This testimony may, possibly, possess the greater value from the fact that it is voluntarily and cheerfully given by a male teacher of seven years' observation and experience in this department.

EVENING SCHOOLS.

These indispensable agencies for educating young men and women who either lost or neglected the educational facilities of earlier youth, as well as, and indeed, mainly, for boys and girls whose family circumstances compel them to labor through the day, continue to extend their facilities to all, either old or young, who choose to accept and improve them. The burning of the Lincoln School Building, in February, 1871, temporarily and partially demoralized several of the largest classes, but the scattered pupils soon regathered and renewed operations with increased efficiency. A new regulation of the Board has adopted these schools as a prominent and permanent feature of the regular public school system.

THE GERMAN AND FRENCH LANGUAGES.

Besides the two large and well-known distinctively Cosmopolitan Schools, previously established and deservedly popular, two others, the Valencia Street and the Hayes' Valley, have been made semi-cosmopolitan, by the appointment to each, of two special teachers, one of German and one of French. Each language now occupies half an hour daily in each class throughout these schools. Over 5,000 pupils are daily receiving free public instruction in German and French.

VOCAL MUSIC.

Under the new order, the special music teachers personally conduct one exercise a week in each Grammar and High School class, and direct the daily practice during their absence. The regular teacher of the class, having witnessed the special teacher's lesson, is required to devote at least ten minutes daily to its repetition and extension, and is held chiefly responsible for results. The new system works admirably; constantly redounding to the credit of its author, Prof. Mason, who personally introduced it. It is doubly valuable; first, for its own sake and own results; and, secondly, for the cheer and help which it gives to every other study.

DRAWING.

Drawing is now regularly taught, at least once a week, by specially qualified teachers, through the first and second grades of all the Grammar Schools, and in all High School classes. In third and fourth grade classes, and through all the primary grades, the regular class teacher is required to conduct it, with the help of books, cards or slates. Before completing the public school course, or even before graduating from the Grammar School, every faithful pupil may obtain a scientifically correct knowl-

edge of at least the rudiments of linear, perspective and landscape drawing, or of mechanical and architectural planning and delineation. Some evening classes, composed chiefly of young mechanics, also receive similarly valuable training in drawing.

EDUCATING BOYS AND GIRLS TOGETHER.

Of the thirteen Grammar Schools of San Francisco, three are for girls alone, three for boys alone, and seven mixed. Whatever, therefore, may be the preference of any parent or guardian, he can easily gratify it in selecting a school. As society becomes more equally composed, families more numerous, and social life more safely settled, public opinion is obviously favoring the natural order. The more closely a school can resemble a family in composition or membership, as well as in association, discipline, culture and influence, the more naturally, harmoniously, speedily and completely will it accomplish its priceless ends.

When the families of earth are found to be composed, some wholly of boys and the rest wholly of girls, it will be ample time to favor the separation of the sexes in the most vital business of their younger life. At present, nature, reason and experience say: "Put the boys and girls *together* in schools, as God does in families!" And let every intelligent and progressive Director say "Amen!"

General Statistics, June 30, 1871.

Number of children under 15 years of age, (increase for the year * 998).....	46,615.
Number of children between 5 and 15 years of age, (increase for the year 1,475).....	28,530.
Number of pupils enrolled in the Public Schools, (April, 1871).....	19,756.
Average number belonging to the Public Schools, (April, 1871).....	18,559.
Average daily attendance of pupils, (April, 1871).....	17,434.
Number of School Houses: High, 2; Grammar, 13; Primary, 32; Total, 47, of which several are rented, at an annual expense of.....	\$13,617.60.
Number of Teachers, 416; Classes, 357.	
Expenditures. Salaries, Teachers, \$345,718.91.	
Janitors, \$24,172.73.	
Annual cost per Pupil, not including building fund, \$30.43.	
Annual cost for tuition, exclusively, \$19.83.	
Repairs, \$28,093.87; Books, stationery, etc., \$16,290.58; Rents, \$13,617.60; Sundries, \$35,132.70; Total, (actual running expenses) \$163,026.39.	

The following is a comparative statement of the daily attendance of all the public schools from 1852 to 1871, being a period of nineteen years: 1852, 445; 1853, 703; 1854, 1,011; 1855, 1,484; 1856, 2,516; 1857, 2,155; 1858, 2,521; 1859, 2,829; 1860, 2,837; 1861, 3,377; 1862, 3,794; 1863, 4,389; 1864, 5,470; 1865, 6,718; 1866, 8,131; 1867, 10,177; 1868, 11,871; 1869, 13,113; 1870, 15,394; 1871, 17,434.

Subjoined is a statement of the yearly expenditures of the department since 1852 to the present time: 1852, \$23,125; 1853, \$35,040; 1854, \$159,249; 1855, \$136,580; 1856, \$125,064; 1857, \$92,955; 1858, \$104,808; 1859, \$134,731; 1860, \$156,407; 1861, \$158,855; 1862, \$134,567; 1863, \$178,929; 1864, \$228,411; 1865, \$346,862; 1866, \$361,668; 1867, \$507,822; 1868, \$376,932; 1869, \$400,842; 1870, \$413,519; 1871, \$463,026, making a total expenditure in nineteen years, of \$4,668,852.

*The School Census for 1871 shows a gain of a fraction over two per cent. for the year, while the census for 1870 gives nearly ten per cent. for the year previous, a discrepancy due entirely to the incompetency or carelessness of several of the enumerators.