

ing school when the census was taken, was six thousand four hundred and eighty-eight. The causes of this are, mainly, two: 1st. Many parents will not subject their little ones to the necessary confinement and drill of the school room through their earlier childhood, and therefore keep them at home, or send them to Private or Kindergarten Schools, till eight or nine years old. 2d. Hundreds of parents, under stress of poverty, reluctantly withdraw their boys and girls from school to avail themselves of their help at home, or of their earnings in store or shop. The Superintendent estimates the number of those who had no good cause for not attending school, at one thousand four hundred and eighty-eight.

The *Compulsory Education Law*, intended to "compel all the youth of the State, between eight and fourteen years of age, to attend some school at least twelve consecutive weeks of each year," has failed to become operative in San Francisco, because it omitted to provide for School Marshals, or some equivalent officials, to enforce its provisions. It is so loosely drawn that it will prove almost impossible for school officers to compel the attendance of children whose parents wish to keep them at home, or choose to let them roam the streets. The next Legislature should either perfect it by providing means for its enforcement, or repeal it altogether.

THE "HOODLUM" ELEMENT.—Though comparatively few in numbers, is vicious and vigorous to a decidedly dangerous degree. Educating themselves to the lowest and vilest, debasing themselves and degrading many of the Public School pupils with whom they come into contact, their restraint, and as far as possible their reformation, are among the most important problems claiming the earliest and most earnest attention of our educational and municipal authorities.

PARENTAL NEGLIGENCE.—In most cases the negligence or incompetence of parents and guardians is chiefly and directly responsible for the vileness of these social pests. Upon this point the Superintendent's remarks deserve the most careful reading and earnest heed: "While teachers and school officers can do much toward checking the frightful tide of youthful depravity which is sweeping over our city, wrecking so many noble youths, the fathers and mothers must be mainly responsible for the welfare of their children. They are the first and divinely-appointed instructors of youth; other teachers are but assistants in the great work of education. The wisest provisions of any law which human ingenuity can devise will therefore be powerless, unless sustained by parental influence and sanctioned by a public sentiment alive to the importance of reclaiming and educating the wayward youth of our city."

HIGH SCHOOLS.—Of all the pupils attending all the Public Schools, barely one fiftieth go to the High Schools. Compared with the population of the city, the average attendance records of the High Schools show but one pupil for every three hundred and eighty-five and five tenths inhabitants. This very small fraction, over one half of one per cent, shows that while on the one hand the public taste doubtless needs elevation, on the other hand the course of study and the general conduct of the High Schools need important modification if they are to become in any considerable measure *public schools*.

To enter either the scientific or literary department of the University of California, the applicant needs add to the Grammar School course only Algebra to Quadratics, and the first four books in Geometry. The boy or girl who has already completed the Grammar School course, and cannot acquire these by the faithful study of a single year, certainly possesses less than average ability. With a proper arrangement of the course of study, one year in either High School should enable the pupil to faithfully review the grammar, arithmetic, geography, and history of his Grammar School course; thoroughly acquire the only two additional studies exacted, and successfully pass the examination for admission to either the literary or scientific department of the University. To require a youth who wishes to enter the University to spend three years in the High School, devoting the greater part of his time to studies which he knows he will have to review after entering the University, is the surest possible way to provoke, disgust, and discourage the pupils themselves, and, what is still worse, to extend, deepen, and strengthen the opposition of parents and the general public, which is, unfortunately, already too strong. All friends of truly popular education join in the hope that the Board of Education will hasten the introduction of the necessary changes in this direction which, it is understood, they have for some time had in serious contemplation.

GIRLS' HIGH AND NORMAL SCHOOL.—As this school furnishes a decided majority of the female teachers of the Department, its improvement and perfection become matters of the highest possible consequence. Several successive examinations of its graduates as candidates for teachers' certificates have shown that its so-called Normal Department is hardly more than nominal. As a High School it is a very decided success; as a Normal School, an equally unquestioned failure. This is not the fault of the teachers, but of the system which expects them to do the work of two separate and distinct departments, each of peculiar difficulty, and yet provides the necessary facilities for but one. The Board has already begun to appreciate this, and at the earliest practicable opportunity will doubtless organize a City Normal and Training School, provided with regular Normal teachers of the best obtainable skill.

THE MODEL SCHOOL.—This is really the practice department of the Girls' High and Normal School. It is doing as well as it can under the circumstances, but can never fulfill its functions with satisfactory success until made a Training School, immediately connected with, and under the general government of, that regularly constituted Normal School already mentioned.

GRAMMAR SCHOOLS.—The year's performance in these schools hardly equaled expectation. This was largely due to the extreme ease and the low standard of the annual examination for

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