

promotion at the close of the preceding year, which naturally resulted in promoting into nearly all the grades numbers of very poorly-prepared pupils. The unusually and undeservedly high percentages obtained at that examination were fully offset by the naturally lower ones reached under the more thorough examinations of May, 1874. Marking pupils liberally is a very cheap and easy way to give one's school or one's class a seemingly high standard, and a correspondingly high reputation for scholarship; but the day of examination exposes all such devices, and disastrously ends the transient delusion. The present course of study in the Grammar Schools is in the main necessary, sensible, and practicable. Competent teachers and faithful learners can easily and thoroughly accomplish it in the time prescribed, and have ample margin for complete review.

**PRIMARY SCHOOLS.**—The higher any structure is to rise toward Heaven, the deeper, the farther toward Heaven's antipode must the wise builder fix its foundations. In things material no one questions this. We all know and heed it. The magnificent Palace Hotel, now lifting its mammoth proportions seven stories above ground, started two stories below. Similarly the wise educator learns of the skillful architect that the higher and grander he is to rear his educational fabric, culminating in and crowned by the college and the university training, the deeper and broader, the more carefully and completely must he lay the Primary School foundations. Theoretically, we all admit this; practically, most forget it.

During the year Superintendent Denman has wisely occupied the greater part of the time not consumed by office duties in attending to the condition and improvement of these fundamentally important schools. He reports that "great progress has been made in teaching language, especially in the fifth and sixth grades. Correcting false syntax and sentence-making have received considerable attention. In some of the sixth, and even in the seventh-grade classes, the compositions showed a better practical knowledge of the proper use of the English language than many of the pupils of the grammar grades possess." In penmanship, also, many of the primary classes did exceedingly well. As a whole, the primary teachers did excellent work.

**COSMOPOLITAN SCHOOLS.**—The summary abolition of the study of any language other than the English in all the schools of the Department excepting only the two High Schools, provoked a popular displeasure, and aroused a public opposition which resulted in a legislative enactment requiring the Board of Education to restore the study of the German and French languages in at least two Grammar and two Primary Schools. Having become fully satisfied of the unexpected strength and extent of the popular demand for free public instruction in these two languages, the Board liberally went beyond the mere letter of the law, and, in July, 1874, again introduced the study of the French and German into four Grammar Schools, and eight Primary. The present regulation *requires* no pupil to study *any* other, and *allows* him to study but *one* other language than the English. In September, 1874, the number of pupils studying French was one thousand five hundred and fourteen, while those studying German numbered three thousand three hundred and three. To instruct these the Board employs twelve teachers of German, and seven teachers of French. As now conducted these schools are giving general satisfaction, and becoming increasingly popular.

**SPECIAL SCHOOLS.**—In April, 1872, the Board organized two classes composed of the most troublesome pupils in the regular Grammar Schools. They were, in fact, a kind of Public Reform School. Imperfect organization and want of due care in securing the very peculiar talent needed to insure their success, caused their subsequent discontinuance. Habitual truants, constantly careless, and uniformly troublesome pupils may yet be far too good for committal to Industrial or Reform Schools, or Houses of Correction. For such the city should provide a school midway between the Public School and the Reform School in the severity of its discipline, and place it in charge of experienced teachers with sufficient force, energy, tact, and conscience to insure the corrective and reformatory results which constitute the chief end of such a school. Enlightened humanity earnestly pleads for the early establishment of a properly-organized and rightly-conducted school of this grade.

**EVENING SCHOOLS.**—Five Evening Schools, employing twenty-eight teachers, continuing through nine months, enrolling two thousand one hundred and seventy-three pupils, having an average monthly enrollment of one thousand and eleven, and an average daily, or, perhaps we should say nightly, attendance of six hundred and two and five tenths, summarize the important facts of these extremely useful schools. Of twenty classes, nineteen were male and one female. The results of the instruction in Bookkeeping, in Mechanical and Industrial Drawing, the notable progress of large numbers of young foreigners in learning to read, write, and speak English, together with the general progress of all the pupils in gaining practical familiarity with Commercial Arithmetic and Business Forms, merit especial notice and commendation. Under the continued supervision of W. A. Robertson, Esq., good order and discipline, with improved general efficiency, have additionally demonstrated the great practical utility, and in fact the indispensable public necessity, of these valuable auxiliaries to our public instruction.

**COLORS SCHOOLS.**—Two colored schools, enrolling eighty-one different pupils, employing three teachers, and having an average daily attendance of but forty-three scholars, or fourteen and one third to each teacher, formed the record of these schools for the year. In the Fifth Street School, the average daily attendance was *eight*, at a cost to the city of \$120 a year for the