

tuition of each pupil. This unsatisfactory showing principally resulted from the general unwillingness of the colored people to send their children to monochromatic schools. Having obtained equal rights in the elective franchise they claim equal privileges in educational facilities, and are in a fair way to get them.

LABOR SCHOOLS.—Under the auspices of the Mechanics' Deliberative Assembly, the attempt to engraft the teaching of various mechanical trades upon the regular instruction of the Public Schools was quite vigorously prosecuted for some months in the early part of the year. The futility of any such attempt presently became so apparent that its advocates modified their attempts into a well-digested plan for a *School Ship or Floating Training School*, for which they have already obtained from the Navy Department the grant of the U. S. ship *Jamestown*, with the appointment of Commander Glass to inaugurate and develop the enterprise, will in a few days be placed in practical operation. The main idea is to receive lads and young men who would else be committed to the Industrial School, and while teaching them the essential branches of a sound, English education, also to train them for efficient service in the merchant marine or naval service, as they may elect.

CORPORAL PUNISHMENT.—The regulation respecting this very important portion of school discipline requires each principal to include in his monthly report a statement of the number of cases of corporal punishment, the age and sex of the pupil, and the cause therefor. Under this rule the report of eighteen thousand three hundred and sixty-seven cases of corporal punishment came into the office, and even this immense number was considerably below the truth, as many teachers admitted that they recorded and reported only the more severe cases. This almost incredible number largely resulted from that change in the rules which empowered every assistant to personally administer corporal punishment, at her own discretion, which was nearly as great an error in some respects as it would be for the father of a large family to authorize the big brothers and sisters to whip the little ones whenever they thought best or felt like it. Upon this point the Superintendent deserves quoting again: "In order to protect the helpless and dependent children in our Public Schools from passionate and inexperienced teachers, I respectfully recommend the Board of Education to limit the power to inflict corporal punishment to the principals of the schools."

The total abolition of corporal punishment, however desirable, is certainly not yet practicable, except by resort to suspension and expulsion from school; and this cannot be done without sacrificing the very youth whom we should save, and, at the same time, seriously endangering the peace of society. When we have succeeded in safely abolishing capital punishment and the resort to all forms of force in dealing with adult offenders, we may enter more hopefully upon the task of securing the necessary discipline among large bodies of often sadly neglected, and occasionally positively vicious, youth without ever resorting to physical force. Meanwhile it is to be noted that these visionary humanitarians, with their beautiful ideas of the "slumbering angel latent in every youthful human soul," are generally old maids or old bachelors—or parents without children, or, having children, lamentably deficient in home discipline; or teachers whose own classes or schools exhibit a lack of order which at once condemns the teacher and his testimony. To hundreds of the very youth who most need corrective discipline, expulsion from school would prove "capital" punishment indeed, by turning them loose into the streets, unchecked by home or school influence, free to give themselves up to having "capital" times in following their own depraved dispositions into vice, criminality, and early imprisonment, or, possibly, capital execution itself. On theoretic boys and girls these fine theories work admirably, but with the real youth of this time and place, the judicious administration of corporal punishment, under due bounds and restraints, is indispensably necessary.

The following is a comparative statement of the daily attendance at all the Public Schools from 1852 to 1873, being a period of twenty-one 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, 16,382; 1872, 17,588; 1873, 18,530; 1874, 19,432.

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, \$416,654; 1869, \$397,842; 1870, \$526,625; 1871, \$705,116; 1872, \$668,262; 1873, \$611,818; 1874, \$686,479. Total, twenty-three years, \$6,897,869.

LOCATION OF SCHOOLS.

Number of Pupils Enrolled and the Average Attendance of School Month, ending May 31, 1873.

BOYS' HIGH SCHOOL (Location, east side of Powell Street, near Clay).—Pupils registered, 240; average attendance, 180.

GIRLS' HIGH SCHOOL (Location, north side of Bush Street, between Hyde and Larkin).—Pupils registered, 416; average attendance, 339.1.

LINCOLN GRAMMAR SCHOOL (Location, east side of Fifth Street, near Market).—Pupils registered, 1,116; average attendance, 864.

DENMAN GRAMMAR SCHOOL (Location, northwest corner of Bush and Taylor streets).—Pupils registered, 897; average attendance, 690.

Ladies should bear in mind that the Best Bathing Appliances are at 113 Geary.