



Lith. by Isaac Friedenwald, Balto.

EASTERN FEMALE HIGH SCHOOL.

SNOWDEN ANDREWS,
ARCHITECT.

FORTY-NINTH ANNUAL REPORT

OF THE

school
BOARD OF COMMISSIONERS



PUBLIC SCHOOLS

TO THE

MAYOR AND CITY COUNCIL OF BALTIMORE,

For the Fourteen Months ending December 31, 1877.



BALTIMORE:
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BOARD OF COMMISSIONERS OF PUBLIC SCHOOLS

FOR 1877. XL 159

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OFFICERS.

PRESIDENT..... JOHN T. MORRIS.
 SECRETARY..... HENRY M. COWLES.
 SUPERINTENDENT..... HENRY E. SHEPHERD.
 ASSISTANT SUPERINTENDENT..... HENRY A. WISE.

MEMBERS OF THE BOARD.

WARD.		TERM EXPIRES.
1.	A. J. DALRYMPLE, M. D.....	1881.
2.	GEORGE L. HAMEL.....	1879.
3.	WILLIAM C. ATKINSON.....	1880.
4.	S. BERNEI.....	1878.
5.	WILLIAM M. IVES.....	1881.
6.	JOHN F. HANCOCK.....	1880.
7.	ROBERT H. SINCLAIR.....	1878.
8.	WILLIAM P. TONRY.....	1879.
9.	JOSHUA PLASKITT.....	1879.
10.	JOHN T. MORRIS.....	1878.
11.	JOHN P. POE.....	1880.
12.	CHARLES E. PHELPS.....	1881.
13.	JOHN L. LAWTON.....	1879.
14.	G. S. GRIFFITH, JR.....	1880.
15.	JOHN FERRY.....	1881.
16.	JOHN A. WRIGHT.....	1878.
17.	H. B. ROEMER.....	1880.
18.	JAMES F. DEALE.....	1878.
19.	WILLIAM W. MURRAY, M. D.....	1879.
20.	NEWTON A. RAMSBURG.....	1881.

GIFT

Superior News Press
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STANDING COMMITTEES.

Baltimore City College.

Messrs. Phelps, Hancock, Tonry, Griffith, President and Superintendent.

Female High Schools.

Messrs. Poe, Hamel, Roemer, Ives, Murray, Atkinson, President and Superintendent.

Normal School.

Messrs. Tonry, Murray, Wright and Superintendent.

Grammar Schools.

Messrs. Sinclair, Dalrymple, Ferry, Lawton and Deale.

Primary Schools.

Messrs. Atkinson, Sinclair, Bernei, Plaskitt, Ramsburg and Assistant Superintendent.

English-German Schools.

Messrs. Wright, Hamel, Roemer, Bernei, Ives, Superintendent and Assistant Superintendent.

Colored Schools.

Messrs. Hancock, Phelps, Hamel, Wright, Plaskitt and Superintendent.

Books.

Messrs. Hamel, Poe, Phelps, Tonry, Atkinson, President and Superintendent.

Furniture.

Messrs. Ives, Lawton, Griffith, Plaskitt and Ferry.

Music.

Messrs. Roemer, Wright, Dalrymple, Griffith and Deale.

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1876/77

STANDING COMMITTEES—(CONCLUDED).

Discipline.

Messrs. Bernei, Murray, Ramsburg, Deale, Ives, President, Superintendent and Assistant Superintendent.

Accounts.

Messrs. Griffith, Lawton, Ives, Roemer and Atkinson.

Expenditures.

Messrs. Roemer, Ferry, Murray, Plaskitt, Deale and President.

Examinations.

Messrs. Dalrymple, Tonry, Atkinson, President, Superintendent and Assistant Superintendent.

Bi-Weekly Reports.

Messrs. Plaskitt, Ferry and Sinclair.

Conference.

Messrs. Ferry, Poe, Phelps, Ramsburg and Bernei.

Buildings.

Messrs. Ramsburg, Griffith, Lawton, Tonry and Wright.

Printing.

Messrs. Deale, Sinclair and Hancock.

Health.

Messrs. Murray, Dalrymple and Hancock.

Drawing.

Messrs. Lawton, Hamel, Poe, Hancock and Sinclair.

Intestate Estates.

Messrs. Poe, Phelps and President.

REPORT
OF THE
BOARD OF COMMISSIONERS
OF
PUBLIC SCHOOLS OF BALTIMORE.

OFFICE OF COMMISSIONERS OF PUBLIC SCHOOLS,

January 1, 1878.

*To the Honorable the Mayor
and City Council of Baltimore:*

In compliance with the ordinance of the city, establishing a system of Public Schools, the Board of Commissioners respectfully presents its

FORTY-NINTH ANNUAL REPORT,

showing its transactions with reference to the schools, and an account of their receipts and disbursements since the last report, and their resources and wants for the next year.

In consequence of the change of the fiscal year in all the departments of the City Government from the 31st October to 31st December, this report will embrace a period of fourteen months, and the expenditures of the schools are necessarily larger than heretofore.

The object of these Annual Reports is to enable you to ascertain the condition of the schools, and to judge of the work that is done by them, and thus to intelligently estimate and supply their wants. The appropriations for their support must necessarily be increased from year to year in proportion to their growth. The annual increase of pupils requires the erection of new buildings and the employment of additional teachers, with an increase of all the incidental expenses, and it is proper therefore that the public should know whether the appropriations for this purpose are judiciously expended, and whether the results are commensurate with the outlay.

The control of the schools is vested in a body of citizens selected by you, who perform their duties according to the best of their ability, and without any compensation for their services. It must fairly be presumed that they accept this office of honor and trust for high and honorable considerations, and that they are actuated by a desire to promote the public welfare. Constituted as other men, and differing in their knowledge and views of the subject committed to their charge, they will necessarily sometimes err in their judgment and action. No system of schools is perfect and no management is faultless; and it is therefore desirable that those in charge of such an important interest should receive the advice and assistance of all good citizens, and especially of those in official position, who are interested in their full success.

It is necessary that those in authority who furnish the means for the support of the schools should cordially co-operate with those to whom their supervision is confided. There must be mutual confidence and good will to secure success. In the application of this rule, it is our duty to frankly report what has been actually accomplished, and what progress has been

made, and to show what hindrances exist, if any, to a more satisfactory development of our system of public education; and then it is your privilege to examine our work, and, if approved, to furnish the necessary aid to accomplish the desired results.

We cheerfully acknowledge the liberal spirit which has heretofore been exhibited by the City Authorities, in their prompt response to the requirements of the schools, thus enabling us to furnish greater educational facilities to those engaged in the work, and to remove some of the obstacles which have heretofore impeded their progress. We commence the work of the new year under the most favorable auspices, believing that public sentiment will sustain you in making the most liberal appropriations for the support of our schools, even in the midst of the business depression which exists.

SCHOOL STATISTICS.

There are 129 schools under the charge of the Board, as follows :

Baltimore City College.....	1
Female High Schools.....	2
Grammar Schools.....	38
Primary Schools.....	59
Evening Schools.....	7
English-German Schools.....	5
Normal School.....	1
Colored Day Schools.....	12
Colored Evening Schools.....	4

These schools have been conducted by 764 teachers, with the following attendance of pupils: 27,779 average daily attendance, 33,946 enrolled, and 45,942 whole number during the year. The pupils were classified as follows:

Baltimore City College.....	389
Female High Schools.....	712
Grammar Schools.....	10,621
Primary Schools.....	20,801
Evening Schools.....	1,239
Normal School.....	184
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<i>Number of Male Teachers.....</i>	<i>113</i>
<i>Number of Female Teachers.....</i>	<i>651</i>
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<i>Number of White Pupils.....</i>	<i>29,813</i>
<i>Number of Colored Pupils.....</i>	<i>4,133</i>
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The cost per pupil on enrollment was \$17.57, and on average attendance \$21.44 for the current expenses of the schools incurred by the Board; and was \$18.80 on enrollment, and \$22.46 on average attendance for the current expenses and repairs of buildings, made by the Inspector of Buildings.

The average annual salary of the teachers was \$611.

During the past year the increase in the number of pupils has been over 2,500, being more than double the usual annual increase of 1,000.

It is certainly a gratifying fact that the number of pupils continues to increase from year to year, thus indicating the confidence of the public in our system of education and its results.

In 1876 a School Census was taken by direction of the Board, showing that the total number of children in the city between 6 and 18 years of age was 69,303; of this number 30,867 were reported in the public schools, 14,559 in private schools, and 23,877 not attending either, showing that more than one-third of the entire number of children of school age was not attending any school. It must not be presumed, however, that this large number has received no education whatever, and is growing up in ignorance; but, on the contrary, it is probable that a majority have been pupils of either public or private schools, and have completed the course of study adapted to their circumstances. But, even with this most liberal allowance, it is undoubtedly true that there are too many children in our city who are deprived of the opportunity of obtaining a suitable education, from parental neglect and other causes, and who will probably become a curse to the community in their after life. In view of such results, it is undoubtedly our duty to make our schools as attractive as possible, and to offer every reasonable incentive which could induce those persons to accept the advantages of free instruction.

The percentage of average attendance of pupils has increased during the past year, ranging from 90.8 in the English-German Schools to 72.0 in the Colored Schools, as follows:

English-German Schools.....	90.8
Baltimore City College and Female High Schools...	89.0
Male Grammar Schools.....	86.2
Female Grammar Schools.....	83.7
Male Primary Schools.....	83.2
Female Primary Schools.....	80.0
Normal School.....	75.0
Colored Schools.....	72.0

Though the above average attendance is not entirely satisfactory, yet it is probably as good as that of any other city in which there is no compulsory law. Every possible effort is made by the teachers to encourage and enforce regular attendance, and yet the desired result is not obtained, because many parents do not seem to fully appreciate the necessity of punctuality on the part of their children in attending school, and will not co-operate with teachers for that purpose. This is one of the defects of all school systems, and is a subject which is now claiming the serious attention of educators, with a view to devise some method for removing the existing evil.

A compulsory law, requiring the attendance of all children of school age, might not meet with general favor in our community, where it has always been voluntary, but certainly there could be no well-founded objection to a rigid truant system, which compelled the regular attendance of all children who do voluntarily become pupils of our public schools.

Such a law has been adopted in connection with the public school system of several other cities, and the reports from those in charge of this department show that its enforcement is not only practicable, but its beneficial results have been so great as to secure for it the popular favor.

The plan is simple and effective. A superintendent of truancy assists the teachers in securing the punctual attendance of pupils by examining and reporting the causes of all cases of non-attendance, and arresting all who are found on the streets during school hours. Those who are reported, or arrested, are generally restored to their places in the schools, and non-attendance and truancy are thus rapidly diminished.

We may deem it expedient to submit the matter to you hereafter, and to ask your approval in adopting a similar law in connection with the schools of our city.

RECEIPTS AND EXPENDITURES.

The receipts from all sources for the support of the schools, for the year ending October 31, 1877, were as follows:

City Collector, City Taxes.....	\$420,931	34
State Treasurer, for White Schools.....	136,954	73
State Treasurer, for Colored Schools.....	18,447	78
White Pupils, for use of Books.....	49,950	85
Colored Pupils, for use of Books.....	406	47
All Other Sources.....	222	30
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	\$626,013	47

During the months of November and December, additional receipts from the City Collector amounted to.....	55,303	43
And from Pupils for the use of Books.....	9,187	17
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Making total receipts to December 31, 1877...\$690,504 67

The total number of pay pupils is 13,959, and free pupils 19,987, and the amount collected by the Secretary of the Board from the former, for the use of books, for fourteen months ending December 31, 1877, was \$58,644.49, which was paid to the City Register and placed to the credit of the School Fund.

A difference of opinion exists among the friends of our schools with reference to the policy of requiring payment for the use of books furnished to the pupils. The ordinance of the city directs that "There shall be no charge for tuition in any of the Public Schools, but it shall be the duty of the Commissioners to furnish all the necessary books and stationery for the several schools, and in general whatever fuel or other supplies the schools may require—the same to be paid for from the

Public School Fund; and each pupil shall pay, in advance, one dollar per quarter for the books used by him, which shall go to the School Fund; *provided*, that nothing in this section shall be so construed as to prevent the Board from furnishing the use of books to the children of parents in indigent circumstances; *provided further*, that pupils may furnish their own books, if they so prefer."

This ordinance is in conformity with the Public School Law of the State, which authorizes the Board of County School Commissioners to charge one dollar quarterly for the use of books and stationery furnished to the pupils of the county schools. During the past year, the Board has carefully considered the matter, and refused to recommend the repeal of the ordinance, because the objections made to it did not seem to be sufficient to justify a change. The charge of one dollar, quarterly, is cheerfully and voluntarily paid by many parents who prefer to do so, and it yields a large annual contribution to the School Fund. The amount received from this source during the last year was nearly double the outlay for purchase of books. No child is excluded from the schools whose parents are unable or unwilling to pay the charge, and no distinction whatever is made between the two classes of pupils; all receive the same attention, and enjoy the same privileges.

The abolition of this charge would not increase the number of pupils, as none are now kept away by its imposition, but it would destroy the source of a considerable revenue to the schools, and the Board, therefore, could see no good reason for the proposed change in the law.

The estimated receipts from this source, during the present year, is \$50,000.

The expenditures by the Board on account of the current expenses of the schools, and also by the Inspector of Buildings, for new buildings and repairs, to December 31, 1877, were as follows :

WHITE SCHOOLS.

Salaries of Teachers and Officers.....	\$436,610	95
Rents and Ground Rents.....	23,772	53
Books and Stationery.....	29,757	15
School Furniture.....	19,042	56
Fuel.....	12,788	95
Heating Apparatus and repairing same.....	10,623	40
Repairs and cleaning of Buildings, Furniture, &c..	4,311	06
Printing, Supplies, and Incidentals.....	9,439	71
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	\$546,346	31
Amount incurred previous to October 31, 1877, but not paid until after that date.....	3,686	67
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Current Expenses to October 31, 1877.....	\$550,032	98
Amount expended in November and December....	86,754	82
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Current Expenses for fourteen months, to December 31, 1877.....	\$636,787	80
Amount paid by Inspector of Buildings for new Buildings and Repairs:		
New Buildings.....	\$78,319	33
Repairs of old Buildings.....	19,441	49
	<hr/>	
	97,760	82
	<hr/>	
Total Expenses of White Schools.....	\$734,548	62

COLORED SCHOOLS.

Salaries of Teachers.....	\$38,718 15
All other Expenses.....	6,861 45
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Current Expenses to Oct. 31, 1877.....	\$45,579 60
Amount expended in November and December.....	8,912 20
	<hr/>
Current Expenses for fourteen months, to Decem- ber 31, 1877.....	\$54,491 80
Amount paid by Inspector of Buildings, on account of new Building for Colored School No. 7.....	4,762 44
	<hr/>
Total Expenses of Colored Schools.....	\$59,254 24
	<hr/> <hr/>
Total Current Expenses of White and Colored Schools to end of old fiscal year, Oct. 31, 1877....	\$595,612 58
Total Current Expenses of White and Colored Schools, for November and December, to end of new fiscal year.....	95,667 02
Amount paid by Inspector of Buildings.....	102,523 26
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Total Expenses to December 31, 1877.....	\$793,802 86
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The above statement shows that the amount expended on account of the Public Schools, from November 1, 1876, to December 31, 1877, a period of fourteen months, for debts incurred during that time, was \$793,802.86, of which the Board disbursed \$691,279.60, and the Inspector of Buildings the sum of \$102,523.26 for new buildings and repairs.

APPROPRIATION FOR 1877.

The appropriation by the City Council for current expenses of the schools for the fiscal year ending October 31, 1877, was \$620,000.

The amount paid by the City Register on the warrants of the Board for expenses incurred during the past year, as above mentioned, was \$595,612.58; and on account of balance due from the preceding fiscal year of 1876, was \$24,364.59, making the total sum of \$619,977.17, thus leaving to the credit of this department a small unexpended balance. The expenses in November and December were paid in full, and the Board commences the new fiscal year free from debt.

In this connection it is proper to correct an erroneous impression which seems to prevail in the community, with reference to the powers of the Board in expending the money appropriated for the support of the schools. The matter of the expense of each department of the City Government is always a subject of serious consideration, and frequently of complaint—sometimes justly, but often without proper cause. So far as it is responsible for the expenditures of this department, the Board is willing to submit to the strictest scrutiny and to be judged by its acts. There is no evasion or concealment of these expenses, but for every dollar expended there is an approved voucher in the office of the City Comptroller, by whom all bills are paid, and there is no obligation imposed upon him to pay any bills about which he has any doubt. No member of the Board can be interested, directly or indirectly, in any contract for supplies for the use of the schools, and not a dollar is received or paid by him on account of any expenses. All contracts for the erection of new buildings, or the repairs of old ones, are made by the Inspector of Buildings,

and all payments on account of the same are made by that officer, with the approval of the Mayor.

It will thus be seen that the expenditures of this department are under a double supervision, and the Board is not entrusted with the exclusive control of everything pertaining to the public schools. Every possible protection is thus given to the appropriations made for the use of the schools, and every citizen can have the opportunity, as he has the right, to ascertain exactly how the money is expended.

During the past year, a special effort was made to reduce the expenses of the schools to the minimum amount, and an examination of the items of general expenditures will show that there has been no wasteful outlay, but that the strictest economy has been practiced.

By the rules of the Board, all the necessary supplies, such as books, furniture, fuel, printing, etc., are furnished upon annual or special contracts, which are awarded to the lowest bidders. The old system of contracting for books, which had continued for many years, was found to be unfair and expensive, and in 1875 the present system was adopted, which is alike equitable to the Board and the contractors. A printed list of all the books and stationery in use, with the retail price of each book and article of stationery annexed, is furnished to all bidders, and they are required to state what rate of discount they will allow from the given prices, the same rate of discount to be allowed on each book on the list, and on any other book which may be introduced during the year.

This plan furnishes the same information to all bidders, and places them on an equality in making their estimates and bids, and has resulted in a considerable reduction from the prices heretofore charged. Under the contract awarded last year, a

discount was allowed of 45 per cent. for books and 55 per cent. for stationery.

In the purchase of furniture, fuel, and other supplies, the schools secure every possible and proper benefit which can result from fair and honorable competition among those who are seeking the contracts.

ESTIMATES FOR 1878.

Salaries of Teachers and Officers.....	\$450,000
Books and Stationery.....	40,000
Rents and Ground Rents.....	30,000
School Furniture.....	12,000
Fuel.....	18,000
Heating Apparatus and Repairs.....	10,000
Printing, Supplies, and Incidentals.....	10,000
Repairs of Furniture and Cleaning of Buildings, &c.	8,000
Evening Schools.....	6,000
Colored Schools.....	60,000
	\$644,000

The above estimate has been made by the Committee on Accounts, after a careful consideration of the wants of the schools during the present year, and is submitted with the hope that the necessary appropriations will be made. It is in excess of the expenditures of the past year, in view of the fact that there will be an increase in the number of pupils and teachers, which will involve additional expense. We should deal justly and honestly with our patrons and pupils, and this cannot be done unless the necessary means are furnished to properly equip and conduct the schools. We urge our citizens to co-operate with us in this work of free education; and we

ought to make ample provision for the accommodation and instruction of their children, by the erection of comfortable buildings, the appointment of good teachers, and the necessary supply of books, furniture, and the other requirements of school life. It is a serious mistake to conduct a system of public education upon parsimonious principles. A judicious and liberal appropriation and expenditure will secure the best results.

We entertain the same views upon this subject which have heretofore been submitted: that those who have the special control of any department of the City Government, know what its real wants are, much better than those who have no personal knowledge of its requirements; and it is, therefore, the true policy of the city to make the estimated appropriation, and hold those in charge of the department responsible for its proper disbursement. The ordinance applicable to all departments prevents the contracting of any debt beyond the appropriation, and if the entire amount given for the support of the schools is not required, the Board will certainly not use more than is needed.

SCHOOL BUILDINGS.

During the past year three new buildings have been erected, and are now occupied by the following schools: One on Division street, by Male and Female Grammar Schools No. 6; another on Warner street, by Male and Female Grammar Schools No. 12; and the other at the corner of Harford avenue and Chew street, by Male and Female Primary Schools No. 16. These houses are commodious and well lighted and ventilated, and will furnish seats for about two thousand pupils.

Additions have been made to the buildings occupied by Male and Female Grammar Schools No. 10, at the corner of William

and Warren streets, and by Male and Female Primary Schools No. 15, on Carrollton avenue; and alterations were made to the old building occupied by Male and Female Grammar Schools No. 2, at the corner of Broadway and Bank street, thereby furnishing increased comforts and additional facilities which were much needed.

The total amount expended by the Inspector of Buildings on account of new houses, and the alteration and repairs of old ones, was \$102,523.26, of which amount \$19,441.49 was for general repairs of old buildings.

The number of school buildings owned by the city is 56, and the number rented by the Board is 6, making a total of 62 occupied by the schools.

The Board regrets the necessity for using any rented buildings as they are generally the basement of churches or old dwellings or public halls, which are entirely unsuited for school use. The rent usually paid is more than the interest on an amount which would erect a suitable school-house, and it would be judicious economy on the part of the city, as soon as practicable, to make the necessary appropriations to construct all the houses that are necessary for the schools.

The houses now in use are generally two stories high, which are deemed better for the health of the teachers and children, and easier for rapid escape in case of panic from fire or other causes. In this respect they are different from the school-houses in other cities, which are generally three or four stories in height, and accommodate a larger number of children than ours.

There seems to be some progress made from time to time in the character of the buildings erected, but school architects have

not yet designed the perfect model for school use. Some of our buildings are a great improvement on those constructed years ago, and are as well lighted and ventilated as circumstances would permit, and yet they do not combine those elements of convenience and health and safety which we hope may be secured in the future houses for our schools.

The lots are generally leased by the city for ninety-nine years, in the usual form of such leases, upon annual ground rents which are permanent and irredeemable; and the rents thus charged against the schools have increased from year to year, until they have now nearly reached the annual sum of \$30,000, which must be appropriated for that purpose. There are several instances in which some of these rents continue to be improperly charged against this department, as the lots and property have long ago been surrendered to the city, and are used for other purposes.

It may be a matter worthy of your consideration whether some other plan may not be adopted, by which all school lots might be purchased in fee simple, and the city thus be relieved of annual appropriation for the payment of the rents.

Although much has been done during the past few years for the benefit of our schools, by the erection of new buildings and the enlargement and repairs of old ones, there is yet much more which ought to be done, in this respect, for the comfort and health of our teachers and pupils. In some cases, this can only be effectually done by the erection of new buildings, whilst in others the object may be accomplished by alterations and enlargement of the present houses.

An examination of all the school buildings was recently made by the Inspector of Buildings, at the request of the Mayor, with

a view to ascertain their general condition, and his report will show what is needed. The necessary repairs and alterations will require a considerable expenditure, and it is for you to decide whether it is better to appropriate the amount to remove the existing evils or to permit them to continue.

In view of these facts, it is our duty to present a statement of the condition of several buildings, with the hope that such liberal appropriations may be made as will meet the existing wants :

MALE GRAMMAR AND PRIMARY SCHOOLS No. 1.

In our last report, we asked your attention to the building occupied by these schools, and for an appropriation for the erection of a new house. The Committee on Education examined the premises, and agreed that they were unsuited for school use ; but, in view of the large appropriations which had already been made for new buildings in other parts of the city, they recommended delay until this year. The house at the north-east corner of Fayette and Greene streets is the oldest public school building in the city, having been erected in 1832, at a cost of \$5,000. The lot is 64 feet on Greene street, with a depth of 104 feet on Fayette street, and is subject to an annual ground rent of \$204. The adjoining lot and dwelling on Greene street were purchased by the city several years ago, for the purpose of obtaining additional ground for the use of the schools and the erection of a new building.

There is not sufficient space, light or ventilation for the number of pupils attending these schools, and no alteration of the present building will afford the necessary relief ; and we

therefore urge a liberal appropriation for the erection of a new building, either upon the present site or elsewhere, as may be deemed most expedient.

GRAMMAR AND PRIMARY SCHOOLS No. 20.

The building occupied by these schools is at the corner of John and Eden streets, and is now crowded beyond comfort. The building has already been enlarged to meet the existing necessity for more room, and it is now again necessary to make an addition. These schools are under the charge of experienced teachers, and their usefulness ought not to be impaired by refusing to furnish them the necessary facilities for their work. An appropriation of \$6,000 will enable the Inspector of Buildings to add four more rooms to the house, which will accommodate 200 pupils, and meet the present demand.

FEMALE GRAMMAR SCHOOL No. 16.

This school occupies a rented building at Locust Point, under very disadvantageous circumstances. It contains only two rooms, and is not adapted to school uses. If a suitable house was erected at this point, the school would rapidly increase in numbers, and prove a great benefit to the residents of that section of the city.

We estimate that \$5,000 would be sufficient to erect a comfortable house adapted to the wants of the neighborhood, and hope that the necessary appropriation will be made for that purpose.

ENGLISH-GERMAN SCHOOLS No. 2 AND No. 3.

These schools also occupy rented houses which are insufficient in size to accommodate the large number of pupils in attendance. They are three stories high, with a single stair-

way for ingress and egress, and the class-rooms are small and without proper light or ventilation. These great inconveniences, which can only be fully appreciated by those who suffer from them, must seriously retard the progress and success of the schools.

This department of our school system is performing its work most satisfactorily, and if it is to be continued successfully in the future, it should have equal facilities with the other schools. The rent now paid for these houses is equal to the interest on a sum which would be sufficient to erect two new and commodious buildings for these schools. We solicit your early attention to this pressing want, and ask that the necessary appropriation be made for the erection of both houses during this year.

There are other school-houses besides those above-mentioned which are unsuited for school use, and which ought at once to be replaced by new buildings, or so altered and enlarged as to furnish proper accommodations. The health of our teachers and pupils ought not to be sacrificed to the plea of economy. We have presented this subject from time to time from a sense of duty, and must continue to do so in the future until the object is accomplished.

With a view to furnish you full and accurate information with reference to the general condition of the property now under the charge of the Board, we would ask that it be thoroughly inspected by your Committee of Education, so that you may know the extent of our real wants, and thus be enabled to furnish proper relief.

OFFICERS AND TEACHERS AND THEIR SALARIES.

We submit with this report a full schedule of the salaries of the officers and teachers connected with our public schools.

By the ordinances of the city, the Board of Commissioners is authorized to appoint a Superintendent of Public Instruction and an Assistant Superintendent, who shall be residents of the city, and who shall serve for four years, unless sooner removed. They are required to devote their time and attention entirely to the general supervision of the schools, subject to such rules as may be adopted for their government.

The other officers of the Board are a Secretary, Messenger, and Librarian, who perform many duties which are necessarily incident to the proper management of the schools, and whose services are valuable and necessary.

The Board is empowered by law to fix the salaries of the Superintendent and Secretary, subject to the approval of the two branches of the City Council, and also the salaries of the Assistant Superintendent and teachers, subject to the approval of the Mayor and City Council. We know of no reason why there should be this difference in the mode of approval, and presume it is rather the result of accident than design.

In 1869 the salary of the Superintendent was fixed at \$2,500 per annum, and that of the Secretary at \$1,700 per annum, and approved by the City Council; and subsequently, in 1873, the former was raised to \$3,000 per annum, and the latter to \$2,000 per annum, and have been paid at the increased rates, since that time, until recently, when the Mayor refused to authorize the payment of the increase, because it had not been formally approved by the City Council. This refusal was a surprise to the Board, in view of the fact that no objection had ever previously been made to the payment of these salaries. It was the distinct recollection and belief of the Secretary that the increase had been reported to the City Council in 1873, and the presumption was that it had been approved at

that time, as the increased amount had been paid by the City Comptroller.

If it was not then reported for approval, it was an unintentional omission on the part of the Board then in charge of the schools, and certainly not with any purpose to avoid a duty or violate the law.

The salary of the Assistant Superintendent was fixed at \$1,800 per annum in 1872, at the time the office was created by ordinance, and was then reported to the Mayor and City Council, and has not been changed since that time.

A similar objection has been made to the payment of the increased salaries of several teachers who are designated in the schedule.

In 1870 the Board adopted a schedule of salaries, which was submitted to the Mayor and City Council, and formally approved. Since that time the following increase has been made:

Vice-Principal of Baltimore City College, 1870.....	\$2,200
Increase.....	250
Prof. of Writing and Book-Keeping in Baltimore City Collège, 1870.....	1,800
Increase	200
Principals of Colored Schools, 1870.....	900
Increase.....	100
Teachers of Alphabet Classes, Primary Schools, 1870...	468
Increase	36

By reason of the increase of pupils in the College, and the introduction of drawing in the schools, the following new grades have been established, with the salaries annexed :

Prof. of Drawing in Baltimore City College, and Superintendent of Drawing in all the Schools.....	\$1,800
Five Teachers of Drawing, each.....	500
Adjunct Professor of Natural Science, Baltimore City College.....	1,200
Two Tutors in Baltimore City College, each.....	1,000

The total amount of increase of salaries and new grades is about \$13,000 per annum.

The above increase of salaries and a list of the new grades were reported to the Mayor and City Council in 1876, and the necessary appropriation was made for the payment of the same, and thus the action of the Board was practically, if not formally, approved.

In view of the misunderstanding which has arisen with reference to this subject, we deem it proper to present this statement of the circumstances under which the increase was made and paid. The Board acted with good faith, and supposed it had done all that was necessary in compliance with the existing law. As it is the opinion of the Mayor, however, that the reported increase of salaries should be approved by a formal resolution of your Honorable Body, we ask that such action will be taken, so that his objection may be removed.

It can hardly be necessary to submit any argument to prove the justice of this request. A simple statement of the fact, that the salaries of the officers and teachers of our public schools are less than those of any other city in the country, ought to be sufficient to induce the desired action.

PUBLIC SCHOOL LIBRARY.

The Library for the use of the teachers and pupils of the schools was established two years ago, and an annual appropriation of \$1,500 has been made for the purchase of books. This amount has been expended under the direction of the Committee on Books, which has been assisted by the Superintendent in the selection of valuable works adapted to the wants of those for whom they are intended. Our purpose in establishing this free library was to increase the efficiency of our teachers and the progress of our pupils, by furnishing them the facilities for educational and general reading.

Free libraries in connection with the public schools exist in all the principal cities, and it was eminently proper that our teachers should have the same opportunities for mental culture that others have elsewhere.

The State recognizes the value of such educational assistants, by directing the County School Boards to make annual appropriations from the School Fund for the support of free libraries for the use of teachers and scholars in every school district, and the City should grant the same facilities to its teachers and pupils. There can be no doubt about the value and importance of such aids to our public schools, and we are satisfied that our action in this matter will meet your cordial approval.

During the past year, in consequence of the increase in the number of books and their frequent use by the teachers, it was thought best to appoint a Librarian, and Prof. N. H. Thayer was appointed to the position, who performs its duties in addition to those pertaining to his Professorship in Baltimore City College.

We desire to increase the library from time to time, and, if the appropriation for the current year will justify us in doing so, we will apply a portion of it for the purchase of additional books.

NORMAL CLASS.

The report of the Principal of this class furnishes gratifying evidence of its progress and success during the past year. The number of pupils is more than double that of the preceding year, and indicates an increasing interest and desire on the part of those who expect to become teachers in our schools, to prepare themselves for their future work. The sessions of the class are held weekly, and are under the charge of one of the most experienced and successful Principals of Grammar Schools, assisted by a corps of competent teachers. Instruction is given in the theory and practice of teaching, and the object is to improve the qualification of our teachers and the character of their work. By the rules of the Board, the graduates of the Female High Schools, and all others who may be selected to teach in the public schools of the grade of second assistant, are required to attend this class for the period of six months, and thus have the opportunity of preparatory training for the duties of their profession.

It is undoubtedly true that the success of any system of public instruction depends, in a great degree, upon the capacity of the teachers to whom it is entrusted. If they are cultured and possess the power of properly imparting knowledge, and unite with these necessary qualities energy and earnest effort, they will generally succeed; but if, on the contrary, they are deficient in these essential qualifications, they will certainly fail in their work. It is not sufficient for the teacher to have

knowledge, but he must also have the power of imparting it to his pupils. Thorough preparatory training is a most valuable aid in the practice of any profession, but especially in that of the teacher. Much good may be done by one qualified for his work, but much injury will result if he is deficient.

It is obviously our duty to protect our schools from the evils which must follow the imperfect work of the young and inexperienced teacher, and there is no way in which this object can be more certainly accomplished than by requiring all candidates for appointment to secure the benefit of normal instruction.

This class can aid in the work, but its time is too limited to accomplish fully and successfully the desired object; and the Principal finds that this is the chief obstacle to greater success. There can be no doubt but that it would be of great advantage to the teachers and the schools to establish a Normal School in connection with the Female High Schools, or as a distinct department, with a proper training school; and it is probable that during the year we will submit for your approval a plan for the organization of such a school.

NON-RESIDENT PUPILS.

By an ordinance adopted in June, 1874, the Board of Commissioners was directed to make the following charges for the admission of the children of non-resident parents or guardians into the public schools of Baltimore, viz.: To Baltimore City College, \$50.00 per annum; to Female High Schools, \$32.00 per annum; to Grammar Schools, \$16.00 per annum; to Primary Schools, \$12.00 per annum; the same to be paid quarterly, in advance.

The necessity for this ordinance arose from the fact that a considerable number of children of non-resident parents or guardians were receiving their education in our schools at the expense of the city, and by its operation all such persons are excluded, except upon the terms mentioned.

There are some persons residing in the counties who find fault with the ordinance in its application to themselves, because they are large tax-payers, and transact their business and own property in the city. They claim that, as they are taxed for the support of the public schools, they ought to be permitted to send their children to them upon the same terms as others, and not be compelled to pay a large additional sum because they prefer to reside in the counties. Most of them, however, whilst protesting against the law as unjust and oppressive, still send their children to the schools, at the same time expressing the hope that there may be such modification of the ordinance hereafter as will relieve them from this extra tax. The number of non-resident pupils is 233, and the amount received from them during the past year was \$2,781.

OUR SYSTEM AND ITS WORK.

It would be a difficult task to undertake to reconcile the conflicting opinions which exist in every community with reference to public education. Every school system has its friends and its enemies; the former often so enthusiastic and earnest as to be blind to its faults, and the latter so ignorant and prejudiced as to be unable or unwilling to understand or admit its value. The true mean between these extremes is the person who possesses the necessary knowledge to understand the great importance of education to the community, and to distinguish intelligently between what is good and what

is bad. The judicious and discriminating criticism of such would promote the interest of true education, and be beneficial to those who are engaged in the work, by assisting them to remove existing evils. But, unfortunately, this is not the kind of criticism which is most frequently received by the schools. In every community there are many persons who are not practical educators, and have not even a theoretical knowledge of teaching, and yet who are entirely satisfied that they could manage a system of public instruction much better than those to whom it is confided. This is the superficial class of critics who so often interfere with the public schools, and sometimes impede their progress and success. There are some of these who protest against the amount of work required of the pupils, whilst others think that there is not sufficient; some who insist that the teachers ought to accomplish a great deal more than they do, and are overpaid for their services, whilst others believe that they are overtasked and inadequately compensated. Again, there are some who think that public schools give too much education, and that the cost is too great, whilst others feel that no system of public instruction is complete that does not furnish all that is required from the lowest to the highest grade, and that the most liberal expenditure is justifiable for this purpose.

These conflicting views exist to some extent in our city in the same manner as elsewhere, and yet it must be said, to the credit of our citizens, that at no time in the history of our schools has there ever been manifested any open opposition which has seriously interrupted their growth. Sharp and unjust criticism has sometimes created ill feeling and suspicion, and real enmity, under the guise of professed friendship, has shown its hostility to our system and its management; but honest investigation has always removed all doubts, and public

sentiment has expressed its confidence. Indeed, there is no other department of our municipal government which has received more liberal attention from those in authority, and none is more fully appreciated and carefully fostered by the people.

We construe this confidence to be an indorsement of the policy adopted by those who have had the control of our schools, and there can be no necessity for a change, unless public sentiment demands it in the future.

It is the duty of those in charge of every public school system to so enlarge and liberalize its scope of instruction as to embrace every grade, from the primary to the collegiate, so far as may be necessary to meet the wants of the community in which it exists. The public schools of this country are not now what they once were. It is sometimes alleged that the original purpose of free schools was to provide only rudimentary education for the poor and illiterate class of society. We do not believe that such were the views and purpose of the founders of our system; but, if they were, public sentiment has changed, and now repudiates such narrow and illiberal notions. It is the experience and testimony of the most eminent educators, and especially of those who have supervised the public school systems of this and other countries, that liberal provision for higher education is essential as a means of securing the success of elementary instruction.

Our duty is to furnish such education as will fit the pupils of our schools to perform successfully their obligations to society, in whatever sphere they may be called to act. Anything less than this would be only a half performance of our work. Every department of useful knowledge should be accessible to the children of the poor as well as the rich, so that in the race of life they may have equal advantages with their more favored

competitors. Such a system will produce the best results. Elementary education alone is not always sufficient for this purpose. It may be true that the instruction received in the lower grades of our schools is all that is required for the business purposes or the personal welfare of a majority of the pupils; and if that is all that is desired by them, let such receive what satisfies their wants; but if there are others who have higher aspirations, and wish to acquire greater knowledge to fit them for a different sphere of labor in the future, they too should be gratified in their demand. Our schools are made up from every class in society, with various wants and different purposes. Let the whole community be gratified in its educational desire, each one according to his preference, and then there can be no just cause for complaint of unfair discrimination in favor of one class over another. If liberal views are instilled into the minds of the young, they will retain them in manhood and exhibit like liberality to others. The value and truth of this principle have been exemplified in this community, in which some of our most useful, accomplished and public-spirited citizens have been pupils of our public schools, and who now show their appreciation of them by cordially co-operating in every effort to promote the cause of free instruction. We wish that all had the same information, with reference to our schools and their work, as those who have thus learned their value and know their practical results. It would tend to remove the ignorance and prejudice which control some persons whose good-will and co-operation would aid the cause of public education in our city.

A review of the work of the past year furnishes satisfactory evidence of progress and improvement.

The Superintendent and Assistant Superintendent have rendered valuable services, and contributed much to this success, by their frequent visits to the schools and their careful and instructive examination of the classes; the teachers have generally performed their laborious duties with fidelity and zeal; the pupils have increased in number and improved in diligence and deportment; additional facilities have been furnished by the erection and enlargement of school buildings; the expenditures have been moderate, and within the appropriation made for their support; and thus, all engaged in the work have harmoniously co-operated to produce these results.

Whilst all may not have been accomplished that was desired, yet much has been done, and such substantial progress has been made as will commend the schools to public confidence and support.

The system which was once weak is now strong. Its growth has been regular, keeping pace with other important public interests. Each successive year witnesses some advancement. It has been controlled by a spirit of judicious conservatism, which holds on to what is good of the past and strives for improvement in the future.

Every class in the community is entitled to come into the schools and receive a share of the instruction so liberally furnished. They are open to all, without distinction of race, religion, or party. They have thus met the approbation of all and secured public sympathy, because free from the baneful results of sectarian or partisan influence. Their future success will depend upon their proper support and management. Nothing could be more disastrous than the introduction of an illiberal spirit by those who may have their control. It is the duty of every citizen to discourage the efforts of politicians or

others to make the public schools subservient to partisan purposes. This serious evil may be averted by placing them in the care of intelligent, liberal, sincere friends of public education, who will exclude everything that may impede their progress, and do all in their power to promote their interest and success.

The report of the next year will record the existence and history of the schools for half a century, and it will be an appropriate time to review the work for that period; and we feel sure that our community will then find no cause to regret the confidence bestowed or the money expended upon the system of public education which its founders declared to be for "the honor, the happiness, and the interest of the city."

JOHN T. MORRIS,
President.

REPORT
OF THE
COMMITTEE ON ACCOUNTS,
TO THE
BOARD OF COMMISSIONERS OF PUBLIC SCHOOLS.

The Committee on Accounts report that they have carefully examined the accounts of the Secretary of the Board, and find them correct.

The Secretary has received from the several schools of all grades, during the fiscal year ending October 31, 1877, \$49,457.32, and during the months of November and December he received \$9,187.17, making a total of \$58,644.49 for fourteen months ending December 31, 1877, all of which has been duly returned to the Register, as shown by the receipts of that officer.

G. S. GRIFFITH, JR.,
Chairman Committee on Accounts.

TABLES

Showing Amount Received from the several Schools for the Use of Books, and also the Amount of Expenditures for the various Schools, for Twelve Months ending October 31, 1877.

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Printing and Incidentals.	TOTAL.	Received for Use of Books.
General Expense.....	\$16,220 00	\$681 62	1,252 37	2,509 25	\$268 31	\$701 89	.....	5,463 61	\$27,097 05	.....
Baltimore City College.	25,913 50	33 61	1,432 02	3,600 00	56 15	245 14	520 20	1,011 15	32,811 77	2,006 11
East. Fem. High School	11,976 00	52 35	667 56	811 37	101 19	93 83	346 80	341 30	14,390 40	959 00
West. " "	12,912 00	50 25	995 77	1,188 00	324 36	41 50	307 65	277 11	16,056 64	1,479 00
Male Grammar No. 1..	5,064 00	29 00	516 36	177 00	68 00	468 30	61 12	20 25	6,403 94	856 00
" " " 2..	5,490 00	58 35	824 61	122 22	113 59	12 00	135 12	152 75	6,908 64	696 00
" " " 3..	4,100 00	.....	246 97	234 00	32 50	23 08	100 90	34 92	4,777 37	411 00
" " " 4..	4,483 25	109 31	265 08	300 00	63 57	14 40	93 50	9 00	5,293 71	486 75
" " " 5..	3,155 25	7 50	328 45	300 00	105 25	3 70	82 35	82 35	4,014 85	113 00
" " " 6..	5,189 75	31 25	298 87	75 00	486 62	1,268 85	160 40	11 00	7,521 74	1,323 50
" " " 7..	2,350 75	53 75	255 24	.....	15 21	429 66	46 43	5 00	3,156 04	170 00
" " " 8..	4,580 75	41 68	408 34	437 50	370 25	1,358 00	264 10	51 90	7,312 52	474 00
" " " 9..	3,915 25	35 84	238 45	.....	101 12	54 15	87 90	30 95	4,463 66	500 50
" " " 10..	4,486 50	56 70	496 32	87 50	196 09	235 68	100 75	66 35	5,735 89	245 30
" " " 11..	4,483 25	54 58	316 93	.....	51 05	.....	128 50	9 90	5,044 21	330 00
" " " 12..	4,275 25	42 91	523 74	150 00	553 64	27 65	17 53	6 00	5,596 72	276 00
" " " 13..	4,348 50	20 55	323 65	12 50	140 45	22 50	102 60	.....	4,970 75	469 15
" " " 15..	5,793 00	57 10	728 69	200 00	80 25	10 30	121 25	23 28	7,013 87	1,061 50
" " " 17..	3,838 00	98 25	308 94	186 00	56 63	7 00	99 85	25 25	4,619 92	490 39
" " " 18..	4,117 00	33 25	238 16	175 34	77 83	37 45	110 55	8 50	4,788 03	436 00
" " " 19..	3,315 00	56 87	455 00	137 31	40 92	47 78	80 00	29 00	4,161 86	515 00
" " " 20..	4,012 75	12 65	541 59	120 00	55 82	32 00	88 85	5 00	4,868 66	224 00
" " " 21..	3,956 50	18 50	371 73	310 00	16 10	1,395 05	296 03	137 58	6,486 49	646 60

English-German No. 1.	7,360 05	40 00	549 98	1,330 00	66 72	50 00	211 05	3 00	9,610 80	1,218 50
" " " 2.	7,986 25	58 62	617 56	1,083 50	238 81	.....	176 68	4 48	10,165 90	1,990 00
" " " 3.	9,845 15	141 98	634 06	1,000 00	77 14	36 21	115 43	15 00	11,864 97	2,824 02
" " " 4.	7,142 20	66 97	772 99	130 00	157 13	26 48	116 35	12 50	8,424 62	1,510 50
" " " 5.	9,218 10	59 75	851 08	.....	116 00	50 70	233 15	16 50	10,545 28	1,749 00
Saturday Normal Class.	825 00	.....	64 89	.....	.....	.....	.....	.....	889 89	.....
Female Grammar No. 1	5,656 00	1 90	512 44	724 88	136 45	3 30	367 75	18 30	7,421 02	1,359 00
" " " 2	4,130 25	44 30	552 11	122 22	81 19	1 50	120 90	157 84	5,210 31	403 00
" " " 3	3,324 00	2 25	438 55	234 00	38 17	49 88	99 80	5 50	4,192 15	416 50
" " " 4	3,474 35	94 02	317 15	300 00	62 54	143 85	93 60	1 87	4,487 38	453 00
" " " 5	2,970 25	16 25	370 80	300 00	110 50	.....	81 70	44 73	3,894 23	217 50
" " " 6	3,150 75	34 16	222 75	75 00	434 07	896 71	135 90	10 00	4,959 34	587 75
" " " 8	3,652 00	28 13	477 16	437 50	281 06	1,257 60	262 50	47 65	6,443 60	533 25
" " " 9	2,661 00	49 76	281 29	.....	59 08	37 46	82 55	38 08	3,209 17	242 50
" " " 10	3,636 75	56 85	225 63	87 50	218 69	338 13	107 25	57 76	4,727 56	335 65
" " " 11	3,476 00	39 18	311 34	.....	68 92	.....	128 55	13 15	4,037 14	292 75
" " " 12	3,030 00	52 27	301 20	150 00	552 93	44 50	26 60	.....	4,157 50	242 00
" " " 13	4,455 00	36 34	471 56	12 50	149 42	179 87	96 10	7 08	5,407 87	776 00
" " " 15	3,753 75	29 85	294 69	200 00	64 20	6 25	115 00	17 25	4,480 99	731 00
" " " 16	1,685 50	36 45	100 52	225 00	19 24	5 50	34 68	.....	2,106 89	72 66
" " " 17	3,751 25	83 50	332 23	186 00	56 79	117 98	93 35	9 50	4,630 60	605 00
" " " 18	3,683 50	34 79	323 50	175 34	99 77	118 75	110 55	6 00	4,552 20	532 50
" " " 19	2,657 75	57 57	189 68	137 23	50 52	27 70	73 80	20 40	3,214 65	551 00
" " " 20	3,633 75	17 85	453 99	120 00	78 34	32 70	81 70	20 25	4,488 58	241 00
" " " 21	3,430 25	18 25	707 72	310 00	15 00	1,392 11	269 65	124 55	6,317 53	791 00
Male Primary No. 1.	5,113 25	34 09	281 02	139 50	68 56	24 83	103 03	5 75	5,770 03	903 50
" " " 2.	2,262 25	5 12	149 51	125 00	30 31	.....	96 70	5 00	2,673 89	104 49
" " " 3.	2,790 00	26 75	204 44	225 00	32 50	81 84	99 80	9 50	3,469 83	236 75
" " " 4.	3,439 00	63 61	110 42	105 00	79 30	379 90	110 90	7 00	4,285 13	397 25

TABLES—(Continued).

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Printing and Incidentals.	TOTAL.	Received for Use of Books.
Male Primary No. 5..	4,138 25	41 00	224 59	300 00	299 33	49 10	184 92	48 52	\$5,285 76	104 50
" " " 6..	3,159 50	65 25	123 10	46 88	58 23	29 20	145 80	66 97	3,694 93	354 55
" " " 7..	2,632 25	17 50	102 78	.....	20 00	11 58	71 70	17 67	2,873 48	266 75
" " " 8..	2,703 00	34 77	95 38	85 50	47 17	10 00	60 70	1 25	3,037 77	180 50
" " " 9..	2,156 00	21 35	114 59	.....	39 85	81 10	93 40	18 67	2,524 96	115 75
" " " 10..	3,170 25	31 25	85 81	100 00	53 93	76 00	60 25	.....	3,579 42	131 75
" " " 11..	2,742 75	39 58	101 19	90 00	54 75	219 73	82 90	12 00	3,342 95	164 45
" " " 12..	3,325 50	28 08	146 23	134 00	69 56	235 18	93 00	14 35	4,095 00	247 25
" " " 13..	3,139 75	49 75	171 34	150 00	36 50	.....	104 80	6 65	3,658 79	113 50
" " " 14..	3,176 50	103 44	233 37	100 00	130 27	56 55	119 60	29 40	3,949 33	548 00
" " " 15..	4,075 50	7 95	187 43	350 00	189 33	337 10	122 05	29 20	5,299 14	660 50
" " " 16..	2,888 50	13 50	159 30	198 00	489 20	1,154 66	206 40	95 29	5,209 85	129 25
" " " 17..	4,009 50	40 32	116 36	108 50	43 27	17 15	134 70	5 25	4,475 05	191 50
" " " 18..	2,223 00	68 37	129 96	97 50	49 21	295 70	72 20	.....	2,938 94	423 00
" " " 19..	2,167 75	42 09	105 92	137 23	42 06	40 39	73 80	40 62	2,649 86	197 00
" " " 20..	3,860 25	27 80	183 70	120 00	45 15	21 50	104 60	20 50	4,888 70	290 50
" " " 21..	2,733 50	59 00	162 61	160 00	53 39	9 00	91 30	.....	3,118 80	337 92
" " " 22..	3,213 25	60 74	149 46	88 75	57 54	245 00	108 07	8 50	3,931 21	83 75
" " " 23..	3,136 50	111 50	224 65	75 00	50 59	38 27	74 60	26 25	3,737 36	397 71
" " " 25..	2,193 00	53 07	110 49	67 00	67 69	.....	67 30	.....	2,558 55	111 99
" " " 26..	2,676 00	54 50	80 64	63 00	30 00	139 25	92 20	31 78	3,157 37	254 88
" " " 27..	2,660 00	51 70	73 38	137 50	.....	86 40	105 15	13 65	3,127 78	346 34
" " " 28..	3,181 50	38 16	134 44	202 50	40 63	267 70	102 70	37 82	4,005 50	72 20
" " " 29..	2,229 00	55 06	49 04	96 00	45 52	8 40	29 15	6 75	2,513 92	80 50
" " " 30..	3,080 50	49 45	162 90	468 75	41 75	119 00	98 90	18 00	4,039 25	366 45

Female Primary No. 1.	6,021 75	5 00	141 88	547 86	90 00	15 00	362 00	7 50	7,189 99	1,290 94
" " " 2.	2,262 75	1 00	195 01	125 00	27 26	.....	96 15	5 50	2,712 67	97 00
" " " 3.	2,750 00	11 26	67 43	225 00	32 50	.....	63 42	94 00	3,225 36	319 75
" " " 4.	3,078 00	56 51	107 70	105 00	68 00	.....	25 90	96 80	3,537 41	365 00
" " " 5.	4,120 75	39 75	175 06	300 00	298 00	.....	50 00	187 30	5,888 86	148 50
" " " 6.	3,214 50	57 84	116 69	45 00	60 80	.....	11 00	133 45	3,721 08	271 99
" " " 7.	2,416 75	9 50	79 53	.....	79 03	.....	18 50	71 40	2,691 18	159 45
" " " 8.	2,223 00	22 85	80 46	85 50	40 12	.....	10 00	61 45	2,523 38	178 00
" " " 9.	3,066 50	39 75	137 70	.....	48 51	.....	14 00	94 25	3,473 46	244 75
" " " 10.	2,719 25	69 04	114 37	100 00	43 53	.....	91 90	79 00	3,223 64	244 75
" " " 11.	2,742 75	22 25	151 87	90 00	39 17	.....	340 90	71 70	3,458 64	161 85
" " " 12.	3,834 50	35 66	296 03	134 00	46 42	.....	354 80	97 70	4,799 16	201 30
" " " 13.	2,635 75	46 50	126 23	150 00	84 95	.....	23 20	104 80	3,132 93	168 00
" " " 14.	2,125 25	51 92	92 18	100 00	25 71	.....	.....	123 00	2,526 08	319 50
" " " 15.	3,922 75	6 00	204 70	350 00	160 06	.....	223 00	115 05	5,006 06	625 75
" " " 16.	2,775 50	25 00	147 71	553 00	487 50	.....	1,152 66	200 55	5,443 47	106 75
" " " 17.	3,792 00	23 02	72 30	103 50	41 24	.....	17 15	173 15	4,241 21	217 80
" " " 18.	2,188 25	27 50	84 45	97 50	41 91	.....	46 13	72 95	2,558 69	451 75
" " " 19.	2,118 50	50 18	53 48	137 23	30 17	.....	.....	73 80	2,463 36	139 00
" " " 20.	3,689 25	26 20	100 24	120 00	51 00	.....	16 00	87 55	4,110 55	390 75
" " " 21.	2,616 25	24 90	159 63	160 00	38 51	.....	8 70	85 15	3,093 14	383 97
" " " 22.	3,236 50	71 46	148 55	88 75	46 31	.....	232 00	139 00	3,982 07	75 10
" " " 23.	3,608 00	55 35	123 89	75 00	33 75	.....	80 15	27 25	4,013 89	294 00
" " " 25.	1,813 75	55 55	51 89	67 00	29 14	.....	.....	90 30	2,117 57	78 32
" " " 26.	2,740 50	38 28	55 73	63 00	30 48	.....	115 75	86 62	3,166 38	239 25
" " " 27.	3,439 45	62 70	99 42	137 50	59 62	.....	96 40	99 35	4,064 14	473 84
" " " 28.	3,221 00	30 45	91 54	202 50	41 67	.....	234 00	117 55	3,960 46	121 35
" " " 29.	1,775 25	38 80	52 53	96 00	49 87	.....	.....	30 00	2,035 50	102 50
" " " 30.	2,891 15	10 07	123 31	468 75	43 10	.....	217 70	97 50	3,871 21	344 50
" " " 32.	2,650 25	97 00	72 33	72 00	73 29	.....	389 90	39 78	3,423 55	133 06
Evening No. 2.	644 00	.....	46 84	.....	.....	.....	.....	.....	47 50	733 34
" " 3.	446 00	.....	54 00	.....	.....	.....	.....	.....	58 25	558 25
" " 4.	760 00	1 70	63 85	.....	.....	.....	.....	.....	52 50	878 05

TABLES—(Concluded).

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Printing and Incidentals.	TOTAL.	Received for Use of Books.
Grammar Colored No. 1	\$3,747 50	\$30 00	\$431 98	\$900 00	\$30 19	\$ 34 08	11 60	.....	\$5,175 35	\$99 00
Male Colored No. 1....	2,037 25	14 25	103 98	.....	23 00	33 15	47 80	9 75	2,263 13	24 00
" " " 2....	3,766 00	12 07	261 17	12 50	46 58	23 70	126 07	.....	4,248 09	29 00
" " " 3....	3,677 50	42 32	158 59	60 00	51 58	6 00	127 10	.....	4,221 08	33 60
" " " 4....	1,567 75	29 40	105 53	168 00	13 00	.....	33 18	.....	1,916 86	70 00
" " " 5....	2,525 00	49 75	125 58	98 75	41 59	.....	122 48	.....	2,958 15	45 66
" " " 6....	1,228 00	22 29	142 51	160 00	35 09	19 08	31 10	8 00	1,646 07	.....
" " " 7....	4,218 70	30 50	276 36	224 00	153 43	166 71	134 33	60 23	5,264 31	1 00
Female Colored No. 1..	1,769 75	18 00	189 17	.....	62 26	33 58	53 45	4 10	2,132 31	14 00
" " " 2..	3,680 50	8 22	185 84	12 50	45 43	8 78	109 08	.....	4,000 35	37 00
" " " 3..	3,592 00	33 83	188 69	60 00	50 00	.....	106 27	3 00	4,013 79	18 06
" " " 4..	2,648 20	62 15	83 72	462 00	33 38	113 43	51 88	.....	3,454 76	11 00
Gen. Expense Colored..	1,242 00	45 50	.....	.....	.....	108 00	.....	102 00	1,497 50	.....
Evening Colored No. 1.	788 00	.....	81 14	.....	.....	.....	.....	82 13	901 27	20 00
" " " 3.	994 00	.....	74 07	.....	.....	.....	.....	100 80	1,168 87	.....
" " " 5.	554 00	.....	42 60	.....	.....	.....	.....	39 00	635 60	4 75
" " " 7.	732 00	8 45	85 76	.....	.....	.....	.....	151 72	957 93	.....

Total for White Schools.....\$551,662 71

Total for Colored Schools..... 46,354 42

SCHEDULE
 OF
SALARIES OF OFFICERS AND TEACHERS
 OF
PUBLIC SCHOOLS.

GENERAL EXPENSE ROLL.

Superintendent of Public Instruction*.....	\$3,000
Assistant Superintendent.....	1,800
Secretary*.....	2,000
Librarian.....	1,000
Messenger, etc.....	416
Teachers of Music, each.....	1,200
Teachers of Drawing, each*.....	500

BALTIMORE CITY COLLEGE.

Principal.....	\$2,700
Vice-Principal*.....	2,450
Professors (not otherwise specified).....	2,000
Professor of Writing and Book-Keeping*.....	2,000
Professor of Drawing*.....	1,800
Adjunct Professor of English and Mathematics.....	1,800
Adjunct Professor of Natural Sciences*.....	1,200
Tutors, each*.....	1,000

FEMALE HIGH SCHOOLS.

Principals.....	\$2,208
First Assistants.....	1,008
Second Assistants.....	900
Teachers of French and Drawing, each.....	900

MALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals.....	\$1,296	\$1,404	\$1,500
First Assistants (Male).....	804	900	
First Assistants (Female).....	588	672	
Second Assistants.....	456	516	
Third Assistants.....	444	504	

FEMALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.
Principals.....	\$804	\$900
First Assistants.....	564	648
Second Assistants.....	444	504
Third Assistants.....	432	480

SATURDAY NORMAL CLASS.

Principal.....	\$200
Assistants.....	150

MALE AND FEMALE PRIMARY SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals.....	\$600	\$696	
Assistants.....	408	432	\$468
Teachers appointed especially for Alphabet Classes.....	504		

UNCLASSIFIED SCHOOLS.

Composed of Primary and Grammar Scholars.

	1st Year.	2d Year.	3d Year.
Principals.....	\$696	\$780	\$900
First Assistants.....	504	552	600

ENGLISH-GERMAN SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals.....	\$1,296	\$1,404	\$1,500
Vice-Principals*.....	804	900	1,008
First Assistants (Male).....	600		

Assistants, Grammar Grades, same as Third Assistants in Male Grammar Schools.

Assistants, Primary Grades, same as Assistants in Primary Schools.

Colored Grammar Schools, the same as the Male Grammar Schools.

COLORED (PRIMARY) SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals (Male).....	\$804	\$900	
Principals (Female).....	600	696	
Assistants (Male).....	700		
Assistants (Female).....	408	432	\$468
Principals of Colored (Primary) Schools,* who have passed an intermediate examination, \$1,000 per annum.			

EVENING SCHOOLS.

Principals, \$3 per night, for actual service.

Assistants, \$2 per night, for actual service.

The Schedule of Salaries to be subject to the following conditions:

All below the grade of Second Assistant in Male and Female Grammar Schools to be graded as Third Assistants, the Board of School Commissioners to determine, at the annual election, the grade of each Assistant; in case of failure to do so, the Senior Assistant to grade highest in all cases.

In Male and Female Grammar Schools not employing three Assistants, the lowest Assistant shall rank as Third Assistant, and so continue until there are three Assistants

*Fixed by the Board at the amounts named and reported to the City Council for approval.

employed in that school, excepting the First Assistant, who shall, in all cases, rank as First Assistant.

Teachers who may have served for *two full* years in any of the Public Schools of Baltimore, upon promotion to Grammar Schools, shall be entitled to the second year's salary of that grade to which they may be assigned, excepting that of Principal.

Teachers who may have been engaged in teaching for *three* years previous to their election, shall be entitled to the highest salary of that grade to which they may be assigned, (excepting that of Principals of Grammar Schools,) upon producing satisfactory evidence of that fact to the President of the Board.

Teachers elected during the month of September shall receive the full salaries for the months of July and August of the succeeding year; those elected in October shall receive nine-tenths of said salary; in November, eight-tenths, and so on to the close of the scholastic term.

SALARIES OF JANITORS, JANITRESSES & FIREMEN.

Janitor and Fireman of Baltimore City College.....	\$900 00
Firemen of Female High Schools, each.....	400 00
Janitresses of Female High Schools, each.....	300 00

Fireman and Engineer of No. 1 Female School, \$20.00 per month.

Fireman and Engineer of No. 3 Grammar and Primary School, \$20.00 per month.

Schools having three classes, Janitress shall receive \$8.00 per month.

Schools having four classes, Janitress shall receive \$9.00 per month.

Schools having five classes, Janitress shall receive \$10.00 per month.

Schools having six classes, Janitress shall receive \$10.50 per month, and increase 50 cents per month for each additional class.

In addition to the above they shall receive 50 cents per month for each fire required in stoves in the schools from October to April, inclusive, and \$5.00 per month for attending each furnace.

REPORT

OF THE

Superintendent of Public Schools.

BALTIMORE, October 31, 1877.

*To the Mayor and City Council, and the Board of Public School
Commissioners of the City of Baltimore.*

GENTLEMEN :

I submit the following report of the work of the Public Schools for the year ending with the date above named :

Date.....	1877
Population.....	302,839
Enumeration, United States Census, 1870.....	77,737
Number of pupils in school during the year.....	45,942
Enrollment, October 31.....	33,946
Average attendance.....	27,779
Number of teachers.....	764
Number of pupils to a teacher on enrollment, exclusive of special teachers.....	45
Number of pupils to a teacher on average attendance..	36

Percentage of enrollment on population.....	11.1
Percentage of average attendance on enrollment.....	81.8
Percentage of average attendance in Baltimore City College.....	89.
Percentage of average attendance in Eastern Female High School.....	89.
Percentage of average attendance in Western Female High School.....	89.
Percentage of average attendance in Male Grammar Schools.....	86.2
Percentage of average attendance in Female Grammar Schools.....	83.7
Percentage of average attendance in Male Primary Schools.....	83.2
Percentage of average attendance in Female Primary Schools.....	80.
Percentage of attendance in English German Schools...	90.8
Percentage of attendance in Colored Schools.....	72.
School age.....	6-18
Number to a teacher on enrollment in High Schools.....	30
“ “ “ Grammar “	43
“ “ “ Primary “	47
Number to a teacher on average attendance in High Schools.....	27
Number to a teacher on average attendance in Grammar Schools.....	36
Number to a teacher on average attendance in Primary Schools.....	38
Number of Schools.....	129

FEMALE HIGH SCHOOLS.

The status of these schools remains for the most part unchanged, and there is consequently little need of any detailed report respecting their condition. I am convinced by experience that reforms and improvements are best effected without an enumeration of defects in schedules or curriculums, or extended recommendations of radical changes. Reforms must be gradual in order to accomplish the best results, and it is desirable, both in educational and municipal reforms, that they be conducted without demonstration and without the ostentatious heralding of the reformers. The teachers in these schools have labored with great fidelity during the past year, and in some instances with gratifying success. Mr. Wardenburg's admirable faculties of discipline and administration, together with his vigor and efficiency as a teacher, cannot fail to prove a decided advantage to the school over which he has been called to preside. The retiring principal, Mr. Thayer, carries with him the good wishes of all interested in the welfare of the school, for his continued usefulness and happiness in the new sphere of duty to which he has been assigned. The brevity of that portion of my report which relates to the Female High Schools will be accounted for by my determination to adhere to that line of action which commends itself to my judgment as best, *viz*: to bring directly to the attention of the committee whatever defects of administration, or of programmes of instruction, my visits to these schools may discover, instead of parading them upon the pages of an annual report. Educational literature is distasteful to the great majority even of enlightened mankind, and recommendations embodied in a report are apt to be regarded as perfunctory exercises, rarely read and still more rarely remembered.

BALTIMORE CITY COLLEGE.

The observations that I have just made in commenting upon the condition of the Female High Schools, apply with some modifications to the City College. There has been no essential change in the status of the College during the past year. The high scholarly character acquired and maintained by the pupils of this institution at the leading colleges and universities of the country, at Yale, University of Va., Harvard, Princeton, St. John's College, and our own Johns Hopkins University is a convincing proof of the excellence of the instruction imparted by the teachers of the City College. That the school is free from defects or imperfections I do not mean to intimate, but I have so often and so earnestly commented upon them, that it seems almost a work of supererogation to do more than allude to them here. The most palpable of these is the subordinate position assigned to the study of the classical languages. No solution of this difficulty has thus far presented itself. It is but just, however, to the gentlemen in charge of this department, to say, that the results attained by them are fully commensurate with the amount of time assigned to their classes. The pupils receive an excellent foundation in the ancient tongues, as I can testify from repeated observation and examination of the classes, and are instructed in accordance with the most approved and scientific methods. I do not know of any similar institution in the country in which the general results are superior to those attained by the teachers of the City College.

GRAMMAR SCHOOLS.

The results of the examination for admission to the City College, and the Female High Schools, July, 1877, would

seem to indicate an improvement in the condition of the Grammar Schools during the past scholastic year.

The percentage of successful candidates at the City College examination was greater than ever before in the history of the institution, while at the Western High School, the result was almost as satisfactory. At the Eastern High School the results were much better than in July, 1876.

The questions proposed to the applicants were slightly less difficult than those assigned the preceding year. The difference perhaps was more in the method of presentation than in the comparative difficulty of the subjects. The most important modifications of the Grammar School curriculum during the past year, have been: 1st—The combination of Algebra and Algebra definitions into one subject, and the similar combination of Arithmetic and Arithmetic Definitions; 2nd—An increased attention to the practical study of composition. The lack of adequate expression is a prevalent defect in all grades of our schools. It can be overcome only by persistent training in synthetic exercises, commenced at the very beginning of a child's school career. Among the greatest intellectual transgressions of the English speaking races, (a transgression for which ages of culture only can atone) has been the ungrateful neglect of their peerless language and literature.

The separation of the definitions in Arithmetic and in Algebra, from the practical work, always seemed to me a departure from scientific method. It tends to create the impression that the Definitions in Arithmetic, *e. g.* which are formal deductions from the actual properties and relations of numbers, constitute a science separate from the Arithmetic proper, in other words this bi-furcation of the subject presents arithmetical examples and arithmetical definitions as severed or unrelated sciences, whereas one cannot exist without the other, any more than the

abstract can exist without the concrete, or phenomena without substance. I retained the existing usage in deference to established custom, until I could study its practical effects in the workings of our schools, although I was convinced of its illogical character at an early period. A degree of respect however is due in all cases to the judgment of others, especially if their judgment does not coincide with our own. The mere difference of opinion on the part of those that have a *right* to an opinion, should always induce us to test by the severest logical scrutiny, the correctness of our own views. Especially is this process of introversions, this "trying of the spirits," essential in the sphere of educational legislation and administration.

In no sphere of intellectual effort, except in the province of theology, is the "sublime repression of one's self" so earnestly demanded, as in the domain of education.

It should be our constant effort to avoid precipitate and unconsidered changes in schedule and curriculums, and to endeavor by an enlightened moderation and conservatism to adapt existing resources to the accomplishment of the most beneficent results. We have among us a system of schools, whose potentialities are almost unlimited. They may be made a source of inestimable advantage to this community and this State, but they can never attain the full measure of their usefulness and their excellence, until a substantial improvement shall be effected in the mode by which our teachers are appointed. I am aware that excellent selections are not unfrequently made, and that commendable care and diligence are often exercised in ascertaining the capabilities of applicants or appointees. If it would not subject me to the charge of instituting insidious comparisons, I should be glad to specify some of the appointments made during the past year, that impress me as especially excellent. But these facts do not detract from the *general*

truth of my statement. The method of appointment of teachers, as well as the imperfect qualifications of quite a large proportion of the appointees, constitutes beyond comparison the weak point of our Public School system. The teacher's examination is an imperfect test, even of scholarly acquirements, and affords no means whatever of ascertaining the aptitude or the ability of the candidates to impart instruction. Yet from these untried and untrained applicants, about three-fourths of our appointments are made. A week or a month of disjointed substituting, is in many cases insufficient to test the endurance and the capacity of the beginner. It is true that in many instances, our novices, by dint of intelligence and energy, develop into successful teachers, but the ascent is toilsome and there are many that "come up through great tribulation." It is difficult, if not impossible, to estimate the pernicious consequences to classes and pupils of lack of adaptation and experience. Several plans have been proposed to remedy these evils, but none thus far has met with acceptance or approval. I do not deem it advisable to comment upon those proposed by myself, as I am unable to fortify them by any arguments stronger than those I have already adduced.

There are many interesting questions suggested by the frequent discussions during the past year, relating to the study of history. The subject is one to which I have devoted much thought and study, but as it will probably be revived in connection with the new history of Maryland, recently submitted to the consideration of the Board, I deem it best not to anticipate my own line of argument, but to reserve it until the question shall be formally presented for discussion.

The teachers in the Grammar Schools have labored during the past year with praise-worthy zeal and faithfulness. I have been in almost daily contact with them, and it is with

unaffected pleasure that I record their constant and assiduous devotion to their arduous duties.

ENGLISH GERMAN SCHOOLS.

The Schools have not only maintained their popularity; they have increased in popular favor, as the statistical record attests. I have frequently examined the classes both in English and in German, generally with very fair results. There is no serious *internal* obstacle, that I am aware of, to retard their prosperity. The value of the German language, viewed from a philological, scientific, literary, or practical stand-point, is so well understood, that discussion of the subject, at this late day, may well be regarded as superfluous.

SATURDAY NORMAL CLASS.

The Saturday Normal Class was in great measure the creation of my honored predecessor, Mr. Creery, whose long experience in the schools of Baltimore, together with his sound judgment and practical wisdom, enabled him to see clearly the imperative necessity of *some* preparation for the profession of teaching. The increasing numbers, as well as the increasing popularity of the class, are the best tribute to the vigorous and efficient administration of the Principal and his associates. I have observed with great pleasure their modes of instruction, and the appreciative interest of the ladies who compose the class. They seem to possess that happy combination of qualities in which my idea of the teacher is realized, for "gladly would they *learn*, and gladly teach".

PUBLIC SCHOOL LIBRARY.

The Public School Library now contains at least 2,000 vols. Every department of knowledge is represented by the best treatises, and an admirable opportunity is offered to our teachers for general or special culture, of which many are availing themselves. The library contains an extensive collection of works on education, including Kiddle & Schem's valuable Cyclopedia, Matthew Arnold's Reports, the works of Horace Mann, Payne, Farrar, Fearon, Stannton, Rosencranz, Quick, and other writers in this department. If the requisite means are supplied, our library will soon compare favorably with any similar one in the country.

CONCLUSION.

There is an increasing appreciation of scholarly culture among a number of our teachers, a tendency that I have done everything in my power to cherish and to stimulate. The Association of Eastern Teachers was the creation of several of our lady teachers, whose devotion to the advancement of a pure and ennobling culture prove them worthy of special honor and regard. The Association has been so fortunate as to secure the services of Mr. Maupin as instructor in Latin, and Mr. Raddatz in German. There are also sections for the study of Arithmetic, French and English Grammar. I commend this Association to the support and encouragement of the Board.

My special acknowledgments are due to Mr. Wise, for the valuable aid rendered in the preparation of the statistical tables accompanying this report, and to teachers and commissioners who have co-operated with me in endeavoring to promote the welfare of our Public Schools.

HENRY E. SHEPHERD,

Superintendent.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT,

SHOWING THE

Number of Pay Pupils, Number of Free Pupils, Number on Roll, Average Attendance, Percentage of Attendance, Number of Different Pupils in School during the year, and Number of Teachers.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
Baltimore City College.....		357	32	389	345	624	14	89
Eastern Female High School.....		238	52	285	244	417	11	89
Western Female High School.....		377	50	427	394	577	12	89
		967	134	1101	983	1618	37	89
Male Grammar	No. 1.....	256	39	295	253	416	7	90
"	" 2.....	174	165	339	313	497	7	89
"	" 3.....	110	104	214	191	313	5	88
"	" 4.....	149	100	249	216	357	6	90
"	" 5.....	46	154	200	160	282	5	82
"	" 6.....	315	42	357	303	496	8	85
"	" 7.....	33	74	107	93	151	3	84
"	" 8.....	140	124	264	226	370	6	88
"	" 9.....	103	87	190	172	303	5	90
"	" 10.....	71	148	219	186	315	6	85
"	" 11.....	102	146	248	203	377	6	85
"	" 12.....	82	169	251	204	356	6	82
"	" 13.....	111	103	214	191	317	6	90
"	" 15.....	275	68	343	302	518	8	85
"	" 17.....	132	83	215	184	292	5	87
"	" 18.....	104	93	197	156	277	5	84
"	" 19.....	120	60	180	156	242	4	85
"	" 20.....	102	142	244	191	382	5	80
"	" 21.....	133	60	193	178	284	5	89
		2558	1961	4519	3698	6555	108	86.2

FEMALE GRAMMAR SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. Teachers.	Percentage of attendance during year.
Female	Grammar No. 1.	357	108	460	393	660	10	85
"	" 2.	125	174	299	263	431	4	80
"	" 3.	103	96	199	168	305	5	85
"	" 4.	132	138	270	236	358	6	83
"	" 5.	40	167	207	164	265	5	82
"	" 6.	180	77	257	206	348	9	81
"	" 8.	156	112	268	223	391	6	83
"	" 9.	54	51	135	121	223	4	91
"	" 10.	82	153	336	292	329	6	88
"	" 11.	86	166	252	210	345	6	82
"	" 12.	73	147	230	166	398	5	88
"	" 13.	186	130	306	269	422	8	86
"	" 15.	195	88	283	233	416	6	80
"	" 16.	24	113	137	100	171	2	69
"	" 17.	164	119	283	234	387	6	82
"	" 18.	130	122	252	211	377	6	81
"	" 19.	125	55	180	148	246	4	82
"	" 20.	117	130	307	251	386	6	82
"	" 21.	152	100	252	212	363	6	85
		2481	2321	4802	4019	6851	109	83.7

MALE PRIMARY SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
Male Primary No.	1.....	250	309	459	386	711	10	88
"	" 2.....	24	137	161	138	249	4	82
"	" 3.....	71	209	280	205	400	5	76
"	" 4.....	120	175	295	241	420	6	83
"	" 5.....	45	406	451	357	559	9	75
"	" 6.....	109	175	284	232	394	6	81
"	" 7.....	64	133	197	165	307	5	85
"	" 8.....	52	153	205	166	331	5	81
"	" 9.....	32	143	175	150	288	4	74
"	" 10.....	39	213	252	219	359	6	82
"	" 11.....	48	194	242	187	347	5	79
"	" 12.....	72	209	281	236	437	6	84
"	" 13.....	32	194	226	179	335	5	77
"	" 14.....	181	108	289	226	389	6	81
"	" 15.....	227	152	379	330	530	8	84
"	" 16.....	46	260	306	240	428	6	79
"	" 17.....	57	273	330	281	508	8	83
"	" 18.....	136	63	199	160	315	4	80
"	" 19.....	47	132	179	133	290	4	76
"	" 20.....	88	263	351	273	554	7	75
"	" 21.....	98	167	265	218	393	6	79
"	" 22.....	21	244	265	226	377	6	84
"	" 23.....	121	176	297	227	430	6	77
"	" 25.....	37	134	171	123	262	4	75
"	" 26.....	70	155	225	182	349	5	77
"	" 27.....	104	157	261	222	365	6	85
"	" 28.....	21	229	250	200	392	6	76
"	" 29.....	21	186	157	119	223	4	77
"	" 30.....	93	181	274	210	485	6	78
		2326	5380	7706	6411	11427	168	84

FEMALE PRIMARY SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
Female Primary No.	1.....	324	159	483	388	807	11	78
"	2.....	39	138	177	147	247	4	82
"	3.....	84	197	281	225	423	5	74
"	4.....	115	171	286	235	440	5	76
"	5.....	45	349	394	342	591	8	82
"	6.....	88	167	255	206	358	6	79
"	7.....	58	154	207	161	328	4	78
"	8.....	55	97	152	121	240	4	82
"	9.....	59	185	244	198	408	5	82
"	10.....	77	171	248	195	353	5	77
"	11.....	45	176	221	175	346	5	75
"	12.....	52	297	349	295	527	8	84
"	13.....	44	149	193	167	281	4	80
"	14.....	104	91	195	145	277	4	76
"	15.....	190	189	379	327	567	8	84
"	16.....	37	246	283	221	401	5	76
"	17.....	59	266	325	258	501	7	77
"	18.....	147	68	215	168	325	4	78
"	19.....	35	104	139	122	263	3	84
"	20.....	140	216	356	270	562	7	74
"	21.....	115	192	307	227	445	6	70
"	22.....	19	261	280	227	406	6	77
"	23.....	97	237	334	267	449	7	82
"	25.....	18	140	158	114	231	3	73
"	26.....	72	148	221	187	348	5	79
"	27.....	128	175	303	259	448	7	81
"	28.....	30	266	296	232	416	6	78
"	29.....	33	120	153	119	231	3	74
"	30.....	118	221	339	261	477	7	74
"	32.....	53	172	225	170	309	5	78
		2475	5523	7998	6419	12005	167	80

ENGLISH-GERMAN, EVENING AND COLORED SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
English-German No. 1.		476	56	532	468	716	12	86
" " 2.		606	0	606	567	822	13	94
" " 3.		775	0	775	711	949	17	91
" " 4.		495	71	566	505	756	13	90
" " 5.		580	115	695	631	971	16	88
		2932	243	3175	2882	4214	71	90.8
Evening No. 2.		2	120	122	102	123	3	81
" " 3.		0	56	56	41	71	2	63
" " 4.		0	150	150	116	150	5	69
		2	326	328	259	344	10	79
COLORED SCHOOLS.								
Grammar Colored No. 1.		28	178	206	182	351	5	84
Male Colored " 1.		0	161	161	115	270	3	79
" " 2.		7	329	336	253	496	7	84
" " 3.		25	249	274	193	486	6	76
" " 4.		33	143	176	96	224	2	72
" " 5.		16	178	194	147	273	4	83
" " 6.		0	234	234	146	345	4	60
" " 7.		0	380	380	273	778	8	74
Female Colored " 1.		12	219	231	136	421	4	56
" " 2.		7	351	358	272	568	8	75
" " 3.		13	298	311	261	550	7	82
" " 4.		24	337	361	230	535	6	62
		165	3057	3222	2304	5297	64	75
Colored Evening No. 1.		45	139	154	111	214	3	76
" " 3.		0	321	321	173	320	6	54
" " 5.		38	93	131	71	140	3	53
" " 7.		0	305	305	111	431	3	35
		53	858	911	466	1105	15	54

SUMMARY STATEMENT,

Showing the Number of Schools, Teachers, Pay Pupils, Free Pupils on Roll October 31st, 1877, Average Attendance, Number of Different Pupils in School during the year, and percentage of attendance.

SCHOOLS.	No. of Schools.	No. of Teachers.	No. of Pay Pupils.	No. of Free Pupils.	No. on Roll Oct. 31. '77.	Average Attendance.	No. of different Pupils in School during year.	Percentage of attendance during year.	
Baltimore City College.....	1	14	357	32	389	345	624	89	
Eastern Female High School..	1	11	233	52	285	244	417	89	
Western Female High School	1	12	377	50	427	394	577	89	
Male Grammar Schools.....	19	108	2558	1961	4519	3893	6555	86.2	
Female Grammar Schools....	19	109	2481	2321	4802	4019	6851	88.7	
English-German Schools.....	5	71	2932	243	3175	2882	4214	90.8	
Male Primary Schools.....	29	168	2326	5380	7706	6411	11427	83.2	
Female Primary Schools.....	30	167	2475	5523	7998	6419	12005	80	
Evening Schools.....	7	10	2	326	328	259	344	79	
Colored Schools.....	12	64	165	3057	3222	2304	5297	72	
Colored Evening Schools....	4	15	53	858	911	466	1105	54	
Saturday Normal Class.....	1	5	.....	184	184	138	234	75
Music Teachers.....	.....	5	.....	.....	.....	.....	.....	.....
Drawing Teachers.....	.....	5	.....	.....	.....	.....	.....	.....
	129	764	13959	19987	38946	27779	49650	81.8	
Number promoted to City College and High Schools.....								514	
“ “ “ Grammar Schools.....								3194	
									3,708
Number of different pupils in School during the year.....								45,942	

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, February 1st, 1877.

MALE.				FEMALE.			
No.	Examined.	Passed.	Promoted.	No.	Examined.	Passed.	Promoted.
1	50	40	44	1	41	38	38
2	17	16	17	2	13	13	13
3	21	11	17	3	12	12	12
4	23	32	32	4	28	26	28
5	40	28	34	5	29	27	28
6	28	27	28	6	25	24	24
7	21	21	21	7	34	30	30
8	22	21	21	8	16	15	16
9	20	20	20	9	29	29	29
10	29	22	23	10	25	22	25
11	23	16	21	11	17	16	16
12	37	32	37	12	36	34	35
13	23	20	23	13	17	17	17
14	25	23	24	14	14	14	14
15	51	43	44	15	45	41	41
16	21	16	18	16	19	19	19
17	35	35	35	17	35	35	35
18	20	16	20	18	23	22	22
19	8	8	8	19	22	22	22
20	41	39	41	20	40	40	40
21	16	13	16	21	28	27	27
22	17	17	17	22	20	18	20
23	32	31	31	23	35	35	35
25	23	23	23	25	13	12	13
26	24	24	24	26	23	18	22
27	17	17	17	27	38	36	38
28	15	15	15	28	23	23	23
29	13	13	13	29	19	17	19
30	27	24	25	30	27	26	27
				32	20	20	20
	749	663	709				
	766	728	748		766	728	748
	1515	1391	1457				

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, June 22nd, 1877.

MALE.				FEMALE.			
No.	Examined.	Passed.	Promoted.	No.	Examined.	Passed.	Promoted.
1	57	49	49	1	68	62	62
2	19	18	19	2	12	10	12
3	28	20	26	3	26	25	25
4	22	22	22	4	23	23	23
5	23	22	22	5	38	37	38
6	28	27	28	6	30	22	22
7	23	23	23	7	31	30	30
8	23	22	22	8	20	18	18
9	23	22	22	9	29	28	29
10	30	26	26	10	16	16	16
11	22	20	21	11	30	29	29
12	35	33	33	12	40	34	34
13	24	24	24	13	20	20	20
14	36	35	35	14	15	15	15
15	34	33	34	15	42	42	42
16	26	21	26	16	11	11	11
17	27	27	27	17	29	29	29
18	25	23	23	18	30	30	30
19	25	24	24	19	17	15	17
20	42	42	42	20	48	47	47
21	25	21	22	21	20	20	20
22	25	21	24	22	30	27	27
23	29	28	28	23	31	31	31
24	14	14	14	24	25	21	21
25	30	28	28	25	37	36	36
26	20	20	20	26	34	34	34
27	11	11	11	27	18	18	18
28	13	10	10	28	10	10	10
29	38	37	38	29	35	34	34
30				30	21	21	21
	777	723	743				
	836	795	801		836	795	801
	1613	1518	1544				

1877 { Number of Boys and Girls Examined.....3128
 " " " " " Passed.....2909
 " " " " " Promoted.....3001

EXAMINATIONS FOR PROMOTION

From Colored Primaries to the Grammar School, Feb. 1, 1877.

MALE.			FEMALE.			
	Examined.	Passed.		Examined.	Passed.	Promoted.
No. 1	5	5	No. 1	4	4	4
" 2	24	14	" 2	22	17	19
" 3	19	12	" 3	21	16	17
" 4	5	2	" 4	10	10	10
" 5	11	9				
" 7	22	14				
	86	56		57	47	50
	57	47				
Total	143	103				111

June 29th, 1877.

MALE.			FEMALE.			
	Examined.	Passed.		Examined.	Passed.	Promoted.
No. 1	8	6	No. 1	4	4	4
" 2	18	13	" 2	17	11	11
" 3	10	9	" 3	12	9	9
" 4	3	1	" 4	8	6	6
" 5	11	8				
" 6	0	0				
" 7	15	15				
	68	52		41	30	30
	41	30				
Total	104	82				82

1877 { Examined.....247
 Passed.....185
 Promoted.....193

NUMBER OF PUPILS

in High, Grammar & Primary Schools, November 30th, 1877.

SCHOOLS.	Grammar School Pupils	Primary School Pupils.	SCHOOLS.	Grammar School Pupils	Primary School Pupils.
Fem. Grammar, No. 16	40	97	Male Colored, No. 1...	11	150
English-German, No. 1	158	374	“ “ “ 2...	25	311
“ “ “ 2	163	443	“ “ “ 3...	31	243
“ “ “ 3	253	522	“ “ “ 4...	11	165
“ “ “ 4	144	422	“ “ “ 5...	22	172
“ “ “ 5	246	450	“ “ “ 6...	11	223
			“ “ “ 7...	19	361
	1004	2308	Female Colored, No. 1	10	231
	227	2789	“ “ “ 2	35	323
	1231	5097	“ “ “ 3	32	279
No. in Gram. Schools	9390		“ “ “ 4	20	341
No. in Primary Schools		15704			
	10621	20801		227	2789

Number of pupils in High Schools.....	1,101
“ “ “ “ Grammar Schools.....	10,621
“ “ “ “ Primary “.....	20,801
“ “ “ “ Evening and Saturday Normal Class.....	1,423

33,946

NUMBER IN DIFFERENT GRADES OF SCHOOLS COMPARED.
FOR 1876 AND 1877.

In Primary Schools—1877.....	15,704	
" " 1876.....	15,361	
Increase.....		343
In Grammar Schools—1877.....	9,321	
" " 1876.....	8,623	
Increase.....		698
In High Schools—1877.....	1,101	
" " 1876.....	1,181	
Decrease.....		80
In Evening Schools—1877.....	328	
" " 1876.....	133	
Increase.....		195
In Colored Schools—1877.....	3,222	
" " 1876.....	2,943	
Increase.....		279
In Evening Schools, (Colored)—1877.....	911 ^f	
" " " 1876.....	200	
Increase.....		711
In English-German Schools—1877.....	3,175	
" " " 1876.....	2,963	
Increase.....		212
Total Increase for year.....		2,358

TABLE.

Showing the number of Pupils and Teachers in the Public Schools on the last day of each Fiscal Year, from the year 1829, when the first Public School was opened, to the Year 1877, inclusive.

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829.....	3.....	269	1854.....	209.....	9,717
1830.....	5.....	402	1855.....	217.....	10,913
1831.....	5.....	637	1856.....	253.....	12,946
1832.....	5.....	640	1857.....	246.....	11,759
1833.....	8.....	544	1858.....	270.....	12,263
1834.....	8.....	859	1859.....	271.....	12,419
1835.....	8.....	867	1860.....	302.....	14,156
1836.....	8.....	914	1861.....	317.....	13,952
1837.....	8.....	659	1862.....	319.....	14,382
1838.....	8.....	675	1863.....	350.....	15,661
1839.....	8.....	1,126	1864.....	353.....	16,086
1840.....	16.....	1,334	1865.....	377.....	16,523
1841.....	22.....	2,539	1866.....	411.....	17,967
1842.....	27.....	2,471	1867.....	513.....	18,896
1843.....	28.....	2,669	1868.....	555.....	20,591
1844.....	30.....	3,366	1869.....	558.....	22,159
1845.....	50.....	4,313	1870.....	571.....	24,673
1846.....	64.....	5,017	1871.....	513.....	25,357
1847.....	91.....	6,439	1872.....	614.....	26,375
1848.....	98.....	6,699	1873.....	624.....	28,329
1849.....	107.....	6,763	1874.....	661.....	29,108
1850.....	119.....	7,093	1875.....	706.....	31,356
1851.....	138.....	8,011	1876.....	731.....	31,404
1852.....	172.....	9,031	1877.....	764.....	33,946
1853.....	194.....	9,447			

REPORT

OF THE

Assistant Superintendent.

BALTIMORE, OCTOBER 31st, 1877.

HENRY E. SHEPHERD, Esq.,

Superintendent of Public Instruction:

SIR:—

In compliance with a rule of the Board the following report is submitted for their consideration.

From the statistical tables accompanying the Superintendent's report it will be seen that the number of pupils attending Primary Schools, exclusive of Night Schools, is 20,801—about sixty-five per cent. of all the pupils attending our schools. This number last year was 19,876, showing an increase of 925 pupils attending Primary Schools. This includes the Primary Department of English German Schools, of Female Grammar School No. 16, and of Colored Schools. The increase in the number attending Grammar Schools, including the grammar department of English German Schools, of Female Grammar School No 16, and of Colored Schools is 724. The number of pupils attending High Schools this year is 80 less than last

year. The increase in the number attending English German Schools this year is only 212; last year it was 1,216. The total increase in the number of pupils attending schools of all grades is 2,358; last year it was 48.

The percentage of attendance in the Male Primary Schools this year is 83.2, last year it was about 81; in the Female Primary Schools it is 80, last year it was about 79. In the English German Schools this year the percentage of attendance is about 91, last year it was about 90. The percentage of attendance this year in the colored schools is 72, last year it was 70. The percentage of attendance last year in all the schools was 81.4, this year it is 81.8. This increase in the attendance is gratifying, and is to be attributed, somewhat to the fact that the teachers themselves are much more punctual than formerly, and that the rules of the Board are more judiciously enforced.

It would be of great assistance in forming a judgment of the manner in which our system is working, to have tables showing the numbers passed from grade to grade at the various examinations. It was intended to furnish such a statement in this report, but owing to the impossibility of consolidating the returns gotten from the principals of the schools for this purpose, it has not been done. Of course in a perfect school system, working upon entirely favorable conditions, every pupil would pass at examinations—while perfection is not to be attained, still by noticing how far we advance or recede in this respect, more accurate ideas may be formed of the value and strength of the system, and alterations suggested for its improvement. Of the 15,704 pupils attending Male and Female Primary Schools, 1,457 were promoted at the February examination, and 1,544 at the one held in June.

During the past year I think we have made progress in improving our methods of instruction, especially in teaching

Reading and Arithmetic. Many of our schools in which the teachers busy themselves to know what is new upon the subject of elementary instruction, will compare favorably, as far as my judgment will enable me to determine, with the best schools in this country.

In teaching the alphabet, the best and most successful teachers, no longer confine themselves to the method of teaching it letter by letter; but teach the simplest words as such from the commencement. By this method pupils learn first to read short easy sentences, composed of familiar words, and learn by degrees the letters.

For some time persons engaged in the practical work of instructing this class of pupils, have been agreed that this plan not only enables the pupil to proceed with greater progress, but by using these lessons in connection with appropriate objects, they heighten the interest, secure the attention, and develop gradually the most important mental faculties.

The plan of using the Reading-book as a Spelling-book also, is working very successfully. While less time is devoted to teaching spelling than formerly, pupils are not only much more familiar with the spelling and meaning of words in ordinary use, but are much better readers. The spelling-book is still used as an exercise book to advantage.

On all occasions our best teachers take the greatest care to promote perfect articulation and the correct use of language. This deserves constant attention in the Primary School classes, especially the lowest, for here if not before the foundation is laid for a correct use of the *mother* tongue.

The rule adopted by the Board by the suggestion of Mr. John B. Wentz, Chairman of the Committee on Education, of the City Council, requiring pupils to enter the Alphabet Class during the months of September and February only; is

working to great advantage, relieving teachers in charge of these classes of much unnecessary labor, and causing the promotions to be more uniform.

I am satisfied Reading is taught with much more success than formerly. The main effort being to get the pupils to read naturally, with correct articulation and pronunciation. After the recitation the pupil is called upon to relate in grammatical language the substance of the lesson. "Simultaneous Recitations" or "Concert Exercises," the great use of which under certain circumstances cannot be denied, are becoming less frequently used than formerly, and more individual instruction is given. The injudicious use of these exercises does great harm by cultivating inattention as well as a slovenly and unnatural manner of speaking. Teachers are learning every day *to use* these exercises, and many in the higher grades get on without them. Some of the most serious faults of young pupils which proper supervision on the part of teachers is intended to lessen, day by day, are cultivated and fostered by this *easy* mode of instruction.

Although Arithmetic in some of the schools still continues to be taught by rote, the pupils being instructed no further in this branch than simply how to perform the addition, subtraction, multiplication and division of abstract numbers, yet teachers are becoming more and more appreciative of the necessity for instruction in Mental and Practical Arithmetic. Many teachers find the labor of teaching the mere addition, subtraction, multiplication and division of abstract numbers greatly decreased by the use of properly selected exercises in Mental and Practical Arithmetic, and at the same time rendered much less irksome and monotonous.

Writing is well taught in most of the schools, while some find great difficulty in securing a minimum of proficiency in

this useful branch. Improvement though is gradually going on, and in time we may expect to see the subject receive proper attention in all of the schools. Many teachers in the lowest classes teach the whole script alphabet with the expectation that by means of a thorough knowledge of the "elements and principles" their pupils will in time write good hands. Some teachers instead of using the admirable system laid down in the copy-book to teach their pupils to write a legible and uniform hand, misuse it rather to teach the *drawing* of letters and in many cases actually to prevent the pupils from acquiring a handwriting, such as the system, when properly understood and taught, is intended to develop gradually.

Drawing is receiving through the special and regular teachers all the attention desirable. The proficiency acquired in this branch as well as the cultivation of the eye and taste are more than an equivalent for the expense incurred.

Music is successfully taught under the present management. The skill and proficiency displayed by the pupils at the annual examinations, eliciting the warm commendation of the musical experts invited to be present. Instead of the present arrangement of having a music lesson of fifteen minutes every day and a drawing lesson also of twenty minutes, it would be better if instruction were given in these two studies on alternate days, having three lessons a week in Music and two in Drawing.

Geography continues to be taught orally from the outline maps of the Hemispheres and Maryland.

Many of our buildings are not well adapted to the uses for which they were intended. Some of them though comparatively new are badly lighted, heated and ventilated, and not well arranged for the accommodation of classes. Class-rooms accommodating only from 30 to 40 pupils can not possibly seat a sufficient number to give an average attendance of 40, the

number each teacher is expected to instruct. The percentage of attendance being about 80, in order to seat a sufficient number of pupils to have 40 in average attendance, the seating capacity of a room ought to be at least 45, and in the lower classes more, reaching 80 sometimes in the lowest. This seems to be a trifling matter but if given proper attention teachers would be relieved of much unnecessary annoyance and the usefulness of school-buildings greatly enhanced.

I would respectfully recommend that a "model building" constructed upon the very best scientific principles in regard to arrangement, size of class-rooms, heating, lighting and ventilation be adopted by the Board and that all new buildings be constructed in accordance therewith. By an inspection of the buildings constructed within the last 6 or 8 years, it can be easily seen how an arrangement of the kind recommended would relieve the city of much unnecessary expense and at the same time secure buildings more suited to the purposes intended. Class-rooms should be of sufficient size, at least to allow 108 cubic feet of air space to each pupil and 9 square feet of floor space. The height of the ceiling should be from 12 to 15 feet. These provisions are absolutely necessary to furnish each pupil the amount of air necessary for health.

Causes tending to vitiate the air surrounding the building should be carefully eliminated.

"Ventilation and heating are almost inseparably connected. One of the simplest and most effective methods of ventilation consists of a chimney of two flues one for fire and the other for ventilation. The latter is separated from the former by a partition of metal which becomes heated by the air from the fire, and by warming the column of air in the ventilating flue, causes it to ascend, tending thus to produce a vacuum which the foul air of the room rushes in to fill. The ventilating flue

has two registers, one near the floor, the other near the ceiling, both of which can be controlled at pleasure. A more economical method consists in making a ventilating flue only, sufficiently large to permit the passage of the stove pipe along its middle line, while leaving considerable air space around the latter. By extending the stove pipe to the top of the house, the heat of the stove is used as in the previous case."

The Saturday Normal Class has been very useful in preparing some of our newly appointed teachers to undertake their work to advantage. The State Normal School has been of great service, but the want of a Training and Model School for teachers in our city is greatly felt. At small expense there might be organized in connection with the new building on the corner of Green and Fayette Streets a Training School for teachers. Male and Female Primary Schools No. 1 could be used as Model Schools in which the practical work of teaching could be taught. If teachers' certificates not only indicated that the holder is well instructed in the ordinary branches of an education, but also that the ability to impart instruction and discipline a class is possessed, then our Primary Schools which require the very best teachers would cease to be fields in which neophytes acquire experience in teaching, too often, at the expense of the pupils. In giving the lowest grade teacher additional pay, our system acknowledges the correctness of a generally received opinion among educators that the youngest pupils require the best instruction; but it is to be regretted that it shows itself lamentably inconsistent in continually transferring the best teachers from the Primary to the Grammar Schools. This is an error calling for correction, and it is earnestly recommended that the 2nd and 3rd assistants in the Primary and Grammar Schools be placed on the same footing, and that promotion for merit be made from the Grammar to

the Primary Schools. By the present system it is often the case that by the time a newly appointed teacher becomes useful in a Primary School she is transferred to a Grammar School, and the vacancy supplied by a person who has everything to learn in the way of teaching. This every one will admit is greatly to the injury of our Primary Schools.

By way of illustration, it may be stated that one of our Primary Schools with six teachers has had about twelve changes of teachers within two or three years. It is to be remembered that teachers with some experience at least were replaced by others, in most cases who never had charge of a class in their lives, except may be occasionally as a substitute.

Writers upon school management acknowledge the great educational problem of the day to be—How to secure good attendance. Experience and observation fully teach that attendance can be secured *as far as is desirable* by judiciously carrying out the rules of the Board relating thereto. Every teacher exercises an influence in securing attendance, and the responsibility must not be considered to rest entirely upon the Principal as is the case in some schools. The ability to control attendance is an important item of the qualifications which make a good teacher. If in a school with six teachers the attendance in the different classes varies from 60 to 90 per cent, it cannot be gainsaid that the teacher whose average is only 60 per cent is not efficient in securing attendance. Each teacher in a school should keep a bi-weekly report of her class, and compare her attendance with that of the others, and her ability in this respect can be easily ascertained. English-German School No. 2 has the best attendance of any school in the city, which is to be attributed to careful management on the part of the teachers, and *co-operation on the part of parents*. In securing good attendance and in disciplining a school, nothing

is of so great importance as securing the co-operation of parents. With this influence everything possible can be accomplished, without it nothing. Most of the Colored Schools present an example on the other extreme, some of them securing an average attendance not greater than 40 per cent. Here the teacher *may* do all that is possible, but parents have not a proper appreciation of the necessity for regular attendance. Some of the Principals do not observe the rules relating to truancy. Absentees are not always required to furnish satisfactory reasons for absence as they should be—teachers and parents being both imposed upon. Truancy seldom occurs in our best Primaries in certain localities, but in a few schools this evil prevails to too great an extent and is due mainly to mismanagement on the part of those called upon by the rules of the Board to correct it.

As a means of improving the attendance and preventing truancy, it is respectfully urged that those entrusted with that duty by the Board have more regard to the enforcement of the following rules: ART. XXII, SEC. 1—"Pupils who have been absent from school in any week for a space of time equal to two days, or in any month for a space of time equal to four days, except such absence be occasioned by sickness, will not be permitted to return without a note from one of the Committee in charge of the school." ART. XXII, SEC. 4—"Truant playing shall be considered a flagrant offence, and no pupil shall be received after playing truant without authority from the Local Committee; nor shall any such Committee or Commissioner give such authority to any pupil who has been guilty of this offence more than twice during the current scholastic year." ART. XVI, SEC. 3—"Pupils shall attend the school nearest their residence, unless otherwise approved of by the Board or

the Local Committee having charge of the school to which they properly belong.”

I desire to express my thanks to the Board and its officers, the teachers, and yourself, for courtesy and kindness extended to me on all occasions.

Respectfully submitted,

HENRY A. WISE,

Ass't. Supt.

THIRTY-NINTH ANNUAL REPORT

OF

BALTIMORE CITY COLLEGE,

WITH

ACCOMPANYING PAPERS,

FOR

A. D. MDCCCLXXVII.

Committee on Baltimore City College.

CHARLES E. PHELPS,

49 St. Paul Street.

JOHN F. HANCOCK,

Baltimore and Caroline Streets.

*WILLIAM P. TONRY,

Maryland Institute.

G. S. GRIFFITH, JR.,

89 & 91 West Baltimore Street.

JOHN T. MORRIS, *ex-officio*,

43 North Charles Street.

*Elected to City Council, and succeeded in the Board by JOHN B. BOYLE
M. D.

Faculty of Baltimore City College.

WILLIAM ELLIOTT, JR., A. M., PH. D., PRINCIPAL,
Professor of Higher Mathematics.

J. ASBURY MORGAN, A. M., VICE-PRINCIPAL,
Professor of the Greek Language and of Mental and Moral Philosophy.

JAMES R. WEBSTER,
Professor of Writing and Book-keeping.

ANDREW S. KERR,
Professor of Mathematics and Astronomy.

A. L. MILLES, B. A.,
Professor of the French Language, and Adjunct Professor of Latin.

CHARLES F. RADDATZ,
Professor of the German Language.

CHAPMAN MAUPIN, M. A.,
Professor of the Latin Language.

POWHATAN CLARKE, M. D.,
Professor of Natural Science.

CHARLES C. WIGHT,
Professor of History and English Literature.

RICHARD W. PREECE,
Professor of Drawing.

ALEXANDER HAMILTON,
Adjunct Professor of English and Mathematics.

N. H. THAYER, A. M.,
Adjunct Professor of Natural Science.

STEPHEN F. NORRIS,
Tutor.

HENINGHAM GORDON, B. A.,
Tutor.

COMMENCEMENT.

The Exercises of the Twenty-seventh Commencement were held in Ford's Grand Opera House, on Wednesday, June 27, 1877.

I. Certificates were given to the following named young men, in testimony of their having completed satisfactorily the course of study of four years :

MILTON WHITNEY AUDOUN,	ROBERT VINTON LANSDALE, JR.,
THOMAS RANDOLPH BALL,	CHAS. HENRY LAUCHHEIMER,
MANLY HOWELL BARNES,	LUTHER CARVILLE MARLEY,
HARRY MILTON CHENOWETH,	CHAS. AUGUSTUS A. J. MÜLLER,
DANIEL JAMES EMICH,	JACOB JOSHUA HIRAM MITNICK,
JOHN MICHAEL FRISCH,	ISADORE NOAH,
JOHN MICHAEL GALLAGHER,	ALLEN BILLINGSLEY QUINAN,
EDWARD JOSEPH GEIS,	DeWITT CLINTON REDGRAVE,
JACOB GRAPE, JR.,	EDWARD HENRY SPIEKER,
SAMUEL FREDERICK ZIEGLER, JR.	

II. The following honorary appointments were made by the Faculty :

EDW. H. SPIEKER.....	The Honorary Oration.
C. AUGUSTUS A. J. MÜLLER.....	The Valedictory Oration.
LUTHER C. MARLEY.....	The Salutatory Address.

III. The Peabody Prizes (in all \$500.) were awarded by the Faculty and distributed by Philip R. Uhler, Esq., Librarian of the Peabody Institute, as follows :

OF THE FIRST GRADE, ONE HUNDRED DOLLARS EACH.

EDWARD H. SPIEKER,
C. AUGUSTUS A. J. MÜLLER,
JACOB J. H. MITNICK.

OF THE SECOND GRADE, FIFTY DOLLARS EACH.

CHARLES H. LAUCHHEIMER,
HARRY M. CHENOWETH,
SAMUEL F. ZEIGLER, JR.,
EDWARD J. GEIS.

REPORT

OF THE

Principal of Baltimore City College.

BALTIMORE, December 31, 1877.

To the Board of Public School Commissioners :

GENTLEMEN :

The course of study in the City College having been extended to five years, it was, in consequence thereof, not intended to hold the usual Commencement Exercises at the close of the last scholastic year.

For reasons however, sufficient in the opinion of the Committee on the College, it was thought proper to award publicly to the members of the class of 1877, certificates indicating that the recipients thereof had satisfactorily completed a four years course.

The exercises connected with the distribution of these certificates, were held in Ford's Opera House, on the evening of June 27, in the presence of a large and appreciative audience.

Hon. Ferdinand C. Latrobe, Mayor of the City, (who, during his entire administration never failed to manifest his deep interest in Public Instruction), was present and accompanied the presentation of the certificates to the young men with some remarks, alike creditable to his head and heart.

John T. Morris, Esq., President of the School Board, on behalf of the Society for the encouragement of the study of Early English, presented to Messrs. Manly N. Barnes and Chas. H. Lauchheimer, respectively, copies of the publications of that society, for their attainments in that branch of study.

The Peabody Prizes were then presented to the young gentlemen, who had successfully competed for them, by Philip R. Uhler, Esq., Librarian of the Peabody Institute; their names are given on the preceding page.

After which the certificates, authorized by the board for that purpose, were handed to the members of the One Year class, who, having fulfilled all the required conditions, were entitled to receive them.

On the second and third days of July the usual examination for admission took place.

At this examination there were present from the Grammar schools, 236 candidates; from the English-German schools, 13, and from private schools 8; in all, 257.

Of the applicants from Grammar schools, 207; from English-German schools, 13; and from private schools, 2, in all 222, were recommended by the Committee, and admitted to the College by the Board.

Special examinations were subsequently granted to other candidates from private schools, by which the number admitted from these schools was increased to 10.

Our fall roll was as follows :

Returned after Summer vacation.....	223
Former students re-entered.....	4
Entered from Grammar Schools.....	187
“ “ English-German Schools.....	11
“ “ Private Schools.....	10
	<hr/>
Total number.....	435

At the last election of teachers, Prof. N. H. Thayer was elected Librarian of the Public School Teachers' Library, and Adjunct Professor of Natural Science in this College.

Upon the opening of the schools, in September Prof. Thayer entered on his duties in connection with the College, and has to the present acceptably performed the same.

With this exception the personnel of the Faculty remains the same as it was at the time of my last report.

Believing that the schedule of weekly exercises, which has heretofore required all the time spent in school to be devoted to recitation, could be advantageously changed by assigning a portion of that time for preparation of lessons under the supervision of a member of the Faculty; such a change was made, with results that clearly indicate its propriety.

Shortly after the close of the scholastic year Hon. Thomas Swann made known to the President of the Board, through His Honor, the Mayor, his intention to appoint to two cadetships, at West Point and Annapolis respectively, then at his disposal, the two young men from among the students of the College, who, after a competitive examination, should be declared best qualified for said positions.

This examination was held early in August, under the supervision of the Principals of the College and Eastern Female

High School and resulted in favor of Master Allen B. Quinan for the appointment to West Point, and of Master Chas. H. Lauchheimer for the Naval Cadetship; both of them having previously passed the physical examination which was conducted by Dr. Jas. A. Steuart, City Health Commissioner.

Masters Quinan and Lauchheimer are now pursuing their studies in the Military and Naval Academies, respectively.

In this connection I deem it worthy of mention, that at the Competitive Examination held last Summer at Annapolis, for appointments as cadet-engineers in U. S. N., Masters D. W. C. Redgrave and Harry R. McCreary, former pupils of the College, were the only successful contestants for said positions, from Maryland.

Another fact, which, I am sure, will not be of less interest to the friends of the College than those already mentioned, is, that at the present time there are enrolled among the students of Johns Hopkins University fourteen young men who have passed through the City College and are now, as I am informed, among the most promising candidates for Baccalaureate degrees.

I state the foregoing facts here, not to make the impression that the City College is a preparatory institution for any other one, but for the purpose of giving to the citizens of Baltimore such information as may enable them to draw just conclusions with regard to its efficiency.

To a knowledge of the College derivable from these facts, we ask our fellow-citizens to add that which comes from personal inspection and examination.

For this purpose we cordially invite them to visit the College at their convenience, and thus determine whether or not their money is judiciously expended in its maintenance.

In conclusion I take occasion to say, that since my last report our exercises have continued without any other than the usual

interruptions; that my colleagues have labored diligently in their respective departments and have also co-operated with me in promoting the general interests of the College, and further, that our students, with a few exceptions, have, both as regards attention to study and general deportment, merited commendation.

It only remains for me to express to the members of the Board, especially to those who constitute the Committee on the College, my hearty appreciation of their efforts in its behalf.

Very respectfully,

WM. ELLIOTT, JR.,

Principal.

CURRICULUM.

FIRST YEAR.

English Grammar and Analysis,	Latin, commenced,
Elocution,	Book-Keeping, commenced,
History of England,	Algebra, completed,
Writing,	Geometry, III Books.
Physiology,	

SECOND YEAR.

Rhetoric, Composition and Elocution,	Latin, continued,
English Grammar and Analysis,	German, commenced,
History of Rome,	Geometry, completed,
Book-Keeping, continued,	Plane Trigonometry,
Physical Geography,	Mensuration.
Natural Philosophy,	

THIRD YEAR.

Rhetoric, Composition and Elocution,	German, continued,
History of English Literature,	Greek, commenced, (optional,)
History of Greece,	French, commenced,
Natural Philosophy, (full course.)	Surveying and Navigation
Astronomy, commenced,	Spherical Trigonometry.
Latin, continued,	

FOURTH YEAR.

Original Speeches and Elocution,	Latin, continued,
English Literature,	Greek, continued,
History of the Ancient Empires,	French, continued,
Mental Philosophy,	German, continued,
Moral Philosophy,	Analytical Geometry,
Constitution of the United States,	Astronomy, completed.
Chemistry,	Review of Mathematics.

FIFTH YEAR.

Latin,	Moral Philosophy,
Greek,	French,
Calculus,	German,
English Literature,	Chemistry,
Logic,	Astronomy.

ONE YEAR COURSE.

English Grammar,	Physiology,
Commercial Arithmetic,	Drawing,
Book-Keeping and Business Correspondence,	Physics.
History of the United States.	

RECITATIONS OF BALTIMORE CITY COLLEGE.

77th and 78th Terms.

I. RECITATIONS HEARD EACH WEEK BY THE RESPECTIVE PROFESSORS

PROF. ELLIOTT—Plane and Spherical Trigonometry, 4 times; Analytical Geometry, 4 times; Calculus, 3 times; Preparation, 2 times.....	13
PROF. MORGAN—Greek, 16 times; Latin, 4 times; Mental Science, 2 times; Constitution, U. S. once.....	23
PROF. WEBSTER—Book-keeping, 17 times; Writing, 6 times.....	23
PROF. KERR—Geometry, 5 times; Plane and Spherical Trigonometry, 4 times; Astronomy, 2 times; Preparation, 2 times.....	23
PROF. MILLES—French, 10 times; Latin, 15 times.....	25
PROF. RADDATZ—German, 17 times; History, 5 times; Preparation, once.....	23
PROF. MAUPIN—Latin, 22 times; Preparation, once.....	23
PROF. CLARKE—Nat. Philosophy, 15 times; Chemistry, 6 times.....	21
PROF. WIGHT—English, 17 times; Rhetoric, 4 times; Composition, once; Preparation, once.....	23
PROF. PRECE—Drawing, 15 times.....	15
PROF. HAMILTON—Algebra, 16 times; Arithmetic, 5 times; Composition, 2 times.....	23
PROF. THAYER—Physics, 5 times; Preparation, 9 times.....	14
MR. NORRIS—Arithmetic, 8 times; History, 8 times; Composition, 5 times; English 2 times.....	23
MR. GORDON—Latin, 10 times; Physiology, 12 times; Preparation, 3 times.....	25

II. RECITATIONS MADE EACH WEEK BY THE RESPECTIVE CLASSES.

J CLASS—Greek, 4 times; English, once; Astronomy, once; Chemistry, 3 times; French, 4 times; German, 3 times; Calculus, 3 times; Preparation, 3 times; Mental and Moral Science, 2 times.....	25
I CLASS—Greek, 4 times; Latin, 4 times; Analytical Geometry, 4 times; Constitution U. S., once; Astronomy, once; French, 2 times; German, 2 times; Chemistry, 3 times; English, 2 times; Preparation, 2 times.....	25
H CLASS—Latin, 4 times; Greek, 4 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Nat. Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Preparation, 2 times.....	25
H ¹ CLASS—Same as H ¹	25
G CLASS—Latin, 5 times; Geometry, 5 times; German, 3 times; History, 2 times; Nat. Philosophy, 3 times; English, 2 times; Drawing, 2 times; Book-Keeping, 2 times; Preparation, once.....	25
F CLASS—Same as G.....	25
E CLASS—Same as G.....	25
D CLASS—Latin, 5 times; History, 3 times; Arithmetic, 2 times; Physiology, 3 times; Algebra, 4 times; Drawing, 2 times; Book-Keeping, 2 times; Writing, once; Composition, once; English, 2 times; Preparation once.....	25
C CLASS—Same as D.....	25
B CLASS—Same as D.....	25
A CLASS—Same as D.....	25
A ² CLASS—Arithmetic, 5 times; Physics, 5 times; English, 2 times; Composition, once; Physiology, 3 times; Drawing, 2 times; Book-Keeping, 3 times; Writing, 2 times; History, 2 times.....	25

REPORT OF THE PRINCIPAL
OF THE
Eastern Female High School
WITH
ACCOMPANYING PAPERS,
FOR THE YEAR 1877.

COMMITTEE
ON THE
FEMALE HIGH SCHOOLS.

JOHN P. POE,

GEO. L. HAMEL,

H. B. ROEMER,

WM. M. IVES,

W. W. MURRAY,

WM. C. ATKINSON,

JOHN T. MORRIS, *ex officio.*

Faculty of the Eastern Female High School.

W. F. WARDENBURG,

Astronomy, Chemistry, Moral Philosophy, Mental Philosophy, Trigonometry.

ELIZABETH A. BAER,

Rhetoric, Elocution, Composition.

PHEBE J. TOMPKINS,

Arithmetic.

SARAH L. BASSFORD,

History, Composition, Rhetoric, Book-Keeping.

MARY C. GEDDES,

Algebra, Geometry.

LAURA V. DEVALIN,

Physiology, English Literature, Composition.

ELIZA E. NICOLAI,

Etymology, Natural Philosophy, Composition.

LAURA M. MULLIN,

Drawing.

HENRIETTA J. BREWER,

Algebra, History.

LOUISA BROWNING,

Grammar, Composition, Literature.

AMANDA DUBRIEUL,

AUGUSTINE LECOURT,

French.

J. H. ROSEWALD,

Vocal Music.

GRADUATES

OF 1877.

Atkinson, Annie M.	Greenwood, Pamela S.
Bartgis, Florence S.	Hupp, Johanna D.
Bromwell, Sophia I.	Heindle, Clara
Brooks, Anna M.	Heilner, Kate
Bishop, Clara D.	Herman, Clara
Blackman, Marion L.	Klinefelter, Fannie
Castelberg, Miriam.	Linthicum, Rebecca C.
Coggins, Mary E.	McCormick, Emma
Copenhaver, Caroline	McElfresh, Kate A.
Davis, Kate H.	New, Emma E.
Dahle, Margaret A.	Philips, Julia H.
Denson, Mary A.	Seibert, Ella V.
Dickerson, Florence P.	Senderling, Annetta M.
Diggs, Clara V.	Taylor, Charlotte J.
Earp, Minnie A.	Taylor, Annie E.
Fatherly, Ida	Tongue, Elsie
Frank, Martha L.	Ward, Annie
Gibney, Mary R.	White, Marga
Gillen, Gertrude H.	Wightman, Clara

Recipients of the Peabody Medals.

FIRST GRADE.

—:O:—

CLARA V. DIGGS,
MARY A. DENSON,
KATE McELFRESH,

ANNIE WARD,
MARTHA L. FRANK,

SECOND GRADE.

—:O:—

ANNIE M. ATKINSON,
CLARA HERMAN,
MARGARET A. DAHLE,
CHARLOTTE J. TAYLOR,
CLARA HEINDLE,

EMMA E. NEW,
FLORENCE T. BARTGIS,
FANNIE KLINEFELTER,
ELSIE TONGUE,
ELLA V. SEIBERT.

The fifteen preceding are recipients also of a full membership Maryland Institute Ticket for one year.

ADDITIONAL RECIPIENTS,

OF THE

Peabody Lecture Tickets,

Awarded to the Twenty-Five Highest.

KATE H. DAVIS,
SOPHIA J. BROMWELL,
MARY E. COGGINS,
ANNA M. BROOKS,
MIRIAM CASTELBERG,

MINNIE A. EARP,
CLARA D. BISHOP,
MARION L. BLACKMAN,
EMMA McCORMICK,
MARY R. GIBNEY.

REPORT

OF THE

Principal of Eastern Female High School.

BALTIMORE, December 31, 1877.

To the Commissioners of Public Schools :

GENTLEMEN :

In compliance with the rules of the board, I submit the annual report of the Eastern Female High School for the year ending Dec. 31, 1877.

The following statement shows the number of pupils in attendance during the term ending July 3, 1877; also the number admitted and withdrawn since that time :

Attending July 3, 1877.....	256
Graduated or discontinued from July 3 to September 3...	89
Remaining.....	167
Admitted September 3.....	127
Never attended.....	12
Attending Nov. 20.....	282
Discontinued from Nov. 20 to Dec. 31.....	16
On Roll Dec. 31, 1877.....	266

The average attendance during the year was about 89 per cent.

In the short time that I have been principal of the school, I have seen much to commend. The teaching is not confined to the mere matter of hearing recitations; the subjects are carefully analyzed, and the text-book is supplemented by research and illustration. Much time is also spent in cultivating the judgment, and in implanting the principles of judicious criticism. Important modifications in our schedule were made last summer; and the standard of excellence in scholarship at which we are aiming, will probably suggest further changes in the future.

The special average introduced last year is having its legitimate effect in elevating the grade of the school, while, for the present, reducing the number on roll. It would be well for parents and teachers to be sure that those who apply for admission to the High Schools are not only prepared to enter, but are physically and mentally able to pursue to successful completion the course of study prescribed for those schools.

The deportment of the pupils is excellent; they are respectful and obedient to their teachers, and civil and courteous to each other.

The school needs chemical and philosophical apparatus. We have not at present the necessary appliances for the most ordinary illustrations, and without such illustrations the study of the Physical sciences loses both point and interest.

Reference books are also required. The importance of such books to any school, but particularly to the High Schools, cannot be overestimated. They furnish the matter necessary to supplement the text-book, and afford the pupils the means of investigating subjects not directly connected with the school work.

I take this opportunity of expressing my thanks to Prof. N. H. Thayer for his aid in organizing the classes, and for

information in regard to the clerical work of the school; also to my assistants for their kind and cordial support.

I am also under obligations to the officers and members of the Board, especially to the Committee on High Schools.

Respectfully submitted,

W. F. WARDENBURG.

COURSE OF STUDY.

FIRST YEAR.

Etymology,
English Grammar,
Elocution,
History,
French,
Physiology

Arithmetic,
Algebra,
Composition,
Vocal Music,
Drawing.

SECOND YEAR.

Rhetoric,
Elocution,
Arithmetic,
Algebra,
Natural Philosophy,

Drawing,
Vocal Music,
Composition,
French.

THIRD YEAR.

History,
Rhetoric,
Elocution,
French,
Algebra,

Astronomy,
Geometry,
Composition,
Drawing,
Vocal Music.

FOURTH YEAR.

Grammar,
Arithmetic,
Moral and Mental Philosophy,
Book-Keeping,
Chemistry,
English Literature,

Composition,
French,
Drawing,
Vocal Music,
Trigonometry,
Elocution.

WEEKLY RECITATIONS IN THE EASTERN FEMALE HIGH SCHOOL.

Sep. 1877—1878.	W. F. Wardenburg.	E. A. Baer.	S. L. Bassford.	P. J. Tompkins.	L. V. DeVain.	L. M. Mullin.	L. Browning.	H. J. Brewer.	M. C. Geddes.	E. E. Nicolai.	A. Dubrienz.	A. Lecourt.	J. H. Rosewald.
Monday . . .	Super. I Ast. H " K L M. Ph. K L Chem.	K L Elo. H " I " Comp. H Comp.	H Hist. K B. Keep. L " I Hist. G Rhet.	E Arith. L " G " F " D "	D Phys. A " B " E " Comp.	F Draw. C " D " G " A "	G Lit. F " K Gram. B " E Lit.	C Hist. D " A " C Alg. B Hist.	I Geom. E Alg. F " H Geom. I Alg.	B Ety. G Phil. E " A Ety. C "		A French. B " C " D " F "	
Tuesday . . .	Super. K L Chem. L Trig. K " Super	L Comp. Comp. I Rhet. Comp. H Rhet.	I Comp. Comp. K B. Keep. E Rhet. F "	F Arith. E " A " D " B "	Comp. A Phys. B " C " E Comp.	G Draw. H " D Gram. Comp. B Draw. C "	Comp. D Gram. Comp. C Gram. A "	C Hist. B " D " Comp. A Hist.	H Geom. I " F " F Alg. G "	E Phil. G " Comp. G Phil. D Ety.	K French. G " H " L " I "		A B Mus'c. C D " E F G " H I " K L "
Wednesday .	Super. H I Ast. K M. Ph. Super. E F G Exp.	K L Comp. Comp. I Rhet. K L Elo. I Comp.	H Hist. E Rhet. L B. Keep. H Comp. Comp.	C Arith. K " G " F " D "	A Phys. D " B " C " L Lit.	B Draw. L " F " I " K "	G Lit. F " D Gram. B " C "	D Alg. C Hist. A Alg. A Hist. B Alg.	I Geom. G Alg. H Geom. E Alg. H "	F Phil. A Ety. E Phil. G " Comp.		E French. B " C " D " A "	
Thursday . . .	K Trig. L " K L M. Ph. H I Ast. K L Chem.	A Elo. D " G " F " B "	I Hist. F Comp. Comp. G Rhet. F "	B Arith. A " E " C " G "	D Phys. C " B " K Lit. A Phys.	L Draw. E " I " A " C "	E Lit. H " A Gram. A " C "	C Alg. B " D " B Hist. D "	H Mens. I " F Alg. E " H "	F Phil. G Comp. C Ety. Comp. E Phil.	G French. K " H " L " I "		
Friday	Super. I Ast. Super. L M. Ph. H Ast.	H Rhet. K Comp. C Elo. Comp. E Elo.	F Comp. E Rhet. Comp. F Rhet. G "	L Arith. A " K " B "	C Phys. L Lit. D Phys. K Lit. Comp.	K Draw. I Lit. H Draw. E " D "	Comp. I Lit. L Gram. A Comp. B "	D Hist. B " A " C " A Alg.	I Alg. H " G Alg. I "	G Phil. G Comp. B Ety. D " F Phil.		E French. F " C D " E F G " H I " K L "	A B Mus'c. C D " E F G " H I " K L "

REPORT OF THE PRINCIPAL

OF THE

Western Female High School

WITH

ACCOMPANYING PAPERS,

FOR THE YEAR 1877.

COMMITTEE
ON THE
FEMALE HIGH SCHOOLS.

JOHN P. POE,
GEO. L. HAMEL,
H. B. ROEMER,
WM. M. IVES,
WM. C. ATKINSON,
WM. W. MURRAY, M. D.
JOHN T. MORRIS, *ex-officio*.
HENRY E. SHEPHERD, *Superintendent*.

Faculty of the Western Female High School.

D. A. HOLLINGSHEAD, A. M., *Principal,*

Astronomy, Chemistry, Mental and Moral Philosophy, Trigonometry and Experiments in Natural Philosophy.

P. A. HARTMAN,

English Literature, Rhetoric, History, Composition.

S. S. RICE.

Rhetoric, Elocution, Etymology, Grammar, Composition.

J. S. WILLIAMS,

Algebra and Composition.

EMMA COWMAN,

Rhetoric, Physiology, Etymology, Composition.

H. C. ADAMS,

History and English Literature,

L. C. SAUMENIG,

Geometry, Book-Keeping, Physiology, Arithmetic.

I. HAMPSON,

Natural Philosophy, Algebra, Composition

A. P. WISE,

Arithmetic.

L. D. BRIAN,

Grammar, Etymology, Astronomy, Composition

E. J. DAVIS,

Drawing.

MAD. DUBREUIL & MAD. LECOURT,

French.

J. H. DEEMS,

Music.

Graduates Receiving Peabody Medals.

FIRST GRADE.

Miss HENRIETTA SZOLD,
" ADA SPENCER,
" LILLIE SLOTHOWER,
" KATE CROMWELL,
" ALICE LEDLEY.

SECOND GRADE.

Miss NANNIE DOUTY,	Miss CARRIE SUMWALT,
" CARRIE HEWETT,	" SUSIE MACY,
" JESSIE SEWELL,	" IRENE EICHELBERGER,
" FANNIE THOMAS,	" IMOGEN GEORGE,
" MARY ZERWICK,	" KATE McVEIGH,

Additional Number Receiving Tickets to Lectures Peabody Institute.

Miss SALLIE LOWENBACH,	Miss GEORGIA HOBBS,
" LAVINIA GRIM,	" MATTIE SKINNER,
" VIOLA KALTENBACH,	" ELLA LEESON,
" SADIE BLADES,	" CARRIE SNYDER,
" SADIE TRAINOR,	" EDITH THORNTON.

Misses Davis and Gwynn were, by Merit Standing, entitled to a Peabody Medal, but not having consecutively completed the full Course of Study, could not compete for them or the Peabody Tickets.

Names of Graduates with their Theses.

SADIE BLADES.....	.....	<i>Silent Changes</i>
FANNIE BYRD.....	.....	<i>The House We Live In</i>
ABBIE BRAWNER.....	.....	<i>English Dramatic Literature</i>
KATIE R. CROMWELL.....	.....	<i>English Prose Fiction</i>
MARY CASSELL.....	.....	<i>Hidden Gems</i>
FANNIE C. DAVIS.....	.....	<i>Activity, the Law of the Universe</i>
NANNIE C. DOUTY.....	.....	<i>Out of the Old House into the New</i>
BETTIE DOBLER.....	.....	<i>The Present, the Past and the Future</i>
M. IRENE BICHEMBERGER.....	.....	<i>Music</i>
MAGGIE E. FAWCETT.....	.....	<i>Home Influence</i>
MARY FILLINGER.....	.....	<i>Poetry</i>
FANNIE M. FORD.....	.....	<i>Foundations</i>
IMOGEN GEORGE.....	.....	<i>Modern Mythology</i>
LIZZIE GARTEP.....	.....	<i>Homes of Genius</i>
M. GRACE GWYNN.....	.....	<i>Renaissance</i>
LAVINIA GRIM.....	.....	<i>The Voyage of Life</i>
GEORGIA HOBBS.....	.....	<i>Literature</i>
VARA M. HOBLITZELL.....	.....	<i>The Love of Poetry</i>
CARRIE W. HEWITT.....	.....	<i>Valedictory</i>
M. KATE JONES.....	.....	<i>Ancient and Modern Civilization</i>
VIOLA L. KALTENBACH.....	.....	<i>Imagination</i>
ELLA LEBSON.....	.....	<i>Exterior and Interior</i>
ALICE O. LEDLEY.....	.....	<i>Character</i>
SALLIE LOWENBACH.....	.....	<i>Historic Nights</i>
BETTIE S. LE CATO.....	.....	<i>The Insignificance of the Earth</i>
ANNIE E. LOANE.....	.....	<i>Rain—Its uses</i>
ALICE MARKELL.....	.....	<i>Montenegro</i>
SALLIE McBRIDE.....	.....	<i>Comus</i>
SUSIE MACY.....	.....	<i>Portia</i>
LUELLA MAY.....	.....	<i>The Harmony and Beauty of Nature</i>
KATIE Q. McVEIGH.....	.....	<i>Unappreciated</i>
LOUISA MAURER.....	.....	<i>The Terrestrial Sphere</i>
MATTIE M. SKINNER.....	.....	<i>Moral and Material Progress of the Nations</i>
ADA M. SPENCER.....	.....	<i>Idols of the Mind</i>
BESSIE SMYTH.....	.....	<i>Mirrors</i>
LULY SELLMAN SHIPLEY.....	.....	<i>The Influence of the Fine Arts</i>
LILLIE SLOTHOWER.....	.....	<i>Salutatory</i>
JESSIE L. SEWELL.....	.....	<i>Absolute Truth</i>
CARRIE SNYDER.....	.....	<i>In Futuro</i>
HENRIETTA SZOLD.....	.....	<i>Our Public Schools</i>
CARRIE M. SUMWALT.....	.....	<i>Aim of Life</i>
ANTONIA SONDRERSHOF.....	.....	<i>Facts and Fancies</i>
SADIE TRAINOR.....	.....	<i>Great Discoverers and Great Men in Literature</i>
KATIE TAYLOR.....	.....	<i>Time at His Basel</i>
FANNIE O. THOMAS.....	.....	<i>The Rank is but the Guinea's Stamp</i>
EDITH POWELL THORNTON.....	.....	<i>Education, the Chief Source of Knowledge</i>
CLARA J. WAGNER.....	.....	<i>Beauty</i>
MARY C. ZERWECK.....	.....	<i>Life a Mysterious Agent</i>

REPORT

OF THE

Principal of Western Female High School.

BALTIMORE, December 31, 1877.

To the Board of Public School Commissioners :

GENTLEMEN :

I herewith submit for your consideration the thirty-second Annual Report of this Institution.

During the past year, our general attendance was not quite as good as that of the preceding year ; but this was owing mainly, to the increased number of cases of protracted sickness either personal or in the family, especially during the past two months.

While the general progress of our pupils has been very satisfactory, it is, however, to be greatly regretted that a number, in consequence of irregular attendance, have failed to attain a good scholastic standing, and without redoubled diligence on their part, in future, in view of our system of special averages they will not be entitled to promotion at the close of the session.

Notwithstanding the enforcement of the regular standard of examination for admission, some have entered who are neither mentally nor physically able to prosecute successfully the High School course of study, and it would have been much better for them to have remained longer in the Grammar Schools.

In consequence of failing health, sickness and death of parents, and other unavoidable causes, twenty pupils have left school since our opening in September, and during the present week, Miss Mattie Cowman, a most interesting and promising pupil of the second year, has been withdrawn by death from the busy scenes of earth, and, we trust, transplanted to a fairer and more enduring clime. We deeply sympathize with her parents and friends in their sad bereavement.

The general deportment of our pupils deserves commendation, and their uniformly courteous intercourse with each other is an exceedingly pleasant feature of school life, and one to which they will, doubtless, in future years, refer with fond remembrances. In this connection, I desire to bear testimony to the faithful and earnest efforts of the teachers associated with me to render their respective departments, in the highest degree, efficient.

Our twenty-fifth Annual Commencement was held in "Ford's Grand Opera House," June 28th, in the presence of a large and intelligent audience, consisting of the friends of the Graduates, and other friends of popular education. We have every reason to believe that the exercises on the occasion gave general satisfaction. Hon. F. C. Latrobe, Mayor of the City, awarded the usual Certificates of Scholarship to forty-eight young ladies, who had satisfactorily completed their full course of study.

Prof. Uhler distributed the Peabody Medals to those entitled to receive them.

J. M. Carter, Pres. Md. Institute, in like manner, presented tickets of free admission to the lectures of the Institute and to the use of its Library.

At our opening in September the School was constituted as follows, viz :

Former pupils returned.....	236
Of those admitted at the Annual and Special Examinations that claimed their seats.....	191
	—
Aggregate.....	427

In addition to the withdrawals already named, one was transferred, on account of a removal of her residence, to the Eastern Female High School, leaving on roll at the present date 405 pupils.

Some changes have been made in our Curriculum by which the number of studies in the hands of the pupils during each year has been decreased and the time allotted to each study increased, and more attention is paid to English Literature and Composition. How far these changes may prove beneficial in their practical results, we are not yet able to state, as the period during which they have been tested has been too short to enable us to form a definite opinion ; the impression at present, however, is favorable to the new arrangement.

In our last Annual Report, we urged the absolute necessity for an addition to our Chemical and Philosophical Apparatus, in view of the interests involved. We again refer to the matter with increased earnestness, and sincerely hope that the Board may, during the present session, furnish us with such apparatus as will enable us to give proper illustrations in Physics and Chemistry, which, with the present supply, it is utterly impossible to do.

I had hoped ere this, that some adequate arrangement would have been made to carry off the noxious gases frequently produced in performing experiments, as the attention of the members of the Committee on proper ventilation, was called to the matter during the past session, and they expressed their decided opinion, as to the necessity for such an arrangement.

Your attention is *again called* to the want of sufficient class room accommodations, which is a serious drawback to those whom it affects. The committee on Female High Schools, we feel assured, will bear us out in urging the necessity of providing, at least, two additional class-rooms.

The insufficiency of light in several of our class-rooms on dark and cloudy days, compels me again to refer to the matter. It is impossible, frequently, on such days, for either teacher or pupils, without the most strenuous efforts, to read or attend to any regular work, in consequence of the want of light in those rooms. Serious consequences must follow a failure to remedy this difficulty, which can only be done by the introduction of gas. I may say in this connection, that several pupils have already been withdrawn from school on account of weak eyes, and certainly whatever tends to increase the trouble in the school-room should, as far as possible, be removed.

Before closing this report, allow me to tender my acknowledgment to the Board and its officers, for their uniform courtesy extended to me in my official relations to them.

To the Committee on Female High Schools, for the deep interest they have ever manifested in the daily work of the school, and in the comfort of both teachers and pupils, we offer our sincere thanks.

In conclusion, your attention is called to the accompanying papers which contain important information, in tabular form that could not be presented as well in any other way.

With great respect,

Yours truly,

D. A. HOLLINGSHEAD.

SUMMARY,

Of Annual and Special Examinations, for 1877.

GRAMMAR, PRIVATE AND ENGLISH-GERMAN SCHOOLS.		Examined.	Admitted.
No. 1.....		47	41
" 4.....		16	16
" 6.....		27	27
" 8.....		22	17
" 9.....		18	12
" 10.....		25	19
" 12.....		12	11
" 15.....		23	16
" 18.....		19	14
" 19.....		16	15
" 21.....		33	33
" 1 English-German Schools.....		2	1
" 2 " " " ".....		1	0
Private Schools.....		12	1
		271	223

RECITATIONS

OF THE

Western Female High School.

 RECITATIONS HEARD EACH WEEK BY THE DIFFERENT
TEACHERS.

PROF. HOLLINGSHEAD—Trigonometry 3 times; Astronomy 5; Mental Philosophy 4; Moral Philosophy 1; Chemistry 4; Experiments in Natural Philosophy 1.....	18
MISS HARTMAN—English Literature 8; Rhetoric 3; History 4; Composition 5; Ex. Written Composition 5.....	25
MISS RICE—Rhetoric 4; Grammar 2; Elocution 13; Etymology 2; Composition 2; Ex. Written Composition 2.....	25
MISS WILLIAMS—Algebra 20; Composition 2; Ex. Comp. 3.....	25
MISS COWMAN—Physiology 12; Rhetoric 6; Comp. 2; Etymology 2; Ex. Comp. 3.....	25
MISS ADAMS—History 20; Literature 4.....	24
MISS SAUMENIG—Geometry 6; Mensuration 2; Book-Keeping 4; Physiology 8; Arithmetic 3; Recording 2.....	25
MISS HAMPSON—Nat. Philosophy 12; Algebra 4; Comp. 3; Ex. Comp. 6.....	25
MISS WISE—Arithmetic 25.....	25
MISS BRIAN—Grammar 10; Etymology 6; Astronomy 2; Comp. 2; Ex. Comp. 5.....	25
MISS DAVIS—Drawing.....	24
MADAM DUBREUIL—French.....	12
MADAM LECOURT—French.....	12
MR. DEEMS—Music.....	10

CLASS RECITATIONS.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

- L' AND L²**—Mental Philosophy 2; Moral Philosophy 1; Trigonometry 2; Chemistry 3; English Literature 2; Grammar 1; Elocution 2; Book-Keeping 2; Arithmetic 2; Drawing 2; French 2; Music 2; Composition 2.
- I AND K**—Astronomy 4; English Literature 1; Rhetoric 2; Elocution 1; Algebra 3; History 2; Geometry 3; Mensuration 1; Drawing 2; French 2; Music 2; Composition 2.
- F, G AND H**—Rhetoric 3; Literature 2; Elocution 1; Algebra 3; Arithmetic 3; Natural Philosophy 4; Experiments 1; Drawing 2; French 2; Music 2; Composition 2.
- A, B, C, D AND E**—Physiology 4; History 4; Etymology 2; Grammar 2; Composition 1; Arithmetic 3; Algebra 3; Drawing 2; French 2; Music 2.

L' AND L ²	Fourth Year Classes.
I AND K.....	Third " "
F, G AND H.....	Second " "
A, B, C, D AND E.....	First " "

GRADES FOR PRIMARY SCHOOLS.

FIFTH GRADE.

Alphabet Class—Alphabet from black-board or chart. Count by ones and twos to 100. Numeration and Notation as far as 100. Addition table to 100

Primer Class—Spelling from first half of First Reader and black-board.

Reading—First half of First Reader. Teach use of period. Endeavor to get the pupils to read with attention. This can be tested by questioning or requiring them to relate in their own language what is said in the lesson. From the beginning inculcate habits of correct speaking. *Principals are requested not to permit any pupil in any grade "to pass" in reading who is not proficient.*

Arithmetic—Notation and Numeration as far as 500. Add, in columns of two figures, five, six and seven lines. Do not confine attention to abstract numbers simply, but vary the exercises with easy practical examples.

Mental Arithmetic—Count by ones, twos and threes to 100. Solve easy practical examples.

Penmanship—Elements and principles of small letters.

Vocal Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

FOURTH GRADE.

Spelling—Words of one syllable to be taken from the grade in reading.

Reading—Second half of First Reader and Review. Teach names of comma, semicolon, colon and period. Observe carefully directions for Fifth Grade.

Arithmetic.—Numeration and Notation through numbers containing five figures. Add in columns of five figures, five, six, seven and eight lines.

Observe carefully directions for Fifth Grade.

Mental Arithmetic—Count by threes, fours, fives, sixes, and sevens. Solve easy practical examples.

Penmanship—Thirteen short letters. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

THIRD GRADE.

Spelling—Words of one and two syllables to be taken from the grade in reading.

Reading—Second Reader to page 64. Continue the instruction in punctuation. Observe carefully the directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing seven figures. Addition, Subtraction, and Multiplication by one figure. In Addition use five and six figures of eight and ten lines. In Subtraction use small examples, and make the operation well understood. Multiplication table through 9×12 . Observe carefully directions for Fifth Grade.

Mental Arithmetic—Subtract any single number from any double number less than fifty. Count by sixes, sevens, eights, and nines. Practice in easy practical examples involving the rules which have been taught.

Penmanship—Stem and loop letters. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

SECOND GRADE.

Spelling—Words of one and two syllables taken from the grade in reading.

Reading—Finish Second Reader. Continue the instruction in punctuation. Observe carefully directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing nine figures. Addition, Subtraction, Multiplication, and Division by one figure. Multiplication table through 12×12 . Observe carefully directions for Fifth Grade.

Mental Arithmetic—Keep up what has been taught in preceding grades. Practice the pupils in easy practical examples involving the rules which have been taught.

Penmanship—No. 2 Primary Course. No examination required in capitals.

Drawing—As prescribed for the grade. Use slates and cards.

Music—As prescribed for the grade.

FIRST GRADE.

Spelling—Words of one, two and three syllables, taken from the grade in reading.

Reading—Third Reader to page 119. Continue the instruction in punctuation. Observe carefully directions for Fifth Grade. In this grade the pupil may be required occasionally to write in his own language what is said in the lesson.

Arithmetic—Numeration, Notation, Addition, Subtraction, Multiplication, Short Division, and Long Division with four figures for a divisor. Solve easy practical examples, involving these rules. Observe directions for Fifth Grade.

Mental Arithmetic—Keep up what has been taught in the preceding grades, and vary these exercises with easy practical examples, involving the rules taught.

Geography—Teach from the Outline Maps of the Hemispheres and the black-board, the natural divisions of land and water, the continents, the grand divisions, the oceans, and the cardinal points of the compass. No books needed.

Penmanship—No. 2 Primary Course. No examination required in capitals.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates and cards.

GRADES FOR MALE GRAMMAR SCHOOLS.

FIFTH GRADE.

Spelling—To page 15 inclusive. Assign short lessons. Require frequent exercises in sentence making, in order to illustrate the use and meaning of words in the grade. This exercise will serve as an introduction to composition. The words selected for these exercises should be easy and simple, and the sentences short.

Reading—Third Reader. Pay strict attention to enunciation, pronunciation, punctuation, and the definition of words. Be careful to see that the pupils understand what they read. This can be tested by requiring them to translate into their own language, grammatically, the story or incident that is the subject of the lesson. Careful examination in reading. Read daily. Principals are requested not to mark as passed any pupil, in any grade, who is not proficient in reading.

Arithmetic—Prime and Composite Numbers, Prime Factors, Cancellation, Greatest Common Divisor, and Least Common Multiple. Require the pupils to solve *easy* examples in these subjects, and vary the exercises with practical examples involving the four fundamental rules of Arithmetic. At least half the time assigned to Arithmetic should be given to the latter kind of work.

Definitions—As far as page 74.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary* to page 85 inclusive. Exercises on the Maps of the Hemispheres, and other Maps within the grade. Omit Lessons 61 & 62, page 52.

Grammar—Oral instruction on the Noun, Adjective and Pronoun. Require the pupil to point out these parts of speech in the reading lesson.

Dictation exercises and sentence making should be considered exercises in Grammar and Writing. Endeavor from the beginning to inculcate habits of correct speaking.

Penmanship—Small letters of No. 3.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FOURTH GRADE.

Spelling—To page 30 inclusive. Observe directions for Fifth grade.

Reading—Fourth Reader. Observe directions for Fifth grade. Read daily. Careful examination in reading.

Arithmetic—From 74 to 99 inclusive. Review preceding grade. The examination will not contain very difficult examples in fractions, and any correct method of working them will be satisfactory. Vary the exercises with practical examples involving the rules which have been taught. Instruct the pupils to handle numbers with accuracy and facility.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary*, from 74 to 95, inclusive. Frequent exercises upon the Outline Maps.

Grammar—Large print from page 34 to "Properties of Verbs" on page 70, omitting "Orthography," "Classes of Adjectives," "Classes of Pronouns," and "The Formation of Comparatives and Superlatives." Parse selections from the book. Observe directions for Fifth grade.

Penmanship—Letters containing the seventh principle, and the same principle incorporated into words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

THIRD GRADE.

Spelling—To page 45 inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Fourth Reader. Observe directions for Fifth grade. Read daily. Careful examination in reading.

Arithmetic—From page 100 to 140 inclusive, omitting "Circulating Decimals." Vary the exercises with practical examples involving the rules which have been taught. Review the preceding grades.

Definitions—As far as written arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 24, omitting Lessons 10, 11, 12, 13, 17, 18 and 19. Teach the text of the Descriptive Geography as a reading lesson. Exercise frequently upon the Outline Maps.

Grammar—Large print from page 34 to page 100 inclusive, omitting "Orthography." Observe directions for Fifth grade. Parse selections from the book and the reader.

Composition—Once in two weeks.

Pennmanship—Letters containing the eighth and ninth principles and their accompanying words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

SECOND GRADE.

Spelling—To page 60 inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar, under the head of "Orthography."

Reading—Fifth Reader. Observe directions for Fifth grade. Careful examination in reading. Read daily.

Arithmetic—From page 141 to section 304, omitting "Longitude and Time." Review the preceding grades, and vary the exercises with practical examples, involving the rules which have been taught.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 53, inclusive, omitting Lessons 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 61, 63, 64, 65, 66. Prepare Lesson 47. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Outline Maps. Teach the boundaries of States and Territories.

Grammar—From page 34 to 100, large and small print, omitting "Orthography." The pupils need not commit to memory the lists of adverbs, conjunctions and prepositions. They should be taught to distinguish and apply them rather than to memorize them. Parse selections from the book and the reader. Observe directions for Fifth grade.

Algebra—To page 46, section 80.

Definitions in Algebra—To page 46, section 80.

Penmanship—First half of No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FIRST GRADE.

Spelling—To page 75, inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Sixth Reader twice and U. S. History, once a week. Explain principal events in the History of the U. S.

History of Maryland (Onderdonk's Revised Edition), three times a week.

Arithmetic—Teach the entire book; but the questions for the examination will be selected from the subjects taught in the preceding grades as well as the following: Percentage, Profit and Loss, Simple Interest, Discount, Bank Discount, Commission, Insurance, Simple and Compound Proportion, Analysis, and Square Root with applications. Give to the other subjects as much time as in the judgment of the Principal can be allowed to them, in proportion to their importance.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with written Arithmetic.

Geography—Lessons 76, 77, 78, 79, 80, 81, 82, 83, 92, 93, 100, 109, 115, 122, 123, 124, 125, and Map of Maryland, with questions. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Maps, especially in learning the boundaries, cities, mountains, rivers, population, soil and climate, government, principal productions, and area of the different countries of the world. This should be done, so far as possible, in all the Grades. The examinations in Geography will be taken from the limits assigned to the different Grades.

Grammar—From page 101 to page 146, omitting pages 110, 112, 113 and 114. Review preceding grades, omitting, "Orthography." In composition pay strict attention to punctuation, spelling and the grammatical construction of sentences. Parse selections from the reader and from the classic writers of the English language both in poetry and prose. Endeavor in every way in all the grades to teach the correct use of language more than technical and formal grammar.

Composition—Assign an exercise once in two weeks. Divide the class into two sections, so that the first shall write one week, and the second the following.

Algebra—To page 134.

Algebra Definitions—To page 134.

Penmanship—Second half of No. 4.

Book-keeping—To be taught during the time formerly allotted to music.

Drawing—As prescribed for the grade.

Grades For Female Grammar Schools.

The 5th, 4th, 3d and 2d grades are the same, except Algebra, as in the Male Grammar Schools.

In first grade, in Arithmetic, teach sections 305, 306, and the following subjects: Percentage, Profit and Loss, Simple Interest, Bank Discount, Proportion and Analysis.

The balance of 1st grade is the same as in Male Grammar Schools, excepting Algebra and Book-keeping.

Compliments of

Henry E. Shepherd,

Superintendent of Instruction.

REPORT
OF THE
BOARD OF COMMISSIONERS
OF
PUBLIC SCHOOLS OF BALTIMORE.

OFFICE OF COMMISSIONERS OF PUBLIC SCHOOLS,

January 1, 1878.

*To the Honorable the Mayor
and City Council of Baltimore:*

In compliance with the ordinance of the city, establishing a system of Public Schools, the Board of Commissioners respectfully presents its

FORTY-NINTH ANNUAL REPORT,

showing its transactions with reference to the schools, and an account of their receipts and disbursements since the last report, and their resources and wants for the next year.

In consequence of the change of the fiscal year in all the departments of the City Government from the 31st October to 31st December, this report will embrace a period of fourteen months, and the expenditures of the schools are necessarily larger than heretofore.

The object of these Annual Reports is to enable you to ascertain the condition of the schools, and to judge of the work that is done by them, and thus to intelligently estimate and supply their wants. The appropriations for their support must necessarily be increased from year to year in proportion to their growth. The annual increase of pupils requires the erection of new buildings and the employment of additional teachers, with an increase of all the incidental expenses, and it is proper therefore that the public should know whether the appropriations for this purpose are judiciously expended, and whether the results are commensurate with the outlay.

The control of the schools is vested in a body of citizens selected by you, who perform their duties according to the best of their ability, and without any compensation for their services. It must fairly be presumed that they accept this office of honor and trust for high and honorable considerations, and that they are actuated by a desire to promote the public welfare. Constituted as other men, and differing in their knowledge and views of the subject committed to their charge, they will necessarily sometimes err in their judgment and action. No system of schools is perfect and no management is faultless; and it is therefore desirable that those in charge of such an important interest should receive the advice and assistance of all good citizens, and especially of those in official position, who are interested in their full success.

It is necessary that those in authority who furnish the means for the support of the schools should cordially co-operate with those to whom their supervision is confided. There must be mutual confidence and good will to secure success. In the application of this rule, it is our duty to frankly report what has been actually accomplished, and what progress has been

made, and to show what hindrances exist, if any, to a more satisfactory development of our system of public education; and then it is your privilege to examine our work, and, if approved, to furnish the necessary aid to accomplish the desired results.

We cheerfully acknowledge the liberal spirit which has heretofore been exhibited by the City Authorities, in their prompt response to the requirements of the schools, thus enabling us to furnish greater educational facilities to those engaged in the work, and to remove some of the obstacles which have heretofore impeded their progress. We commence the work of the new year under the most favorable auspices, believing that public sentiment will sustain you in making the most liberal appropriations for the support of our schools, even in the midst of the business depression which exists.

SCHOOL STATISTICS.

There are 129 schools under the charge of the Board, as follows :

Baltimore City College.....	1
Female High Schools.....	2
Grammar Schools.....	38
Primary Schools.....	59
Evening Schools.....	7
English-German Schools.....	5
Normal School.....	1
Colored Day Schools.....	12
Colored Evening Schools.....	4

These schools have been conducted by 764 teachers, with the following attendance of pupils: 27,779 average daily attendance, 33,946 enrolled, and 45,942 whole number during the year. The pupils were classified as follows:

Baltimore City College.....	389
Female High Schools.....	712
Grammar Schools.....	10,621
Primary Schools.....	20,801
Evening Schools.....	1,239
Normal School.....	184
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Number of Male Teachers.....	113
Number of Female Teachers.....	651
<hr/>	
Number of White Pupils.....	29,813
Number of Colored Pupils.....	4,133
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The cost per pupil on enrollment was \$17.57, and on average attendance \$21.44 for the current expenses of the schools incurred by the Board; and was \$18.80 on enrollment, and \$22.46 on average attendance for the current expenses and repairs of buildings, made by the Inspector of Buildings.

The average annual salary of the teachers was \$611.

During the past year the increase in the number of pupils has been over 2,500, being more than double the usual annual increase of 1,000.

It is certainly a gratifying fact that the number of pupils continues to increase from year to year, thus indicating the confidence of the public in our system of education and its results.

In 1876 a School Census was taken by direction of the Board, showing that the total number of children in the city between 6 and 18 years of age was 69,303; of this number 30,867 were reported in the public schools, 14,559 in private schools, and 23,877 not attending either, showing that more than one-third of the entire number of children of school age was not attending any school. It must not be presumed, however, that this large number has received no education whatever, and is growing up in ignorance; but, on the contrary, it is probable that a majority have been pupils of either public or private schools, and have completed the course of study adapted to their circumstances. But, even with this most liberal allowance, it is undoubtedly true that there are too many children in our city who are deprived of the opportunity of obtaining a suitable education, from parental neglect and other causes, and who will probably become a curse to the community in their after life. In view of such results, it is undoubtedly our duty to make our schools as attractive as possible, and to offer every reasonable incentive which could induce those persons to accept the advantages of free instruction.

The percentage of average attendance of pupils has increased during the past year, ranging from 90.8 in the English-German Schools to 72.0 in the Colored Schools, as follows:

English-German Schools.....	90.8
Baltimore City College and Female High Schools...	89.0
Male Grammar Schools.....	86.2
Female Grammar Schools.....	83.7
Male Primary Schools.....	83.2
Female Primary Schools.....	80.0
Normal School.....	75.0
Colored Schools.....	72.0

Though the above average attendance is not entirely satisfactory, yet it is probably as good as that of any other city in which there is no compulsory law. Every possible effort is made by the teachers to encourage and enforce regular attendance, and yet the desired result is not obtained, because many parents do not seem to fully appreciate the necessity of punctuality on the part of their children in attending school, and will not co-operate with teachers for that purpose. This is one of the defects of all school systems, and is a subject which is now claiming the serious attention of educators, with a view to devise some method for removing the existing evil.

A compulsory law, requiring the attendance of all children of school age, might not meet with general favor in our community, where it has always been voluntary, but certainly there could be no well-founded objection to a rigid truant system, which compelled the regular attendance of all children who do voluntarily become pupils of our public schools.

Such a law has been adopted in connection with the public school system of several other cities, and the reports from those in charge of this department show that its enforcement is not only practicable, but its beneficial results have been so great as to secure for it the popular favor.

The plan is simple and effective. A superintendent of truancy assists the teachers in securing the punctual attendance of pupils by examining and reporting the causes of all cases of non-attendance, and arresting all who are found on the streets during school hours. Those who are reported, or arrested, are generally restored to their places in the schools, and non-attendance and truancy are thus rapidly diminished.

We may deem it expedient to submit the matter to you hereafter, and to ask your approval in adopting a similar law in connection with the schools of our city.

RECEIPTS AND EXPENDITURES.

The receipts from all sources for the support of the schools, for the year ending October 31, 1877, were as follows:

City Collector, City Taxes.....	\$420,931	34
State Treasurer, for White Schools.....	136,954	73
State Treasurer, for Colored Schools.....	18,447	78
White Pupils, for use of Books.....	49,950	85
Colored Pupils, for use of Books.....	406	47
All Other Sources.....	222	30
	<hr/>	
	\$626,013	47

During the months of November and December, additional receipts from the City Collector amounted to.....	55,303	43
And from Pupils for the use of Books.....	9,187	17
	<hr/>	

Making total receipts to December 31, 1877...\$690,504 67

The total number of pay pupils is 13,959, and free pupils 19,987, and the amount collected by the Secretary of the Board from the former, for the use of books, for fourteen months ending December 31, 1877, was \$58,644.49, which was paid to the City Register and placed to the credit of the School Fund.

A difference of opinion exists among the friends of our schools with reference to the policy of requiring payment for the use of books furnished to the pupils. The ordinance of the city directs that "There shall be no charge for tuition in any of the Public Schools, but it shall be the duty of the Commissioners to furnish all the necessary books and stationery for the several schools, and in general whatever fuel or other supplies the schools may require—the same to be paid for from the

Public School Fund; and each pupil shall pay, in advance, one dollar per quarter for the books used by him, which shall go to the School Fund; *provided*, that nothing in this section shall be so construed as to prevent the Board from furnishing the use of books to the children of parents in indigent circumstances; *provided further*, that pupils may furnish their own books, if they so prefer."

This ordinance is in conformity with the Public School Law of the State, which authorizes the Board of County School Commissioners to charge one dollar quarterly for the use of books and stationery furnished to the pupils of the county schools. During the past year, the Board has carefully considered the matter, and refused to recommend the repeal of the ordinance, because the objections made to it did not seem to be sufficient to justify a change. The charge of one dollar, quarterly, is cheerfully and voluntarily paid by many parents who prefer to do so, and it yields a large annual contribution to the School Fund. The amount received from this source during the last year was nearly double the outlay for purchase of books. No child is excluded from the schools whose parents are unable or unwilling to pay the charge, and no distinction whatever is made between the two classes of pupils; all receive the same attention, and enjoy the same privileges.

The abolition of this charge would not increase the number of pupils, as none are now kept away by its imposition, but it would destroy the source of a considerable revenue to the schools, and the Board, therefore, could see no good reason for the proposed change in the law.

The estimated receipts from this source, during the present year, is \$50,000.

The expenditures by the Board on account of the current expenses of the schools, and also by the Inspector of Buildings, for new buildings and repairs, to December 31, 1877, were as follows :

WHITE SCHOOLS.

Salaries of Teachers and Officers.....	\$436,610	95
Rents and Ground Rents.....	23,772	53
Books and Stationery.....	29,757	15
School Furniture.....	19,042	56
Fuel.....	12,788	95
Heating Apparatus and repairing same.....	10,623	40
Repairs and cleaning of Buildings, Furniture, &c..	4,311	06
Printing, Supplies, and Incidentals.....	9,439	71
	<hr/>	
	\$546,346	31
Amount incurred previous to October 31, 1877, but not paid until after that date.....	3,686	67
	<hr/>	
Current Expenses to October 31, 1877.....	\$550,032	98
Amount expended in November and December....	86,754	82
	<hr/>	
Current Expenses for fourteen months, to December 31, 1877.....	\$636,787	80
Amount paid by Inspector of Buildings for new Buildings and Repairs:		
New Buildings.....	\$78,319	33
Repairs of old Buildings.....	19,441	49
	<hr/>	
	97,760	82
	<hr/>	
Total Expenses of White Schools.....	\$734,548	62

COLORED SCHOOLS.

Salaries of Teachers.....	\$38,718 15
All other Expenses.....	6,861 45
	<hr/>
Current Expenses to Oct. 31, 1877.....	\$45,579 60
Amount expended in November and December.....	8,912 20
	<hr/>
Current Expenses for fourteen months, to Decem- ber 31, 1877.....	\$54,491 80
Amount paid by Inspector of Buildings, on account of new Building for Colored School No. 7.....	4,762 44
	<hr/>
Total Expenses of Colored Schools.....	\$59,254 24
	<hr/> <hr/>
Total Current Expenses of White and Colored Schools to end of old fiscal year, Oct. 31, 1877....	\$595,612 58
Total Current Expenses of White and Colored Schools, for November and December, to end of new fiscal year.....	95,667 02
Amount paid by Inspector of Buildings.....	102,523 26
	<hr/>
Total Expenses to December 31, 1877.....	\$793,802 86
	<hr/> <hr/>

The above statement shows that the amount expended on account of the Public Schools, from November 1, 1876, to December 31, 1877, a period of fourteen months, for debts incurred during that time, was \$793,802.86, of which the Board disbursed \$691,279.60, and the Inspector of Buildings the sum of \$102,523.26 for new buildings and repairs.

APPROPRIATION FOR 1877.

The appropriation by the City Council for current expenses of the schools for the fiscal year ending October 31, 1877, was \$620,000.

The amount paid by the City Register on the warrants of the Board for expenses incurred during the past year, as above mentioned, was \$595,612.58; and on account of balance due from the preceding fiscal year of 1876, was \$24,364.59, making the total sum of \$619,977.17, thus leaving to the credit of this department a small unexpended balance. The expenses in November and December were paid in full, and the Board commences the new fiscal year free from debt.

In this connection it is proper to correct an erroneous impression which seems to prevail in the community, with reference to the powers of the Board in expending the money appropriated for the support of the schools. The matter of the expense of each department of the City Government is always a subject of serious consideration, and frequently of complaint—sometimes justly, but often without proper cause. So far as it is responsible for the expenditures of this department, the Board is willing to submit to the strictest scrutiny and to be judged by its acts. There is no evasion or concealment of these expenses, but for every dollar expended there is an approved voucher in the office of the City Comptroller, by whom all bills are paid, and there is no obligation imposed upon him to pay any bills about which he has any doubt. No member of the Board can be interested, directly or indirectly, in any contract for supplies for the use of the schools, and not a dollar is received or paid by him on account of any expenses. All contracts for the erection of new buildings, or the repairs of old ones, are made by the Inspector of Buildings,

and all payments on account of the same are made by that officer, with the approval of the Mayor.

It will thus be seen that the expenditures of this department are under a double supervision, and the Board is not entrusted with the exclusive control of everything pertaining to the public schools. Every possible protection is thus given to the appropriations made for the use of the schools, and every citizen can have the opportunity, as he has the right, to ascertain exactly how the money is expended.

During the past year, a special effort was made to reduce the expenses of the schools to the minimum amount, and an examination of the items of general expenditures will show that there has been no wasteful outlay, but that the strictest economy has been practiced.

By the rules of the Board, all the necessary supplies, such as books, furniture, fuel, printing, etc., are furnished upon annual or special contracts, which are awarded to the lowest bidders. The old system of contracting for books, which had continued for many years, was found to be unfair and expensive, and in 1875 the present system was adopted, which is alike equitable to the Board and the contractors. A printed list of all the books and stationery in use, with the retail price of each book and article of stationery annexed, is furnished to all bidders, and they are required to state what rate of discount they will allow from the given prices, the same rate of discount to be allowed on each book on the list, and on any other book which may be introduced during the year.

This plan furnishes the same information to all bidders, and places them on an equality in making their estimates and bids, and has resulted in a considerable reduction from the prices heretofore charged. Under the contract awarded last year, a

discount was allowed of 45 per cent. for books and 55 per cent. for stationery.

In the purchase of furniture, fuel, and other supplies, the schools secure every possible and proper benefit which can result from fair and honorable competition among those who are seeking the contracts.

ESTIMATES FOR 1878.

Salaries of Teachers and Officers.....	\$450,000
Books and Stationery.....	40,000
Rents and Ground Rents.....	30,000
School Furniture.....	12,000
Fuel.....	18,000
Heating Apparatus and Repairs.....	10,000
Printing, Supplies, and Incidentals.....	10,000
Repairs of Furniture and Cleaning of Buildings, &c.	8,000
Evening Schools.....	6,000
Colored Schools.....	60,000
	\$644,000

The above estimate has been made by the Committee on Accounts, after a careful consideration of the wants of the schools during the present year, and is submitted with the hope that the necessary appropriations will be made. It is in excess of the expenditures of the past year, in view of the fact that there will be an increase in the number of pupils and teachers, which will involve additional expense. We should deal justly and honestly with our patrons and pupils, and this cannot be done unless the necessary means are furnished to properly equip and conduct the schools. We urge our citizens to co-operate with us in this work of free education; and we

ought to make ample provision for the accommodation and instruction of their children, by the erection of comfortable buildings, the appointment of good teachers, and the necessary supply of books, furniture, and the other requirements of school life. It is a serious mistake to conduct a system of public education upon parsimonious principles. A judicious and liberal appropriation and expenditure will secure the best results.

We entertain the same views upon this subject which have heretofore been submitted: that those who have the special control of any department of the City Government, know what its real wants are, much better than those who have no personal knowledge of its requirements; and it is, therefore, the true policy of the city to make the estimated appropriation, and hold those in charge of the department responsible for its proper disbursement. The ordinance applicable to all departments prevents the contracting of any debt beyond the appropriation, and if the entire amount given for the support of the schools is not required, the Board will certainly not use more than is needed.

SCHOOL BUILDINGS.

During the past year three new buildings have been erected, and are now occupied by the following schools: One on Division street, by Male and Female Grammar Schools No. 6; another on Warner street, by Male and Female Grammar Schools No. 12; and the other at the corner of Harford avenue and Chew street, by Male and Female Primary Schools No. 16. These houses are commodious and well lighted and ventilated, and will furnish seats for about two thousand pupils.

Additions have been made to the buildings occupied by Male and Female Grammar Schools No. 10, at the corner of William

and Warren streets, and by Male and Female Primary Schools No. 15, on Carrollton avenue; and alterations were made to the old building occupied by Male and Female Grammar Schools No. 2, at the corner of Broadway and Bank street, thereby furnishing increased comforts and additional facilities which were much needed.

The total amount expended by the Inspector of Buildings on account of new houses, and the alteration and repairs of old ones, was \$102,523.26, of which amount \$19,441.49 was for general repairs of old buildings.

The number of school buildings owned by the city is 56, and the number rented by the Board is 6, making a total of 62 occupied by the schools.

The Board regrets the necessity for using any rented buildings as they are generally the basement of churches or old dwellings or public halls, which are entirely unsuited for school use. The rent usually paid is more than the interest on an amount which would erect a suitable school-house, and it would be judicious economy on the part of the city, as soon as practicable, to make the necessary appropriations to construct all the houses that are necessary for the schools.

The houses now in use are generally two stories high, which are deemed better for the health of the teachers and children, and easier for rapid escape in case of panic from fire or other causes. In this respect they are different from the school-houses in other cities, which are generally three or four stories in height, and accommodate a larger number of children than ours.

There seems to be some progress made from time to time in the character of the buildings erected, but school architects have

not yet designed the perfect model for school use. Some of our buildings are a great improvement on those constructed years ago, and are as well lighted and ventilated as circumstances would permit, and yet they do not combine those elements of convenience and health and safety which we hope may be secured in the future houses for our schools.

The lots are generally leased by the city for ninety-nine years, in the usual form of such leases, upon annual ground rents which are permanent and irredeemable; and the rents thus charged against the schools have increased from year to year, until they have now nearly reached the annual sum of \$30,000, which must be appropriated for that purpose. There are several instances in which some of these rents continue to be improperly charged against this department, as the lots and property have long ago been surrendered to the city, and are used for other purposes.

It may be a matter worthy of your consideration whether some other plan may not be adopted, by which all school lots might be purchased in fee simple, and the city thus be relieved of annual appropriation for the payment of the rents.

Although much has been done during the past few years for the benefit of our schools, by the erection of new buildings and the enlargement and repairs of old ones, there is yet much more which ought to be done, in this respect, for the comfort and health of our teachers and pupils. In some cases, this can only be effectually done by the erection of new buildings, whilst in others the object may be accomplished by alterations and enlargement of the present houses.

An examination of all the school buildings was recently made by the Inspector of Buildings, at the request of the Mayor, with

a view to ascertain their general condition, and his report will show what is needed. The necessary repairs and alterations will require a considerable expenditure, and it is for you to decide whether it is better to appropriate the amount to remove the existing evils or to permit them to continue.

In view of these facts, it is our duty to present a statement of the condition of several buildings, with the hope that such liberal appropriations may be made as will meet the existing wants :

MALE GRAMMAR AND PRIMARY SCHOOLS No. 1.

In our last report, we asked your attention to the building occupied by these schools, and for an appropriation for the erection of a new house. The Committee on Education examined the premises, and agreed that they were unsuited for school use ; but, in view of the large appropriations which had already been made for new buildings in other parts of the city, they recommended delay until this year. The house at the north-east corner of Fayette and Greene streets is the oldest public school building in the city, having been erected in 1832, at a cost of \$5,000. The lot is 64 feet on Greene street, with a depth of 104 feet on Fayette street, and is subject to an annual ground rent of \$204. The adjoining lot and dwelling on Greene street were purchased by the city several years ago, for the purpose of obtaining additional ground for the use of the schools and the erection of a new building.

There is not sufficient space, light or ventilation for the number of pupils attending these schools, and no alteration of the present building will afford the necessary relief ; and we

therefore urge a liberal appropriation for the erection of a new building, either upon the present site or elsewhere, as may be deemed most expedient.

GRAMMAR AND PRIMARY SCHOOLS No. 20.

The building occupied by these schools is at the corner of John and Eden streets, and is now crowded beyond comfort. The building has already been enlarged to meet the existing necessity for more room, and it is now again necessary to make an addition. These schools are under the charge of experienced teachers, and their usefulness ought not to be impaired by refusing to furnish them the necessary facilities for their work. An appropriation of \$6,000 will enable the Inspector of Buildings to add four more rooms to the house, which will accommodate 200 pupils, and meet the present demand.

FEMALE GRAMMAR SCHOOL No. 16.

This school occupies a rented building at Locust Point, under very disadvantageous circumstances. It contains only two rooms, and is not adapted to school uses. If a suitable house was erected at this point, the school would rapidly increase in numbers, and prove a great benefit to the residents of that section of the city.

We estimate that \$5,000 would be sufficient to erect a comfortable house adapted to the wants of the neighborhood, and hope that the necessary appropriation will be made for that purpose.

ENGLISH-GERMAN SCHOOLS No. 2 AND No. 3.

These schools also occupy rented houses which are insufficient in size to accommodate the large number of pupils in attendance. They are three stories high, with a single stair-

way for ingress and egress, and the class-rooms are small and without proper light or ventilation. These great inconveniences, which can only be fully appreciated by those who suffer from them, must seriously retard the progress and success of the schools.

This department of our school system is performing its work most satisfactorily, and if it is to be continued successfully in the future, it should have equal facilities with the other schools. The rent now paid for these houses is equal to the interest on a sum which would be sufficient to erect two new and commodious buildings for these schools. We solicit your early attention to this pressing want, and ask that the necessary appropriation be made for the erection of both houses during this year.

There are other school-houses besides those above-mentioned which are unsuited for school use, and which ought at once to be replaced by new buildings, or so altered and enlarged as to furnish proper accommodations. The health of our teachers and pupils ought not to be sacrificed to the plea of economy. We have presented this subject from time to time from a sense of duty, and must continue to do so in the future until the object is accomplished.

With a view to furnish you full and accurate information with reference to the general condition of the property now under the charge of the Board, we would ask that it be thoroughly inspected by your Committee of Education, so that you may know the extent of our real wants, and thus be enabled to furnish proper relief.

OFFICERS AND TEACHERS AND THEIR SALARIES.

We submit with this report a full schedule of the salaries of the officers and teachers connected with our public schools.

By the ordinances of the city, the Board of Commissioners is authorized to appoint a Superintendent of Public Instruction and an Assistant Superintendent, who shall be residents of the city, and who shall serve for four years, unless sooner removed. They are required to devote their time and attention entirely to the general supervision of the schools, subject to such rules as may be adopted for their government.

The other officers of the Board are a Secretary, Messenger, and Librarian, who perform many duties which are necessarily incident to the proper management of the schools, and whose services are valuable and necessary.

The Board is empowered by law to fix the salaries of the Superintendent and Secretary, subject to the approval of the two branches of the City Council, and also the salaries of the Assistant Superintendent and teachers, subject to the approval of the Mayor and City Council. We know of no reason why there should be this difference in the mode of approval, and presume it is rather the result of accident than design.

In 1869 the salary of the Superintendent was fixed at \$2,500 per annum, and that of the Secretary at \$1,700 per annum, and approved by the City Council; and subsequently, in 1873, the former was raised to \$3,000 per annum, and the latter to \$2,000 per annum, and have been paid at the increased rates, since that time, until recently, when the Mayor refused to authorize the payment of the increase, because it had not been formally approved by the City Council. This refusal was a surprise to the Board, in view of the fact that no objection had ever previously been made to the payment of these salaries. It was the distinct recollection and belief of the Secretary that the increase had been reported to the City Council in 1873, and the presumption was that it had been approved at

that time, as the increased amount had been paid by the City Comptroller.

If it was not then reported for approval, it was an unintentional omission on the part of the Board then in charge of the schools, and certainly not with any purpose to avoid a duty or violate the law.

The salary of the Assistant Superintendent was fixed at \$1,800 per annum in 1872, at the time the office was created by ordinance, and was then reported to the Mayor and City Council, and has not been changed since that time.

A similar objection has been made to the payment of the increased salaries of several teachers who are designated in the schedule.

In 1870 the Board adopted a schedule of salaries, which was submitted to the Mayor and City Council, and formally approved. Since that time the following increase has been made:

Vice-Principal of Baltimore City College, 1870.....	\$2,200
Increase.....	250
Prof. of Writing and Book-Keeping in Baltimore City College, 1870.....	1,800
Increase	200
Principals of Colored Schools, 1870.....	900
Increase.....	100
Teachers of Alphabet Classes, Primary Schools, 1870...	468
Increase	36

By reason of the increase of pupils in the College, and the introduction of drawing in the schools, the following new grades have been established, with the salaries annexed :

Prof. of Drawing in Baltimore City College, and Superintendent of Drawing in all the Schools.....	\$1,800
Five Teachers of Drawing, each.....	500
Adjunct Professor of Natural Science, Baltimore City College.....	1,200
Two Tutors in Baltimore City College, each.....	1,000

The total amount of increase of salaries and new grades is about \$13,000 per annum.

The above increase of salaries and a list of the new grades were reported to the Mayor and City Council in 1876, and the necessary appropriation was made for the payment of the same, and thus the action of the Board was practically, if not formally, approved.

In view of the misunderstanding which has arisen with reference to this subject, we deem it proper to present this statement of the circumstances under which the increase was made and paid. The Board acted with good faith, and supposed it had done all that was necessary in compliance with the existing law. As it is the opinion of the Mayor, however, that the reported increase of salaries should be approved by a formal resolution of your Honorable Body, we ask that such action will be taken, so that his objection may be removed.

It can hardly be necessary to submit any argument to prove the justice of this request. A simple statement of the fact, that the salaries of the officers and teachers of our public schools are less than those of any other city in the country, ought to be sufficient to induce the desired action.

PUBLIC SCHOOL LIBRARY.

The Library for the use of the teachers and pupils of the schools was established two years ago, and an annual appropriation of \$1,500 has been made for the purchase of books. This amount has been expended under the direction of the Committee on Books, which has been assisted by the Superintendent in the selection of valuable works adapted to the wants of those for whom they are intended. Our purpose in establishing this free library was to increase the efficiency of our teachers and the progress of our pupils, by furnishing them the facilities for educational and general reading.

Free libraries in connection with the public schools exist in all the principal cities, and it was eminently proper that our teachers should have the same opportunities for mental culture that others have elsewhere.

The State recognizes the value of such educational assistants, by directing the County School Boards to make annual appropriations from the School Fund for the support of free libraries for the use of teachers and scholars in every school district, and the City should grant the same facilities to its teachers and pupils. There can be no doubt about the value and importance of such aids to our public schools, and we are satisfied that our action in this matter will meet your cordial approval.

During the past year, in consequence of the increase in the number of books and their frequent use by the teachers, it was thought best to appoint a Librarian, and Prof. N. H. Thayer was appointed to the position, who performs its duties in addition to those pertaining to his Professorship in Baltimore City College.

We desire to increase the library from time to time, and, if the appropriation for the current year will justify us in doing so, we will apply a portion of it for the purchase of additional books.

NORMAL CLASS.

The report of the Principal of this class furnishes gratifying evidence of its progress and success during the past year. The number of pupils is more than double that of the preceding year, and indicates an increasing interest and desire on the part of those who expect to become teachers in our schools, to prepare themselves for their future work. The sessions of the class are held weekly, and are under the charge of one of the most experienced and successful Principals of Grammar Schools, assisted by a corps of competent teachers. Instruction is given in the theory and practice of teaching, and the object is to improve the qualification of our teachers and the character of their work. By the rules of the Board, the graduates of the Female High Schools, and all others who may be selected to teach in the public schools of the grade of second assistant, are required to attend this class for the period of six months, and thus have the opportunity of preparatory training for the duties of their profession.

It is undoubtedly true that the success of any system of public instruction depends, in a great degree, upon the capacity of the teachers to whom it is entrusted. If they are cultured and possess the power of properly imparting knowledge, and unite with these necessary qualities energy and earnest effort, they will generally succeed; but if, on the contrary, they are deficient in these essential qualifications, they will certainly fail in their work. It is not sufficient for the teacher to have

knowledge, but he must also have the power of imparting it to his pupils. Thorough preparatory training is a most valuable aid in the practice of any profession, but especially in that of the teacher. Much good may be done by one qualified for his work, but much injury will result if he is deficient.

It is obviously our duty to protect our schools from the evils which must follow the imperfect work of the young and inexperienced teacher, and there is no way in which this object can be more certainly accomplished than by requiring all candidates for appointment to secure the benefit of normal instruction.

This class can aid in the work, but its time is too limited to accomplish fully and successfully the desired object; and the Principal finds that this is the chief obstacle to greater success. There can be no doubt but that it would be of great advantage to the teachers and the schools to establish a Normal School in connection with the Female High Schools, or as a distinct department, with a proper training school; and it is probable that during the year we will submit for your approval a plan for the organization of such a school.

NON-RESIDENT PUPILS.

By an ordinance adopted in June, 1874, the Board of Commissioners was directed to make the following charges for the admission of the children of non-resident parents or guardians into the public schools of Baltimore, viz.: To Baltimore City College, \$50.00 per annum; to Female High Schools, \$32.00 per annum; to Grammar Schools, \$16.00 per annum; to Primary Schools, \$12.00 per annum; the same to be paid quarterly, in advance.

The necessity for this ordinance arose from the fact that a considerable number of children of non-resident parents or guardians were receiving their education in our schools at the expense of the city, and by its operation all such persons are excluded, except upon the terms mentioned.

There are some persons residing in the counties who find fault with the ordinance in its application to themselves, because they are large tax-payers, and transact their business and own property in the city. They claim that, as they are taxed for the support of the public schools, they ought to be permitted to send their children to them upon the same terms as others, and not be compelled to pay a large additional sum because they prefer to reside in the counties. Most of them, however, whilst protesting against the law as unjust and oppressive, still send their children to the schools, at the same time expressing the hope that there may be such modification of the ordinance hereafter as will relieve them from this extra tax. The number of non-resident pupils is 233, and the amount received from them during the past year was \$2,781.

OUR SYSTEM AND ITS WORK.

It would be a difficult task to undertake to reconcile the conflicting opinions which exist in every community with reference to public education. Every school system has its friends and its enemies; the former often so enthusiastic and earnest as to be blind to its faults, and the latter so ignorant and prejudiced as to be unable or unwilling to understand or admit its value. The true mean between these extremes is the person who possesses the necessary knowledge to understand the great importance of education to the community, and to distinguish intelligently between what is good and what

is bad. The judicious and discriminating criticism of such would promote the interest of true education, and be beneficial to those who are engaged in the work, by assisting them to remove existing evils. But, unfortunately, this is not the kind of criticism which is most frequently received by the schools. In every community there are many persons who are not practical educators, and have not even a theoretical knowledge of teaching, and yet who are entirely satisfied that they could manage a system of public instruction much better than those to whom it is confided. This is the superficial class of critics who so often interfere with the public schools, and sometimes impede their progress and success. There are some of these who protest against the amount of work required of the pupils, whilst others think that there is not sufficient; some who insist that the teachers ought to accomplish a great deal more than they do, and are overpaid for their services, whilst others believe that they are overtasked and inadequately compensated. Again, there are some who think that public schools give too much education, and that the cost is too great, whilst others feel that no system of public instruction is complete that does not furnish all that is required from the lowest to the highest grade, and that the most liberal expenditure is justifiable for this purpose.

These conflicting views exist to some extent in our city in the same manner as elsewhere, and yet it must be said, to the credit of our citizens, that at no time in the history of our schools has there ever been manifested any open opposition which has seriously interrupted their growth. Sharp and unjust criticism has sometimes created ill feeling and suspicion, and real enmity, under the guise of professed friendship, has shown its hostility to our system and its management; but honest investigation has always removed all doubts, and public

sentiment has expressed its confidence. Indeed, there is no other department of our municipal government which has received more liberal attention from those in authority, and none is more fully appreciated and carefully fostered by the people.

We construe this confidence to be an indorsement of the policy adopted by those who have had the control of our schools, and there can be no necessity for a change, unless public sentiment demands it in the future.

It is the duty of those in charge of every public school system to so enlarge and liberalize its scope of instruction as to embrace every grade, from the primary to the collegiate, so far as may be necessary to meet the wants of the community in which it exists. The public schools of this country are not now what they once were. It is sometimes alleged that the original purpose of free schools was to provide only rudimentary education for the poor and illiterate class of society. We do not believe that such were the views and purpose of the founders of our system; but, if they were, public sentiment has changed, and now repudiates such narrow and illiberal notions. It is the experience and testimony of the most eminent educators, and especially of those who have supervised the public school systems of this and other countries, that liberal provision for higher education is essential as a means of securing the success of elementary instruction.

Our duty is to furnish such education as will fit the pupils of our schools to perform successfully their obligations to society, in whatever sphere they may be called to act. Anything less than this would be only a half performance of our work. Every department of useful knowledge should be accessible to the children of the poor as well as the rich, so that in the race of life they may have equal advantages with their more favored

competitors. Such a system will produce the best results. Elementary education alone is not always sufficient for this purpose. It may be true that the instruction received in the lower grades of our schools is all that is required for the business purposes or the personal welfare of a majority of the pupils; and if that is all that is desired by them, let such receive what satisfies their wants; but if there are others who have higher aspirations, and wish to acquire greater knowledge to fit them for a different sphere of labor in the future, they too should be gratified in their demand. Our schools are made up from every class in society, with various wants and different purposes. Let the whole community be gratified in its educational desire, each one according to his preference, and then there can be no just cause for complaint of unfair discrimination in favor of one class over another. If liberal views are instilled into the minds of the young, they will retain them in manhood and exhibit like liberality to others. The value and truth of this principle have been exemplified in this community, in which some of our most useful, accomplished and public-spirited citizens have been pupils of our public schools, and who now show their appreciation of them by cordially co-operating in every effort to promote the cause of free instruction. We wish that all had the same information, with reference to our schools and their work, as those who have thus learned their value and know their practical results. It would tend to remove the ignorance and prejudice which control some persons whose good-will and co-operation would aid the cause of public education in our city.

A review of the work of the past year furnishes satisfactory evidence of progress and improvement.

The Superintendent and Assistant Superintendent have rendered valuable services, and contributed much to this success, by their frequent visits to the schools and their careful and instructive examination of the classes; the teachers have generally performed their laborious duties with fidelity and zeal; the pupils have increased in number and improved in diligence and deportment; additional facilities have been furnished by the erection and enlargement of school buildings; the expenditures have been moderate, and within the appropriation made for their support; and thus, all engaged in the work have harmoniously co-operated to produce these results.

Whilst all may not have been accomplished that was desired, yet much has been done, and such substantial progress has been made as will commend the schools to public confidence and support.

The system which was once weak is now strong. Its growth has been regular, keeping pace with other important public interests. Each successive year witnesses some advancement. It has been controlled by a spirit of judicious conservatism, which holds on to what is good of the past and strives for improvement in the future.

Every class in the community is entitled to come into the schools and receive a share of the instruction so liberally furnished. They are open to all, without distinction of race, religion, or party. They have thus met the approbation of all and secured public sympathy, because free from the baneful results of sectarian or partisan influence. Their future success will depend upon their proper support and management. Nothing could be more disastrous than the introduction of an illiberal spirit by those who may have their control. It is the duty of every citizen to discourage the efforts of politicians or

others to make the public schools subservient to partisan purposes. This serious evil may be averted by placing them in the care of intelligent, liberal, sincere friends of public education, who will exclude everything that may impede their progress, and do all in their power to promote their interest and success.

The report of the next year will record the existence and history of the schools for half a century, and it will be an appropriate time to review the work for that period; and we feel sure that our community will then find no cause to regret the confidence bestowed or the money expended upon the system of public education which its founders declared to be for "the honor, the happiness, and the interest of the city."

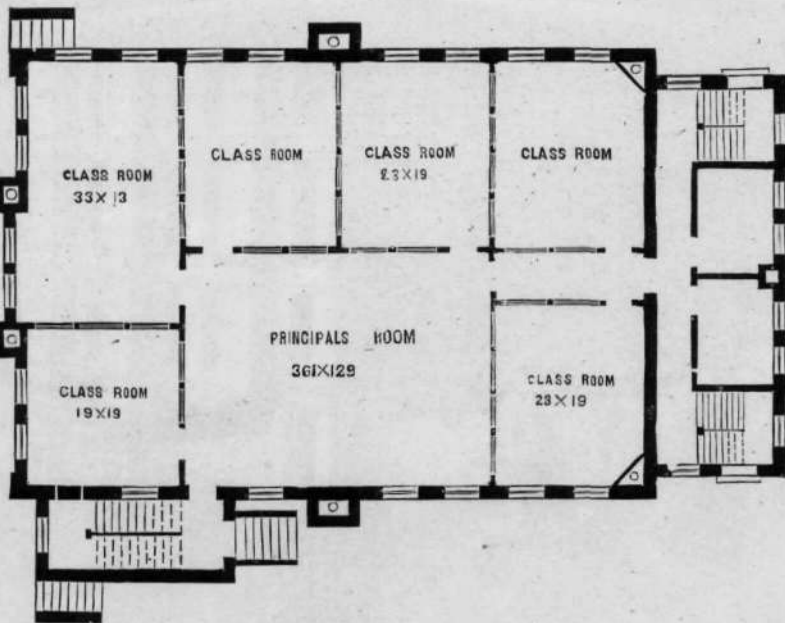
JOHN T. MORRIS,
President.



J. W. FÜRSCHE ENG.

MALE AND FEMALE GRAMMAR SCHOOL, No. 21,
Cor. Gilmor and Prestman Sts.

GROUND PLAN OF No. 21.



REPORT
OF THE
COMMITTEE ON ACCOUNTS,
TO THE
BOARD OF COMMISSIONERS OF PUBLIC SCHOOLS.

The Committee on Accounts report that they have carefully examined the accounts of the Secretary of the Board, and find them correct.

The Secretary has received from the several schools of all grades, during the fiscal year ending October 31, 1877, \$49,457.32, and during the months of November and December he received \$9,187.17, making a total of \$58,644.49 for fourteen months ending December 31, 1877, all of which has been duly returned to the Register, as shown by the receipts of that officer.

G. S. GRIFFITH, JR.,
Chairman Committee on Accounts.

TABLES

Showing Amount Received from the several Schools for the Use of Books, and also the Amount of Expenditures for the various Schools, for Twelve Months ending October 31, 1877.

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Printing and Incidentals.	TOTAL.	Received for Use of Books.
General Expense.....	\$16,220 00	\$681 62	1,252 37	2,509 25	\$268 31	\$701 89	.....	5,463 61	\$27,097 05	.....
Baltimore City College.	25,913 50	33 61	1,432 02	3,600 00	56 15	245 14	520 20	1,011 15	32,811 77	2,006 11
East. Fem. High School	11,976 00	52 35	667 56	811 37	101 19	93 83	346 80	341 30	14,390 40	959 00
West. " "	12,912 00	50 25	995 77	1,188 00	324 36	41 50	307 65	277 11	16,056 64	1,479 00
Male Grammar No. 1..	5,064 00	29 00	516 36	177 00	68 00	468 30	61 13	20 25	6,403 94	856 00
" " " 2..	5,490 00	58 35	824 61	122 22	113 59	12 00	135 12	152 75	6,908 64	696 00
" " " 3..	4,100 00	.....	246 97	234 00	32 50	23 08	100 90	34 92	4,777 37	411 00
" " " 4..	4,483 25	109 91	265 08	300 00	63 57	14 40	93 50	9 00	5,293 71	486 75
" " " 5..	3,155 25	7 50	328 45	300 00	105 25	3 70	82 35	82 35	4,014 85	113 00
" " " 6..	5,189 75	31 25	298 87	75 00	486 62	1,268 85	160 40	11 00	7,521 74	1,323 50
" " " 7..	2,350 75	53 75	255 24	.....	15 21	429 66	46 43	5 00	3,156 04	170 00
" " " 8..	4,580 75	41 68	408 34	437 50	370 25	1,358 00	264 10	51 90	7,312 52	474 00
" " " 9..	3,915 25	35 84	238 45	.....	101 12	54 15	87 90	30 95	4,463 66	500 50
" " " 10..	4,496 50	56 70	496 32	87 50	196 09	235 68	100 75	66 35	5,735 89	245 30
" " " 11..	4,483 25	54 58	316 93	.....	51 05	.....	128 50	9 90	5,044 21	330 00
" " " 12..	4,275 25	42 91	523 74	150 00	553 64	27 65	17 53	6 00	5,596 72	276 00
" " " 13..	4,348 50	20 55	323 65	12 50	140 45	22 50	102 60	.....	4,970 75	469 15
" " " 15..	5,793 00	57 10	728 69	200 00	80 25	10 30	121 25	23 28	7,013 87	1,061 50
" " " 17..	3,838 00	98 25	308 94	186 00	56 63	7 00	99 85	25 25	4,619 92	490 39
" " " 18..	4,117 00	33 25	238 16	175 34	77 83	37 45	110 55	8 50	4,788 03	436 00
" " " 19..	3,315 00	56 87	455 00	137 31	40 92	47 78	80 00	29 00	4,161 86	515 00
" " " 20..	4,012 75	12 65	541 59	120 00	55 82	32 00	88 85	5 00	4,868 66	224 00
" " " 21..	3,956 50	18 50	371 73	310 00	16 10	1,395 05	296 03	137 58	6,486 49	646 60

English-German No. 1.	7,360 05	40 00	549 98	1,330 00	66 72	50 00	211 05	3 00	9,610 80	1,218 50
" " " 2.	7,986 25	58 62	617 56	1,083 50	238 81	.....	176 68	4 48	10,165 90	1,990 00
" " " 3.	9,845 15	141 98	634 06	1,000 00	77 14	36 21	115 43	15 00	11,864 97	2,824 02
" " " 4.	7,142 20	66 97	772 99	130 00	157 13	26 48	116 35	12 50	8,424 62	1,510 50
" " " 5.	9,218 10	59 75	851 08	.....	116 00	50 70	233 15	16 50	10,545 28	1,749 00
Saturday Normal Class.	825 00	.....	64 89	.....	.....	.....	.....	.....	889 89	.....
Female Grammar No. 1	5,656 00	1 90	512 44	724 88	136 45	3 30	367 75	18 30	7,421 02	1,359 00
" " " 2	4,130 25	44 30	552 11	122 22	81 19	1 50	120 90	157 84	5,210 31	403 00
" " " 3	3,324 00	2 25	438 55	234 00	38 17	49 88	99 80	5 50	4,192 15	416 50
" " " 4	3,474 35	94 02	317 15	300 00	62 54	143 85	93 60	1 87	4,487 38	453 00
" " " 5	2,970 25	16 25	370 80	300 00	110 50	.....	81 70	44 78	3,894 23	217 50
" " " 6	3,150 75	34 16	222 75	75 00	434 07	896 71	135 90	10 00	4,959 34	587 75
" " " 8	3,652 00	28 13	477 16	437 50	281 06	1,257 60	262 50	47 65	6,443 60	533 25
" " " 9	2,661 00	49 76	281 29	.....	59 08	37 46	82 55	38 08	3,209 17	242 50
" " " 10	3,636 75	56 85	225 63	87 50	218 69	338 13	107 25	57 76	4,727 56	335 65
" " " 11	3,476 00	39 18	311 34	.....	68 92	.....	128 55	13 15	4,037 14	292 75
" " " 12	3,030 00	52 27	301 20	150 00	552 93	44 50	26 60	.....	4,157 50	242 00
" " " 13	4,455 00	36 34	471 56	12 50	149 42	179 87	96 10	7 08	5,407 87	776 00
" " " 15	3,753 75	29 85	294 69	200 00	64 20	6 25	115 00	17 25	4,480 99	731 00
" " " 16	1,685 50	36 45	100 52	225 00	19 24	5 50	34 68	.....	2,106 89	72 66
" " " 17	3,751 25	83 50	332 23	186 00	56 79	117 98	93 35	9 50	4,630 60	605 00
" " " 18	3,683 50	34 79	323 50	175 34	99 77	118 75	110 55	6 00	4,552 20	532 50
" " " 19	2,657 75	57 57	189 68	137 23	50 52	27 70	73 80	20 40	3,214 65	551 00
" " " 20	3,633 75	17 85	453 99	120 00	78 34	32 70	81 70	20 25	4,488 58	241 00
" " " 21	3,430 25	18 25	707 72	310 00	15 00	1,392 11	269 65	124 55	6,317 53	791 00
Male Primary No. 1.	5,113 25	34 09	281 02	139 50	68 56	24 83	103 03	5 75	5,770 03	903 50
" " " 2.	2,262 25	5 12	149 51	125 00	30 31	.....	96 70	5 00	2,673 89	104 49
" " " 3.	2,790 00	26 75	204 44	225 00	32 50	81 84	99 80	9 50	3,469 83	236 75
" " " 4.	3,439 00	63 61	110 42	105 00	79 30	379 90	110 90	7 00	4,285 13	397 25

TABLES—(Continued).

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Printing and Incidentals.	TOTAL.	Received for Use of Books.
Male Primary No. 5..	4,138 25	41 00	224 59	300 00	299 33	49 10	184 92	48 52	\$5,285 76	104 50
" " " 6..	3,159 50	65 25	123 10	46 88	58 23	29 20	145 80	66 97	3,694 93	354 55
" " " 7..	2,632 25	17 50	102 78	.....	20 00	11 58	71 70	17 67	2,873 48	266 75
" " " 8..	2,703 00	34 77	95 38	85 50	47 17	10 00	60 70	1 25	3,037 77	180 50
" " " 9..	2,158 00	21 35	114 59	.....	39 85	81 10	93 40	18 67	2,524 96	115 75
" " " 10..	3,170 25	31 25	85 81	100 00	53 93	76 00	60 25	.....	3,579 42	131 75
" " " 11..	2,742 75	39 58	101 19	90 00	54 75	219 73	82 90	12 00	3,342 95	164 45
" " " 12..	3,325 50	28 08	146 23	134 00	69 56	235 18	93 00	14 35	4,095 00	247 25
" " " 13..	3,139 75	49 75	171 34	150 00	36 50	.....	104 80	6 65	3,658 79	113 50
" " " 14..	3,176 50	103 44	233 37	100 00	130 27	56 55	119 60	29 40	3,949 33	548 00
" " " 15..	4,075 50	7 95	187 43	350 00	189 33	337 10	122 05	29 20	5,299 14	660 50
" " " 16..	2,888 50	13 50	159 30	198 00	489 20	1,154 66	206 40	95 29	5,209 85	129 25
" " " 17..	4,009 50	40 32	116 36	108 50	43 27	17 15	134 70	5 25	4,475 05	191 50
" " " 18..	2,223 00	68 37	129 96	97 50	49 21	295 70	72 20	.....	2,938 94	423 00
" " " 19..	2,167 75	42 09	105 92	137 23	42 06	40 39	73 80	40 62	2,649 86	197 00
" " " 20..	3,860 25	27 80	183 70	120 00	45 15	21 50	104 60	20 50	4,888 70	290 50
" " " 21..	2,733 50	59 00	162 61	160 00	53 39	9 00	91 30	.....	3,118 80	337 92
" " " 22..	3,213 25	60 74	149 46	88 75	57 54	245 00	108 07	8 50	3,931 21	83 75
" " " 23..	3,136 50	111 50	224 65	75 00	50 59	38 27	74 60	26 25	3,737 36	397 71
" " " 25..	2,193 00	53 07	110 49	67 00	67 69	.....	67 30	.....	2,558 55	111 99
" " " 26..	2,676 00	54 50	80 64	63 00	30 00	139 25	92 20	31 78	3,157 37	254 88
" " " 27..	2,660 00	51 70	73 38	137 50	.....	86 40	105 15	13 65	3,127 78	346 34
" " " 28..	3,181 50	38 16	134 44	202 50	40 63	267 70	102 70	37 82	4,005 50	72 20
" " " 29..	2,229 00	55 06	49 04	96 00	45 52	8 40	29 15	6 75	2,513 92	80 50
" " " 30..	3,080 50	49 45	162 90	468 75	41 75	119 00	98 90	18 00	4,039 25	366 45

Female Primary No. 1.	6,021 75	5 00	141 88	547 86	90 00	15 00	362 00	7 50	7,189 99	1,290 94
" " " 2.	2,262 75	1 00	195 01	125 00	27 26	.....	96 15	5 50	2,712 67	97 00
" " " 3.	2,750 00	11 26	67 43	225 00	32 50	.....	63 42	94 00	3,258 36	319 75
" " " 4.	3,078 00	56 51	107 70	105 00	68 00	.....	25 90	96 80	3,537 41	365 00
" " " 5.	4,120 75	39 75	175 06	300 00	298 00	.....	50 00	187 30	5,888 86	148 50
" " " 6.	3,214 50	57 84	116 69	45 00	60 80	.....	11 00	133 45	3,721 08	271 99
" " " 7.	2,416 75	9 50	79 53	.....	79 03	.....	18 50	71 40	2,691 18	159 45
" " " 8.	2,223 00	22 85	80 46	85 50	40 12	.....	10 00	61 45	2,523 38	178 00
" " " 9.	3,066 50	39 75	137 70	.....	48 51	.....	14 00	94 25	3,473 46	244 75
" " " 10.	2,719 25	69 04	114 37	100 00	43 53	.....	91 90	79 00	3,223 64	244 75
" " " 11.	2,742 75	22 25	151 87	90 00	39 17	.....	340 90	71 70	3,458 64	161 85
" " " 12.	3,834 50	35 66	296 03	134 00	46 42	.....	354 80	97 70	4,799 16	201 30
" " " 13.	2,635 75	46 50	126 23	150 00	84 95	.....	23 20	104 80	3,132 93	168 00
" " " 14.	2,125 25	51 92	92 18	100 00	25 71	.....	.....	123 00	2,526 08	319 50
" " " 15.	3,922 75	6 00	204 70	350 00	160 06	.....	223 00	115 05	5,006 06	625 75
" " " 16.	2,775 50	25 00	147 71	553 00	487 50	.....	1,152 66	200 55	5,443 47	106 75
" " " 17.	3,792 00	23 02	72 30	103 50	41 24	.....	17 15	173 15	4,241 21	217 80
" " " 18.	2,188 25	27 50	84 45	97 50	41 91	.....	46 13	72 95	2,558 69	451 75
" " " 19.	2,118 50	50 18	53 48	137 23	30 17	.....	.....	73 80	2,463 36	139 00
" " " 20.	3,689 25	26 20	100 24	120 00	51 00	.....	16 00	87 55	4,110 55	390 75
" " " 21.	2,616 25	24 90	159 63	160 00	38 51	.....	8 70	85 15	3,093 14	383 97
" " " 22.	3,236 50	71 46	148 55	88 75	46 31	.....	232 00	139 00	3,982 07	75 10
" " " 23.	3,608 00	55 35	128 89	75 00	83 75	.....	80 15	27 25	4,013 89	294 00
" " " 25.	1,813 75	55 55	51 89	67 00	29 14	.....	.....	90 30	2,117 57	78 32
" " " 26.	2,740 50	38 28	55 73	63 00	30 48	.....	115 75	86 62	3,166 38	239 25
" " " 27.	3,439 45	62 70	99 42	137 50	59 62	.....	96 40	99 35	4,064 14	473 84
" " " 28.	3,221 00	30 45	91 54	202 50	41 67	.....	234 00	117 55	3,960 46	121 35
" " " 29.	1,775 25	38 80	52 53	96 00	49 87	.....	.....	30 00	2,035 50	102 50
" " " 30.	2,891 15	10 07	128 31	468 75	48 10	.....	217 70	97 50	3,871 21	844 50
" " " 32.	2,650 25	97 00	72 38	72 00	73 29	.....	389 90	39 78	3,423 55	193 08
Evening No. 2.	644 00	.....	46 84	.....	.....	.....	.....	.....	47 50	738 34
" " 3.	446 00	.....	54 00	.....	.....	.....	.....	.....	58 25	558 25
" " 4.	760 00	1 70	63 85	.....	.....	.....	.....	.....	52 50	878 05

TABLES—(Concluded).

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Printing and Incidentals.	TOTAL.	Received for Use of Books.
Grammar Colored No. 1	\$3,747 50	\$30 00	\$431 98	\$900 00	\$30 19	\$ 34 08	11 60	.....	\$5,175 35	\$99 00
Male Colored No. 1....	2,037 25	14 25	103 98	.....	23 00	33 15	47 80	9 75	2,263 13	24 00
" " " 2....	3,766 00	12 07	261 17	12 50	46 58	23 70	126 07	.....	4,248 09	29 00
" " " 3....	3,677 50	42 32	158 59	60 00	51 58	6 00	127 10	.....	4,221 08	33 60
" " " 4....	1,567 75	29 40	105 53	168 00	13 00	.....	33 18	.....	1,916 86	70 00
" " " 5....	2,525 00	49 75	125 58	98 75	41 59	.....	122 48	.....	2,958 15	45 66
" " " 6....	1,228 00	22 29	142 51	160 00	35 09	19 08	31 10	8 00	1,646 07	.....
" " " 7....	4,218 70	30 50	276 36	224 00	153 43	166 71	134 33	60 23	5,264 31	1 00
Female Colored No. 1..	1,769 75	18 00	189 17	.....	62 26	33 58	53 45	4 10	2,132 31	14 00
" " " 2..	3,680 50	8 22	185 84	12 50	45 43	8 78	109 08	.....	4,000 35	37 00
" " " 3..	3,592 00	33 83	168 69	60 00	50 00	.....	106 27	3 00	4,013 79	18 06
" " " 4..	2,648 20	62 15	83 72	462 00	33 38	113 43	51 88	.....	3,454 76	11 00
Gen. Expense Colored..	1,242 00	45 50	.....	.....	.....	108 00	.....	102 00	1,497 50	.....
Evening Colored No. 1.	788 00	.....	81 14	.....	.....	.....	.....	82 13	901 27	20 00
" " " 3.	994 00	.....	74 07	.....	.....	.....	.....	100 80	1,168 87	.....
" " " 5.	554 00	.....	42 60	.....	.....	.....	.....	39 00	635 60	4 75
" " " 7.	732 00	8 45	85 76	.....	.....	.....	.....	151 72	957 93	.....

Total for White Schools.....\$551,662 71

Total for Colored Schools..... 46,354 42

SCHEDULE
 OF
SALARIES OF OFFICERS AND TEACHERS
 OF
PUBLIC SCHOOLS.

GENERAL EXPENSE ROLL.

Superintendent of Public Instruction*.....	\$3,000
Assistant Superintendent.....	1,800
Secretary*.....	2,000
Librarian.....	1,000
Messenger, etc.....	416
Teachers of Music, each.....	1,200
Teachers of Drawing, each*.....	500

BALTIMORE CITY COLLEGE.

Principal.....	\$2,700
Vice-Principal*.....	2,450
Professors (not otherwise specified).....	2,000
Professor of Writing and Book-Keeping*.....	2,000
Professor of Drawing*.....	1,800
Adjunct Professor of English and Mathematics.....	1,800
Adjunct Professor of Natural Sciences*.....	1,200
Tutors, each*.....	1,000

FEMALE HIGH SCHOOLS.

Principals.....	\$2,208
First Assistants.....	1,008
Second Assistants.....	900
Teachers of French and Drawing, each.....	900

MALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals.....	\$1,296	\$1,404	\$1,500
First Assistants (Male).....	804	900	
First Assistants (Female).....	588	672	
Second Assistants.....	456	516	
Third Assistants.....	444	504	

FEMALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.
Principals.....	\$804	\$900
First Assistants.....	564	648
Second Assistants.....	444	504
Third Assistants.....	432	480

SATURDAY NORMAL CLASS.

Principal.....	\$200
Assistants.....	150

MALE AND FEMALE PRIMARY SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals.....	\$600	\$696	
Assistants.....	408	432	\$468
Teachers appointed especially for Alphabet Classes.....	504		

UNCLASSIFIED SCHOOLS.

Composed of Primary and Grammar Scholars.

	1st Year.	2d Year.	3d Year.
Principals.....	\$696	\$780	\$900
First Assistants.....	504	552	600

ENGLISH-GERMAN SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals.....	\$1,296	\$1,404	\$1,500
Vice-Principals*.....	804	900	1,008
First Assistants (Male).....	600		

Assistants, Grammar Grades, same as Third Assistants in Male Grammar Schools.

Assistants, Primary Grades, same as Assistants in Primary Schools.

Colored Grammar Schools, the same as the Male Grammar Schools.

COLORED (PRIMARY) SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals (Male).....	\$804	\$900	
Principals (Female).....	600	696	
Assistants (Male).....	700		
Assistants (Female).....	408	432	\$468
Principals of Colored (Primary) Schools,* who have passed an intermediate examination, \$1,000 per annum.			

EVENING SCHOOLS.

Principals, \$3 per night, for actual service.

Assistants, \$2 per night, for actual service.

The Schedule of Salaries to be subject to the following conditions:

All below the grade of Second Assistant in Male and Female Grammar Schools to be graded as Third Assistants, the Board of School Commissioners to determine, at the annual election, the grade of each Assistant; in case of failure to do so, the Senior Assistant to grade highest in all cases.

In Male and Female Grammar Schools not employing three Assistants, the lowest Assistant shall rank as Third Assistant, and so continue until there are three Assistants

*Fixed by the Board at the amounts named and reported to the City Council for approval.

employed in that school, excepting the First Assistant, who shall, in all cases, rank as First Assistant.

Teachers who may have served for *two full* years in any of the Public Schools of Baltimore, upon promotion to Grammar Schools, shall be entitled to the second year's salary of that grade to which they may be assigned, excepting that of Principal.

Teachers who may have been engaged in teaching for *three* years previous to their election, shall be entitled to the highest salary of that grade to which they may be assigned, (excepting that of Principals of Grammar Schools,) upon producing satisfactory evidence of that fact to the President of the Board.

Teachers elected during the month of September shall receive the full salaries for the months of July and August of the succeeding year; those elected in October shall receive nine-tenths of said salary; in November, eight-tenths, and so on to the close of the scholastic term.

SALARIES OF JANITORS, JANITRESSES & FIREMEN.

Janitor and Fireman of Baltimore City College.....	\$900 00
Firemen of Female High Schools, each.....	400 00
Janitresses of Female High Schools, each.....	300 00

Fireman and Engineer of No. 1 Female School, \$20.00 per month.

Fireman and Engineer of No. 3 Grammar and Primary School, \$20.00 per month.

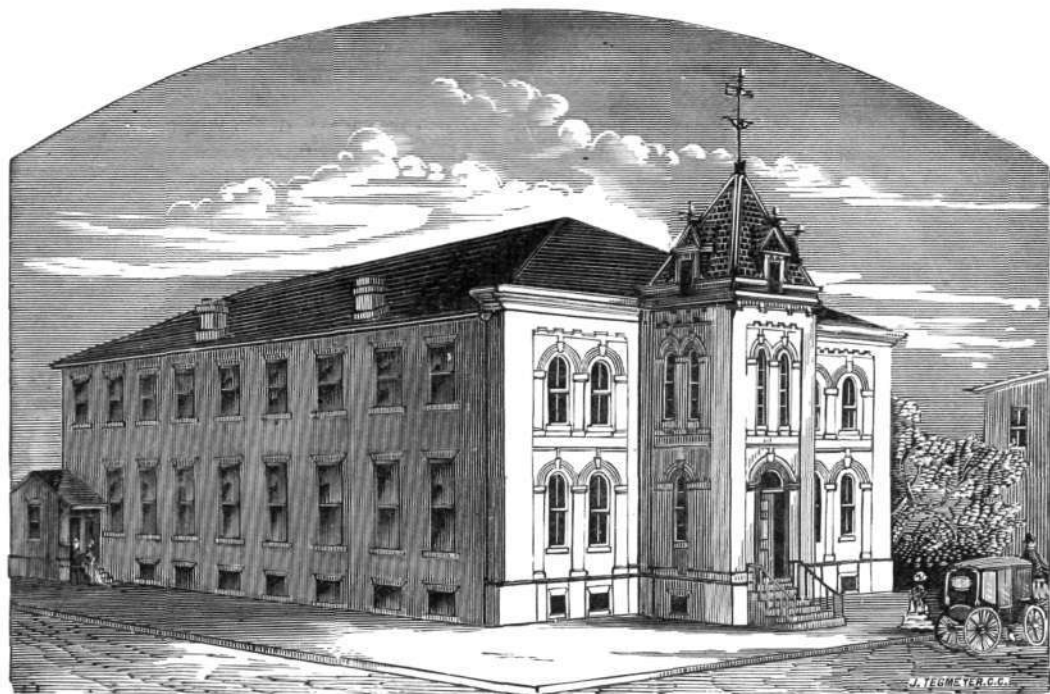
Schools having three classes, Janitress shall receive \$8.00 per month.

Schools having four classes, Janitress shall receive \$9.00 per month.

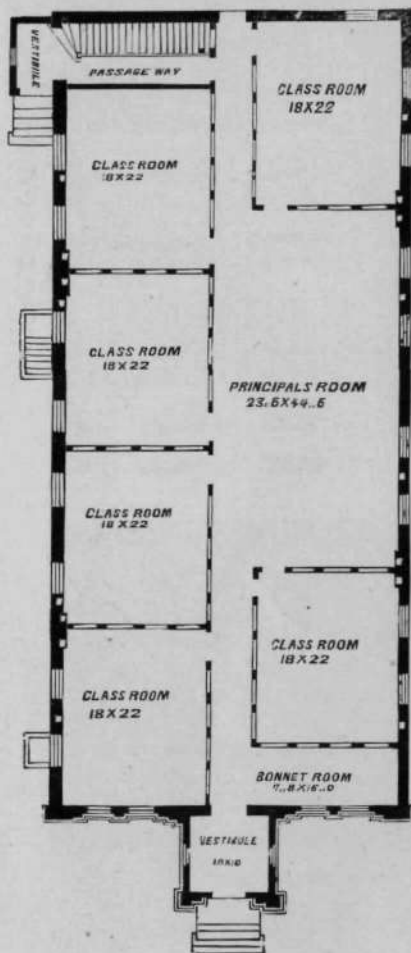
Schools having five classes, Janitress shall receive \$10.00 per month.

Schools having six classes, Janitress shall receive \$10.50 per month, and increase 50 cents per month for each additional class.

In addition to the above they shall receive 50 cents per month for each fire required in stoves in the schools from October to April, inclusive, and \$5.00 per month for attending each furnace.



MALE AND FEMALE GRAMMAR SCHOOL, No. 13,
Aisquith Street, near Mullikin.



GROUND PLAN OF No. 13.

REPORT

OF THE

Superintendent of Public Schools.

BALTIMORE, October 31, 1877.

*To the Mayor and City Council, and the Board of Public School
Commissioners of the City of Baltimore.*

GENTLEMEN :

I submit the following report of the work of the Public Schools for the year ending with the date above named :

Date.....	1877
Population.....	302,839
Enumeration, United States Census, 1870.....	77,737
Number of pupils in school during the year.....	45,942
Enrollment, October 31.....	33,946
Average attendance.....	27,779
Number of teachers.....	764
Number of pupils to a teacher on enrollment, exclusive of special teachers.....	45
Number of pupils to a teacher on average attendance..	36

Percentage of enrollment on population.....	11.1
Percentage of average attendance on enrollment.....	81.8
Percentage of average attendance in Baltimore City College.....	89.
Percentage of average attendance in Eastern Female High School.....	89.
Percentage of average attendance in Western Female High School.....	89.
Percentage of average attendance in Male Grammar Schools.....	86.2
Percentage of average attendance in Female Grammar Schools.....	83.7
Percentage of average attendance in Male Primary Schools.....	83.2
Percentage of average attendance in Female Primary Schools.....	80.
Percentage of attendance in English German Schools...	90.8
Percentage of attendance in Colored Schools.....	72.
School age.....	6-18
Number to a teacher on enrollment in High Schools.....	30
“ “ “ Grammar “	43
“ “ “ Primary “	47
Number to a teacher on average attendance in High Schools.....	27
Number to a teacher on average attendance in Grammar Schools.....	36
Number to a teacher on average attendance in Primary Schools.....	38
Number of Schools.....	129

FEMALE HIGH SCHOOLS.

The status of these schools remains for the most part unchanged, and there is consequently little need of any detailed report respecting their condition. I am convinced by experience that reforms and improvements are best effected without an enumeration of defects in schedules or curriculums, or extended recommendations of radical changes. Reforms must be gradual in order to accomplish the best results, and it is desirable, both in educational and municipal reforms, that they be conducted without demonstration and without the ostentatious heralding of the reformers. The teachers in these schools have labored with great fidelity during the past year, and in some instances with gratifying success. Mr. Wardenburg's admirable faculties of discipline and administration, together with his vigor and efficiency as a teacher, cannot fail to prove a decided advantage to the school over which he has been called to preside. The retiring principal, Mr. Thayer, carries with him the good wishes of all interested in the welfare of the school, for his continued usefulness and happiness in the new sphere of duty to which he has been assigned. The brevity of that portion of my report which relates to the Female High Schools will be accounted for by my determination to adhere to that line of action which commends itself to my judgment as best, *viz*: to bring directly to the attention of the committee whatever defects of administration, or of programmes of instruction, my visits to these schools may discover, instead of parading them upon the pages of an annual report. Educational literature is distasteful to the great majority even of enlightened mankind, and recommendations embodied in a report are apt to be regarded as perfunctory exercises, rarely read and still more rarely remembered.

BALTIMORE CITY COLLEGE.

The observations that I have just made in commenting upon the condition of the Female High Schools, apply with some modifications to the City College. There has been no essential change in the status of the College during the past year. The high scholarly character acquired and maintained by the pupils of this institution at the leading colleges and universities of the country, at Yale, University of Va., Harvard, Princeton, St. John's College, and our own Johns Hopkins University is a convincing proof of the excellence of the instruction imparted by the teachers of the City College. That the school is free from defects or imperfections I do not mean to intimate, but I have so often and so earnestly commented upon them, that it seems almost a work of supererogation to do more than allude to them here. The most palpable of these is the subordinate position assigned to the study of the classical languages. No solution of this difficulty has thus far presented itself. It is but just, however, to the gentlemen in charge of this department, to say, that the results attained by them are fully commensurate with the amount of time assigned to their classes. The pupils receive an excellent foundation in the ancient tongues, as I can testify from repeated observation and examination of the classes, and are instructed in accordance with the most approved and scientific methods. I do not know of any similar institution in the country in which the general results are superior to those attained by the teachers of the City College.

GRAMMAR SCHOOLS.

The results of the examination for admission to the City College, and the Female High Schools, July, 1877, would

seem to indicate an improvement in the condition of the Grammar Schools during the past scholastic year.

The percentage of successful candidates at the City College examination was greater than ever before in the history of the institution, while at the Western High School, the result was almost as satisfactory. At the Eastern High School the results were much better than in July, 1876.

The questions proposed to the applicants were slightly less difficult than those assigned the preceding year. The difference perhaps was more in the method of presentation than in the comparative difficulty of the subjects. The most important modifications of the Grammar School curriculum during the past year, have been: 1st—The combination of Algebra and Algebra definitions into one subject, and the similar combination of Arithmetic and Arithmetic Definitions; 2nd—An increased attention to the practical study of composition. The lack of adequate expression is a prevalent defect in all grades of our schools. It can be overcome only by persistent training in synthetic exercises, commenced at the very beginning of a child's school career. Among the greatest intellectual transgressions of the English speaking races, (a transgression for which ages of culture only can atone) has been the ungrateful neglect of their peerless language and literature.

The separation of the definitions in Arithmetic and in Algebra, from the practical work, always seemed to me a departure from scientific method. It tends to create the impression that the Definitions in Arithmetic, *e. g.* which are formal deductions from the actual properties and relations of numbers, constitute a science separate from the Arithmetic proper, in other words this bi-furcation of the subject presents arithmetical examples and arithmetical definitions as severed or unrelated sciences, whereas one cannot exist without the other, any more than the

abstract can exist without the concrete, or phenomena without substance. I retained the existing usage in deference to established custom, until I could study its practical effects in the workings of our schools, although I was convinced of its illogical character at an early period. A degree of respect however is due in all cases to the judgment of others, especially if their judgment does not coincide with our own. The mere difference of opinion on the part of those that have a *right* to an opinion, should always induce us to test by the severest logical scrutiny, the correctness of our own views. Especially is this process of introversions, this "trying of the spirits," essential in the sphere of educational legislation and administration.

In no sphere of intellectual effort, except in the province of theology, is the "sublime repression of one's self" so earnestly demanded, as in the domain of education.

It should be our constant effort to avoid precipitate and unconsidered changes in schedule and curriculums, and to endeavor by an enlightened moderation and conservatism to adapt existing resources to the accomplishment of the most beneficent results. We have among us a system of schools, whose potentialities are almost unlimited. They may be made a source of inestimable advantage to this community and this State, but they can never attain the full measure of their usefulness and their excellence, until a substantial improvement shall be effected in the mode by which our teachers are appointed. I am aware that excellent selections are not unfrequently made, and that commendable care and diligence are often exercised in ascertaining the capabilities of applicants or appointees. If it would not subject me to the charge of instituting insidious comparisons, I should be glad to specify some of the appointments made during the past year, that impress me as especially excellent. But these facts do not detract from the *general*

truth of my statement. The method of appointment of teachers, as well as the imperfect qualifications of quite a large proportion of the appointees, constitutes beyond comparison the weak point of our Public School system. The teacher's examination is an imperfect test, even of scholarly acquirements, and affords no means whatever of ascertaining the aptitude or the ability of the candidates to impart instruction. Yet from these untried and untrained applicants, about three-fourths of our appointments are made. A week or a month of disjointed substituting, is in many cases insufficient to test the endurance and the capacity of the beginner. It is true that in many instances, our novices, by dint of intelligence and energy, develop into successful teachers, but the ascent is toilsome and there are many that "come up through great tribulation." It is difficult, if not impossible, to estimate the pernicious consequences to classes and pupils of lack of adaptation and experience. Several plans have been proposed to remedy these evils, but none thus far has met with acceptance or approval. I do not deem it advisable to comment upon those proposed by myself, as I am unable to fortify them by any arguments stronger than those I have already adduced.

There are many interesting questions suggested by the frequent discussions during the past year, relating to the study of history. The subject is one to which I have devoted much thought and study, but as it will probably be revived in connection with the new history of Maryland, recently submitted to the consideration of the Board, I deem it best not to anticipate my own line of argument, but to reserve it until the question shall be formally presented for discussion.

The teachers in the Grammar Schools have labored during the past year with praise-worthy zeal and faithfulness. I have been in almost daily contact with them, and it is with

unaffected pleasure that I record their constant and assiduous devotion to their arduous duties.

ENGLISH GERMAN SCHOOLS.

The Schools have not only maintained their popularity; they have increased in popular favor, as the statistical record attests. I have frequently examined the classes both in English and in German, generally with very fair results. There is no serious *internal* obstacle, that I am aware of, to retard their prosperity. The value of the German language, viewed from a philological, scientific, literary, or practical stand-point, is so well understood, that discussion of the subject, at this late day, may well be regarded as superfluous.

SATURDAY NORMAL CLASS.

The Saturday Normal Class was in great measure the creation of my honored predecessor, Mr. Creery, whose long experience in the schools of Baltimore, together with his sound judgment and practical wisdom, enabled him to see clearly the imperative necessity of *some* preparation for the profession of teaching. The increasing numbers, as well as the increasing popularity of the class, are the best tribute to the vigorous and efficient administration of the Principal and his associates. I have observed with great pleasure their modes of instruction, and the appreciative interest of the ladies who compose the class. They seem to possess that happy combination of qualities in which my idea of the teacher is realized, for "gladly would they *learn*, and gladly teach".

PUBLIC SCHOOL LIBRARY.

The Public School Library now contains at least 2,000 vols. Every department of knowledge is represented by the best treatises, and an admirable opportunity is offered to our teachers for general or special culture, of which many are availing themselves. The library contains an extensive collection of works on education, including Kiddle & Schem's valuable Cyclopedia, Matthew Arnold's Reports, the works of Horace Mann, Payne, Farrar, Fearon, Stannton, Rosencranz, Quick, and other writers in this department. If the requisite means are supplied, our library will soon compare favorably with any similar one in the country.

CONCLUSION.

There is an increasing appreciation of scholarly culture among a number of our teachers, a tendency that I have done everything in my power to cherish and to stimulate. The Association of Eastern Teachers was the creation of several of our lady teachers, whose devotion to the advancement of a pure and ennobling culture prove them worthy of special honor and regard. The Association has been so fortunate as to secure the services of Mr. Maupin as instructor in Latin, and Mr. Raddatz in German. There are also sections for the study of Arithmetic, French and English Grammar. I commend this Association to the support and encouragement of the Board.

My special acknowledgments are due to Mr. Wise, for the valuable aid rendered in the preparation of the statistical tables accompanying this report, and to teachers and commissioners who have co-operated with me in endeavoring to promote the welfare of our Public Schools.

HENRY E. SHEPHERD,

Superintendent.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT,

SHOWING THE

Number of Pay Pupils, Number of Free Pupils, Number on Roll, Average Attendance, Percentage of Attendance, Number of Different Pupils in School during the year, and Number of Teachers.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
Baltimore City College.....		357	32	389	345	624	14	89
Eastern Female High School.....		238	52	285	244	417	11	89
Western Female High School.....		377	50	427	394	577	12	89
		967	134	1101	983	1618	37	89
Male Grammar	No. 1.....	256	39	295	253	416	7	90
"	" 2.....	174	165	339	313	497	7	89
"	" 3.....	110	104	214	191	313	5	88
"	" 4.....	149	100	249	216	357	6	90
"	" 5.....	46	154	200	160	282	5	82
"	" 6.....	315	42	357	303	496	8	85
"	" 7.....	33	74	107	93	151	3	84
"	" 8.....	140	124	264	226	370	6	88
"	" 9.....	103	87	190	172	303	5	90
"	" 10.....	71	148	219	186	315	6	85
"	" 11.....	102	146	248	203	377	6	85
"	" 12.....	82	169	251	204	356	6	82
"	" 13.....	111	103	214	191	317	6	90
"	" 15.....	275	68	343	302	518	8	85
"	" 17.....	132	83	215	184	292	5	87
"	" 18.....	104	93	197	156	277	5	84
"	" 19.....	120	60	180	156	242	4	85
"	" 20.....	102	142	244	191	382	5	80
"	" 21.....	133	60	193	178	284	5	89
		2558	1961	4519	3698	6555	108	86.2

FEMALE GRAMMAR SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. Teachers.	Percentage of attendance during year.
Female	Grammar No. 1.	357	108	460	393	660	10	85
"	" 2.	125	174	299	263	431	4	80
"	" 3.	103	96	199	168	305	5	85
"	" 4.	132	138	270	236	358	6	83
"	" 5.	40	167	207	164	265	5	82
"	" 6.	180	77	257	206	348	9	81
"	" 8.	156	112	268	223	391	6	83
"	" 9.	54	51	135	121	223	4	91
"	" 10.	82	153	336	292	329	6	88
"	" 11.	86	166	252	210	345	6	82
"	" 12.	73	147	230	186	398	5	88
"	" 13.	186	130	306	269	422	8	86
"	" 15.	195	88	283	233	416	6	80
"	" 16.	24	113	137	100	171	2	69
"	" 17.	164	119	283	234	387	6	82
"	" 18.	130	122	252	211	377	6	81
"	" 19.	125	55	180	148	246	4	82
"	" 20.	117	130	307	251	386	6	82
"	" 21.	152	100	252	212	363	6	85
		2481	2321	4802	4019	6851	109	83.7

MALE PRIMARY SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
Male Primary No.	1.....	250	309	459	386	711	10	88
"	2.....	24	137	161	138	249	4	82
"	3.....	71	209	280	205	400	5	76
"	4.....	120	175	295	241	420	6	83
"	5.....	45	406	451	357	559	9	75
"	6.....	109	175	284	232	394	6	81
"	7.....	64	133	197	165	307	5	85
"	8.....	52	153	205	166	331	5	81
"	9.....	32	143	175	150	288	4	74
"	10.....	39	213	252	219	359	6	82
"	11.....	48	194	242	187	347	5	79
"	12.....	72	209	281	236	437	6	84
"	13.....	32	194	226	179	335	5	77
"	14.....	181	108	289	226	389	6	81
"	15.....	227	152	379	330	530	8	84
"	16.....	46	260	306	240	428	6	79
"	17.....	57	273	330	281	508	8	83
"	18.....	136	63	199	160	315	4	80
"	19.....	47	132	179	133	290	4	76
"	20.....	88	263	351	273	554	7	75
"	21.....	98	167	265	218	393	6	79
"	22.....	21	244	265	226	377	6	84
"	23.....	121	176	297	227	430	6	77
"	25.....	37	134	171	123	262	4	75
"	26.....	70	155	225	182	349	5	77
"	27.....	104	157	261	222	365	6	85
"	28.....	21	229	250	200	392	6	76
"	29.....	21	186	157	119	223	4	77
"	30.....	93	181	274	210	485	6	78
		2326	5380	7706	6411	11427	168	84

FEMALE PRIMARY SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
Female Primary No.	1.....	324	159	483	388	807	11	78
"	2.....	39	138	177	147	247	4	82
"	3.....	84	197	281	225	423	5	74
"	4.....	115	171	286	235	440	5	76
"	5.....	45	349	394	342	591	8	82
"	6.....	88	167	255	206	358	6	79
"	7.....	58	154	207	161	328	4	78
"	8.....	55	97	152	121	240	4	82
"	9.....	59	185	244	198	408	5	82
"	10.....	77	171	248	195	353	5	77
"	11.....	45	176	221	175	346	5	75
"	12.....	52	297	349	295	527	8	84
"	13.....	44	149	193	167	281	4	80
"	14.....	104	91	195	145	277	4	76
"	15.....	190	189	379	327	567	8	84
"	16.....	37	246	283	221	401	5	76
"	17.....	59	266	325	258	501	7	77
"	18.....	147	68	215	168	325	4	78
"	19.....	35	104	139	122	263	3	84
"	20.....	140	216	356	270	562	7	74
"	21.....	115	192	307	227	445	6	70
"	22.....	19	261	280	227	406	6	77
"	23.....	97	237	334	267	449	7	82
"	25.....	18	140	158	114	231	3	73
"	26.....	72	148	221	187	348	5	79
"	27.....	128	175	303	259	448	7	81
"	28.....	30	266	296	232	416	6	78
"	29.....	33	120	153	119	231	3	74
"	30.....	118	221	339	261	477	7	74
"	32.....	53	172	225	170	309	5	78
		2475	5523	7998	6419	12005	167	80

ENGLISH-GERMAN, EVENING AND COLORED SCHOOLS.

SCHOOLS.		Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of attendance during year.
English-German	No. 1.....	476	56	532	468	716	12	86
"	" 2.....	606	0	606	567	822	13	94
"	" 3.....	775	0	775	711	949	17	91
"	" 4.....	495	71	566	505	756	13	90
"	" 5.....	580	115	696	631	971	16	88
		2932	243	3175	2882	4214	71	90.8
Evening	No. 2.....	2	120	122	102	123	3	81
"	" 3.....	0	56	56	41	71	2	63
"	" 4.....	0	150	150	116	150	5	69
		2	326	328	259	344	10	79
COLORED SCHOOLS.								
Grammar Colored	No. 1.....	28	178	206	182	351	5	84
Male Colored	" 1.....	0	161	161	115	270	3	79
"	" 2.....	7	329	336	253	496	7	84
"	" 3.....	25	249	274	193	486	6	76
"	" 4.....	33	143	176	96	224	2	72
"	" 5.....	16	178	194	147	273	4	83
"	" 6.....	0	234	234	146	345	4	60
"	" 7.....	0	380	380	273	778	8	74
Female Colored	" 1.....	12	219	231	136	421	4	56
"	" 2.....	7	351	358	272	568	8	75
"	" 3.....	13	298	311	261	550	7	82
"	" 4.....	24	337	361	230	535	6	62
		165	3057	3222	2304	5297	64	75
Colored Evening	No. 1.....	45	139	154	111	214	3	76
"	" 3.....	0	321	321	173	320	6	54
"	" 5.....	38	93	131	71	140	3	53
"	" 7.....	0	305	305	111	431	3	35
		53	858	911	466	1105	15	54

SUMMARY STATEMENT,

Showing the Number of Schools, Teachers, Pay Pupils, Free Pupils on Roll October 31st, 1877, Average Attendance, Number of Different Pupils in School during the year, and percentage of attendance.

SCHOOLS.	No. of Schools.	No. of Teachers.	No. of Pay Pupils.	No. of Free Pupils.	No. on Roll Oct. 31. '77.	Average Attendance.	No. of different Pupils in School during year.	Percentage of attendance during year.
Baltimore City College.....	1	14	357	32	389	345	624	89
Eastern Female High School..	1	11	233	52	285	244	417	89
Western Female High School	1	12	377	50	427	394	577	89
Male Grammar Schools.....	19	108	2558	1961	4519	3893	6555	86.2
Female Grammar Schools....	19	109	2481	2321	4802	4019	6851	88.7
English-German Schools.....	5	71	2932	243	3175	2882	4214	90.8
Male Primary Schools.....	29	168	2326	5380	7706	6411	11427	83.2
Female Primary Schools.....	30	167	2475	5523	7998	6419	12005	80
Evening Schools.....	7	10	2	326	328	259	344	79
Colored Schools.....	12	64	165	3057	3222	2304	5297	72
Colored Evening Schools....	4	15	53	858	911	466	1105	54
Saturday Normal Class.....	1	5	.....	184	184	138	234	75
Music Teachers.....	.....	5	.....	.....	.....	.....	.....	.....
Drawing Teachers.....	.....	5	.....	.....	.....	.....	.....	.....
	129	764	13959	19987	38946	27779	49650	81.8
Number promoted to City College and High Schools.....							514	
“ “ “ Grammar Schools.....							3194	
								3,708
Number of different pupils in School during the year.....							45,942	

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, February 1st, 1877.

MALE.				FEMALE.			
No.	Examined.	Passed.	Promoted.	No.	Examined.	Passed.	Promoted.
1	50	40	44	1	41	38	38
" 2	17	16	17	" 2	13	13	13
" 3	21	11	17	" 3	12	12	12
" 4	23	32	32	" 4	28	26	28
" 5	40	28	34	" 5	29	27	28
" 6	28	27	28	" 6	25	24	24
" 7	21	21	21	" 7	34	30	30
" 8	22	21	21	" 8	16	15	16
" 9	20	20	20	" 9	29	29	29
" 10	29	22	23	" 10	25	22	25
" 11	23	16	21	" 11	17	16	16
" 12	37	32	37	" 12	36	34	35
" 13	23	20	23	" 13	17	17	17
" 14	25	23	24	" 14	14	14	14
" 15	51	43	44	" 15	45	41	41
" 16	21	16	18	" 16	19	19	19
" 17	35	35	35	" 17	35	35	35
" 18	20	16	20	" 18	23	22	22
" 19	8	8	8	" 19	22	22	22
" 20	41	39	41	" 20	40	40	40
" 21	16	13	16	" 21	28	27	27
" 22	17	17	17	" 22	20	18	20
" 23	32	31	31	" 23	35	35	35
" 25	23	23	23	" 25	13	12	13
" 26	24	24	24	" 26	23	18	22
" 27	17	17	17	" 27	38	36	38
" 28	15	15	15	" 28	23	23	23
" 29	13	13	13	" 29	19	17	19
" 30	27	24	25	" 30	27	26	27
				" 32	20	20	20
	749	663	709				
	766	728	748		766	728	748
	1515	1391	1457				

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, June 22nd, 1877.

MALE.				FEMALE.			
No.	Examined.	Passed.	Promoted.	No.	Examined.	Passed.	Promoted.
1	57	49	49	1	68	62	62
2	19	18	19	2	12	10	12
3	28	20	26	3	26	25	25
4	22	22	22	4	23	23	23
5	23	22	22	5	38	37	38
6	28	27	28	6	30	22	22
7	23	23	23	7	31	30	30
8	23	22	22	8	20	18	18
9	23	22	22	9	29	28	29
10	30	26	26	10	16	16	16
11	22	20	21	11	30	29	29
12	35	33	33	12	40	34	34
13	24	24	24	13	20	20	20
14	36	35	35	14	15	15	15
15	34	33	34	15	42	42	42
16	26	21	26	16	11	11	11
17	27	27	27	17	29	29	29
18	25	23	23	18	30	30	30
19	25	24	24	19	17	15	17
20	42	42	42	20	48	47	47
21	25	21	22	21	20	20	20
22	25	21	24	22	30	27	27
23	29	28	28	23	31	31	31
24	14	14	14	24	25	21	21
25	30	28	28	25	37	36	36
26	20	20	20	26	34	34	34
27	11	11	11	27	18	18	18
28	13	10	10	28	10	10	10
29	38	37	38	29	35	34	34
30				30	21	21	21
	777	723	743				
	836	795	801		836	795	801
	1613	1518	1544				

1877 { Number of Boys and Girls Examined.....3123
 " " " " " Passed.....2909
 " " " " " Promoted.....3001

EXAMINATIONS FOR PROMOTION

From Colored Primaries to the Grammar School, Feb. 1, 1877.

MALE.			FEMALE.			
	Examined.	Passed.		Examined.	Passed.	Promoted.
No. 1	5	5	No. 1	4	4	4
" 2	24	14	" 2	22	17	19
" 3	19	12	" 3	21	16	17
" 4	5	2	" 4	10	10	10
" 5	11	9				
" 7	22	14				
	86	56		57	47	50
	57	47				
Total	143	103				111

June 29th, 1877.

MALE.			FEMALE.			
	Examined.	Passed.		Examined.	Passed.	Promoted.
No. 1	8	6	No. 1	4	4	4
" 2	18	13	" 2	17	11	11
" 3	10	9	" 3	12	9	9
" 4	3	1	" 4	8	6	6
" 5	11	8				
" 6	0	0				
" 7	15	15				
	68	52		41	30	30
	41	30				
Total	104	82				82

1877 { Examined.....247
 Passed.....185
 Promoted.....193

NUMBER OF PUPILS

in High, Grammar & Primary Schools, November 30th, 1877.

SCHOOLS.	Grammar School Pupils	Primary School Pupils.	SCHOOLS.	Grammar School Pupils	Primary School Pupils.
Fem. Grammar, No. 16	40	97	Male Colored, No. 1...	11	150
English-German, No. 1	158	374	“ “ “ 2...	25	311
“ “ “ 2	163	443	“ “ “ 3...	31	243
“ “ “ 3	253	522	“ “ “ 4...	11	165
“ “ “ 4	144	422	“ “ “ 5...	22	172
“ “ “ 5	246	450	“ “ “ 6...	11	223
			“ “ “ 7...	19	361
	1004	2308	Female Colored, No. 1	10	231
	227	2789	“ “ “ 2	35	323
	1231	5097	“ “ “ 3	32	279
No. in Gram. Schools	9390		“ “ “ 4	20	341
No. in Primary Schools		15704			
	10621	20801		227	2789

Number of pupils in High Schools.....	1,101
“ “ “ “ Grammar Schools.....	10,621
“ “ “ “ Primary “.....	20,801
“ “ “ “ Evening and Saturday Normal Class.....	1,423

33,946

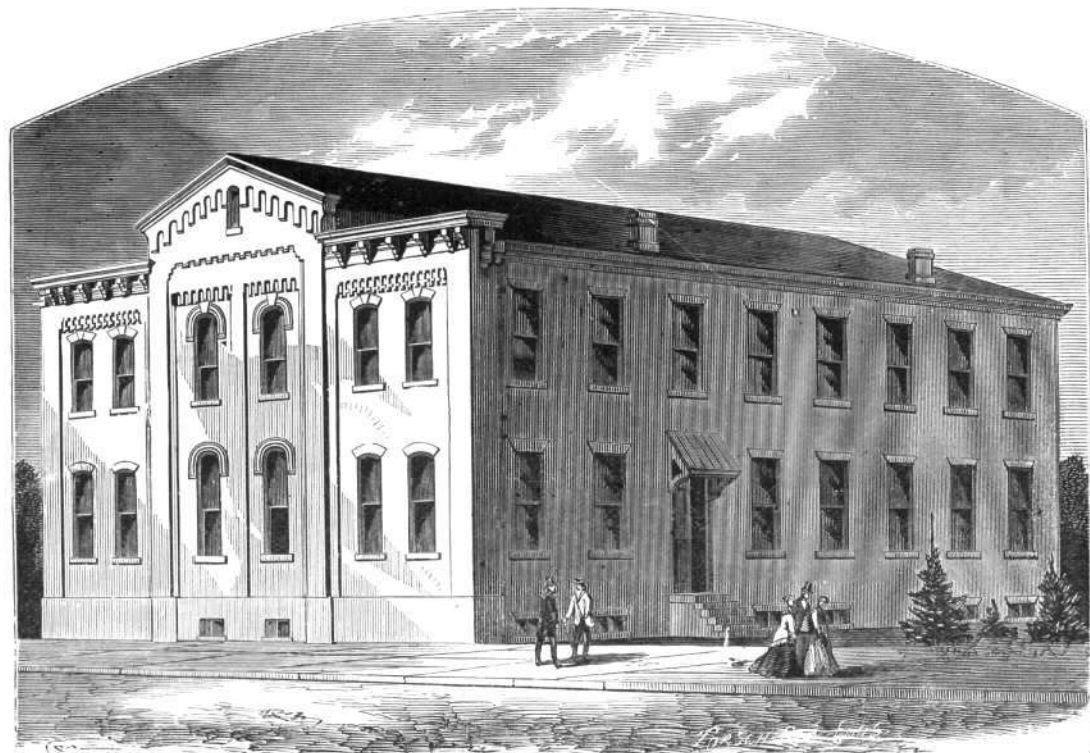
NUMBER IN DIFFERENT GRADES OF SCHOOLS COMPARED.
FOR 1876 AND 1877.

In Primary Schools—1877.....	15,704	
" " 1876.....	15,361	
Increase.....		343
In Grammar Schools—1877.....	9,321	
" " 1876.....	8,623	
Increase.....		698
In High Schools—1877.....	1,101	
" " 1876.....	1,181	
Decrease.....		80
In Evening Schools—1877.....	328	
" " 1876.....	133	
Increase.....		195
In Colored Schools—1877.....	3,222	
" " 1876.....	2,943	
Increase.....		279
In Evening Schools, (Colored)—1877.....	911	
" " " 1876.....	200	
Increase.....		711
In English-German Schools—1877.....	3,175	
" " " 1876.....	2,963	
Increase.....		212
Total Increase for year.....		2,358

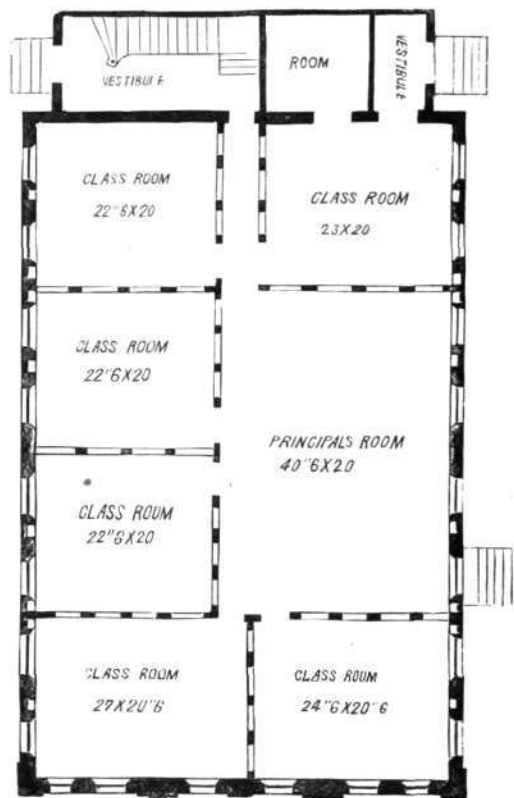
TABLE.

Showing the number of Pupils and Teachers in the Public Schools on the last day of each Fiscal Year, from the year 1829, when the first Public School was opened, to the Year 1877, inclusive.

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829.....	3.....	269	1854.....	209.....	9,717
1830.....	5.....	402	1855.....	217.....	10,913
1831.....	5.....	637	1856.....	253.....	12,946
1832.....	5.....	640	1857.....	246.....	11,759
1833.....	8.....	544	1858.....	270.....	12,263
1834.....	8.....	859	1859.....	271.....	12,419
1835.....	8.....	867	1860.....	302.....	14,156
1836.....	8.....	914	1861.....	317.....	13,952
1837.....	8.....	659	1862.....	319.....	14,382
1838.....	8.....	675	1863.....	350.....	15,661
1839.....	8.....	1,126	1864.....	353.....	16,086
1840.....	16.....	1,334	1865.....	377.....	16,523
1841.....	22.....	2,539	1866.....	411.....	17,967
1842.....	27.....	2,471	1867.....	513.....	18,896
1843.....	28.....	2,669	1868.....	555.....	20,591
1844.....	30.....	3,366	1869.....	558.....	22,159
1845.....	50.....	4,313	1870.....	571.....	24,673
1846.....	64.....	5,017	1871.....	513.....	25,357
1847.....	91.....	6,439	1872.....	614.....	26,375
1848.....	98.....	6,699	1873.....	624.....	28,329
1849.....	107.....	6,763	1874.....	661.....	29,108
1850.....	119.....	7,093	1875.....	706.....	31,356
1851.....	138.....	8,011	1876.....	731.....	31,404
1852.....	172.....	9,031	1877.....	764.....	33,946
1853.....	194.....	9,447			



MALE AND FEMALE GRAMMAR SCHOOL, No. 4,
Sharp Street, near Henrietta.



GROUND PLAN OF No. 4.

REPORT
OF THE
Assistant Superintendent.

BALTIMORE, OCTOBER 31st, 1877.

HENRY E. SHEPHERD, Esq.,

Superintendent of Public Instruction:

SIR:—

In compliance with a rule of the Board the following report is submitted for their consideration.

From the statistical tables accompanying the Superintendent's report it will be seen that the number of pupils attending Primary Schools, exclusive of Night Schools, is 20,801—about sixty-five per cent. of all the pupils attending our schools. This number last year was 19,876, showing an increase of 925 pupils attending Primary Schools. This includes the Primary Department of English German Schools, of Female Grammar School No. 16, and of Colored Schools. The increase in the number attending Grammar Schools, including the grammar department of English German Schools, of Female Grammar School No. 16, and of Colored Schools is 724. The number of pupils attending High Schools this year is 80 less than last

year. The increase in the number attending English German Schools this year is only 212; last year it was 1,216. The total increase in the number of pupils attending schools of all grades is 2,358; last year it was 48.

The percentage of attendance in the Male Primary Schools this year is 83.2, last year it was about 81; in the Female Primary Schools it is 80, last year it was about 79. In the English German Schools this year the percentage of attendance is about 91, last year it was about 90. The percentage of attendance this year in the colored schools is 72, last year it was 70. The percentage of attendance last year in all the schools was 81.4, this year it is 81.8. This increase in the attendance is gratifying, and is to be attributed, somewhat to the fact that the teachers themselves are much more punctual than formerly, and that the rules of the Board are more judiciously enforced.

It would be of great assistance in forming a judgment of the manner in which our system is working, to have tables showing the numbers passed from grade to grade at the various examinations. It was intended to furnish such a statement in this report, but owing to the impossibility of consolidating the returns gotten from the principals of the schools for this purpose, it has not been done. Of course in a perfect school system, working upon entirely favorable conditions, every pupil would pass at examinations—while perfection is not to be attained, still by noticing how far we advance or recede in this respect, more accurate ideas may be formed of the value and strength of the system, and alterations suggested for its improvement. Of the 15,704 pupils attending Male and Female Primary Schools, 1,457 were promoted at the February examination, and 1,544 at the one held in June.

During the past year I think we have made progress in improving our methods of instruction, especially in teaching

Reading and Arithmetic. Many of our schools in which the teachers busy themselves to know what is new upon the subject of elementary instruction, will compare favorably, as far as my judgment will enable me to determine, with the best schools in this country.

In teaching the alphabet, the best and most successful teachers, no longer confine themselves to the method of teaching it letter by letter; but teach the simplest words as such from the commencement. By this method pupils learn first to read short easy sentences, composed of familiar words, and learn by degrees the letters.

For some time persons engaged in the practical work of instructing this class of pupils, have been agreed that this plan not only enables the pupil to proceed with greater progress, but by using these lessons in connection with appropriate objects, they heighten the interest, secure the attention, and develop gradually the most important mental faculties.

The plan of using the Reading-book as a Spelling-book also, is working very successfully. While less time is devoted to teaching spelling than formerly, pupils are not only much more familiar with the spelling and meaning of words in ordinary use, but are much better readers. The spelling-book is still used as an exercise book to advantage.

On all occasions our best teachers take the greatest care to promote perfect articulation and the correct use of language. This deserves constant attention in the Primary School classes, especially the lowest, for here if not before the foundation is laid for a correct use of the *mother* tongue.

The rule adopted by the Board by the suggestion of Mr. John B. Wentz, Chairman of the Committee on Education, of the City Council, requiring pupils to enter the Alphabet Class during the months of September and February only; is

working to great advantage, relieving teachers in charge of these classes of much unnecessary labor, and causing the promotions to be more uniform.

I am satisfied Reading is taught with much more success than formerly. The main effort being to get the pupils to read naturally, with correct articulation and pronunciation. After the recitation the pupil is called upon to relate in grammatical language the substance of the lesson. "Simultaneous Recitations" or "Concert Exercises," the great use of which under certain circumstances cannot be denied, are becoming less frequently used than formerly, and more individual instruction is given. The injudicious use of these exercises does great harm by cultivating inattention as well as a slovenly and unnatural manner of speaking. Teachers are learning every day *to use* these exercises, and many in the higher grades get on without them. Some of the most serious faults of young pupils which proper supervision on the part of teachers is intended to lessen, day by day, are cultivated and fostered by this *easy* mode of instruction.

Although Arithmetic in some of the schools still continues to be taught by rote, the pupils being instructed no further in this branch than simply how to perform the addition, subtraction, multiplication and division of abstract numbers, yet teachers are becoming more and more appreciative of the necessity for instruction in Mental and Practical Arithmetic. Many teachers find the labor of teaching the mere addition, subtraction, multiplication and division of abstract numbers greatly decreased by the use of properly selected exercises in Mental and Practical Arithmetic, and at the same time rendered much less irksome and monotonous.

Writing is well taught in most of the schools, while some find great difficulty in securing a minimum of proficiency in

this useful branch. Improvement though is gradually going on, and in time we may expect to see the subject receive proper attention in all of the schools. Many teachers in the lowest classes teach the whole script alphabet with the expectation that by means of a thorough knowledge of the "elements and principles" their pupils will in time write good hands. Some teachers instead of using the admirable system laid down in the copy-book to teach their pupils to write a legible and uniform hand, misuse it rather to teach the *drawing* of letters and in many cases actually to prevent the pupils from acquiring a handwriting, such as the system, when properly understood and taught, is intended to develop gradually.

Drawing is receiving through the special and regular teachers all the attention desirable. The proficiency acquired in this branch as well as the cultivation of the eye and taste are more than an equivalent for the expense incurred.

Music is successfully taught under the present management. The skill and proficiency displayed by the pupils at the annual examinations, eliciting the warm commendation of the musical experts invited to be present. Instead of the present arrangement of having a music lesson of fifteen minutes every day and a drawing lesson also of twenty minutes, it would be better if instruction were given in these two studies on alternate days, having three lessons a week in Music and two in Drawing.

Geography continues to be taught orally from the outline maps of the Hemispheres and Maryland.

Many of our buildings are not well adapted to the uses for which they were intended. Some of them though comparatively new are badly lighted, heated and ventilated, and not well arranged for the accommodation of classes. Class-rooms accommodating only from 30 to 40 pupils can not possibly seat a sufficient number to give an average attendance of 40, the

number each teacher is expected to instruct. The percentage of attendance being about 80, in order to seat a sufficient number of pupils to have 40 in average attendance, the seating capacity of a room ought to be at least 45, and in the lower classes more, reaching 80 sometimes in the lowest. This seems to be a trifling matter but if given proper attention teachers would be relieved of much unnecessary annoyance and the usefulness of school-buildings greatly enhanced.

I would respectfully recommend that a "model building" constructed upon the very best scientific principles in regard to arrangement, size of class-rooms, heating, lighting and ventilation be adopted by the Board and that all new buildings be constructed in accordance therewith. By an inspection of the buildings constructed within the last 6 or 8 years, it can be easily seen how an arrangement of the kind recommended would relieve the city of much unnecessary expense and at the same time secure buildings more suited to the purposes intended. Class-rooms should be of sufficient size, at least to allow 108 cubic feet of air space to each pupil and 9 square feet of floor space. The height of the ceiling should be from 12 to 15 feet. These provisions are absolutely necessary to furnish each pupil the amount of air necessary for health.

Causes tending to vitiate the air surrounding the building should be carefully eliminated.

"Ventilation and heating are almost inseparably connected. One of the simplest and most effective methods of ventilation consists of a chimney of two flues one for fire and the other for ventilation. The latter is separated from the former by a partition of metal which becomes heated by the air from the fire, and by warming the column of air in the ventilating flue, causes it to ascend, tending thus to produce a vacuum which the foul air of the room rushes in to fill. The ventilating flue

has two registers, one near the floor, the other near the ceiling, both of which can be controlled at pleasure. A more economical method consists in making a ventilating flue only, sufficiently large to permit the passage of the stove pipe along its middle line, while leaving considerable air space around the latter. By extending the stove pipe to the top of the house, the heat of the stove is used as in the previous case."

The Saturday Normal Class has been very useful in preparing some of our newly appointed teachers to undertake their work to advantage. The State Normal School has been of great service, but the want of a Training and Model School for teachers in our city is greatly felt. At small expense there might be organized in connection with the new building on the corner of Green and Fayette Streets a Training School for teachers. Male and Female Primary Schools No. 1 could be used as Model Schools in which the practical work of teaching could be taught. If teachers' certificates not only indicated that the holder is well instructed in the ordinary branches of an education, but also that the ability to impart instruction and discipline a class is possessed, then our Primary Schools which require the very best teachers would cease to be fields in which neophytes acquire experience in teaching, too often, at the expense of the pupils. In giving the lowest grade teacher additional pay, our system acknowledges the correctness of a generally received opinion among educators that the youngest pupils require the best instruction; but it is to be regretted that it shows itself lamentably inconsistent in continually transferring the best teachers from the Primary to the Grammar Schools. This is an error calling for correction, and it is earnestly recommended that the 2nd and 3rd assistants in the Primary and Grammar Schools be placed on the same footing, and that promotion for merit be made from the Grammar to

the Primary Schools. By the present system it is often the case that by the time a newly appointed teacher becomes useful in a Primary School she is transferred to a Grammar School, and the vacancy supplied by a person who has everything to learn in the way of teaching. This every one will admit is greatly to the injury of our Primary Schools.

By way of illustration, it may be stated that one of our Primary Schools with six teachers has had about twelve changes of teachers within two or three years. It is to be remembered that teachers with some experience at least were replaced by others, in most cases who never had charge of a class in their lives, except may be occasionally as a substitute.

Writers upon school management acknowledge the great educational problem of the day to be—How to secure good attendance. Experience and observation fully teach that attendance can be secured *as far as is desirable* by judiciously carrying out the rules of the Board relating thereto. Every teacher exercises an influence in securing attendance, and the responsibility must not be considered to rest entirely upon the Principal as is the case in some schools. The ability to control attendance is an important item of the qualifications which make a good teacher. If in a school with six teachers the attendance in the different classes varies from 60 to 90 per cent, it cannot be gainsaid that the teacher whose average is only 60 per cent is not efficient in securing attendance. Each teacher in a school should keep a bi-weekly report of her class, and compare her attendance with that of the others, and her ability in this respect can be easily ascertained. English-German School No. 2 has the best attendance of any school in the city, which is to be attributed to careful management on the part of the teachers, and *co-operation on the part of parents*. In securing good attendance and in disciplining a school, nothing

is of so great importance as securing the co-operation of parents. With this influence everything possible can be accomplished, without it nothing. Most of the Colored Schools present an example on the other extreme, some of them securing an average attendance not greater than 40 per cent. Here the teacher *may* do all that is possible, but parents have not a proper appreciation of the necessity for regular attendance. Some of the Principals do not observe the rules relating to truancy. Absentees are not always required to furnish satisfactory reasons for absence as they should be—teachers and parents being both imposed upon. Truancy seldom occurs in our best Primaries in certain localities, but in a few schools this evil prevails to too great an extent and is due mainly to mismanagement on the part of those called upon by the rules of the Board to correct it.

As a means of improving the attendance and preventing truancy, it is respectfully urged that those entrusted with that duty by the Board have more regard to the enforcement of the following rules: ART. XXII, SEC. 1—"Pupils who have been absent from school in any week for a space of time equal to two days, or in any month for a space of time equal to four days, except such absence be occasioned by sickness, will not be permitted to return without a note from one of the Committee in charge of the school." ART. XXII, SEC. 4—"Truant playing shall be considered a flagrant offence, and no pupil shall be received after playing truant without authority from the Local Committee; nor shall any such Committee or Commissioner give such authority to any pupil who has been guilty of this offence more than twice during the current scholastic year." ART. XVI, SEC. 3—"Pupils shall attend the school nearest their residence, unless otherwise approved of by the Board or

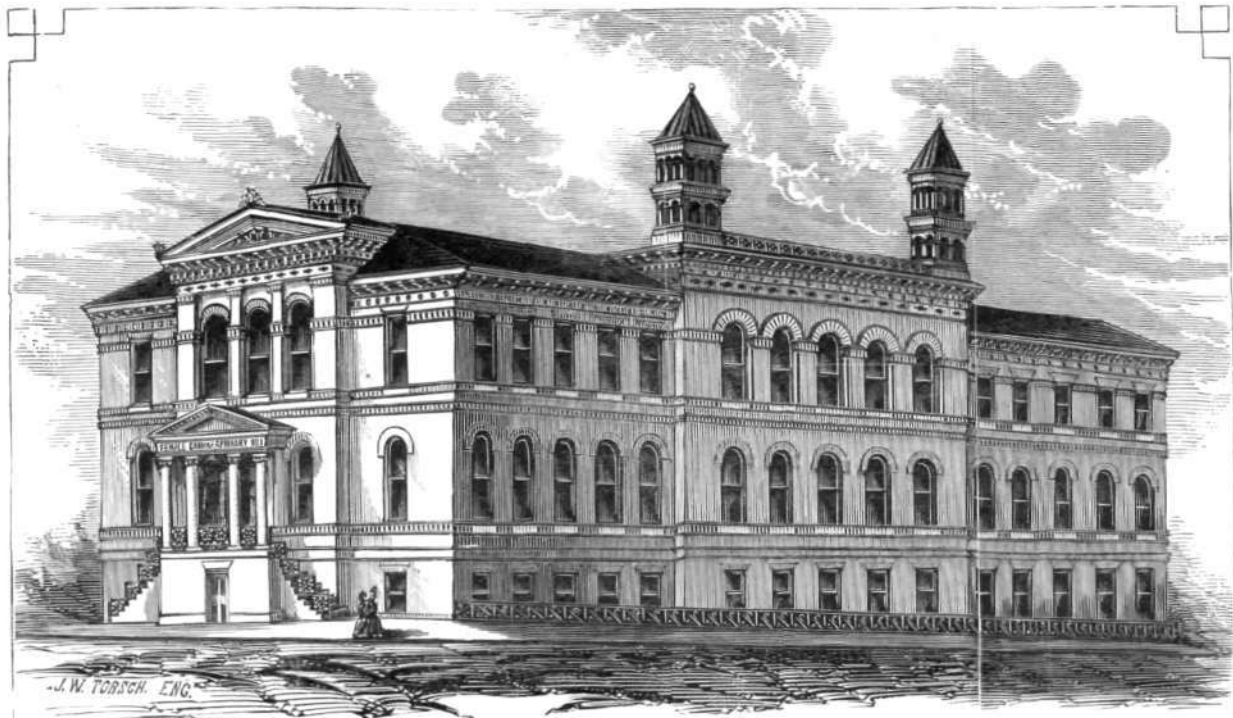
the Local Committee having charge of the school to which they properly belong.”

I desire to express my thanks to the Board and its officers, the teachers, and yourself, for courtesy and kindness extended to me on all occasions.

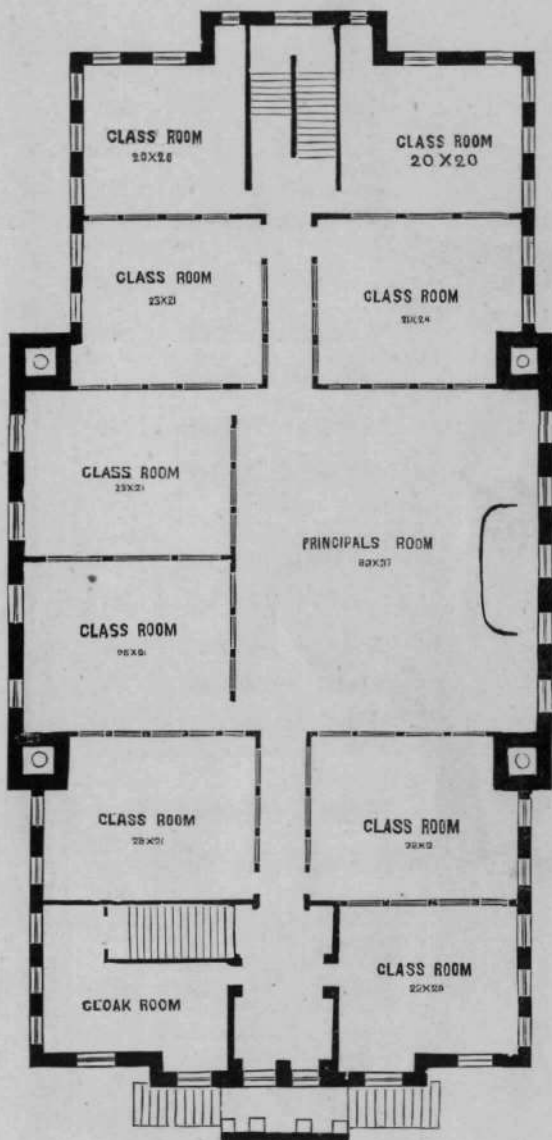
Respectfully submitted,

HENRY A. WISE,

Ass't. Supt.



FEMALE PRIMARY AND GRAMMAR SCHOOL, No. 1,
S. W. Cor. Fayette and Greene Sts.



GROUND PLAN OF No. 1.



BALTIMORE CITY COLLEGE,
Howard Street, opposite Centre.

THIRTY-NINTH ANNUAL REPORT

OF

BALTIMORE CITY COLLEGE,

WITH

ACCOMPANYING PAPERS,

FOR

A. D. MDCCCLXXVII.

Committee on Baltimore City College.

CHARLES E. PHELPS,

49 St. Paul Street.

JOHN F. HANCOCK,

Baltimore and Caroline Streets.

*WILLIAM P. TONRY,

Maryland Institute.

G. S. GRIFFITH, JR.,

89 & 91 West Baltimore Street.

JOHN T. MORRIS, *ex-officio*,

43 North Charles Street.

*Elected to City Council, and succeeded in the Board by JOHN B. BOYLE
M. D.

Faculty of Baltimore City College.

WILLIAM ELLIOTT, JR., A. M., PH. D., PRINCIPAL,
Professor of Higher Mathematics.

J. ASBURY MORGAN, A. M., VICE-PRINCIPAL,
Professor of the Greek Language and of Mental and Moral Philosophy.

JAMES R. WEBSTER,
Professor of Writing and Book-keeping.

ANDREW S. KERR,
Professor of Mathematics and Astronomy.

A. L. MILLES, B. A.,
Professor of the French Language, and Adjunct Professor of Latin.

CHARLES F. RADDATZ,
Professor of the German Language.

CHAPMAN MAUPIN, M. A.,
Professor of the Latin Language.

POWHATAN CLARKE, M. D.,
Professor of Natural Science.

CHARLES C. WIGHT,
Professor of History and English Literature.

RICHARD W. PREECE,
Professor of Drawing.

ALEXANDER HAMILTON,
Adjunct Professor of English and Mathematics.

N. H. THAYER, A. M.,
Adjunct Professor of Natural Science.

STEPHEN F. NORRIS,
Tutor.

HENINGHAM GORDON, B. A.,
Tutor.

COMMENCEMENT.

The Exercises of the Twenty-seventh Commencement were held in Ford's Grand Opera House, on Wednesday, June 27, 1877.

I. Certificates were given to the following named young men, in testimony of their having completed satisfactorily the course of study of four years :

MILTON WHITNEY AUDOUN,	ROBERT VINTON LANSDALE, JR.,
THOMAS RANDOLPH BALL,	CHAS. HENRY LAUCHHEIMER,
MANLY HOWELL BARNES,	LUTHER CARVILLE MARLEY,
HARRY MILTON CHENOWETH,	CHAS. AUGUSTUS A. J. MÜLLER,
DANIEL JAMES EMICH,	JACOB JOSHUA HIRAM MITNICK,
JOHN MICHAEL FRISCH,	ISADORE NOAH,
JOHN MICHAEL GALLAGHER,	ALLEN BILLINGSLEY QUINAN,
EDWARD JOSEPH GEIS,	DeWITT CLINTON REDGRAVE,
JACOB GRAPE, JR.,	EDWARD HENRY SPIEKER,
SAMUEL FREDERICK ZIEGLER, JR.	

II. The following honorary appointments were made by the Faculty :

EDW. H. SPIEKER.....	The Honorary Oration.
C. AUGUSTUS A. J. MÜLLER.....	The Valedictory Oration.
LUTHER C. MARLEY.....	The Salutatory Address.

III. The Peabody Prizes (in all \$500.) were awarded by the Faculty and distributed by Philip R. Uhler, Esq., Librarian of the Peabody Institute, as follows :

OF THE FIRST GRADE, ONE HUNDRED DOLLARS EACH.

EDWARD H. SPIEKER,
C. AUGUSTUS A. J. MÜLLER,
JACOB J. H. MITNICK.

OF THE SECOND GRADE, FIFTY DOLLARS EACH.

CHARLES H. LAUCHHEIMER,
HARRY M. CHENOWETH,
SAMUEL F. ZEIGLER, JR.,
EDWARD J. GEIS.

REPORT

OF THE

Principal of Baltimore City College.

BALTIMORE, December 31, 1877.

To the Board of Public School Commissioners :

GENTLEMEN :

The course of study in the City College having been extended to five years, it was, in consequence thereof, not intended to hold the usual Commencement Exercises at the close of the last scholastic year.

For reasons however, sufficient in the opinion of the Committee on the College, it was thought proper to award publicly to the members of the class of 1877, certificates indicating that the recipients thereof had satisfactorily completed a four years course.

The exercises connected with the distribution of these certificates, were held in Ford's Opera House, on the evening of June 27, in the presence of a large and appreciative audience.

Hon. Ferdinand C. Latrobe, Mayor of the City, (who, during his entire administration never failed to manifest his deep interest in Public Instruction), was present and accompanied the presentation of the certificates to the young men with some remarks, alike creditable to his head and heart.

John T. Morris, Esq., President of the School Board, on behalf of the Society for the encouragement of the study of the Early English, presented to Messrs. Manly F. Barnes and Chas. H. Lauchheimer, respectively, copies of the publications of that society, for their attainments in that branch of study.

The Peabody Prizes were then presented to the young gentlemen, who had successfully competed for them, by Philip R. Uhler, Esq., Librarian of the Peabody Institute; their names are given on the preceding page.

After which the certificates, authorized by the board for that purpose, were handed to the members of the One Year class, who, having fulfilled all the required conditions, were entitled to receive them.

On the second and third days of July the usual examination for admission took place.

At this examination there were present from the Grammar schools, 236 candidates; from the English-German schools, 13, and from private schools 8; in all, 257.

Of the applicants from Grammar schools, 207; from English-German schools, 13; and from private schools, 2, in all 222, were recommended by the Committee, and admitted to the College by the Board.

Special examinations were subsequently granted to other candidates from private schools, by which the number admitted from these schools was increased to 10.

Our fall roll was as follows :

Returned after Summer vacation.....	223
Former students re-entered.....	4
Entered from Grammar Schools.....	187
“ “ English-German Schools.....	11
“ “ Private Schools.....	10
	<hr/>
Total number.....	435

At the last election of teachers, Prof. N. H. Thayer was elected Librarian of the Public School Teachers' Library, and Adjunct Professor of Natural Science in this College.

Upon the opening of the schools, in September Prof. Thayer entered on his duties in connection with the College, and has to the present acceptably performed the same.

With this exception the personnel of the Faculty remains the same as it was at the time of my last report.

Believing that the schedule of weekly exercises, which has heretofore required all the time spent in school to be devoted to recitation, could be advantageously changed by assigning a portion of that time for preparation of lessons under the supervision of a member of the Faculty; such a change was made, with results that clearly indicate its propriety.

Shortly after the close of the scholastic year Hon. Thomas Swann made known to the President of the Board, through His Honor, the Mayor, his intention to appoint to two cadetships, at West Point and Annapolis respectively, then at his disposal, the two young men from among the students of the College, who, after a competitive examination, should be declared best qualified for said positions.

This examination was held early in August, under the supervision of the Principals of the College and Eastern Female

High School and resulted in favor of Master Allen B. Quinan for the appointment to West Point, and of Master Chas. H. Lauchheimer for the Naval Cadetship; both of them having previously passed the physical examination which was conducted by Dr. Jas. A. Steuart, City Health Commissioner.

Masters Quinan and Lauchheimer are now pursuing their studies in the Military and Naval Academies, respectively.

In this connection I deem it worthy of mention, that at the Competitive Examination held last Summer at Annapolis, for appointments as cadet-engineers in U. S. N., Masters D. W. C. Redgrave and Harry R. McCreary, former pupils of the College, were the only successful contestants for said positions, from Maryland.

Another fact, which, I am sure, will not be of less interest to the friends of the College than those already mentioned, is, that at the present time there are enrolled among the students of Johns Hopkins University fourteen young men who have passed through the City College and are now, as I am informed, among the most promising candidates for Baccalaureate degrees.

I state the foregoing facts here, not to make the impression that the City College is a preparatory institution for any other one, but for the purpose of giving to the citizens of Baltimore such information as may enable them to draw just conclusions with regard to its efficiency.

To a knowledge of the College derivable from these facts, we ask our fellow-citizens to add that which comes from personal inspection and examination.

For this purpose we cordially invite them to visit the College at their convenience, and thus determine whether or not their money is judiciously expended in its maintenance.

In conclusion I take occasion to say, that since my last report our exercises have continued without any other than the usual

interruptions; that my colleagues have labored diligently in their respective departments and have also co-operated with me in promoting the general interests of the College, and further, that our students, with a few exceptions, have, both as regards attention to study and general deportment, merited commendation.

It only remains for me to express to the members of the Board, especially to those who constitute the Committee on the College, my hearty appreciation of their efforts in its behalf.

Very respectfully,

WM. ELLIOTT, JR.,

Principal.

CURRICULUM.

FIRST YEAR.

English Grammar and Analysis,	Latin, commenced,
Elocution,	Book-Keeping, commenced,
History of England,	Algebra, completed,
Writing,	Geometry, III Books.
Physiology,	

SECOND YEAR.

Rhetoric, Composition and Elocution,	Latin, continued,
English Grammar and Analysis,	German, commenced,
History of Rome,	Geometry, completed,
Book-Keeping, continued,	Plane Trigonometry,
Physical Geography,	Mensuration.
Natural Philosophy,	

THIRD YEAR.

Rhetoric, Composition and Elocution,	German, continued,
History of English Literature,	Greek, commenced, (optional,)
History of Greece,	French, commenced,
Natural Philosophy, (full course.)	Surveying and Navigation
Astronomy, commenced,	Spherical Trigonometry.
Latin, continued,	

FOURTH YEAR.

Original Speeches and Elocution,	Latin, continued,
English Literature,	Greek, continued,
History of the Ancient Empires,	French, continued,
Mental Philosophy,	German, continued,
Moral Philosophy,	Analytical Geometry,
Constitution of the United States,	Astronomy, completed.
Chemistry,	Review of Mathematics.

FIFTH YEAR.

Latin,	Moral Philosophy,
Greek,	French,
Calculus,	German,
English Literature,	Chemistry,
Logic,	Astronomy.

ONE YEAR COURSE.

English Grammar,	Physiology,
Commercial Arithmetic,	Drawing,
Book-Keeping and Business Correspondence,	Physics.
History of the United States.	

RECITATIONS OF BALTIMORE CITY COLLEGE.

77th and 78th Terms.

I. RECITATIONS HEARD EACH WEEK BY THE RESPECTIVE PROFESSORS

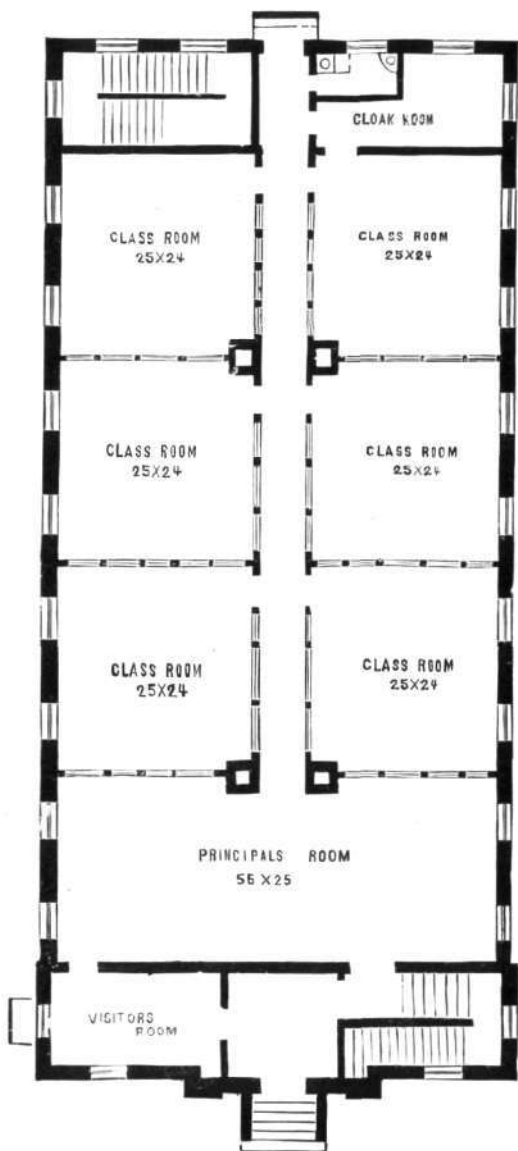
PROF. ELLIOTT—Plane and Spherical Trigonometry, 4 times; Analytical Geometry, 4 times; Calculus, 3 times; Preparation, 2 times.....	13
PROF. MORGAN—Greek, 16 times; Latin, 4 times; Mental Science, 2 times; Constitution, U. S. once.....	23
PROF. WEBSTER—Book-keeping, 17 times; Writing, 6 times.....	23
PROF. KERR—Geometry, 5 times; Plane and Spherical Trigonometry, 4 times; Astronomy, 2 times; Preparation, 2 times.....	23
PROF. MILLES—French, 10 times; Latin, 15 times.....	25
PROF. RADDATZ—German, 17 times; History, 5 times; Preparation, once.....	23
PROF. MAUPIN—Latin, 22 times; Preparation, once.....	23
PROF. CLARKE—Nat. Philosophy, 15 times; Chemistry, 6 times.....	21
PROF. WIGHT—English, 17 times; Rhetoric, 4 times; Composition, once; Preparation, once.....	23
PROF. PRECE—Drawing, 15 times.....	15
PROF. HAMILTON—Algebra, 16 times; Arithmetic, 5 times; Composition, 2 times.....	23
PROF. THAYER—Physics, 5 times; Preparation, 9 times.....	14
MR. NORRIS—Arithmetic, 8 times; History, 8 times; Composition, 5 times; English 2 times.....	23
MR. GORDON—Latin, 10 times; Physiology, 12 times; Preparation, 3 times.....	25

II. RECITATIONS MADE EACH WEEK BY THE RESPECTIVE CLASSES.

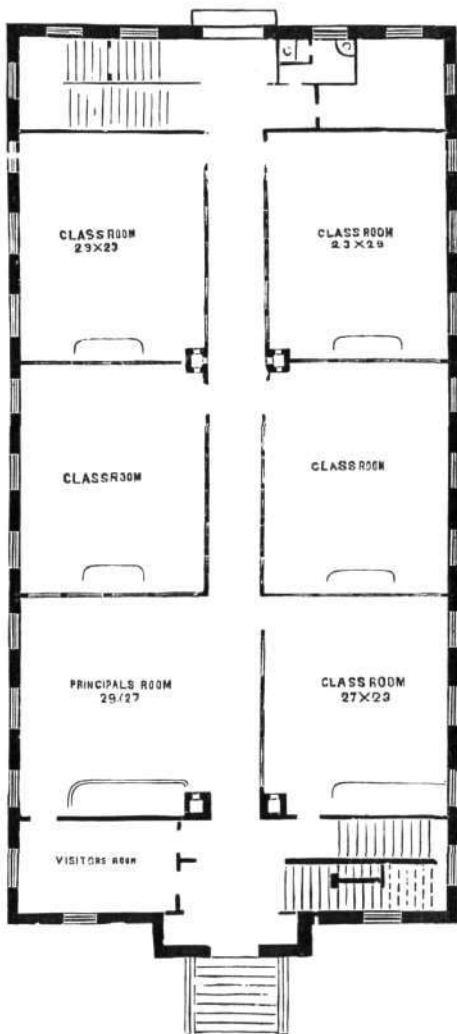
J CLASS—Greek, 4 times; English, once; Astronomy, once; Chemistry, 3 times; French, 4 times; German, 3 times; Calculus, 3 times; Preparation, 3 times; Mental and Moral Science, 2 times.....	25
I CLASS—Greek, 4 times; Latin, 4 times; Analytical Geometry, 4 times; Constitution U. S., once; Astronomy, once; French, 2 times; German, 2 times; Chemistry, 3 times; English, 2 times; Preparation, 2 times.....	25
H CLASS—Latin, 4 times; Greek, 4 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Nat. Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Preparation, 2 times.....	25
H ¹ CLASS—Same as H ¹	25
G CLASS—Latin, 5 times; Geometry, 5 times; German, 3 times; History, 2 times; Nat. Philosophy, 3 times; English, 2 times; Drawing, 2 times; Book-Keeping, 2 times; Preparation, once.....	25
F CLASS—Same as G.....	25
E CLASS—Same as G.....	25
D CLASS—Latin, 5 times; History, 3 times; Arithmetic, 2 times; Physiology, 3 times; Algebra, 4 times; Drawing, 2 times; Book-Keeping, 2 times; Writing, once; Composition, once; English, 2 times; Preparation once.....	25
C CLASS—Same as D.....	25
B CLASS—Same as D.....	25
A CLASS—Same as D.....	25
A ² CLASS—Arithmetic, 5 times; Physics, 5 times; English, 2 times; Composition, once; Physiology, 3 times; Drawing, 2 times; Book-Keeping, 3 times; Writing, 2 times; History, 2 times.....	25



MALE AND FEMALE GRAMMAR SCHOOL. No. 6,
Division Street, near Lanvale.



GROUND PLAN OF No. 6.



GROUND PLAN OF
Male and Female Primary School, No. 16.

REPORT OF THE PRINCIPAL
OF THE
Eastern Female High School
WITH
ACCOMPANYING PAPERS,
FOR THE YEAR 1877.

COMMITTEE
ON THE
FEMALE HIGH SCHOOLS.

JOHN P. POE,

GEO. L. HAMEL,

H. B. ROEMER,

WM. M. IVES,

W. W. MURRAY,

WM. C. ATKINSON,

JOHN T. MORRIS, *ex officio.*

Faculty of the Eastern Female High School.

W. F. WARDENBURG,

Astronomy, Chemistry, Moral Philosophy, Mental Philosophy, Trigonometry.

ELIZABETH A. BAER,

Rhetoric, Elocution, Composition.

PHEBE J. TOMPKINS,

Arithmetic.

SARAH L. BASSFORD,

History, Composition, Rhetoric, Book-Keeping.

MARY C. GEDDES,

Algebra, Geometry.

LAURA V. DEVALIN,

Physiology, English Literature, Composition.

ELIZA E. NICOLAI,

Etymology, Natural Philosophy, Composition.

LAURA M. MULLIN,

Drawing.

HENRIETTA J. BREWER,

Algebra, History.

LOUISA BROWNING,

Grammar, Composition, Literature.

AMANDA DUBRIEUL,

AUGUSTINE LECOURT,

French.

J. H. ROSEWALD,

Vocal Music.

GRADUATES

OF 1877.

Atkinson, Annie M.	Greenwood, Pamela S.
Bartgis, Florence S.	Hupp, Johanna D.
Bromwell, Sophia I.	Heindle, Clara
Brooks, Anna M.	Heilner, Kate
Bishop, Clara D.	Herman, Clara
Blackman, Marion L.	Klinefelter, Fannie
Castelberg, Miriam.	Linthicum, Rebecca C.
Coggins, Mary E.	McCormick, Emma
Copenhaver, Caroline	McElfresh, Kate A.
Davis, Kate H.	New, Emma E.
Dahle, Margaret A.	Philips, Julia H.
Denson, Mary A.	Seibert, Ella V.
Dickerson, Florence P.	Senderling, Annetta M.
Diggs, Clara V.	Taylor, Charlotte J.
Earp, Minnie A.	Taylor, Annie E.
Fatherly, Ida	Tongue, Elsie
Frank, Martha L.	Ward, Annie
Gibney, Mary R.	White, Marga
Gillen, Gertrude H.	Wightman, Clara

Recipients of the Peabody Medals.

FIRST GRADE.

—:O:—

CLARA V. DIGGS,
MARY A. DENSON,
KATE McELFRESH,

ANNIE WARD,
MARTHA L. FRANK,

SECOND GRADE.

—:O:—

ANNIE M. ATKINSON,
CLARA HERMAN,
MARGARET A. DAHLE,
CHARLOTTE J. TAYLOR,
CLARA HEINDLE,

EMMA E. NEW,
FLORENCE T. BARTGIS,
FANNIE KLINEFELTER,
ELSIE TONGUE,
ELLA V. SEIBERT.

The fifteen preceding are recipients also of a full membership Maryland Institute Ticket for one year.

ADDITIONAL RECIPIENTS,

OF THE

Peabody Lecture Tickets.

Awarded to the Twenty-Five Highest.

KATE H. DAVIS,
SOPHIA J. BROMWELL,
MARY E. COGGINS,
ANNA M. BROOKS,
MIRIAM CASTELBERG,

MINNIE A. EARP,
CLARA D. BISHOP,
MARION L. BLACKMAN,
EMMA McCORMICK,
MARY R. GIBNEY.

REPORT

OF THE

Principal of Eastern Female High School.

BALTIMORE, December 31, 1877.

To the Commissioners of Public Schools :

GENTLEMEN :

In compliance with the rules of the board, I submit the annual report of the Eastern Female High School for the year ending Dec. 31, 1877.

The following statement shows the number of pupils in attendance during the term ending July 3, 1877; also the number admitted and withdrawn since that time :

Attending July 3, 1877.....	256
Graduated or discontinued from July 3 to September 3...	89
Remaining.....	167
Admitted September 3.....	127
Never attended.....	12
Attending Nov. 20.....	282
Discontinued from Nov. 20 to Dec. 31.....	16
On Roll Dec. 31, 1877.....	266

The average attendance during the year was about 89 per cent.

In the short time that I have been principal of the school, I have seen much to commend. The teaching is not confined to the mere matter of hearing recitations; the subjects are carefully analyzed, and the text-book is supplemented by research and illustration. Much time is also spent in cultivating the judgment, and in implanting the principles of judicious criticism. Important modifications in our schedule were made last summer; and the standard of excellence in scholarship at which we are aiming, will probably suggest further changes in the future.

The special average introduced last year is having its legitimate effect in elevating the grade of the school, while, for the present, reducing the number on roll. It would be well for parents and teachers to be sure that those who apply for admission to the High Schools are not only prepared to enter, but are physically and mentally able to pursue to successful completion the course of study prescribed for those schools.

The deportment of the pupils is excellent; they are respectful and obedient to their teachers, and civil and courteous to each other.

The school needs chemical and philosophical apparatus. We have not at present the necessary appliances for the most ordinary illustrations, and without such illustrations the study of the Physical sciences loses both point and interest.

Reference books are also required. The importance of such books to any school, but particularly to the High Schools, cannot be overestimated. They furnish the matter necessary to supplement the text-book, and afford the pupils the means of investigating subjects not directly connected with the school work.

I take this opportunity of expressing my thanks to Prof. N. H. Thayer for his aid in organizing the classes, and for

information in regard to the clerical work of the school; also to my assistants for their kind and cordial support.

I am also under obligations to the officers and members of the Board, especially to the Committee on High Schools.

Respectfully submitted,

W. F. WARDENBURG.

COURSE OF STUDY.

FIRST YEAR.

Etymology,
English Grammar,
Elocution,
History,
French,
Physiology

Arithmetic,
Algebra,
Composition,
Vocal Music,
Drawing.

SECOND YEAR.

Rhetoric,
Elocution,
Arithmetic,
Algebra,
Natural Philosophy,

Drawing,
Vocal Music,
Composition,
French.

THIRD YEAR.

History,
Rhetoric,
Elocution,
French,
Algebra,

Astronomy,
Geometry,
Composition,
Drawing,
Vocal Music.

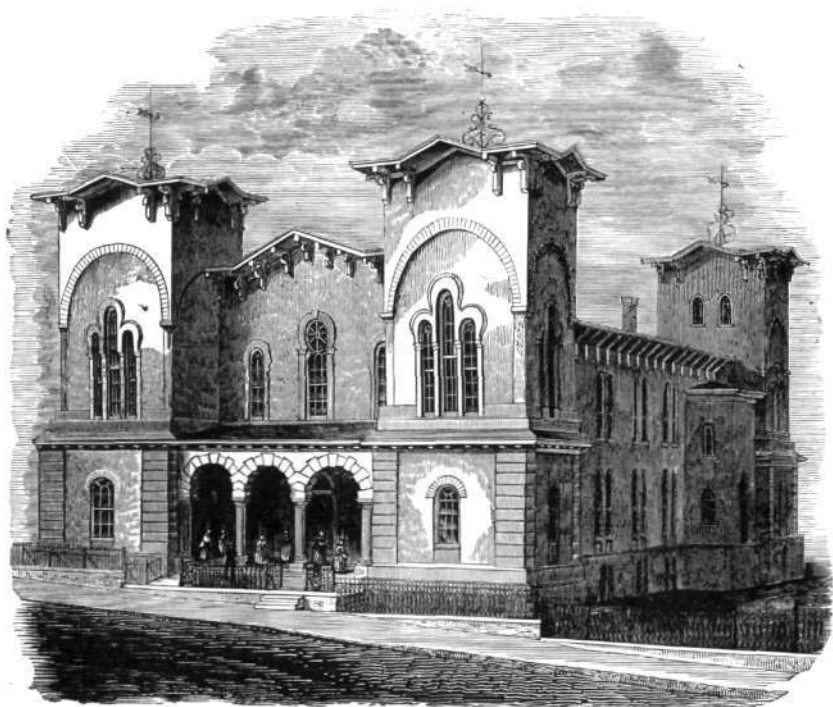
FOURTH YEAR.

Grammar,
Arithmetic,
Moral and Mental Philosophy,
Book-Keeping,
Chemistry,
English Literature,

Composition,
French,
Drawing,
Vocal Music,
Trigonometry,
Elocution.

WEEKLY RECITATIONS IN THE EASTERN FEMALE HIGH SCHOOL.

Sep. 1877—1878.	W. F. Wardenburg.	E. A. Baer.	S. L. Bassford.	P. J. Tompkins.	L. V. DeVain.	L. M. Mullin.	L. Browning.	H. J. Brewer.	M. C. Geddes.	E. E. Nicolai.	A. Dubrienz.	A. Lecourt.	J. H. Rosewald.
Monday . . .	Super. I Ast. H " K L M. Ph. K L Chem.	K L Elo. H " I " Comp. H Comp.	H Hist. K B. Keep. L " I Hist. G Rhet.	E Arith. L " G " F " D "	D Phys. A " B " E " Comp.	F Draw. C " D " G " A "	G Lit. F " K Gram. B " E Lit.	C Hist. D " A " C Alg. B Hist.	I Geom. E Alg. F " H Geom. I Alg.	B Ety. G Phil. E " A Ety. C "		A French. B " C " D " F "	
Tuesday . . .	Super. K L Chem. L Trig. K " Super	L Comp. Comp. I Rhet. Comp. H Rhet.	I Comp. Comp. K B. Keep. E Rhet. F "	F Arith. E " A " D " B "	Comp. A Phys. B " C " E Comp.	G Draw. H " D Gram. Comp. B Draw. C "	Comp. D Gram. Comp. C Gram. A "	C Hist. B " D " Comp. A Hist.	H Geom. I " F " F Alg. G "	E Phil. G " Comp. G Phil. D Ety.	K French. G " H " L " I "		A B Mus'c. C D " E F G " H I " K L "
Wednesday .	Super. H I Ast. K M. Ph. Super. E F G Exp.	K L Comp. Comp. I Rhet. K L Elo. I Comp.	H Hist. E Rhet. L B. Keep. H Comp. Comp.	C Arith. K " G " F " D "	A Phys. D " B " C " L Lit.	B Draw. L " F " I " K "	G Lit. F " D Gram. B " C "	D Alg. C Hist. A Alg. A Hist. B Alg.	I Geom. G Alg. H Geom. E Alg. H "	F Phil. A Ety. E Phil. G " Comp.		E French. B " C " D " A "	
Thursday . . .	K Trig. L " K L M. Ph. H I Ast. K L Chem.	A Elo. D " G " F " B "	I Hist. F Comp. Comp. G Rhet. F "	B Arith. A " E " C " G "	D Phys. C " B " K Lit. A Phys.	L Draw. E " I " A " C "	E Lit. H " A Gram. D Comp. C "	C Alg. B " D " B Hist. D "	H Mens. I " F Alg. E " H "	F Phil. G Comp. C Ety. Comp. E Phil.	G French. K " H " L " I "		
Friday	Super. I Ast. Super. L M. Ph. H Ast.	H Rhet. K Comp. C Elo. Comp. E Elo.	F Comp. E Rhet. Comp. F Rhet. G "	L Arith. A " K " B " C "	C Phys. L Lit. D Phys. K Lit. Comp.	K Draw. I Lit. H Draw. E " D "	Comp. I Lit. L Gram. A Comp. B "	D Hist. B " A " C " A Alg.	I Alg. H " G Alg. I "	G Phil. G Comp. B Ety. D " F Phil.		E French. F " C D " E F G " H I " K L "	A B Music



WESTERN FEMALE HIGH SCHOOL.

REPORT OF THE PRINCIPAL

OF THE

Western Female High School

WITH

ACCOMPANYING PAPERS,

FOR THE YEAR 1877.

COMMITTEE
ON THE
FEMALE HIGH SCHOOLS.

JOHN P. POE,
GEO. L. HAMEL,
H. B. ROEMER,
WM. M. IVES,
WM. C. ATKINSON,
WM. W. MURRAY, M. D.
JOHN T. MORRIS, *ex-officio*.
HENRY E. SHEPHERD, *Superintendent*.

Faculty of the Western Female High School.

D. A. HOLLINGSHEAD, A. M., *Principal,*

Astronomy, Chemistry, Mental and Moral Philosophy, Trigonometry and Experiments in Natural Philosophy.

P. A. HARTMAN,

English Literature, Rhetoric, History, Composition.

S. S. RICE.

Rhetoric, Elocution, Etymology, Grammar, Composition.

J. S. WILLIAMS,

Algebra and Composition.

EMMA COWMAN,

Rhetoric, Physiology, Etymology, Composition.

H. C. ADAMS,

History and English Literature,

L. C. SAUMENIG,

Geometry, Book-Keeping, Physiology, Arithmetic.

I. HAMPSON,

Natural Philosophy, Algebra, Composition

A. P. WISE,

Arithmetic.

L. D. BRIAN,

Grammar, Etymology, Astronomy, Composition

E. J. DAVIS,

Drawing.

MAD. DUBREUIL & MAD. LECOURT,

French.

J. H. DEEMS,

Music.

Graduates Receiving Peabody Medals.

FIRST GRADE.

Miss HENRIETTA SZOLD,
" ADA SPENCER,
" LILLIE SLOTHOWER,
" KATE CROMWELL,
" ALICE LEDLEY.

SECOND GRADE.

Miss NANNIE DOUTY,	Miss CARRIE SUMWALT,
" CARRIE HEWETT,	" SUSIE MACY,
" JESSIE SEWELL,	" IRENE EICHELBERGER,
" FANNIE THOMAS,	" IMOGEN GEORGE,
" MARY ZERWICK,	" KATE McVEIGH,

Additional Number Receiving Tickets to Lectures Peabody Institute.

Miss SALLIE LOWENBACH,	Miss GEORGIA HOBBS,
" LAVINIA GRIM,	" MATTIE SKINNER,
" VIOLA KALTENBACH,	" ELLA LEESON,
" SADIE BLADES,	" CARRIE SNYDER,
" SADIE TRAINOR,	" EDITH THORNTON.

Misses Davis and Gwynn were, by Merit Standing, entitled to a Peabody Medal, but not having consecutively completed the full Course of Study, could not compete for them or the Peabody Tickets.

Names of Graduates with their Theses.

SADIE BLADES.....	.....	<i>Silent Changes</i>
FANNIE BYRD.....	<i>The House We Live In</i>	
ABBIE BRAWNER.....	<i>Dramatic Literature</i>	
KATIE R. CROMWELL.....	<i>English Prose Fiction</i>	
MARY CASSELL.....	<i>Hidden Gems</i>	
FANNIE C. DAVIS.....	<i>Activity, the</i>	<i>Law of the Universe</i>
NANNIE C. DOUTY.....	<i>Out of the Old</i>	<i>House into the New</i>
BETTIE DOBLER.....	<i>The Present, the</i>	<i>Past and the Future</i>
M. IRENE EICHELBERGER.....	.....	<i>Music</i>
MAGGIE E. FAWCETT.....	.....	<i>Home Influence</i>
MARY FILLINGER.....	.....	<i>Poetry</i>
FANNIE M. FORD.....	.....	<i>Foundations</i>
IMOGEN GEORGE.....	.....	<i>Modern Mythology</i>
LIZZIE GARTEF.....	.....	<i>Homes of Genius</i>
M. GRACE GWYNN.....	.....	<i>Renaissance</i>
LAVINIA GRIM.....	.....	<i>The Voyage of Life</i>
GEORGIA HOEDS.....	.....	<i>Character</i>
VARA M. HOBLITZELL.....	.....	<i>The Love of Poetry</i>
CARRIE W. HEWITT.....	.....	<i>Valedictory</i>
M. KATE JONES.....	<i>Ancient and</i>	<i>Modern Civilization</i>
VIOLA L. KALTENBACH.....	.....	<i>Imagination</i>
ELIA LEBSON.....	.....	<i>Exterior and Interior</i>
ALICE O. LEDLEY.....	.....	<i>Character</i>
SALLIE LOWENBACH.....	.....	<i>Historic Nights</i>
BETTIE S. LE CATO.....	<i>The Insig</i>	<i>nificance of the Earth</i>
ANNIE E. LOANE.....	.....	<i>Rain—Its uses</i>
ALICE MARKELL.....	.....	<i>Montenegro</i>
SALLIE MCBRIDE.....	.....	<i>Comus</i>
SUSIE MACY.....	.....	<i>Portia</i>
LUELLA MAY.....	<i>The Harmony of</i>	<i>and Beauty of Nature</i>
KATIE Q. MCVEIGH.....	.....	<i>Unappreciated</i>
LOUISA MAURER.....	.....	<i>The Terrestrial Sphere</i>
MATTIE M. SKINNER.....	<i>Moral and Material P</i>	<i>progress of the Nations</i>
ADA M. SPENCER.....	.....	<i>Idols of the Mind</i>
BESSIE SMYTH.....	.....	<i>Mirrors</i>
LULY SELLMAN SHIPLEY.....	<i>The Infl</i>	<i>uence of the Fine Arts</i>
LILLIE SLOTHOWER.....	.....	<i>Salutatory</i>
JESSIE L. SEWELL.....	.....	<i>Absolute Truth</i>
CARRIE SNYDER.....	.....	<i>In Futuro</i>
HENRIETTA SZOLD.....	.....	<i>Our Public Schools</i>
CARRIE M. SUMWALT.....	.....	<i>Aim of Life</i>
ANTONIA SONDRERSHOF.....	.....	<i>Facts and Fancies</i>
SADIE TRAINOR.....	<i>Great Discoverers and Gro</i>	<i>at Men in Literature</i>
KATIE TAYLOR.....	.....	<i>Time at His Easel</i>
FANNIE O. THOMAS.....	<i>The Rank is bu</i>	<i>the Guinea's Stamp</i>
EDITH POWELL THORNTON.....	<i>Education, the Chief</i>	<i>Source of Knowledge</i>
CLARA J. WAGNER.....	.....	<i>Beauty</i>
MARY C. ZERWECK.....	.....	<i>Life a Mysterious Agent</i>

REPORT

OF THE

Principal of Western Female High School.

BALTIMORE, December 31, 1877.

To the Board of Public School Commissioners :

GENTLEMEN :

I herewith submit for your consideration the thirty-second Annual Report of this Institution.

During the past year, our general attendance was not quite as good as that of the preceding year ; but this was owing mainly, to the increased number of cases of protracted sickness either personal or in the family, especially during the past two months.

While the general progress of our pupils has been very satisfactory, it is, however, to be greatly regretted that a number, in consequence of irregular attendance, have failed to attain a good scholastic standing, and without redoubled diligence on their part, in future, in view of our system of special averages they will not be entitled to promotion at the close of the session.

Notwithstanding the enforcement of the regular standard of examination for admission, some have entered who are neither mentally nor physically able to prosecute successfully the High School course of study, and it would have been much better for them to have remained longer in the Grammar Schools.

In consequence of failing health, sickness and death of parents, and other unavoidable causes, twenty pupils have left school since our opening in September, and during the present week, Miss Mattie Cowman, a most interesting and promising pupil of the second year, has been withdrawn by death from the busy scenes of earth, and, we trust, transplanted to a fairer and more enduring clime. We deeply sympathize with her parents and friends in their sad bereavement.

The general deportment of our pupils deserves commendation, and their uniformly courteous intercourse with each other is an exceedingly pleasant feature of school life, and one to which they will, doubtless, in future years, refer with fond remembrances. In this connection, I desire to bear testimony to the faithful and earnest efforts of the teachers associated with me to render their respective departments, in the highest degree, efficient.

Our twenty-fifth Annual Commencement was held in "Ford's Grand Opera House," June 28th, in the presence of a large and intelligent audience, consisting of the friends of the Graduates, and other friends of popular education. We have every reason to believe that the exercises on the occasion gave general satisfaction. Hon. F. C. Latrobe, Mayor of the City, awarded the usual Certificates of Scholarship to forty-eight young ladies, who had satisfactorily completed their full course of study.

Prof. Uhler distributed the Peabody Medals to those entitled to receive them.

J. M. Carter, Pres. Md. Institute, in like manner, presented tickets of free admission to the lectures of the Institute and to the use of its Library.

At our opening in September the School was constituted as follows, viz :

Former pupils returned.....	236
Of those admitted at the Annual and Special Examinations that claimed their seats.....	191
	—
Aggregate.....	427

In addition to the withdrawals already named, one was transferred, on account of a removal of her residence, to the Eastern Female High School, leaving on roll at the present date 405 pupils.

Some changes have been made in our Curriculum by which the number of studies in the hands of the pupils during each year has been decreased and the time allotted to each study increased, and more attention is paid to English Literature and Composition. How far these changes may prove beneficial in their practical results, we are not yet able to state, as the period during which they have been tested has been too short to enable us to form a definite opinion ; the impression at present, however, is favorable to the new arrangement.

In our last Annual Report, we urged the absolute necessity for an addition to our Chemical and Philosophical Apparatus, in view of the interests involved. We again refer to the matter with increased earnestness, and sincerely hope that the Board may, during the present session, furnish us with such apparatus as will enable us to give proper illustrations in Physics and Chemistry, which, with the present supply, it is utterly impossible to do.

I had hoped ere this, that some adequate arrangement would have been made to carry off the noxious gases frequently produced in performing experiments, as the attention of the members of the Committee on proper ventilation, was called to the matter during the past session, and they expressed their decided opinion, as to the necessity for such an arrangement.

Your attention is *again called* to the want of sufficient class room accommodations, which is a serious drawback to those whom it affects. The committee on Female High Schools, we feel assured, will bear us out in urging the necessity of providing, at least, two additional class-rooms.

The insufficiency of light in several of our class-rooms on dark and cloudy days, compels me again to refer to the matter. It is impossible, frequently, on such days, for either teacher or pupils, without the most strenuous efforts, to read or attend to any regular work, in consequence of the want of light in those rooms. Serious consequences must follow a failure to remedy this difficulty, which can only be done by the introduction of gas. I may say in this connection, that several pupils have already been withdrawn from school on account of weak eyes, and certainly whatever tends to increase the trouble in the school-room should, as far as possible, be removed.

Before closing this report, allow me to tender my acknowledgment to the Board and its officers, for their uniform courtesy extended to me in my official relations to them.

To the Committee on Female High Schools, for the deep interest they have ever manifested in the daily work of the school, and in the comfort of both teachers and pupils, we offer our sincere thanks.

In conclusion, your attention is called to the accompanying papers which contain important information, in tabular form that could not be presented as well in any other way.

With great respect,

Yours truly,

D. A. HOLLINGSHEAD.

SUMMARY,

Of Annual and Special Examinations, for 1877.

GRAMMAR, PRIVATE AND ENGLISH-GERMAN SCHOOLS.		Examined.	Admitted.
No. 1.....		47	41
" 4.....		16	16
" 6.....		27	27
" 8.....		22	17
" 9.....		18	12
" 10.....		25	19
" 12.....		12	11
" 15.....		23	16
" 18.....		19	14
" 19.....		16	15
" 21.....		33	33
" 1 English-German Schools.....		2	1
" 2 " " " ".....		1	0
Private Schools.....		12	1
		271	223

RECITATIONS

OF THE

Western Female High School.

RECITATIONS HEARD EACH WEEK BY THE DIFFERENT
TEACHERS.

PROF. HOLLINGSHEAD—Trigonometry 3 times; Astronomy 5; Mental Philosophy 4; Moral Philosophy 1; Chemistry 4; Experiments in Natural Philosophy 1.....	18
MISS HARTMAN—English Literature 8; Rhetoric 3; History 4; Composition 5; Ex. Written Composition 5.....	25
MISS RICE—Rhetoric 4; Grammar 2; Elocution 13; Etymology 2; Composition 2; Ex. Written Composition 2.....	25
MISS WILLIAMS—Algebra 20; Composition 2; Ex. Comp. 3.....	25
MISS COWMAN—Physiology 12; Rhetoric 6; Comp. 2; Etymology 2; Ex. Comp. 3.....	25
MISS ADAMS—History 20; Literature 4.....	24
MISS SAUMENIG—Geometry 6; Mensuration 2; Book-Keeping 4; Physiology 8; Arithmetic 3; Recording 2.....	25
MISS HAMPSON—Nat. Philosophy 12; Algebra 4; Comp. 3; Ex. Comp. 6.....	25
MISS WISE—Arithmetic 25.....	25
MISS BRIAN—Grammar 10; Etymology 6; Astronomy 2; Comp. 2; Ex. Comp. 5.....	25
MISS DAVIS—Drawing.....	24
MADAM DUBREUIL—French.....	12
MADAM LECOURT—French.....	12
MR. DEEMS—Music.....	10

CLASS RECITATIONS.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

- L' AND L²**—Mental Philosophy 2; Moral Philosophy 1; Trigonometry 2; Chemistry 3; English Literature 2; Grammar 1; Elocution 2; Book-Keeping 2; Arithmetic 2; Drawing 2; French 2; Music 2; Composition 2.
- I AND K**—Astronomy 4; English Literature 1; Rhetoric 2; Elocution 1; Algebra 3; History 2; Geometry 3; Mensuration 1; Drawing 2; French 2; Music 2; Composition 2.
- F, G AND H**—Rhetoric 3; Literature 2; Elocution 1; Algebra 3; Arithmetic 3; Natural Philosophy 4; Experiments 1; Drawing 2; French 2; Music 2; Composition 2.
- A, B, C, D AND E**—Physiology 4; History 4; Etymology 2; Grammar 2; Composition 1; Arithmetic 3; Algebra 3; Drawing 2; French 2; Music 2.

L' AND L ²	Fourth Year Classes.
I AND K.....	Third " "
F, G AND H.....	Second " "
A, B, C, D AND E.....	First " "

GRADES FOR PRIMARY SCHOOLS.

FIFTH GRADE.

Alphabet Class—Alphabet from black-board or chart. Count by ones and twos to 100. Numeration and Notation as far as 100. Addition table to 100

Primer Class—Spelling from first half of First Reader and black-board.

Reading—First half of First Reader. Teach use of period. Endeavor to get the pupils to read with attention. This can be tested by questioning or requiring them to relate in their own language what is said in the lesson. From the beginning inculcate habits of correct speaking. *Principals are requested not to permit any pupil in any grade "to pass" in reading who is not proficient.*

Arithmetic—Notation and Numeration as far as 500. Add, in columns of two figures, five, six and seven lines. Do not confine attention to abstract numbers simply, but vary the exercises with easy practical examples.

Mental Arithmetic—Count by ones, twos and threes to 100. Solve easy practical examples.

Penmanship—Elements and principles of small letters.

Vocal Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

FOURTH GRADE.

Spelling—Words of one syllable to be taken from the grade in reading.

Reading—Second half of First Reader and Review. Teach names of comma, semicolon, colon and period. Observe carefully directions for Fifth Grade.

Arithmetic.—Numeration and Notation through numbers containing five figures. Add in columns of five figures, five, six, seven and eight lines.

Observe carefully directions for Fifth Grade.

Mental Arithmetic—Count by threes, fours, fives, sixes, and sevens. Solve easy practical examples.

Penmanship—Thirteen short letters. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

THIRD GRADE.

Spelling—Words of one and two syllables to be taken from the grade in reading.

Reading—Second Reader to page 64. Continue the instruction in punctuation. Observe carefully the directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing seven figures. Addition, Subtraction, and Multiplication by one figure. In Addition use five and six figures of eight and ten lines. In Subtraction use small examples, and make the operation well understood. Multiplication table through 9×12 . Observe carefully directions for Fifth Grade.

Mental Arithmetic—Subtract any single number from any double number less than fifty. Count by sixes, sevens, eights, and nines. Practice in easy practical examples involving the rules which have been taught.

Penmanship—Stem and loop letters. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

SECOND GRADE.

Spelling—Words of one and two syllables taken from the grade in reading.

Reading—Finish Second Reader. Continue the instruction in punctuation. Observe carefully directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing nine figures. Addition, Subtraction, Multiplication, and Division by one figure. Multiplication table through 12×12 . Observe carefully directions for Fifth Grade.

Mental Arithmetic—Keep up what has been taught in preceding grades. Practice the pupils in easy practical examples involving the rules which have been taught.

Penmanship—No. 2 Primary Course. No examination required in capitals.

Drawing—As prescribed for the grade. Use slates and cards.

Music—As prescribed for the grade.

FIRST GRADE.

Spelling—Words of one, two and three syllables, taken from the grade in reading.

Reading—Third Reader to page 119. Continue the instruction in punctuation. Observe carefully directions for Fifth Grade. In this grade the pupil may be required occasionally to write in his own language what is said in the lesson.

Arithmetic—Numeration, Notation, Addition, Subtraction, Multiplication, Short Division, and Long Division with four figures for a divisor. Solve easy practical examples, involving these rules. Observe directions for Fifth Grade.

Mental Arithmetic—Keep up what has been taught in the preceding grades, and vary these exercises with easy practical examples, involving the rules taught.

Geography—Teach from the Outline Maps of the Hemispheres and the black-board, the natural divisions of land and water, the continents, the grand divisions, the oceans, and the cardinal points of the compass. No books needed.

Penmanship—No. 2 Primary Course. No examination required in capitals.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates and cards.

GRADES FOR MALE GRAMMAR SCHOOLS.

FIFTH GRADE.

Spelling—To page 15 inclusive. Assign short lessons. Require frequent exercises in sentence making, in order to illustrate the use and meaning of words in the grade. This exercise will serve as an introduction to composition. The words selected for these exercises should be easy and simple, and the sentences short.

Reading—Third Reader. Pay strict attention to enunciation, pronunciation, punctuation, and the definition of words. Be careful to see that the pupils understand what they read. This can be tested by requiring them to translate into their own language, grammatically, the story or incident that is the subject of the lesson. Careful examination in reading. Read daily. Principals are requested not to mark as passed any pupil, in any grade, who is not proficient in reading.

Arithmetic—Prime and Composite Numbers, Prime Factors, Cancellation, Greatest Common Divisor, and Least Common Multiple. Require the pupils to solve *easy* examples in these subjects, and vary the exercises with practical examples involving the four fundamental rules of Arithmetic. At least half the time assigned to Arithmetic should be given to the latter kind of work.

Definitions—As far as page 74.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary* to page 85 inclusive. Exercises on the Maps of the Hemispheres, and other Maps within the grade. Omit Lessons 61 & 62, page 52.

Grammar—Oral instruction on the Noun, Adjective and Pronoun. Require the pupil to point out these parts of speech in the reading lesson.

Dictation exercises and sentence making should be considered exercises in Grammar and Writing. Endeavor from the beginning to inculcate habits of correct speaking.

Penmanship—Small letters of No. 3.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FOURTH GRADE.

Spelling—To page 30 inclusive. Observe directions for Fifth grade.

Reading—Fourth Reader. Observe directions for Fifth grade. Read daily. Careful examination in reading.

Arithmetic—From 74 to 99 inclusive. Review preceding grade. The examination will not contain very difficult examples in fractions, and any correct method of working them will be satisfactory. Vary the exercises with practical examples involving the rules which have been taught. Instruct the pupils to handle numbers with accuracy and facility.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary*, from 74 to 95, inclusive. Frequent exercises upon the Outline Maps.

Grammar—Large print from page 34 to "Properties of Verbs" on page 70, omitting "Orthography," "Classes of Adjectives," "Classes of Pronouns," and "The Formation of Comparatives and Superlatives." Parse selections from the book. Observe directions for Fifth grade.

Penmanship—Letters containing the seventh principle, and the same principle incorporated into words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

THIRD GRADE.

Spelling—To page 45 inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Fourth Reader. Observe directions for Fifth grade. Read daily. Careful examination in reading.

Arithmetic—From page 100 to 140 inclusive, omitting "Circulating Decimals." Vary the exercises with practical examples involving the rules which have been taught. Review the preceding grades.

Definitions—As far as written arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 24, omitting Lessons 10, 11, 12, 13, 17, 18 and 19. Teach the text of the Descriptive Geography as a reading lesson. Exercise frequently upon the Outline Maps.

Grammar—Large print from page 34 to page 100 inclusive, omitting "Orthography." Observe directions for Fifth grade. Parse selections from the book and the reader.

Composition—Once in two weeks.

Pennmanship—Letters containing the eighth and ninth principles and their accompanying words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

SECOND GRADE.

Spelling—To page 60 inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar, under the head of "Orthography."

Reading—Fifth Reader. Observe directions for Fifth grade. Careful examination in reading. Read daily.

Arithmetic—From page 141 to section 304, omitting "Longitude and Time." Review the preceding grades, and vary the exercises with practical examples, involving the rules which have been taught.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 53, inclusive, omitting Lessons 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 61, 63, 64, 65, 66. Prepare Lesson 47. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Outline Maps. Teach the boundaries of States and Territories.

Grammar—From page 34 to 100, large and small print, omitting "Orthography." The pupils need not commit to memory the lists of adverbs, conjunctions and prepositions. They should be taught to distinguish and apply them rather than to memorize them. Parse selections from the book and the reader. Observe directions for Fifth grade.

Algebra—To page 46, section 80.

Definitions in Algebra—To page 46, section 80.

Penmanship—First half of No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FIRST GRADE.

Spelling—To page 75, inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Sixth Reader twice and U. S. History, once a week. Explain principal events in the History of the U. S.

History of Maryland (Onderdonk's Revised Edition), three times a week.

Arithmetic—Teach the entire book; but the questions for the examination will be selected from the subjects taught in the preceding grades as well as the following: Percentage, Profit and Loss, Simple Interest, Discount, Bank Discount, Commission, Insurance, Simple and Compound Proportion, Analysis, and Square Root with applications. Give to the other subjects as much time as in the judgment of the Principal can be allowed to them, in proportion to their importance.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with written Arithmetic.

Geography—Lessons 76, 77, 78, 79, 80, 81, 82, 83, 92, 93, 100, 109, 115, 122, 123, 124, 125, and Map of Maryland, with questions. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Maps, especially in learning the boundaries, cities, mountains, rivers, population, soil and climate, government, principal productions, and area of the different countries of the world. This should be done, so far as possible, in all the Grades. The examinations in Geography will be taken from the limits assigned to the different Grades.

Grammar—From page 101 to page 146, omitting pages 110, 112, 113 and 114. Review preceding grades, omitting, "Orthography." In composition pay strict attention to punctuation, spelling and the grammatical construction of sentences. Parse selections from the reader and from the classic writers of the English language both in poetry and prose. Endeavor in every way in all the grades to teach the correct use of language more than technical and formal grammar.

Composition—Assign an exercise once in two weeks. Divide the class into two sections, so that the first shall write one week, and the second the following.

Algebra—To page 134.

Algebra Definitions—To page 134.

Penmanship—Second half of No. 4.

Book-keeping—To be taught during the time formerly allotted to music.

Drawing—As prescribed for the grade.

Grades For Female Grammar Schools.

The 5th, 4th, 3d and 2d grades are the same, except Algebra, as in the Male Grammar Schools.

In first grade, in Arithmetic, teach sections 305, 306, and the following subjects: Percentage, Profit and Loss, Simple Interest, Bank Discount, Proportion and Analysis.

The balance of 1st grade is the same as in Male Grammar Schools, excepting Algebra and Book-keeping.