

1. Six Buildings for Elementary Schools, having eight school-rooms each, accommodating in all . . . . . 2688 pupils.
2. Five Buildings for Preparatory Schools, having eight school-rooms each, accommodating in all . . . . . 2240 pupils.
3. One High-School Building, having three school-rooms and two class-rooms, accommodating in all . . . . . 168 pupils.

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Total—12 Buildings, 91 school-rooms, 2 class-rooms, and 5096 pupils.

The six buildings for Elementary Schools should be so located as to divide the population of the city into six equal portions; those for the Preparatory Schools should be so arranged as to divide the population into five equal portions; while that for the High-School should be placed as near the centre of the city as possible. The school-rooms in the Elementary and Preparatory divisions should be seated throughout with single desks of the most approved pattern, and graded to suit the different ages of the pupils. Single desks would require a little more floor-room, and would add something to the expense of seating the schools; but the advantages arising from every pupil occupying a seat by himself are so great that the additional outlay is not to be weighed against them. In the High-School, double desks give nearly the same advantages as single desks.

It may be found practicable, on account of the difficulty in securing sites of sufficient size, or from the desire to work into the system some existing building, to erect Elementary and Preparatory school buildings, each having eight school-rooms. This, however, will not necessarily disarrange the proposed classification, since the four grades assigned to each of these divisions may find accommodation in two or even four buildings, instead of one. I have not been able to make that investigation which would enable me to say what buildings at present occupied by the Board would be available, in such a series as I propose, nor is it at all necessary that I should. Every member of the Board is capable of judging in this matter. I wish but to impress one controlling idea, and that is, a thorough classification of the school-machinery of the city, with a progressive course of instruction adapted to the whole. Nothing short of this is worthy of the name of a system of schools, and nothing less than this will ever satisfactorily realize the desires which, I am persuaded, actuate each Commissioner.

Concerning the foregoing scheme, let me offer a brief explanation, and enumerate a few of the advantages that would accrue upon its adoption.

1. It will be observed that the course of study is eleven years, each year being a step in advance of the previous one. There are eight school-rooms less in the Preparatory division than in the Elementary; and it will be found in practice that the attendance on the Elementary schools will require about this excess of accommodation over the Preparatory. The High