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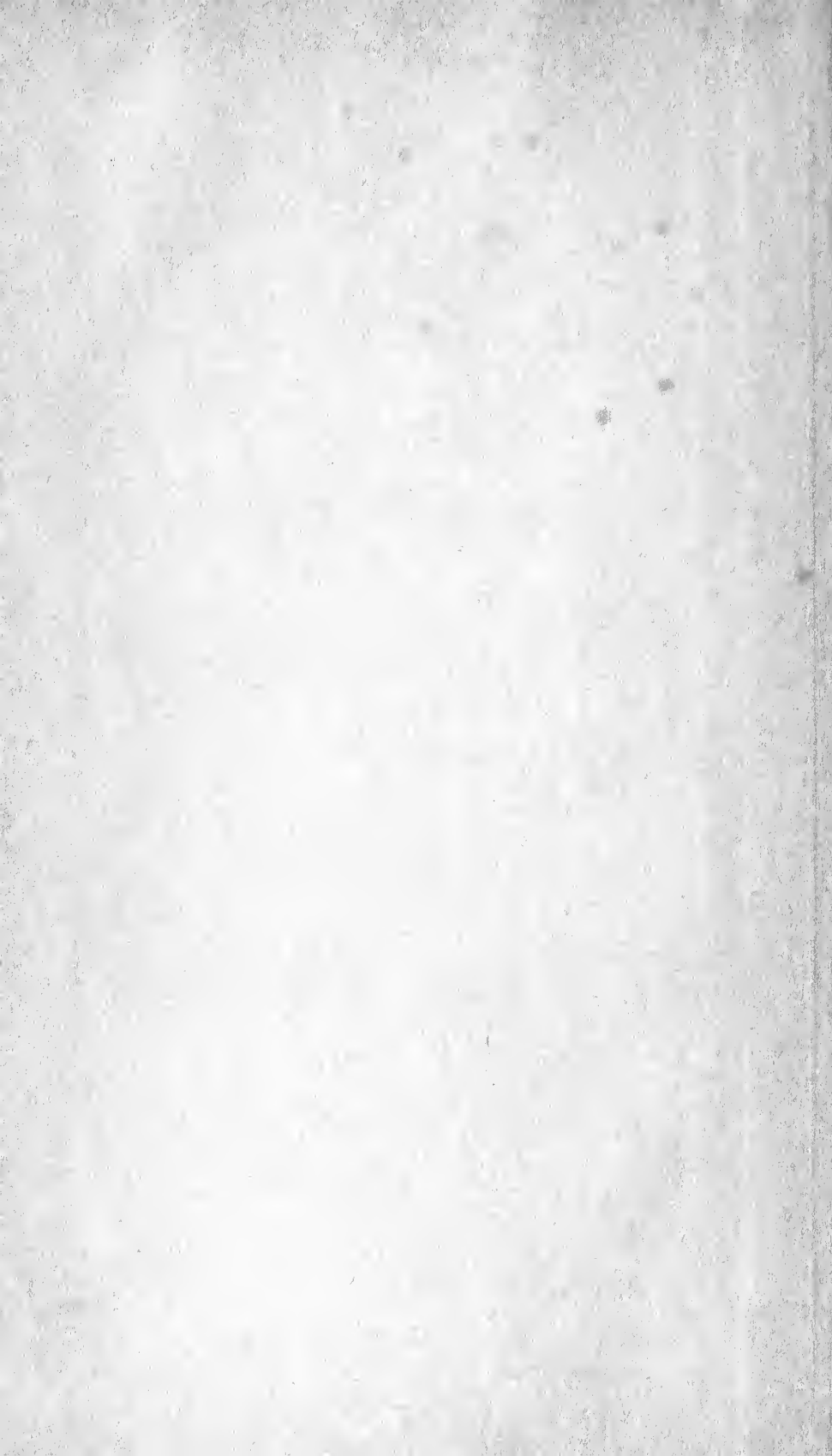
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# ANNUAL REPORT

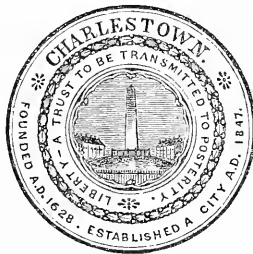
OF THE

# SCHOOL COMMITTEE

OF THE

CITY OF CHARLESTOWN,

DECEMBER, 1861.



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CHARLESTOWN :  
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1862.





# SCHOOL REPORT.

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THE School Committee of the City of Charlestown, in compliance with the Statute which requires it, make the following Report of their doings, and of the condition of the Public Schools under their charge during the past year.

## APPROPRIATION AND EXPENDITURE.

At the commencement of the year, we made an estimate of the amount which would be required for the support of the Schools, and asked the City Council for \$46,000, which was granted, in an appropriation of \$45,200, and the amount to be received from the State as the City's proportion of the income of the School Fund. This amount, which has since been received, is \$817 83, making a total of \$46 017 83. The appropriation was a liberal one, but we have not forgotten that the responsibility of its judicious expenditure rested wholly upon us; and our aim has been to provide every thing necessary for the proper management of the Schools, and to avoid every thing like waste or extravagance. The expenditures up to this time amount to \$33,402 45, which leaves a balance of 12,615 38. Our estimate of the expenses for the remainder of the financial year is considerably

less than this sum ; and we hope to have an unexpended balance at that time, (March 1,) as great at least as last year, when \$1.959 11 was left to the credit of the School appropriation.

#### CONDITION OF THE SCHOOL HOUSES.

Before another winter, we think that the High School should be furnished with furnaces and hot-air pipes. An examination made during the summer vacation, shows that this change in the manner of heating the building can be made without difficulty, and at a reasonable expense ; and when it is effected, some contrivance for the better ventilation of the rooms, should be adopted and put in operation. The Grammar School Houses are in good condition, but they are not capacious enough to accommodate all the scholars, nor can they be enlarged sufficiently to accomplish that object, without great expense, and then not to good advantage. We cannot judge what change the present troubles in the country may make in the population of our city, but if they should not check its increase, we think the building of another Grammar School House must soon be looked upon as a necessity. The new brick Primary School House in Mead Street, has been occupied since February, and that in Moulton Street, since March last ; and if we except a defect in the working of the furnace in the Mead Street building, our expectations in regard to them have been fully realized. The wooden building removed from Mead Street has been placed upon a fine lot of land hired for the purpose in Charles St., and it is now occupied by Primary School No. 1. This building is a good one, and it was originally

framed and constructed so that it could be raised up, and another room built under it. As the lot of land referred to, is large enough for the accommodation of *two* schools, and another Primary School will have to be established in this vicinity soon, the alterations in this building should be made without much delay. We still think it would be well to dispose of the old building on Elm Street, and to provide another room for the school occupying it. We should also say that the Furniture in some of the Primary Schools is rather ancient, and should be exchanged for a more suitable article. Intermediate School No. 2 has been removed from the basement of the Prescott School-house, to a room in the Ward Room building, on Main Street. The Sub-Committee on that School represents the room at present occupied, as unfit, and thinks another, somewhere in the vicinity, should be provided with as little delay as possible.

### TRUANCY.

The increase in the number of day policemen in the city, has operated favorably in checking the evil of truancy, and in protecting the schools from the bad influence of vagrant and neglected children; and if the place assigned at the Alms-House was really an "institution of instruction, house of reform, or a suitable situation for the commitment of truants," as required by the Statutes, we think this serious trouble could be pretty effectually controlled in our city. Its territory is so limited, that its high-ways and its by-ways could be visited every day by the truant officers, and with vigilance in the discharge of their duties, but little chance would be left for truants and

mischief-makers among the children of our community. In many, we hope in most cases, constant watchfulness on the part of these officers, with advice and admonition to parents and children, would accomplish the object: but some cases would require the authority of the Truant Justice; and with such, the duty of the policeman is finished when his complaint is made and his evidence given. Then the duty of the Justice is completed by ordering the commitment of the offender to the "*institution of reform*," which the Statute says is to be provided by the City Council. But the City Council has provided no such place; and by this omission, has virtually denied its obligation to care for neglected or vicious children, or to protect others against their hurtful influence; and so upon *it*, rests the whole responsibility, of exposing our schools and our families to the influence of truancy and the evils which grow out of it. Now we think that the truant law contemplates the *reform* and elevation, of those who are growing up in ignorance and pursuing paths of wickedness; and that "a suitable situation for their commitment," can only be a place where arrangements have been faithfully made for their restraint, instruction and employment. And if the providing of such a place, with teachers and officers qualified for the performance of their duties, should add somewhat to the annual expenses of the city, it would add much more to the comfort of tax payers, and the security of property; and it would certainly lighten the hearts, and strengthen the hands, of parents and teachers. We have so often referred to this subject of the care of truant children, that we fear our present remarks will be but little heeded;

nevertheless, until we have waked up an interest in the subject, in the minds of the parties under whose charge this class of children have been placed by the law, our appeals in this direction must be continued.

### PRIMARY SCHOOLS.

The committee chosen just before the close of the last year to arrange the Primary School districts, made a report early this year, which was accepted by the Board, and its recommendations carried into effect. Two new schools were established, and placed under the charge of Miss F. B. Hall and Miss E. W. Yeaton, making the whole number of Primary Schools twenty-nine instead of twenty-seven, as last year; and now, some of the schools in Ward Three are so full that another will have to be established immediately. During the year the changes of teachers in these schools have been as follows:—Miss M. J. Smith has been elected to No. 3, Miss H. H. Sampson, the former teacher, having resigned on the 2d of May. Miss M. J. Hale was, on the 20th of June elected teacher of No. 5, in place of Miss Deblois. On the 5th of September Miss Helen R. Chalk resigned from School No. 9, and her place has since been filled by the election of Miss Ellen T. Knight. Miss E. R. Brower has been elected to No. 16, Miss A. E. Hinckley having resigned on the 5th of September.

With a few exceptions, the Primary Schools are in a very good condition. From some of the reports we take such remarks as the following: “discipline unsatisfactory—the teacher lacks energy, &c.” But generally the teachers are commended for their ability and faithfulness. In many instances they are spoken of

as having the affection of their pupils, and the entire confidence of parents and committee; a remark, which, when warranted by the facts in the case, is full of meaning, and covers the whole ground of favorable notice. For the entire confidence of the committee can hardly be secured without good discipline and thorough instruction: the confidence of parents can be deserved only, where gentle manners and pure example, are reflecting their influence upon their children; and the hearts of children can only be reached by those who understand and love them. It is impossible to over estimate the value of Primary Schools; and a really faithful and efficient Primary School teacher, is one of the most useful persons in the field of education.

### INTERMEDIATE SCHOOLS.

Since their establishment, these schools have always been looked upon as very important, and as deserving the interest and encouragement of all who believe in the value and importance of general education. They are designed as especial blessings, to children who have suffered from neglect, or who have been so circumstanced as to fail of the care and instruction which most children, in this vicinity, enjoy; and they have been the means of helping into the current of education, a large number of those who were drifting about with but a poor chance of finding it themselves, and but little hope of avoiding the troubles and dangers which their failure to do so, must occasion. We say again of them, therefore, that they are very important schools; and for no better purpose can the public money be spent, or the public interest be excited, than

for their support and encouragement. Of School No. 1, the Spring report speaks as follows: "The result of the examination shows that, by assiduous endeavors, the teacher has been as successful as could reasonably be expected." In December, the committee say: "Many of the scholars read finely, and most of them intelligibly, and with good spirit, indicating that the teacher had been careful and critical in her instructions; there were but few errors in the exercise of spelling, and the questions in arithmetic were, in general, promptly and correctly answered. We commend the teacher to the continued confidence of the Board." School No. 2, is reported upon in the Spring as follows: "The teacher possesses the faculty of arousing the ambition of her pupils, and stimulating them to persistent efforts for improvement. Her success during the brief period she has been employed in our schools, has been highly gratifying. She assumed the care of this school at the commencement of the term just passed, and has fitted thirty-one pupils for the grammar schools during the time. Observation of the working of the school, has convinced us that some of the primary school teachers are too much inclined to neglect their dull and sluggish-minded pupils; several cases might be mentioned, of children, who, after spending four years in a primary school, have been sent to the Intermediate, unable to read the simplest sentences intelligibly, or even to distinguish all the letters of the alphabet; and yet, with a little extra care and attention, have in a short time made very good progress. In December, the report says: "The school continues to maintain an excellent reputation; forty-one pupils have been promoted during the term."

## HARVARD SCHOOLS.

## TEACHERS.

## No. 1.

C. S. CARTEE, *Principal*.

## ASSISTANTS.

ANNE E. WESTON,  
MARTHA BLOOD,  
SARAH E. ARCHER.

## No. 2.

JOSEPH B. MORSE, *Principal*.

## ASSISTANTS.

ELIZABETH SWORDS,  
CAROLINE S. CROZIER,  
HANNAH J. BLISS.*Sub-Committee*—WM. W. WHEILDON,  
B. F. BROWN,  
NATHAN A. TUFTS.

The committee make the following remarks concerning these Schools, in their Spring report: "So far as we have been able to judge, from frequent visits, and the examination in April, the good character of these schools is fully maintained, and the teachers are disposed to discharge their duties in a faithful manner. The instruction in arithmetic and grammar, in the upper division of School No. 1, appeared to have been rather too superficial. The pupils were far enough advanced in these studies, but did not seem to understand them as well as we could desire, a defect, which, we hope to see remedied hereafter. The third division of the school appeared particularly well. School No. 2, passed a very satisfactory examination. The exercises held under a vote of the Board, on the 22d of February, the anniversary of the birth-day of Washington, were of an exceedingly interesting character, and, we believe, made an impression upon the scholars, and we cannot but express the hope that the observance of that day, as thus inaugurated, will be hereafter continued, for, in addition to the appropriateness of the principal exercise, some of the most interesting facts and events in the history of the coun-



try are presented or suggested to the pupils, in a manner to impress them upon their memories." The committee further report "that the recent modification decided by the Board, in regard to exhibitions, is commended to them by the experience of the late exhibition in these schools. The exercises on these occasions were much more select and suitable than they have been heretofore, and they afforded a better opportunity to judge of the capacity and progress of the scholars, particularly those in the upper divisions."

In December, the committee say: "We have made the customary semi-annual examination of the several divisions of these schools, and have a favorable report to make concerning them. The examinations of the first and second divisions were uncommonly thorough, and every scholar had an opportunity of exhibiting before the committee the progress made in the studies of the school. Of the Principals, and their several Assistants, all of whom have been long in the service of the city, we have to say, that they are patient, faithful and indefatigable in the discharge of their respective duties."

## BUNKER-HILL SCHOOL.

## TEACHERS.

WM. H. SANDERS, *Principal*.L. A. DARLING, *Sub-Master*.

## ASSISTANTS.

ANNIE M. LUND,

MARTHA A. BIGELOW,

CAROLINE E. BIGELOW,

CAROLINE PHIPPS,

PHOEBE A. KNIGHT,

MARY S. THOMAS.

*Sub-Committee*—HENRY E. GRAVES,  
WILLIAM FINNEY,  
MARK F. WARREN,  
A. L. PAINE.

In May, the committee report as follows: "This school has maintained its good reputation for the last half year. The examinations were conducted in a thorough manner, and were well sustained by most of the pupils. We find no reason to detract from previous commendations of the Principal—his division showed correct and patient drilling. We are gratified to mention the improved condition of the Sub-Master's division; he is showing himself faithful and increasingly efficient in his method of teaching. The divisions in charge of the female teachers, are generally making good progress. In one of these divisions, we found an illustration of the loss occasioned to pupils, by irregularity of attendance; to the questions proposed by the committee, correct answers were given, except by six or seven boys, who had been often absent—under faithful teaching, these delinquents are easily detected. We feel obliged to notice a lack of interest, or of well directed effort, on the part of one of the teachers, which we believe she has power to remedy, and we confidently look for improvement according to the hints already given. We still urge the necessity of a hall for general exercises, and we hope the proper authorities will soon provide one."

In December, the committee say: "The school, in the main, is in a prosperous condition. We think there is in this, as in most of our grammar schools, a want of more comprehensive instruction, such as shall include the most important things to be learned in every branch of study. The examinations disclose the fact that very essential matters are often omitted. We think it important that the instruction in every study should be as complete as possible, from the fact that only a small number of pupils receive the advantages of schools of a higher grade. We report the pupils under the care of the Principal as industrious, and as making thorough work of what they undertake. In the next division, they had not advanced as rapidly as seemed desirable, especially in the important study of arithmetic. They had evidently been in the habit of doing things too much by rote. The other divisions are making good progress. The school is under good discipline, and the teachers are faithful."

## WARREN SCHOOL.

## TEACHERS.

GEORGE SWAN, *Principal.*      WILLIAM BAXTER, *Sub-Master.*

## ASSISTANTS.

MARY A. OSGOOD,		MARGARET VEAZIE,
MARIA BROWN,		REBECCA M. PERKINS,
MARY J. FULLER.		JULIA A. WORCESTER.

*Sub-Committee*—GEORGE B. NEAL,  
HERBERT CURTIS,  
CHARLES T. SMITH.

From the May report, we take the following: "The condition of this school, since the date of the last report, has continued to be very satisfactory, both as regards discipline and progress. The usual public exhibition was dispensed with, much to the gratification of the teachers and the benefit of the pupils. The want of a suitable Exhibition Hall for this school would be a sufficient reason for such a course; but the reasons which influenced the Board in making the change, and which are given in the last Annual Report, are stronger than this, of defect in the building. The examination of the different classes was conducted in the usual manner by the sub-committee of this school, assisted by one member of the sub-committee of the Bunker-Hill School, and although, on account of important business engagements on the part of some members of the committee, the examination of some of the classes was not as complete as could be desired, yet enough was done to prove that all the teachers had been faithful, and were devoted to their duties; and that their pupils, with few exceptions, were making good progress in their studies."

In December, the committee remark: "The condition of the school, as a whole, is exceedingly satisfactory, and all the teachers, for their ability and general success in their labors, are entitled to the full confidence of the Board, and the approbation of the parents and friends of the pupils. The examination of the class under the charge of the Principal, was conducted by a member of the sub-committee of the Harvard School, in presence of another member of that committee, and the chairman of the committee on this school. This was done, in order that a comparison of this class with the highest classes in the other grammar schools might be made, as these gentlemen were intending to visit all the other schools for the same purpose. The readiness and general accuracy displayed by the pupils in their answers to the questions proposed, gave great pleasure and satisfaction to the examining committee. The other classes in the school were faithfully examined, and were found to have accomplished all that could reasonably be expected of them."

The new furnaces which have recently been set in the basement of the building, are working well, and there can be no question now, that they will thoroughly warm the building, and at less expense than the stoves which were formerly used.

## WINTHROP SCHOOL.

## TEACHERS.

## No. 1.

B. F. S. GRIFFIN, *Principal*.

## ASSISTANTS.

SOPHIA W. PAGE,  
 ISABELLA P. MOULTON,  
 ANN M. HOBBS,  
 MARY F. GOLDTHWAIT.

## No. 2.

SAM'L S. WILLSON, *Principal*.

## ASSISTANTS.

NANCY M. CASWELL,  
 ELLA A. RICHARDSON,  
 SARAH H. WOODMAN,  
 ABBY M. CLARK,  
 AMELIA R. HAMILTON.

*Sub-Committee*—HENRY LYON,  
 JOHN SANBORN,  
 JAMES R. MILES.

“The several divisions of the school were subjected to a thorough, discriminative examination during the time prescribed by the rules of the Board. As heretofore, the examination of corresponding divisions was made by the same members of the committee. The pupils under the care of the Principals gave evidence of having been well drilled in the prescribed studies. They were soon after examined for admission to the High School, and the result was far from complimentary to their proficiency in the required studies. We are unable to harmonize these results, apparently so inconsistent one with the other. The intermediate divisions were found to be, on the whole, in a satisfactory condition. The pupils had made good progress in their several studies, and the teachers had evidently worked energetically to produce this result. We speak in general terms. Faults and defects in method and manner of teaching, &c., have been adverted to, and admonition and advice applied in cases which seemed to require it. What we have said of the intermediate divisions, will also apply to the lower divisions, except the one kept outside the original

school-rooms, which was not found in so satisfactory a condition. It must be borne in mind, however, that the Winthrop Schools have been inconveniently crowded with pupils since the last examination, and the lower divisions have suffered most. At the present time there are more pupils than can be accommodated, and some provision must be made at once to relieve them."

In December, the committee report: "The schools are found to be in a fair average condition. After the admission of 'primarians,' in the Spring, both schools had more pupils than seats, and we were authorized to provide accommodations for the surplus pupils. This was done, by fitting up the room in the basement of the building lately occupied by a primary school, and about twenty pupils were taken from each school, and placed under the charge of a new teacher. This room is not suitable for permanent use; it is ill shaped, and so situated that it cannot be kept warm in winter or cool in summer, or well ventilated at any season. Several of the other rooms in the Winthrop School building are poorly adapted to the use which is made of them.

The subject of providing increased accommodations for the pupils in the Grammar School district, by alterations in the interior arrangement of the school house, and by an enlargement of the building, has had consideration by the committee, but they have not been able to devise any feasible plan for carrying out that object. The building is poorly adapted for alterations; it is long and narrow, and the lot of ground upon which it is located is none too large for present accommodations; and as all the grammar schools in

the city are larger than can be accommodated by the present provision of rooms and seats, and a new school house must soon be built, we think it would be unwise to recommend any large expenditure for alterations in the Winthrop School building. We must submit to inconvenience, and get along with such accommodations as we have, hoping that the state of affairs may soon be such as to warrant the erection of another large and conveniently arranged Grammar School House.

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## PRESCOTT SCHOOL.

### TEACHERS.

JOSEPH T. SWAN, *Principal.*

STACY BAXTER, *Principal of 2d Division.*

### ASSISTANTS.

SARAH M. CHANDLER,  
MARY J. BROWN,  
H. A. T. DADLEY,  
HANNAH M. SAWYER,

ABBY L. SWAN,  
JOSEPHINE M. FLINT,  
FRANCES M. CLARK,  
AMY E. BRADFORD.

*Sub-Committee*—JAMES ADAMS,  
GUSTAVUS V. HALL.  
ABRAM E. CUTTER,  
TIMOTHY T. SAWYER.

The committee report in May, as follows: "The school was examined during the time required by the regulations of the Board. The eight rooms under the care of female teachers were divided between the several members of the committee, each member examining two divisions. All the teachers, it is believed, have been faithful and successful in their labors, and the scholars are making good progress in their studies. All the members of the committee were present, at the examination of the upper classes, under the mas-



ters. The first division appeared well, and the teacher continues to get a good deal of work out of his scholars. The other division passed a good examination, and afforded evidence of the peculiar fitness of its teacher for his work. His recitations were managed with vigor, and his pupils were interested and enlivened by his judicious oral instruction. In accordance with a vote of the Board, the school has been arranged in two parallel divisions. The supervision of the rooms under the care of Misses Brown, Swan, Sawyer and Clark, has been given to Mr. Swan; and those under Misses Chandler, Dadley, Flint and Bradford, to Mr. Baxter. Under this arrangement, we think the discipline and success of the whole school will be improved and accomplished."

In December, the committee say: "There has been no material change in the Prescott School since its examination in April. At its recent examination, it was found that the number of scholars generally in attendance, was fully equal to the whole number of seats in all the rooms. Consequently, when the promotions are made from the Primary Schools, it will be necessary to furnish another room with desks and seats. The teachers in the school are laborious and faithful, and in several of the rooms the pupils were found to have made a high degree of progress in their studies, indicating peculiar adaptation and success in the labors of their teachers. Good order and neatness prevail throughout the building and its appurtenances."

## HIGH SCHOOL.

## TEACHERS.

CHAS. E. STETSON, *Principal.*      GEO. W. WARREN, *Sub-Master.*

## ASSISTANTS

KATHERINE WHITNEY,      |      MARY CURTIS,  
FRANCES M. READ,      |      HELEN F. WEST

*Sub-Committee*—TIMOTHY T. SAWYER,  
WILLIAM W. WHEILDON,  
HENRY LYON,  
JAMES B. MILES,  
HENRY C. GRAVES,

From the report of the committee in May, we extract the following: "The school is, in our opinion, in good condition; and the teachers have successfully labored to keep it up to its former standing. The Public Examination, which took place on the 24th of April, was a very interesting occasion, and the opinion was very general among those who attended it, that it was much more satisfactory than the Public Exhibitions have been heretofore. Every scholar in the school was heard in some recitation; and each teacher conducted the examination of his or her classes. But very little time had been taken up in preparation for the occasion; not enough to interrupt or interfere with the usual exercises and business of the school. The declamation by several of the scholars was unusually good; the pieces selected were appropriate, and they were spoken with intelligence and spirit. A few members of the graduating class expressed disappointment and regret that the exhibition had been dispensed with, but generally the change was approved of, and we are decidedly of opinion that the experiment should be persevered in. The Graduating Class of this year numbered twenty-six, and diplomas were presented to all but two of them."

The report in December, speaks of the School as follows: "It is still in excellent condition, and all the teachers are performing their duties creditably to themselves and profitably to their pupils and the city. The new Sub-Master entered upon his duties immediately after his election (September 12th,) and the good judgment of the Board in selecting him has been fully sustained by his success. He has unquestioned ability, and he enjoys the respect and confidence of both teachers and scholars." The condition of the classes will be seen by the reports of the different members of the committee who examined them. The result of MR. MILES'S examination is stated by him as follows: "The classes assigned to me, were those in Latin and Greek, which are under the instruction of the Principal; and one class in Latin, which had been but a few weeks taught by Miss Reed. Of the mode in which the examination was conducted, I would say, each individual member of the several classes was called upon to read and render a somewhat extended passage, and was also questioned freely in respect to the principles of grammar, the composition and derivation of words, and historical, geographical and biographical references. The passages read were chosen at random from the entire portions of the several studies that had been pursued, and the pupils received no previous notice of the particular passages they would be called upon to translate. This course was adopted for the purpose of ascertaining whether the scholars had studied with simple reference to their daily recitations, or had so familiarized their knowledge as to have it at command wherever it might be called for. It gives me pleasure to say, the results of

the examination were generally satisfactory. They gave evidence of the industry and fidelity of the Principal, and showed that the instruction, in this department, is to a gratifying extent, nice, thorough, discriminating, comprehensive, and that it had not failed to be appreciated and improved by a large majority of the pupils. Considerable diversity was noticed in the character of the recitations, in regard to neatness, finish and general excellence. While the most of them were quite good, only a few were poor or decidedly bad. In some of the pupils was discoverable the genuine *scholar's enthusiasm*, which is ever the promise and pledge that the goal of superior scholarship will be reached in due time."

MR. WHEILDON says, in his report: "I attended at the High School on four different days, and examined, as far as I was able in the time appropriated, two of Miss Whitney's classes in Rhetoric; two of Miss Reed's classes in Rhetoric; Miss Whitney's class on the Constitution of the United States, and two of Miss Reed's classes in the History of the United States; and I may say in general terms, of all of them, that I was much gratified with the evidence furnished of the proficiency of the teachers. The classes in Rhetoric showed themselves fully acquainted with that branch of study, as explained and illustrated in the text-book, with as clear an idea of its principles and rules as the book itself affords. The class on the Constitution of the United States is to be commended in the same terms, and I was equally surprised and gratified to find, in nearly all the members of the class, a very good general understanding of the provisions of the great fundamental law of the nation, and the various

modes of action of the general government under it. With a few practical explanations and illustrations, which I was only too happy to be able to give them, and which they were glad to receive, I felt sure that mainly by their own study and the instructions of their teacher, they all had a better idea of the principles and workings of our government than a large portion of those who enjoy that great right of freemen—the elective franchise. Miss Reed's classes in History were quite perfect in all their answers, and gave evidence of industry and application on their part, and fidelity on the part of the teacher."

MR. GRAVES remarks as follows: "I have examined the following classes in the High School: the Junior Class, 77 pupils, in Arithmetic; the 2d Middle Class, 25 pupils, in Latin and Algebra; the 1st Middle Class, 20 pupils, in Geometry. The 1st Middle Class, under Miss Reed's tuition, had studied the first three books of Geometry, and were evidently thoroughly instructed, not only in the method of demonstration, but also in the principles involved. The 2d Middle Class, under the Sub-Master, Mr. Warren, appeared to great advantage in the Algebra examination. The pupils had advanced from the beginning of the book, as far as Quadratic Equations, and had done their work well. The mathematical training of this class, under Mr. Warren, has been highly successful. The examination of the same class, in Latin, showed a greater variety than in the Mathematics. Some of the pupils showed fine proficiency, and others had apprehended the language as thus far pursued, but indifferently well, while a few failed almost entirely. They had been confined to the study of twenty fables in the

Reader. The method of teaching is very thorough ; calculated, in fact forcing the scholar to think clearly and independently. The Junior Class, in these divisions, was examined in Arithmetic as far as the Cube Root. The majority of this large class have done a thorough work in this study. There are very few sluggish or indifferent ones here, and those that are of this description find it next to impossible to remain in the class without some considerable effort."

DR. LYON reports as follows: " I have attended to the duty assigned me, by examining classes of Miss West, in Anatomy and Physiology ; Miss Curtis, in the rudiments of Latin and French ; Miss Read, in French ; and Miss Whitney, in French and Philosophy. The pupils in Miss West's classes answered promptly such questions as were put to them, and showed clearly that the teacher must have labored assiduously to explain the principles taught, and the advantages to be gained by an acquaintance with them. The school is deficient in the apparatus and models necessary to teach Anatomy and Physiology ; these, and a good set of colored plates representing the body and its organs, should be provided, in order that the lessons of the text-books may be properly impressed and enforced upon the minds of the pupils. For, to teach Anatomy and Physiology without the bones and apparatus, such as models, plates, &c., is like teaching Chemistry without exhibiting chemical substances, or Botany without the examination of plants. Miss Curtis's class, in the rudiments of Latin and French, gave evidence of having been well drilled. There are several pupils in her division who appear to be gaining nothing by the study of either Latin or French—

they belong to the class which we have always had in the school, who never make any considerable progress in either of these languages. Some pupils, either through natural constitution of mind, want of tact, or from other causes, never make any headway in these studies. They may be equal to their fellows in all sports and in some studies; but they manifest no capacity for the studies in question. What shall be done with them? They are a drag upon their class. Shall the whole continue to suffer on account of the inefficiency of the few? Cannot some means be devised by which such pupils may be put upon more congenial studies? Or must they worry on for a longer or shorter period, as heretofore, and then drop from the school? Miss Reed's and Miss Whitney's classes in French had made good progress, and appear to have had careful instruction. Several of Miss Whitney's pupils showed much clearness in turning French into English, and English into French. I am satisfied that one can get, at our High School, a good foundation in this language. If we could afford it, I should be much in favor of employing a native French teacher for such advanced pupils as might wish to pursue the study of the language beyond what we can now teach with our present corps of teachers; and for the special purpose, also, of enabling them to acquire a correct tone and accent in the pronunciation of the language."

At the close of the term ending November, 1861, the Schools, Teachers and Scholars numbered as follows :

29 Primaries.	29 Teachers.	2092 Scholars.
2 Intermediate.	2 “	152 “
7 Grammar.	45 “	2237 “
1 High.	6 “	150 “
<hr/>	<hr/>	<hr/>
39 Schools.	82 Teachers.	4631 Scholars.

Calculating the expenses of the year at \$44,000, the cost per scholar will be \$9.46.

The following tables will afford other important information concerning the schools.







The foregoing Reports give the result of the examination of the several Grammar and the High Schools, which, on the whole, are represented to be in good condition. The visits of the members of the committee have been as frequent, we think, as could reasonably be expected; and their interest in the schools has no doubt been as great as is usual with similar committees in other places. They receive no compensation for their services, and many of them have not even children attending the schools; nevertheless, their duties have always been cheerfully performed, and the meetings of the Board have been fully attended. But every day's experience convinces us that more attention is needed than can possibly be given to the schools by the members of the School Committee, and we are more and more convinced, that, in addition to the oversight and care which is now exercised by them, the services of a School Superintendent are needed. Early in the year, the attention of the City Council was again called to this subject by us, and as the Mayor, in his Address, had recommended the passage of an Ordinance authorizing such an officer to be employed, we had strong hopes that this very desirable object would be accomplished, and that we could, in this report, refer to the appointment and employment, rather than to the need of such an officer. But in this we have been disappointed. We are glad, however, to know that the Committee on Public Instruction, of the City Council, at the last meeting of the Council, reported "An Ordinance for the appointment of a Superintendent of Schools," and that it was referred, with a recommendation for its adoption, to

the next City Council ; and we trust that the members of that body will give the subject very early and careful consideration, and be convinced of the necessity for favorable action on the report and recommendation referred to. And as a help to such a decision, we refer them, not only to the appeals which have so frequently been made by the School Committee of our own City, but to the closing remarks in the Report of the School Committee of a neighboring City, whose wants are similar to ours, and which we quote as forcible and to the point : — “ Finally, the efficiency of our school system, and the unity of its working, would be very materially aided by a more special oversight of our schools than they now enjoy. No one member of this Board,—with the limited time he can devote to this service, however familiar he may be with the condition of individual schools,—can have more than a general knowledge of the numerous school divisions committed to our care ; many of which, particularly the Primary Schools, often have only a superficial examination, or are reported to this Board in such general terms as to give but little idea of their condition. Some of them are seldom visited ; inexperienced teachers are often left to conduct their schools, in almost entire ignorance of the systems of instruction pursued in the others—systems, perhaps, as various as the schools are numerous ; and thus the pupils coming to our Grammar Schools are variously qualified. There is needed, therefore, some one so familiar with all our schools, as to know their individual condition ; who shall be able to contrast and compare school with school ; who shall know, from month to month, the studies pursued and the work done in each ; who shall

be able to point out defects where they exist, and to show their remedy, and be equally observant of the excellences any where manifest, in our own schools or elsewhere, and secure their imitation ; who shall be able to encourage the inexperienced teacher, and to give counsel as to the best mode of securing order, punctuality, cleanliness, and love of study ; who shall be deeply interested in the schools he visits, and be able to interest and benefit them by suggestive remarks and questions respecting their studies ; who shall be able to secure uniformity—to see that the Primary are aiming at some common standard of preparation for the Grammar Schools, and that some common standard of promotion is there observed—and who can keep this Board constantly posted in respect to the condition of each school. Also, in looking after our school buildings and grounds, in providing by timely repairs against needless decay, in guarding against wasteful extravagance, and in the economical supply of the various wants of our schools, the time of a suitable person could be very advantageously employed,—there having been found elsewhere a great economy of expense in such supervision.”

The Semi-Annual Reports represent the Schools as being in a satisfactory condition ; but the word satisfactory is, of course, used in a qualified sense. As a general thing, the teachers are faithful in their duties, so far as attention to the prescribed studies is concerned, and the discipline of the schools is very well kept up. But there is much difference in the management and influence of the several teachers ; and the obligations and responsibilities of their situations and their

profession, seem to be variously estimated and appreciated by them. The real object of general education appears sometimes to be but imperfectly understood by those who are employed and paid to promote it. To teach Reading, Writing, Grammar, and Arithmetic, are of course essential, and they are required by the School Regulations ; but to encourage by precept and example, good manners, good temper, neatness, frankness, fairness and truthfulness, are not always, we fear, remembered as among the requirements of the Statutes, and the lessons which will tell the most upon the future character and prosperity of the Commonwealth, its cities and towns. *Corporal punishment*, which is allowed in certain cases by the Board, conditioned that a record of its infliction shall always be kept by the teacher, is doubtless too often made to take the place of good advice and good example ; and the frequency of its infliction has, we fear, a damaging influence upon both teachers and pupils. On this subject we have had many inquiries and some complaints ; and cautions and suggestions, such as seemed to be needful, have been given to the teachers. We do not forget the perplexities and annoyances which are always arising in school government. - We know how the patience is tried, and the temper put to the test ; and we recognize the fact that *the authority of the teacher must be fully maintained*. But at the same time we appreciate and understand the feeling which seems to be general among parents, that in all ordinary cases some other corrective would be better than the infliction of bodily pain. And with this opinion we feel that all thoughtful teachers should coincide ; and in their efforts for *improvement in school govern-*

*ment*, for that is the point which we have in view in making these remarks, that they should pursue such a course as will exercise and strengthen the higher rather than the lower emotions and tendencies of the children under their charge. And in this work the parents must co-operate, if success is to be the result. Corporal punishment and bad example must be discontinued in the homes of the children; for it is almost always with those whose parents are severe and careless, that the necessity for severity seems to exist in the schools. To reach the highest good—to send out from our schools children instructed not only in the ordinary branches of school study, but in the importance of self respect, and respect to the rights and feelings of others, the united effort of parents and teachers will be requisite. Substantial character, and real excellence, can be formed only by the cultivation of the higher and finer faculties and feelings, and on this foundation must rest our faith in the advantages to be derived from general education.

By order of the Committee,

TIMOTHY T. SAWYER, *President.*

Charlestown, December, 1861.

GEORGE B. NEAL, *Treasurer, in account with Trustees of Charlestown Free Schools.*

DR.

1861.	Jan. 1.	To Balance brought forward,.....	956.55
	" 25.	Interest of City Treasurer, on \$5000 Note,.....	150.00
	July 22.	" " " \$5000 Note,.....	150.00
	" "	" " " \$600 Note,.....	36.00
			<u>\$1.292.55</u>

CR.

1861.	Jan. 18.	By paid Elliott & White, Cyclopædia No. 11,	3.50
	April 27.	" as follows, gratuity, as per vote passed April 18, 1861:—	
		Joanna S. Putnam,.....	25.00
		Susan L. Sawyer,.....	25.00
		Sarah E. Smith,.....	25.00
		Malvina B. Skilton,.....	25.00
	June 12.	" Elliott & White, Cyclopædia, No. 12,	3.50
	Oct. 28.	" " " " No. 13,	3.50
			<u>110.50</u>
		Balance, in Savings Bank,.....	800.00
		" Cash,.....	382.05
			<u>\$1.292.55</u>

GEORGE B. NEAL, *Treasurer.*

Charlestown, December 20, 1861.

We, the undersigned, a Committee appointed by the Board of Trustees for the purpose, have examined the within account, and the vouchers therefor, and find the same correctly entered and cast; the balance on hand being \$1.182 05—\$800 of this sum being a deposit in the Charlestown Five Cents Savings Bank, upon which interest has accrued from the different dates of deposit.

WM. W. WHEILDON, } *Committee.*  
JOHN SANBORN, }

Charlestown, Jan. 15, 1862.













