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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE,

OF THE

City of Charlestown.

DECEMBER, 1864.



BOSTON :

PRESS OF LOCKE & WILDER, 143 MILK STREET.

1865.

CITY OF CHARLESTOWN.

IN SCHOOL COMMITTEE, Dec. 15, 1864.

Rev. Mr. Miles presented the Annual Report of the Board, which was accepted; and it was voted that the usual number of copies be printed for distribution.

Attest :

F. A. DOWNING,
Secretary.

SCHOOL REPORT.

The School Committee commence their Annual Report with a grateful recognition of that gracious Providence, by whose favor our Schools have quietly, uninterruptedly, and with a commendable degree of success, prosecuted their important work through another year. Notwithstanding the great demands made upon us by the war, which we are waging, to crush a gigantic and wicked rebellion, and to transmit unimpaired to posterity the priceless boon of Republican Government, and of civil and religious freedom, a generous provision has been made for, and a watchful vigilance exercised over, the interests of Education among us. While profoundly grateful that the excitement and confusion incident to the times have not interfered with the progress of our Public Schools, we improve this occasion to convey the meed of sympathy to those cities and communities which have not enjoyed a like felicity; nor can we refrain from expressing the hope that ere another year "completes its round" peace, established in righteousness, may shed upon the land its benign influences, and our beloved nation,

ennobled and purified by suffering, may be permitted to direct all its mighty energies to the promotion of virtue, intelligence, religion, and all the pursuits of peaceful industry. It hardly needs to be said, that any Report, even though extended much beyond those limits within which it is proper for this to be confined, can, at most, give only a very concise and meagre account of the incessant pains-taking and labor requisite properly to care for and promote the welfare of our Free Schools. The responsibilities of the School Committee, and the importance of a faithful discharge of their duties, are not likely to be over-estimated. Properly to superintend the public education of the five thousand children gathered into our schools, which require the services of between ninety and one hundred Teachers, is no sinecure. And it is proper for the author of this Report to say, that the members of the Board, without other remuneration than the consciousness of doing good, have cheerfully and patiently bestowed time, and thought, and labor, holding in addition to their regular bi-monthly meetings several especial meetings; and besides the protracted semi-annual examinations, making frequent visits to the Schools. And yet, while the Committee have reason for gratification with the results of the past year, they are far from feeling that a perfect standard has been reached, and are well convinced that "Onward and Upward" ought to be our watchword for years to come.

APPROPRIATIONS, &c.

In compliance with the requirements of the new City Ordinance No. 26, the School Committee, in the month of February last, presented to the Committee on Finance of the City Council, an estimate of the expenses of the Public Schools for the next financial year, stating the amount required for Salaries, for Incidental Expenses, and for Alterations and Repairs of school houses. By a provision of the same Ordinance, the Committee of the City Council on Fuel and Lighting Streets, were authorized to purchase fuel for the Public Schools, and charge the expense thereof to the appropriation for the Support of Schools ; and at their request, the School Committee made an estimate of the quantity of coal, wood and bark which might be required, also the probable amount to be paid out for labor on the same. Previous, however, to the final passage of the Appropriation Bill by the City Council, in consequence of numerous petitions from the Teachers, presented to the Board, asking for increased salaries, and, it being apparent to the members of the Board that the salaries then paid to the Teachers were inadequate to their reasonable support, on account of the increased cost of living — it was voted to ask the City Council, to add \$4000 to the amount first proposed by the Board for salaries. This request was

readily and cheerfully granted, and the appropriation for the Support of Schools, as finally passed, was as follows, viz :

For Salaries	\$46,050
Incidental Expenses	5,650
Alteration and Repairs of School Houses,	2,500
Fuel, and Labor on same	5,000
	<hr/>
Total	\$59,200

The City's proportion of the State School Fund is included in the above, amounting this year to \$1,156.44, so that the amount actually raised by taxation for Support of Schools during the current year, is \$58,043.56.

It is hoped that the above liberal appropriation for maintaining our Public Schools during the present year will be sufficient, although it would not be strange, neither would it evince a want of foresight on the part of the members of the Board, in view of the rapid rise of late in the price of everything required for carrying on the Schools, if the expenses should considerably exceed the amount appropriated. Of this, however, we feel confident, that the appropriation for salaries will be sufficient for that purpose.

Of the income of the Trust Fund in the hands of the Treasurer of the Board, there has been judiciously expended during the year, for Lectures, School Concerts, Maps, Writing Tablets, a full set of the American

Cyclopædia for the High and each of the Grammar Schools, and convenient Book Cases to contain the same, for Apparatus and Chemicals for the High School, and for many other things of utility to the Schools, the sum of \$1,115.33.

The salaries of Teachers for the year are as follows, viz:—

Principal of High School	\$2,000 00
Sub-Master "	1,000 00
1st Assistant "	700 00
2d " "	525 00
3d " "	450 00
4th " "	400 00
Principals of Grammar Schools, each .	1,400 00
Sub-Masters " "	1,000 00
Assistants " "	400 00
" " "	375 00
" " "	350 00
Teachers of Intermediate Schools, each .	425 00
" Primary Schools, each	400 00
" " "	375 00
" " "	350 00
" Music	850 00

WRITING.

At one of the early Sessions of the Board, an order was passed appointing an Especial Committee to consider and report what measures might be taken for securing in our High and Grammar Schools, a greater degree of excellence in the very useful and ornamental branch of education—Penmanship or Chirography. It was found that writing was not taught in the High School, and that there was not a uniform system in the Grammar Schools. After an examination of different systems the Committee decided upon that which is known as “Payson, Dunton & Scribner’s,” which had already been introduced into a part of our Schools, and availing themselves of the liberal offer of Messrs. Crosby and Nichols, the publishers of the system, they obtained the services of Prof. Harrison, who devoted several weeks to giving instructions in Penmanship in the Schools. Prof. Harrison is a perfect master of the system, and as taught by him writing is not a mechanical art, but a highly intellectual and improving science. The proficiency made by the pupils while under his instruction, and the favorable impulse given to this department, of culture, were truly gratifying.

LECTURES.

In the month of May the Committee made arrangements with Prof. W. D. Gunning to give a course of famil-

iar scientific lectures, more especially for the benefit of the pupils of the High School. These lectures were given weekly in the commodious and pleasant hall of the High School Building, and were eminently entertaining and instructive in their character. Being given on Saturdays, at noon, they were attended and enjoyed by a large number of the Teachers of the other Schools, and, also, by quite a number of our citizens. Prof. Gunning possesses an unusually happy faculty of simplifying the great truths of nature, and of presenting them in a form greatly to interest and instruct the young. The influence of these lectures, upon all who attended them, in awakening thought, in enlarging and elevating their conceptions of the grandeur and beauty of the Creator's works, must have been exceedingly happy.

READING AND ELOCUTION.

The Committee regard the ability to read with proper spirit and expression, one of the first accomplishments, and they would feel that our Schools were failing to accomplish their object if they did not secure this end. This is a department of education which admits of indefinite improvement; and, in considering how the most could be done to promote progress in this direction, the Committee have been led to introduce the new series of Readers prepared by Mr. Hillard, the fifth and sixth of which series contain a very lucid and philosophical statement of the rules and principles of good

reading and speaking, by Prof. Mark Bailey, of Yale College. The Committee esteem themselves fortunate in having been able to arrange with Prof. Bailey to give a course of familiar lectures and instructions to all our Teachers upon vocal culture and elocution. These lectures were given at the time of the introduction of the new Readers, in October last, and we have reason to think were highly appreciated by the Teachers, and that they will, through the Teachers, have a most decided influence in elevating the standard of reading in the Schools. Prof. Bailey also gave lessons in the High and each of the Grammar Schools.

MUSIC.

This important and delightful branch in our system of education, as in several former years, has been taught by Mr. W. H. Goodwin, and the commendation accorded to him by previous reports, is fully justified by his labors and his success the past year. By his faithful and efficient efforts our Schools have been advanced to such a degree of excellence in this department, that they need not fear comparison with the Schools of any other cities in this respect.

PRIMARY SCHOOLS.

Our Schools of this grade now number thirty-one, one having been added to the list the past year, and the prospect is that, at least, one or two more must be added during the coming year. The Committee, learning that the rooms occupied by Engine Co. No. 4, in the building on Common Street, are soon to be vacated, have already applied to the City Council to have these rooms fitted up for Schools of this grade. These Schools are frequently spoken of as holding the lowest place in our system, but there is an important sense in which they may be said to hold the highest place. Properly to draw forth and direct the tender and pliant faculties and powers of these little ones, and to start them aright upon the career of education, requires qualifications in the Teacher of the highest order. No Teacher who justly estimates the work of superintending and cultivating these spiritual nurseries and gardens, is in danger of feeling that her literary and religious attainments, her tact and judgment, and her resources generally, are greater than her sphere demands. The danger against which all, and especially Teachers of Primary Schools, need assiduously to guard, is that of falling into a mechanical routine, and of being satisfied with going through with a set round of exercises, whereas their minds ought to be constantly on the alert, and ever

active in devising means for applying to the discharge of their daily duties, whatever valuable results are from time to time disclosed in the progress towards a more perfect knowledge of this great subject of education of the young. While we are averse to fanciful innovations, we are of opinion that "object teaching," as it is termed, might, with advantage, have a larger place in our Primary Schools. The Reports of the members of the Board, who have been respectively charged with the care of those Schools, represent the Teachers of them, as a general thing, to be faithful and successful, and a goodly number of these teachers are spoken of in terms of high commendation.

INTERMEDIATE SCHOOLS.

These Schools, as their name implies, are designed for a class of pupils who are too old for the Primary Schools, but who, for various reasons, are not qualified for the Grammar Schools. Although it has sometimes been intimated that they are superfluous, yet, we see not how they can well be dispensed with in our city. We believe they are at present doing a necessary and important work. A definite knowledge of their present condition may be gathered from the following extracts from the Semi-Annual Reports of their Sub-Committees. Of No. 1, the Committee, in his first Report, says:—

“ This School was found to be in an excellent condition. Miss Miles has the happy faculty of interesting her pupils to such an extent that disorder and truancy are rare, and the pleasant ‘ good-night ’ at the close of each day from nearly all the scholars, indicates that they are truly mindful of the untiring efforts made in their behalf by their Teacher. ”

Of No. 2, Mr. Smith, in his first Report, says:—“ This School passed a very satisfactory examination. The Teacher labors with much earnestness, and her efforts meet with good success. The progress of the School is much impeded by the evil of truancy, and measures ought to be adopted to secure a more efficient truant police.”

From Mr. Smith’s second Report we take the following:—“ The progress of this

School during the past term has been very gratifying. Schools of this grade in a city like ours, are unquestionably of great value in educating a class of children, who would be much neglected if the policy of merging these Schools with the Primary and Grammar Schools should prevail. The want of a more efficient truant police is severely felt at this School. I regret to report to the Board the loss of the services of so valuable a teacher as Miss Walker, who has been obliged to resign on account of ill health. She has administered the affairs of the School the past two years with marked ability."

It is to be hoped the evils referred to in these reports resulting from the want of a more efficient truant police, which evils, we regret to say, are not confined to this one School, but which are felt in many of our Schools, will speedily secure that attention, which will effect their removal.

WINTHROP SCHOOL.

Teachers.

B. F. S. GRIFFIN, *Principal.* CALEB MURDOCK, *Sub-Master.*

Assistants.

MARY L. SHEFFIELD,	MARY F. GOLDTHWAIT,
SOPHIA W. PAGE,	EMILY B. BROWN,
SARAH H. WOODMAN,	ELIZA A. WHITE,
ABBY M. CLARK,	OLIVE E. FAIRBANKS,
ARABELLA P. MOULTON,	ELLEN M. RUGG.

Sub-Committee.

BENJAMIN F. BROWN,	JAMES LEE, JR.,
ARTHUR W. TUFTS,	AUGUSTUS H. HEATH.

Of the state of this School, the Committee say:—

“As heretofore, the examination of parallel divisions was made by placing together the corresponding classes in each division.

“The result of this examination was highly satisfactory to the Committee. The scholars were ready and anxious to perform their part of the work, and the several classes gave clear evidence of much progress during the last half year. The scholars for the most part were self-reliant and thorough, and we think the School justly entitled to a high rank for mental activity.

“Good order is maintained without any especial effort, and the general moral atmosphere of the School is exceedingly good.

“The scholars manifest a sincere attachment to their Teachers, evinced by many a token of affection during

the past term, and the cheerful aspect and kindly feelings of the scholars are marked features of this School.”

In their last Report the Committee say :

“ This School was examined by the Committee during the time prescribed by the Rules of the Board, and found to be in excellent condition, both in point of discipline and instruction.

“ The whole tone of the School is vastly superior to what it was two or three years ago. Most of the classes appeared remarkably well ; some few, however, not meeting the just expectations of the Committee.

“ One secret of the success of this school is a unanimity of purpose, and a hearty sympathy of co-operation in the attainment of that purpose, by the most of its teachers ; many of them spending, daily, hours of extra labor in bringing their classes to their own high standard of excellence.

“ No School, nor Division of a School, can be prosperous unless the Teachers are governed by a high sense of duty, and have a love for their work, being gifted with the requisite amount of will and energy.

“ It is not enough that teachers perform all the agreeable duties of a teacher’s life, and leave the others undone ; but they should regard their business as a profession, and should allow nothing to interfere with the interests of the school, either during school hours, or at any other time.”

BUNKER HILL SCHOOL.

Teachers.

WM. H. SANDERS, *Principal.*

Assistants.

PHEBE A. KNIGHT,
 MARY S. THOMAS,
 JUDITH C. WALKER,
 ABBY F. CROCKER,
 SARAH J. MILLS,

MARIA T. DELANO,
 MARY A. DAVIS,
 MARTHA A. STEVENS,
 C. C. E. GOODSPEED,
 FANNIE B. HALL.

Sub-Committee.

CHARLES F. SMITH, WM. H. FINNEY,
 WILLIAM FOSDICK.

The Committee in their March Report, speak of this School as follows :

“ The Bunker Hill School was examined in as thorough a manner as the large amount of work to be done would permit, and we are gratified to be able to report that in the main the School is in a satisfactory condition.

“ The Teachers are all faithful, and are laboring with zeal to promote the interests of their pupils.

“ The effects of inconstant attendance, so injurious to a school and discouraging to the teachers, are severely felt in some of the divisions.

“ This School, located at the upper end of the city,

is seldom visited by any member of the Board, except those appointed its Sub-Committee.

“ We are pleased to be able to record thus early in the year, one visit from the President of the Board, and hope this example will be followed by other members.”

From the second Semi-Annual Report of the Committee, we give the following extract :

“ The result of the examination of the Bunker Hill School was not so satisfactory as on former occasions. The first division, which has usually given evidence of thorough and faithful teaching, fell much below the standard which we have a right to expect from scholars of that age and rank. Various reasons have been assigned for this result, which it is unnecessary here to enumerate. We have been assured that these causes will not exist the ensuing year ; and we confidently hope that at the next examination the Committee will be enabled to make as favorable report in all respects as on former occasions. Most of the divisions are under the charge of able teachers, and their labors are meeting with gratifying success. This school contains a larger portion of the poor and neglected children than any other in the city. As a class they are very inconstant in their attendance and exercise no little influence in lowering the standard of excellence in the school.

Truancy exists in this district to an alarming extent. An urgent appeal ought at once to be made by this Board to the Mayor and Aldermen, that some place may

be provided for the care of neglected and stubborn boys, who now roam at will, committing petty depredations upon the property of citizens, and laying the foundations for lives of ignorance and crime.”

HARVARD SCHOOL.

Teachers.JOSEPH B. MORSE, *Principal.**Assistants.*ANN E. WESTON,
SARAH E. ARCHER,
MARTHA BLOOD,
ELIZABETH SWORDS,ABBY B. FISKE,
LUCY L. BURGESS,
MARTHA M. BARTLETT,
SUSAN H. WILLIAMS.*Sub-Committee.*ABRAM E. CUTTER, JAMES ADAMS,
WILLIAM PIERCE.

In their first Report the Committee say :

“It is much to be desired in all our schools that the Teachers should not confine themselves so much to the books, and to any every day monotonous routine of labor : the scholars should in all their lessons learn more than just what is in the book. Children may read glibly and with effect ; but it is just as important that they understand what the lesson is about, and know the meaning of the words.

“A good Teacher will interest the scholars, and create a desire on the part of the scholars to obtain knowledge.

“The examination of the Harvard has shown that the School is in good condition : that its Principal is faithful and zealous in his work, and that he has the co-operation of a good corps of female Teachers.

“ On the Friday before vacation, exercises were conducted in all the rooms, showing the daily work of the school ; there was a good attendance on the part of the parents and friends of the scholars, and the exercises were of a satisfactory character to those members of the Committee who were present.”

In the September Report the Committee say :

“ The same plan was adopted by the Committee in this examination as in the preceding one—each member taking a different branch of study and going through the whole School.

“ In Arithmetic the percentage of correct answers through the school was, in written arithmetic about 84 per cent, in mental 86 per cent.

“ Agreeably to the new rule of the Board, the Principal of the School also had a thorough examination of the whole school previous to the one held by the Committee, the record of which is preserved in a book kept for that purpose. This plan, it is hoped, may prove of much benefit to our Schools, as it brings the Principal into direct contact with each scholar ; not merely in cases of discipline, but in their lessons and methods of study and recitation. The record also is very useful for reference at any time, and also for a comparison of results with the Committee’s examination. I find by reference to it that the percentage of correct answers in the school, in spelling was 79 per cent from the Reader, 81 per cent from the Speller ; in

geography, 85 per cent of correct answers ; in grammar, 87 per cent.

“ Since the examination, the resignation of Mrs. Bartlett, Teacher of the 4th division, has been received and accepted by the Board. The committee have just appointed in her place Miss Caroline M. Kimball, a graduate of the Boston Normal School.

“ One of the 3rd divisions in the School has been under the charge of Miss Williams for the past six or seven months.

“ There has been no change in the other divisions of the School : they are under the charge of faithful and experienced Teachers, who have enjoyed the confidence and support of the Board. The Principal is conscientious and successful in his labors, and teaching with him is not all hard work, but in a good measure a labor of love.”

PRESCOTT SCHOOL.

Teachers.WILLIAM BAXTER, *Principal.**Assistants.*

SARAH M. CHANDLER,
 H. A. T. DADLEY,
 HANNAH M. SAWYER,
 ABBIE L. SWAN,
 JOSEPHINE M. FLINT,
 KATE A. LETHBRIDGE,

ELLEN C. DICKINSON,
 MARY G. PRICHARD,
 EMMA L. WHITING,
 MARIA T. SAVAGE,
 ANNIE M. SWAN,
 MARTHA M. KENRICK.

Sub-Committee.

ANDREW J. LOCKE, GEORGE H. YEATON,
 GEORGE H. MARDEN, EDWIN B. HASKELL.

The condition of this large Grammar School is thus indicated by the Committee in their April Report :

“The school is in a good condition. There is no indication of any want of interest on the part of the Teachers that would warrant censure or even admonition. The responsibilities resting upon the Principal of a School of this magnitude are great, and the Committee feel that Mr. Swan fully realizes the nature of his duties, and faithfully discharges them.”

In their second Report the Committee say :

“Our report has been delayed so as to enable us to speak with some degree of definiteness of the new Principal, Mr. Baxter, who has had charge since the

first of June last. The committee feel justified in saying that Mr. Baxter has succeeded well in maintaining good order, has the respect of his pupils and assistant teachers, and manifests a zeal in his vocation as a teacher worthy of imitation. We deem him well qualified for the position he occupies. This school is one of the largest in the city, and is organized as follows : one first division of one grade under the immediate charge of the Principal and his assistant ; three parallel second divisions ; three third divisions, and five fourth divisions. All the Teachers are faithful and competent."

In closing their Report the Committee express their regret because of the resignation of Mr. Joseph T. Swan, and speak of him as one who, through all the long period of his service, had proved himself as a "faithful teacher" and "an honorable and upright man."

WARREN SCHOOL.

Teachers.

GEORGE SWAN, *Principal.*

Assistants.

LETITIA H. MUSSEY,
MARY A. OSGOOD,
MARIA BROWN,
MARGARET VEAZIE,

JULIA A. WORCESTER,
V. A. M. L. DADLEY,
HENRIETTA J. MERRILL,
ANNIE M. TURNER.

Sub-Committee.

NATHAN A. TUFTS, GEORGE B. NEAL,
WILLIAM B. LONG.

In their first report the Sub-Committee on this School speak of the reading as fair, but not entirely satisfactory, and express the result of the examination of the several divisions of the School in the other branches, as follows :

“ Mr. Swan’s division, 94 per cent correct answers ; Miss Osgood’s 93.9 ; Miss Merrill’s 93.3 ; Miss Veazie’s 92.6 ; Miss Fuller’s 89.6 ; Miss Brown’s 83 ; Miss Dadley’s 81.4 ; Miss Worcester’s 79.5 ; Mr. Baxter’s division ranked, in correct answers, about on an average with the first five named above.

“ The Warren School appears to be a happy School ; the teachers are sedulously and harmoniously devoted to their work, and the scholars are studious and well-behaved, conforming to the established rules of the

School. A mild and effective discipline is maintained, and the order of the School is excellent throughout.

“Additional recitation rooms are very much needed. The necessity was so apparent that the Committee on City Property promised them last year, but for some reason the fulfilment of the promise was deferred to this season. It is now hoped the favor may be granted.

“The Committee have devoted much time to the examination, and it is hoped that good will result from it. It is pretty certain no scholar has been neglected who was in attendance at the examination.”

In their second Report the Committee remark :

“The vacancy arising from Mr. Baxter’s election to the Prescott School was filled by Miss Mussey, who has had considerable experience in teaching, and will, we believe, fulfil the high expectations of the Committee in her selection. Miss Turner takes the place of Mr. Swan’s former assistant. She is a graduate of our High School, and enters upon her duties with much promise of success as a faithful and accomplished teacher.

“Mr. Swan deserves much credit for his untiring and successful efforts in promoting the interest of the Warren School. The pupils have a high respect and affection for their Principal, and obey all his orders with promptness.”

HIGH SCHOOL.

Teachers.CALEB EMERY, *Principal.*JOHN G. ADAMS, *Sub-Master.**Assistants.*KATHARINE WHITNEY,
MARY CURTIS,FRANCES M. READ,
HARRIET E. LOVETT.*Sub-Committee.*JAMES B. MILES, NATHAN A. TUFTS,
JAMES ADAMS, GEO. B. NEAL,
WILLIAM H. FINNEY.

The first examination of this School was made in February, and for the purpose of securing thoroughness the different studies were divided among the members of the Sub-Committee. Each member devoted to the particular branches allotted to him, ample time for ascertaining the proficiency the pupils had made, as also, for learning with what degree of fidelity and success the Teachers had been discharging their duties. The Committee consider the ability to read with proper expression, spirit and elegance, an indispensable part of a good education. We trust the time will come when a high degree of excellence in this branch will be attained by our youth before they enter the High School. But for the present, instruction and practice in this important art are imperatively demanded. As a part of

the ceremonies in honor of the memory of Washington, the pupils of the school read the "Farewell Address." Nearly all the pupils participated in the reading, and taking into account all the circumstances, they generally acquitted themselves with credit. A higher degree of excellence would, however, be reasonably expected on a future similar occasion.

The examination in reading and spelling was conducted by Mr. Tufts, and the result of it he expresses as follows :

"A few of the scholars read well, with marked expression ; but as a general thing there was a lack of animation and force. A higher degree of excellence is desirable and attainable. The Teacher is assiduous to advance her pupils in this delightful exercise. The spelling was not satisfactory. I was disappointed in not finding more correct spellers."

In Rhetoric, taught by the third assistant, Mr. Tufts reports :—" They bore a good examination. The recitations were generally prompt and correct. The Teacher is thorough in her department of instruction." Of the class in English Literature, taught by the first assistant, he remarks :—" The examination was highly satisfactory. The scholars recited promptly and intelligently. I think we may regard the Teacher as very superior."

The examination of the classes in Natural Philosophy and Physiology, taught by the first assistant, and of the class in History, taught by the fourth assistant, was

conducted by Mr. Finney, and the result of it he gives in the following language :

“I am happy in being able to report that the recitations *generally* gave evidence of thorough instruction by the Teachers, and of diligence on the part of the pupils. The recitations evince that thorough *oral* instruction has been given, and that the lessons have been made attractive and interesting. Both of these Teachers apparently possess the confidence and esteem of their pupils. In some of the divisions the results of long continued absence were painfully manifest. The attention of parents should be directed to the importance of keeping their children constantly and punctually in attendance upon the instruction freely offered to them.”

The examination of the first and second divisions in Arithmetic, Mr. Adams, teacher ; of two divisions in Physical Geography, Miss Curtis, teacher ; and a class in Chemistry, Miss Whitney, teacher, was made by Mr. James Adams, who reports as follows :

“The recitations in Arithmetic went off finely ; the Teacher having adopted a mental and slate exercise in addition to the regular problems of the book, which served to awaken an interest and enthusiasm on the part of the scholars. One class in Physical Geography made a fair recitation, the other not so good. The class in Chemistry seems to have been well instructed and to have an intelligent knowlege of that intricate science.” Mr. Adams expresses the opinion that a more full illustration of the lessons by experiments would be

an advantage, and adds: "Nothing so interests learners, from little children upwards, as oral instruction combined with full illustrations, and the more we can adopt them in our systems of instruction, the more certain we shall be of interesting the scholars, and making the daily business of study, not only more profitable, but also more appreciable and pleasant."

Mr. Neal examined all the classes in French and several classes in Latin, and expresses satisfaction with the proficiency of the most advanced class in French, taught by the second assistant, and commends the Teacher as "excellent in all respects." Of the classes in French, under the charge of the Sub-Master, he says: "The examination of the first was very satisfactory; but the members of the second class did not acquit themselves as well as I could have wished. I consider the Sub-Master as a teacher of French, most excellent; his classes in Latin, also, passed a satisfactory examination, and I found him, as a teacher of Latin, thorough, exact and critical. Of the beginners in Latin, under the instruction of the third assistant, Mr. Neal reports favorably and says of the teacher: "She is patient and untiring, and if her pupils do not make great progress it is not her fault."

The examination of the classes in Virgil and Cæsar, and in Greek, taught by the Principal, was conducted by the Chairman, and was generally satisfactory. While some of the pupils did not evince that minute and thorough knowledge of grammatical principles,

which is essential for excellence in classical study, others acquitted themselves creditably in this respect. In some instances the pupils showed a lack of confidence in the correctness of their knowledge. It does not suffice for scholars to recite correctly; they should be able to give the reasons which substantiate the correctness of their knowledge. The February examination disclosed some tendencies in the School detrimental to its good order and highest usefulness, which were speedily checked by the prompt and energetic action of the Board.

The Annual Public Examination of this School was held on the twenty-third of July. The day was propitious, and a large number of the parents of the pupils, and of our citizens interested in the cause of education, were present. The exercises consisted of recitations, conducted by the Teachers according to their daily custom, declamations by several of the Lads, compositions read by a number of the Misses, and the singing of select pieces by the School. The recitations were so arranged that all the pupils were examined in some one branch at least. The scholars were called at random upon all parts of the studies, and almost without exception they acquitted themselves with credit. In such branches as admitted of it, the scholars gave entertaining illustrations of the practical application of their knowledge. The class in Botany showed a good degree of familiarity with the analysis of flowers, and the class in Chemistry performed successfully various

interesting experiments in that science. The declamations were rendered with spirit, and in a style of elocution quite commendable. The compositions evinced thought, culture and taste. The whole impression of the examination was indicative of the fidelity and efficiency of the instructors, and of a praiseworthy degree of diligence on the part of the pupils, and gave evidence that our High School is an honor to our city, and is worthy of the confidence and admiration of our citizens. In April the Committee received and accepted the resignation of Mr. Stetson, the Principal, and they esteem themselves exceedingly fortunate in being able to restore to the head of our High School Mr. Caleb Emery, who some years since occupied the position and discharged its duties with great acceptance, and whose long and successful experience as a Teacher, and whose eminent qualifications for the place he now fills, give assurance that, under his management, all the interests of the School will be advanced. We will add here simply that at the July examination he was found to be satisfying the high expectations that had been entertained in regard to him.

RE-ORGANIZATION OF THE HIGH SCHOOL.

For a year or two past this subject has engaged the attention of the School Committee to a greater or less extent, and as it is one in which all our citizens are interested, it has been thought best to give, in this

connection, the following Special Report, which was adopted by the Board in July last :

Report of the Sub-Committee on the High School.

At a meeting of the Board of School Committee held January 21st, 1864, the following order was passed :
 “ Ordered, — That the Committee on the High School be directed to consider and report what measures can be adopted so to divide the School into departments as to enable the pupils to pursue either the study of the Classics or the advanced English branches, at the option of the parents.”

The Committee on the High School, in compliance with the above order, beg leave to submit the following Report : —

The Charlestown High School has for a term of years maintained a high rank among similar institutions in our Commonwealth. Tested by the facilities, which, according to its present organization, it furnishes for preparing young men for our Colleges ; and pupils, of both sexes, for an efficient and honorable prosecution of the various callings which Providence has assigned them, our High School, we take pleasure in saying, holds an enviable position. It is with no little satisfaction that we are able to point to its graduates acquitting themselves with honor in the learned professions, taking rank among the first scholars in our Colleges, and adorning the various walks of life. Standing at the head of our School System, and constituting in an

important sense its crown and glory, this School has naturally enlisted the deep interest of our citizens, as well as that of the School Committee. The High School Committee, while expressing their unfeigned gratification in view of the rich benefits which have flowed and are flowing from this institution, do not wish to convey the impression, that, in their opinion, the School has reached the maximum of excellence. They have no doubt it is capable of improvement, and would deem themselves remiss in the discharge of their duties were they not properly attentive to the means by which its defects can be remedied and its usefulness increased. They regard the duty enjoined upon them by the order of the Board as one of more than usual importance, and one whose wise or unwise performance will be followed with consequences for good or evil, far reaching and of great magnitude. It were comparatively easy to make changes and innovations, which, while their novelty lasts, would seem to be improvements. But we are to receive it as a first principle, that changes in existing arrangements, in themselves considered, are an evil, and that the presumption is against them. The benefits likely to result from the innovation must seem to be tangible and decisive, before we are justified in making it. The question submitted to the consideration of your Committee, was in substance:— Will the High School more perfectly accomplish its purposes by substituting, in the case of those who wish it, an English course for the Latin? The School Board has granted

to the High School Committee time for a thorough and comprehensive consideration of this question ; and, it may not be inappropriate to say, your Committee have neglected no means which appeared likely to aid them in coming to a right conclusion. They have devoted much time to the discussion of the question among themselves, and in conference with the Teachers of the High School. They have visited other High Schools that they might observe the practical working of the system contemplated by the order of the Board, and have conferred with School Committees, Superintendents and Teachers on the subject, and as the result of all, they have come unanimously to the conclusion, that the change is not desirable. The limits of this report, by no means, allow a detailed statement of all the reasons and arguments which have had weight in bringing us to this decision. We have found that there is in some minds an erroneous idea in regard to the time, which, by the present arrangement, is devoted to Latin. Some seem to think pupils are compelled to study Latin during the entire school course, whereas they are required to study it but about two years — a time, if they are faithful, sufficient, but not more than sufficient, to prepare them to appreciate the uses and the beauties of the language, or to determine whether they have a taste for it or not. It is not to be inferred that Latin is the prominent study of the School, from the fact that all the pupils are required to study it: it must be borne in mind that all the pupils are required to attend to each

study. The fact is, Latin, according to the present organization of the School, occupies hardly one-sixth of the study time ; five-sixths of the time and attention of the pupils is devoted to English branches, and all are required to study Mathematics for three years, or a year longer than Latin is required.

It has been urged, that it is on account of our present requirements as to Latin, that so few of the boys who enter the School complete the course and graduate. But this is a most manifest mistake, as is shown by the fact, that the very same evil exists in High Schools that are organized on the plan of English and Classical departments, like the Providence and Worcester High Schools ; it even extends to schools instituted for study for a particular end or profession, as West Point, Boston Latin, Boston High, Roxbury Latin School, indeed, the evil is of universal prevalence, and the origin of it is not to be sought in the internal arrangements of the schools, but in the improper haste which characterizes too many of the young people of our time and community to finish their education, and obtain situations in counting rooms, shops and stores ; in a word, to get started in life. We are sorry to be compelled to say that a part, at least, of the blame for this evil is to be attributed to parents. Not pondering and appreciating the importance of having the minds of their children carefully disciplined and well stored with knowledge — in some instances, too little esteeming the rich advantages afforded by the school, and eager to

have their sons earning something, as they express it, they allow them, or require them, to stay in the school only to such a time as some opening in business shall be found for them. Would that all parents understood what, we are glad to say, some parents do understand—the irreparable injury that is done to young men or young women by cutting short the period of their education and by starting them in life prematurely. On the score of economy alone, parents will find it better in the end to keep their children in the school until the completion of the course, even if they must make no inconsiderable sacrifices at the time to do it. We regard with no little admiration those parents of narrow means, who cheerfully accept extra hardships and toil, rather than take their children from School before they have completed their course of study. We speak, of course, of such children as improve their school privileges.

It has been intimated that our citizens, the supporters and patrons of the school, demand the change under consideration. Your Committee think they have abundant reason for supposing this is not true of a large majority of them.

A few years ago, Mr. Gay, the Principal of the High School, at the request of the School Committee, proposed the following question to the School, which then numbered about two hundred: “How many desire to leave off the study of Latin, or how many know that it is their parents desire to have them do so?” “Out of

that large number about a dozen only expressed a wish to leave off the study, and those in different classes. As it would not be expedient to form a class for the study of English for so small a number, the matter was dropped." In all probability were the same question repeated to the school to-day and sent home to the parents, the result would be essentially as it was then.

Moreover, we add a fact derived from the teachers, and a fact of no little significance, that, "Of those who wished to give up Latin there were almost no *good* scholars, i.e. good in Latin or any other study; also, that at the end of the two years, or at the time the class is separated into an English and Latin division, the Latin division absorbs the greater part of the talent and scholarship of the class. In the English division, with *some good* scholars, are always found those who openly avow that they take the English *that they may have an easier time.*"

It is not compatible with the limits of this Report, so much as even to hint at all the advantages which accrue from the study of the Latin, or the reasons, which, in the opinion of the Committee, make it indispensable in the course of study in the High School. Upon this point a volume might be written. Let it be remembered in the outset, that it is a mistake to suppose that those pupils, who do not gain a sufficient mastery of the language to read it with facility, derive no advantage from its study. Let it be remembered that the prime end of education is to develop, *e duco*, to draw forth or

draw up the faculties and powers of the mind, and to give maturity and vigor to them, and to promote their symmetrical and harmonious growth. As means for the accomplishment of this end, the Ancient Classics are without a rival.

While the Mathematics are indispensable for cultivating the power of close attention, that rigid intense application, which is necessary to detect the connection of the various links in a chain of reasoning, the Classics perform an office no less important, in calling into exercise the faculties of judgment, comparison, memory, in refining the taste, and imparting to the mind a delicate and discriminating sense of the beautiful. It would be interesting did our space permit, to consider minutely the process through which the mind of the student passes, in his endeavor to arrive at the exact thought, or shade of thought, expressed by some passage of a dead language. No one can have an intelligent conception of what that process is without seeing that its influence must be most efficacious in promoting the ends of a true education. The object of the High School is not merely to impart knowledge ; it is to enlarge the capacity of the mind, so that it can receive richer and more abundant stores of knowledge in after years. The study of Latin is a very effective instrument in this enlarging process. A knowledge of the Latin is, also, essential to the best appreciation of the force and elegance of our own language, many of the words of which are derived from the Latin. Without this know-

ledge, many scientific and philosophical terms cannot be fully understood, and many of the rarest beauties of the English language cannot be appreciated. If one would possess the power really expressed by that much misunderstood expression, "A good command of language," he must acquire it by gaining a knowledge of the Classics. We can but applaud the wisdom of the School Committee of Boston, who we are credibly informed, make a classical education an essential qualification of the principal teachers of their Grammar Schools. Whether they have adopted that principle or not, we would earnestly recommend to our Board, in all future elections of new teachers to the positions of Masters of our Grammar Schools, to insist upon a knowledge of the Classics as essential.

In concluding this Report, your Committee would suggest the propriety of a careful examination of the course of study in the High School, and the possibility of its revision by some minor changes, but it is their unanimous and decided conviction, that the radical change referred to in the order of the Board, would be a step backward. It would lower the standard of scholarship, work more or less of confusion, and in many ways prove detrimental to the High School.

JAMES B. MILES,

For the Com. on the High School.

July 7th, 1864.

VENTILATION OF SCHOOL BUILDINGS.

Recently the attention of the Board was called to this important subject, and an Especial Committee was chosen to take the matter into consideration and report. The Committee find our School Houses generally defective in the means of thorough ventilation. Several of the Primary School rooms, and of the recitation rooms in the Grammar and High School Buildings, especially, demand immediate attention. It is a serious question — If the injury the children receive from breathing the tainted and poisonous air of those rooms, does not, in a great measure, counterbalance the benefits they receive from the Schools.

Any method of ventilating school buildings, which requires the opening and shutting of windows while the schools are in session, will fail to accomplish its object. Besides endangering the health of the pupils by exposing them to currents of air, the teachers in their press of occupation, cannot be expected to exercise that care which is requisite to keep the rooms in a healthful condition. In the advance of science and its practical applications, systems of ventilation have been discovered, which are both safe and effective, and which can be applied at a reasonable expense. They have borne the test of successful experiment, and it is hoped our Schools may soon enjoy their benefits. Certainly those two great boons which a beneficent Creator bestows upon us in unstinted measure — pure air and pure water — should not be denied to our youth.

SUPERINTENDENT OF SCHOOLS.

The School Committee in several of their Annual Reports have expressed their conviction, that, for the promotion, in the highest degree, of the success of our Schools, a competent and efficient Superintendent of Schools should be appointed, and they have made an appeal to the City Council for the passage of an ordinance creating such an office. Probably the exigencies of the times, imperatively demanding economy in public expenditures, have occasioned delay in this matter. But the School Committee are so fully impressed with a sense of the importance of this measure, that they most respectfully and urgently renew their appeal. The urgency of the demand for such an officer increases yearly with the ever expanding growth of our Schools, and the increasing labor that devolves upon the Committee. The members of the School Board, with very rarely an exception, are persons actively engaged in the duties of professional or business life, who cannot command all the leisure requisite properly to attend to all the daily details and demands of the most effective guardianship of the Schools.

There is no doubt the usefulness of a Superintendent would be great, should he be a person possessed of the right qualifications. It is hoped our Schools may soon have the services of such an officer.

CONCLUSION.

In closing their Report the School Committee heartily congratulate their fellow citizens upon the rich benefits flowing from our Public Schools. We believe these benefits, silently and often imperceptibly dispensed, are such as words fail adequately to describe. But, let it not for a moment be supposed these benefits are as many or as rich as they might be — as they ought to be. In our Schools there are yet evils to be remedied and imperfections to be removed. While their condition is in many respects gratifying, we ought by no means to be satisfied with the progress they have already made. It becomes the School Committee, the Teachers, the Parents of the Pupils, and all who have the common welfare at heart to enquire — How can the standard of our Public Schools be elevated and their greatest efficiency promoted? Notwithstanding all that has been said and written upon the subject of education, its magnitude and importance are not yet fully understood. Erroneous and partial views are still too prevalent. It would require volumes to express all that is comprised in a “good education.” It embraces the perfect culture and development of the child as a complex and immortal being, uniting in himself body, soul and spirit. Recognizing the truth expressed by the familiar words, “*Sana mens in sano corpore,*” the guardians of education

must have a constant care for the health and physical training of the young, not suffering them to be poisoned by breathing the tainted air of ill ventilated rooms, or compelling, by means of badly constructed seats and desks, their supple members and bodies to grow into deformity ; or allowing them to contract disease by disregarding any sanitary rules. Nor in relation to the spiritual nature of the children must they limit their regard and endeavor to the intellect alone. Our Schools do not perform their whole work when they cultivate the understanding, the reason, the memory, the imagination, and the intellectual powers alone. Important as this work is, equally important, yea, of greater importance, is the proper culture of the heart, the right development of the conscience and the entire moral and religious nature of the child. Our Public Schools, supported by citizens of all denominations and religious creeds are to be kept free from sectarianism. But it does not hence follow that the principles of Christian morality, a sacred regard for truth and honesty, hatred of falsehood, injustice and wrong, love of right, respect for the rights of others, reverence and love for God, and the virtues and graces that adorn humanity, are not to be diligently inculcated. All sects meet on the broad platform of Christian morality ; and without infringing on the rights of any sect Christian morality may be taught, and “ a general Christian tone pervade the school both in its instruction and discipline.” Centuries since, Socrates, the noblest of the sages of Greece, uttered

words whose deep meaning we do well to ponder. They show the exalted position of the school, and the dignity of the Teacher's profession. He says: "The true Government of a nation must begin with the education of the child, and it is far higher and better to form men to be virtuous citizens and enlightened rulers than to be one-self the chief of the state." And the noble founders of our Government regarded intelligence and morality, and religion, as the only sure guarantees of the stability of our Republic. Says the sainted Father of our country, in his immortal "Farewell Address:" — "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." And Alexis de Tocqueville, that able expounder of our institutions, says: — "The Americans of all classes and all parties, hold religion to be indispensable to the maintenance of Republican institutions." And he adds these significant remarks: "Despotism may govern without faith, but liberty cannot. How is it possible that society should escape destruction, if the moral tie be not strengthened in proportion as the political tie is relaxed? and what can be done with a people who are their own masters, if they be not submissive to the Deity?" Our beloved and honored Commonwealth does, therefore, but meet the demands of patriotism, when by statute it enjoins upon all the instructors of youth within its borders, to impress upon the minds of the young, "the principles of piety and justice, and a sacred regard to truth, love of their

country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornaments of human society, and the basis upon which a Republican Constitution is founded." Expressing the hope that our Public Schools, by the blessing of God, may enjoy uninterrupted and increased prosperity in the year and the years to come, the Committee close their Annual Report.

By order of the Committee,

JAMES B. MILES, *President.*

CHARLESTOWN, DECEMBER, 1864.

SCHOOL RETURNS AT THE SEMI-ANNUAL EXAMINATIONS.

HIGH GRAMMAR & INTERMEDIATE SCHOOLS.	Term ending February, 1904.										Term ending August, 1904.											
	Whole number during the Term		Boys.		Girls.		Whole number at close of Term		Boys.		Girls.		Average Attendance.		Present at Examination.		Over 15 years of age.		Under 15 years of age.		No. of visits of Committee.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
High School	157	38	119	119	37	112	117	113	117	32	26	117	34	113	127	32	95	131	126	111	16	25
Banker Hill School	677	347	330	333	278	325	451	371	40	523	41	631	315	319	452	229	252	421	399	2	450	77
Warren School	156	215	221	300	182	208	312	148	4	386	32	37	197	193	321	156	168	279	299	6	318	65
Winthrop School	158	308	310	536	269	267	458	348	9	527	85	558	281	271	431	291	227	408	492	5	426	43
Harvard School	468	230	228	356	189	197	511	319	8	378	71	419	208	211	511	153	126	276	257	6	395	57
Prescott School	713	368	375	639	315	324	557	569	6	633	51	619	325	321	570	286	284	517	467	13	557	110
Intermediate School, No. 1	90	41	49	66	33	33	35	55	5	66	5	88	39	49	56	27	29	32	50		56	2
Intermediate School, No. 2	79	40	39	63	30	33	38	45		63	5	75	35	40	60	21	36	36	50		60	4

3258 1587 1671 2762 1333 1129 2312 2159 151 2608 319 2957 1134 1523 2331 1162 1229 2103 2032 143 2288 383

No. of Schools.	Term ending February, 1904.										Term ending August, 1903.										SAC-COMMITTEE OF PRIMARY SCHOOLS.				
	Whole number during the Term		Boys.		Girls.		Whole number at close of Term		Boys.		Girls.		Average Attendance.		Present at Examination.		Over 15 years of age.		Under 15 years of age.			No. of visits of Committee.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.		
Primary Schools.	Primary Schools.																								
TEACHERS' NAMES.		TEACHERS' NAMES.																							
1 Ellen M. Crafts, Charles Street.	91	51	43	74	45	29	56	61	29	25	71	4	Ellen M. Crafts,	113	66	47	76	46	39	67	27	33	24	76	4 Wm. B. Long,
2 Elizabeth W. Yeaton, Mead	89	49	31	67	42	25	51	42	27	15	67		2 Elizabeth W. Yeaton,	85	53	32	69	41	28	53	56	32	24	69	5 Wm. H. Finney,
3 M. Josephine Smith, Mead	79	28	32	61	38	23	47	50	20	20	61		3 M. Josephine Smith,	81	47	34	70	41	29	50	48	32	16	70	3 Wm. Fosdick,
4 Malvina B. Skilton, Mead	66	23	33	61	29	32	48	48	27	21	61		4 Malvina B. Skilton,	61	31	30	58	31	27	46	42	23	19	58	2 Wm. Fosdick,
5 Martha B. Hale, Elm	69	32	37	66	30	36	47	45	21	24	66		5 Martha B. Hale,	80	36	44	66	32	34	52	62	29	33	66	8 Chas. F. Smith,
6 M. Caroline Sawyer, Mead	88	41	47	73	43	39	57	57	29	73		6 M. Caroline Sawyer,	91	50	41	75	43	33	79	46	47	32	29	73	6 A. W. Tuffs,
7 Mary A. Foster, Boylston Chapel	62	28	34	26	28	44	51	26	27	53		7 Mary A. Foster,	71	33	38	62	29	33	51	54	23	31	61	4 Abram E. Cutter,	
8 Isabel Washburn, Cross Street.	72	30	42	57	21	33	45	38	18	20	56		8 Isabel Washburn,	76	30	46	61	29	35	51	54	24	30	53	11 Wm. Pierce,
9 Ellen T. Knight, Cross	72	40	32	56	31	25	45	36	21	15	56		9 Ellen T. Knight,	86	42	44	67	34	33	52	54	26	28	67	11 Wm. Pierce,
10 Louisa A. Pratt, Common	97	47	50	67	29	38	50	50	23	27	67		10 Louisa A. Pratt,	88	39	49	81	39	45	59	61	29	35	84	9 A. H. Heath,
11 Joanna S. Putnam, Common	67	29	38	59	24	35	47	54	24	33	59		11 Joanna S. Putnam,	74	31	43	69	20	39	51	58	25	32	69	7 James H. Miles,
12 E. M. Armstrong, Mead	88	46	37	81	37	44	63	63	24	35	81		12 E. M. Armstrong,	103	49	54	75	39	47	39	61	32	29	73	6 A. W. Tuffs,
13 C. W. Trowbridge, Bow	106	51	55	83	42	47	67	61	32	29	89		13 C. W. Trowbridge,	136	62	74	63	21	42	58	55	18	37	63	9 A. W. Tuffs,
14 Sarah E. Smith, Bow	116	62	54	95	52	43	71	87	45	38	95		14 Sarah E. Smith,	137	71	66	78	45	33	61	61	36	25	78	13 James Adams,
15 C. M. W. Tilden, Bow	119	67	52	89	50	39	60	67	41	26	89		15 C. M. W. Tilden,	106	69	46	67	39	28	55	57	32	25	67	7 Abram E. Cutter,
16 E. K. Brower, Common	93	28	55	70	25	41	52	53	24	29	70		16 E. K. Brower,	119	53	66	108	50	58	68	77	39	38	108	2 B. F. Brown,
17 Susan E. Etheridge, Moulton	81	42	39	65	35	39	47	51	20	21	65		17 Susan E. Etheridge,	105	43	52	77	35	42	62	65	29	36	77	5 Geo. H. Yeaton,
18 Lydia M. Burt, Moulton	70	29	21	58	32	26	43	48	29	19	58		18 Lydia M. Burt,	83	44	29	81	43	38	71	68	36	32	81	5 Geo. H. Yeaton,
19 Louisa W. Huntress, Moulton	96	36	43	85	48	37	58	70	39	31	85		19 Louisa W. Huntress,	105	53	55	93	44	49	83	85	42	43	93	5 James Lee, jr.,
20 Matilda Gilman, Soley	88	44	42	59	29	39	47	59	26	24	59		20 Matilda Gilman,	98	54	44	67	35	32	51	54	28	26	67	4 Nathan A. Tuffs,
21 Jennie S. Chandler, Sullivan	87	43	44	71	40	31	52	61	32	29	71		21 Jennie S. Chandler,	98	51	47	85	46	40	63	53	30	23	86	12 Geo. H. Marden,
22 Frances M. Lane, Sullivan	112	58	54	80	43	37	59	62	36	26	80		22 Frances M. Lane,	95	50	45	80	43	37	63	62	30	32	80	11 Geo. H. Marden,
23 Helen G. Turner, Haverhill	69	35	34	58	28	39	45	33	25	28	58		23 Helen G. Turner,	70	41	35	71	40	34	56	60	32	28	71	4 Geo. B. Neal,
24 C. C. Brower, Common	72	35	37	58	26	32	48	41	19	27	58		24 C. C. Brower,	67	28	29	60	23	37	45	47	19	28	60	2 B. F. Brown,
25 Adelaide M. Smith, B. Hill	80	28	42	61	33	28	46	45	25	24	61		25 Adelaide M. Smith,	75	37	38	61	34	27	54	45	22	33	61	3 A. J. Locke,
26 Fannie B. Hall, B. Hill	130	69	61	100	51	39	62	65	40	25	90		26 Fannie B. Hall,	115	65	59	105	58	47	67	75	47	28	105	8 A. J. Locke,
27 Susan V. Moore, B. Hill	75	41	31	65	40	25	43	56	32	24	65		27 Susan V. Moore,	39	53	46	88	50	38	63	69	35	34	88	5 Wm. B. Long,
28 Jane B. Loring, Moulton	101	63	38	77	47	30	51	63	41	22	77		28 Jane B. Loring,	100	64	56	91	63	28	62	78	54	91	5 James Lee, jr.,	
29 Fanchia E. Delano, Mead	80	36	45	68	33	35	51	53	28	27	68		29 Fanchia E. Delano,	98	51	47	69	40	39	67	58	28	29	99	4 Edwin B. Haskell,
30 Harriet M. Farrie, Main	63	31	32	59	29	30	44	41	23	18	59		30 Harriet M. Farrie,	66	30	36	85	38	47	50	69	31	38	85	10 A. H. Heath,
31														63	31	32	88	49	39	61	67	39	28	88	18 Wm. B. Long,

2577 1295 1292 2073 1085 988 1543 1636 891 745 2071 2 145 2580 1470 1419 2370 1231 1139 1576 1474 908 906 2807 3 201 J. W. Sullivan, Comp.









