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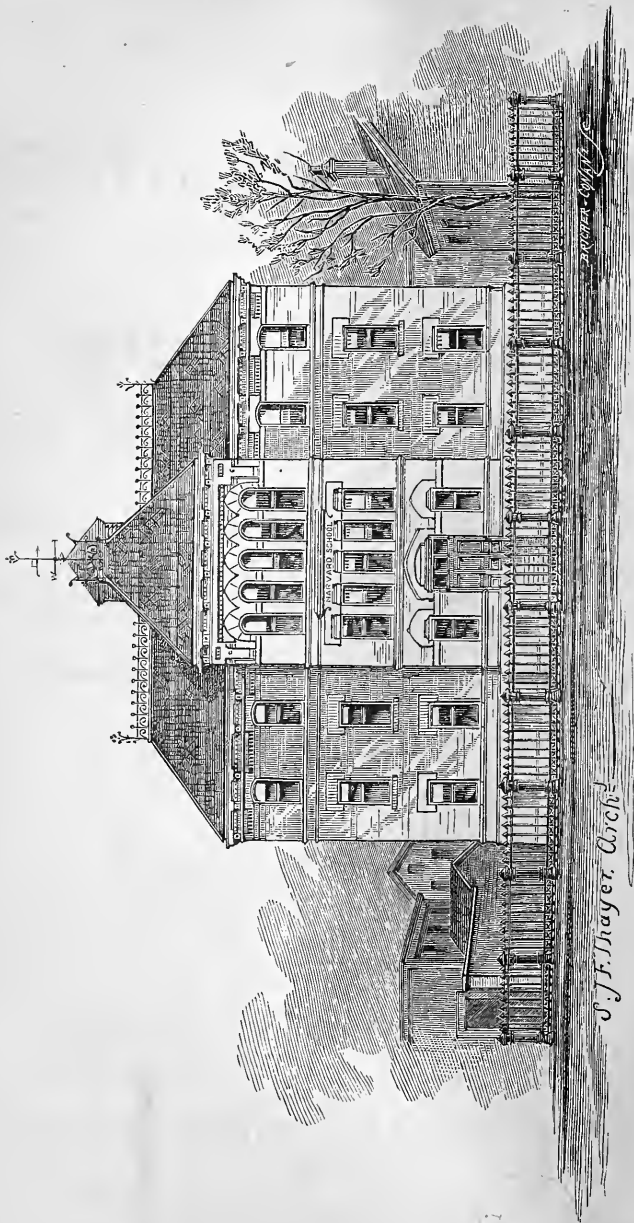




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HARVARD SCHOOL HOUSE.



# ANNUAL REPORT

OF THE

## SCHOOL COMMITTEE

OF THE

City of Charlestown, 1868-73.

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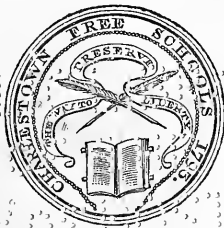
TOGETHER WITH THE

### FOURTH AND FIFTH SEMI-ANNUAL REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1868.



BOSTON:

ARTHUR W. LOCKE & CO., PRINTERS, 120 MILK STREET.  
1869.

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CITY OF CHARLESTOWN.

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IN SCHOOL COMMITTEE, December 30, 1868.

Rev. Mr. GARDNER presented the Annual Report of the Board, which was accepted; and it was voted that five hundred copies be printed for distribution.

Attest :

F. A. DOWNING,

*Secretary.*

# EMERSON

Emerson's philosophy is a blend of idealism and pragmatism. He believed in the inherent goodness of people and nature, but also recognized the need for practical action to improve the world. His ideas were deeply influenced by the Transcendentalist movement, which emphasized the individual's connection to nature and the divine.

## EMERSON'S PHILOSOPHY

Emerson's philosophy is centered on the concept of the "Over-soul," a universal spirit that connects all individuals. He believed that each person has the potential to transcend the material world and reach a higher state of consciousness. This is achieved through self-reliance, a deep connection with nature, and a commitment to moral principles. Emerson's ideas were revolutionary for his time, as they challenged the traditional religious and social norms of the 19th century.

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# REPORT.

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The School Committee of Charlestown respectfully submit the following as their Annual Report for the year 1868:

## ORGANIZATION OF THE BOARD.

The Mayor of the City and the President of the Common Council, having been constituted by special action of the Legislature, members of the School Committee, *ex officio*, took their places in the Board at its first meeting in January. The Board, as thus constituted of twenty members, proceeded to organization as follows :

*For President* .....GEO. W. GARDNER.

*For Secretary*.....F. A. DOWNING.

*For Treasurer*.....W. H. FINNEY.

*For Messenger* .....ABIJAH BLANCHARD.

At the second meeting in January, the President announced the sub-Committees on the different schools as they are given in connection with the Reports on the several schools ; also, the following

## STANDING COMMITTEES.

ON FINANCE. — A. J. Locke, Edwin B. Haskell, Jas. F. Southworth.

ON BOOKS. — William H. Finney, O. F. Safford, Jas. F. Hunnewell.

ON PRINTING. — Abram E. Cutter, Geo. H. Marden, Wm. R. Bradford.

ON FUEL. — John Sanborn, George H. Yeaton.

ON SCHOOL HOUSES. — Charles H. Bigelow, Matthew H. Merriam, Charles F. Smith, George A. Hamilton, Stacy Baxter.

ON MUSIC. — Charles H. Bigelow, Nahum Chapin, Stacy Baxter.

ON EXAMINATION OF TEACHERS. — G. W. Gardner, A. E. Cutter, W. H. Finney, Geo. H. Marden, A. J. Locke, O. F. Safford.

## FINANCIAL STATEMENT.

*Appropriation for Financial Year ending February 28, 1869, to be expended under the direction of School Committee,*

For salaries of Teachers, Messenger, Secretary and Treasurer (in addition to amount to be received from the State)	\$72,175	
Less amount transferred for support of Evening Schools.....	1,000	
	---	\$71,175
Salary of Superintendent.....		2,000
Incidental Expenses.....		13,400
Support of Evening Schools.....		1,000
		<hr/>
		\$87,575
Add estimated amount to be received from the State.....		1,490
		<hr/>
		\$89,065

*Expended.*

For Teachers' Salaries, for nine months, to Dec. 1.....	\$49,932 01	
Salaries of Officers of School Committee for one year, to Jan. 1.....	950 00	
	<hr/>	\$50,882 01
Salary of Superintendent, nine months.....		1,500 00
Incidentals, including repairs of School houses, care of same, School furniture, Books, Stationery, Printing, Rent, &c.		12,787 06
		<hr/>
Amount unexpended.....		\$23,895 93

## SALARIES OF TEACHERS.

In the performance of their duty, as required by the Statutes of the Commonwealth, after due consideration and careful comparison with the salaries paid in neighboring cities, the Committee fixed the salaries to be paid to the several teachers as follows, viz. :

## HIGH SCHOOL.

Principal.....	\$2,500 00
Sub-Master.....	1,600 00
First Assistant.....	825 00
Second " .....	675 00
Third " .....	550 00
Fourth " .....	550 00

## GRAMMAR SCHOOLS.

Principals, each.....	1,800 00
Sub-Master of the Winthrop School.....	1,400 00
Sub-Masters of the Bunker Hill, Prescott, Warren, and Harvard Schools, after Sept. 1, each, at the rate per annum of.....	1,200 00
Sub-Mistresses at the Bunker Hill, Prescott, and Warren Schools, until Sept. 1, each, at the rate per annum of.	700 00
Head Assistants, each.....	625 00
Second Head Assistant at the Harvard School, until Sept. 1, at the rate per annum of.....	625 00
Assistant Teachers. First Year's Service, each.....	475 00
Second " " " .....	500 00
Third " " " .....	525 00

## PRIMARY SCHOOLS.

First Year's Service, each.....	475 00
Second " " " .....	500 00
Third " " " .....	525 00

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Teacher of Music.....	1,300 00
Intermediate School Teachers, each.....	550 00

The Committee, in fixing the salaries as above, and in making an advance, in the case of some of the female teachers, have taken into account two things: first, the high cost of living; and second, the desirableness of retaining the services of successful and experienced teachers.



All wages are high. Teaching ought to be, at least, as remunerative as other callings; and more so, as it requires special preparation and a higher order of talent. The demand is so great at the present time for experienced and successful teachers, that notwithstanding the large number of candidates for the teacher's office, it is impossible to retain our best teachers, without paying them what their services will command elsewhere; and we constantly suffer, as it is, by the superior inducements offered in the higher salaries paid by our neighboring city of Boston.

### THE PRIMARY SCHOOLS.

The system of grading in these schools having proved successful where previously tried, has been extended to all the schools. In some districts there are three grades, in others, two, according to the convenience of the buildings. The Committee are satisfied that better results have been secured by the introduction of the system, as is proved by the admissions to the Grammar Schools. The several Primary Schools have also been arranged into six districts, and each district put under the care of a joint sub-Committee, after the manner of the Grammar Schools. This was thought preferable to having each school under the sole care of one member of the Committee, as before.

The six Primary School Districts are composed as follows:

No. 1.	PRIMARIES—	No. 1, 2, 3, 4, 5, 6, 7, 8, 9.
No. 2.	“	No. 10, 11, 12, 13.
No. 3.	“	No. 14, 15, 16, 17, 18, 38.
No. 4.	“	No. 19, 20, 21, 22, 23, 24.
No. 5.	“	No. 25, 26, 27, 28, 29, 30, 31.
No. 6.	“	No. 32, 33, 34, 35, 36, 37.

Our Primary Schools as now districted, graded, and taught, are, as a whole, doing well. They have become systematized and more homogeneous, and give a better preparation for the Grammar Schools than ever before. These results are largely due to the untiring labors of the Superintendent, and his wise counsels in the Board.

#### THE INTERMEDIATE SCHOOLS.

The two intermediate schools, as formerly existing, have been accommodated in the new Grammar School Buildings. No. 1, in the Warren Building, and No. 2, in the Bunker Hill Building. They have thus been brought under the general care of the Grammar masters. This is an improvement. The number of scholars naturally falling into these schools—too old for the Primary Schools, and not far enough advanced for the Grammar Schools,—being largely increased, it was found necessary, during the past autumn, to form a new Intermediate School, and to occupy again the room formerly occupied for this purpose on Winthrop Street. The lines were somewhat changed, and the schools re-numbered, so that now Intermediate School No. 1 occu-

pies a room in the Bunker Hill Building, No. 2, in the Warren Building, and No. 3, the room on Winthrop Street.

Mrs. Small has been put in charge of the New Intermediate.

These schools are not in strictness intermediate in their grade, since scholars go from the Primary Schools direct to the Grammar; but they are designed for such scholars as for various reasons do not find a proper place elsewhere. Many of these scholars have recently come from the country, where they have had fewer advantages, and are of such an age as to be able to advance faster than the young children in the Primary Schools, and sooner be prepared for admission to the Grammar School. These schools are properly ungraded schools. They are of special utility, both to the scholars in them, in advancing them faster or slower, according to their ability, and also to the Primary Schools, in removing from them scholars who could not well be classed, and who would hinder the general working of a thoroughly graded system.

## THE GRAMMAR SCHOOLS.

Our Grammar Schools have been re-organized on the plan of a Master and a sub-Master for each.

The sub-Masters took their places at the beginning of the present school year in September.

This change was not made without due consideration and advisement on the part of the Board. Nor was it made because the ladies occupying the positions of sub-Mistresses, were not filling their places well,—to entire acceptance. But it was generally thought that in mixed Grammar Schools as large as ours had grown to be, more than one man is needed for proper control, and more than one masculine mind should make itself felt in the instructions given. It is no disparagement to woman that she cannot do man's proper work, or his quota of a joint work. If the school, as is generally conceded, is a substitute for the original divine institution of the family, in the instruction and government of children, and if, for the time, the teacher stands *in loco parentis*, then in all our larger schools, children of both sexes ought to come under the influence of both men and women in their instruction. As it was, not more than an eighth part of the scholars in our public schools ever came under the instruction of a master. This was thought to be a defect and the change was made.

An examination for the positions of sub-Master in the schools was held in July. About twenty candidates were present. The examination was rigid and impartial. The candidates standing highest in the results of this examination — taking experience and success in teaching into the account — were recommended for the several positions, and were elected by the Board. These were — Mr. Henry F. Sears, a graduate of Amherst

College and Principal of the High School in Holliston, to the Bunker Hill School. Mr. S. G. Stone, a graduate of Amherst College and Principal of the High School at Needham, to the Warren School. Mr. Frank W. Lewis, a graduate of Dartmouth College and Principal of the High School in East Randolph, to the Prescott School, and Mr. Otis L. Bonney, Principal of a Grammar School in Lexington, to the Harvard School.

The several Grammar Schools are becoming more and more alike in their methods and results. Of course each will retain its individuality according to the individuality of its head and government. It ought to be so. No two of us are alike, and no two schools will be. But in the directions in which the Board has been aiming for the past two years, under the lead of the Superintendent, who has had his eye on *all*, and been able to suggest to one what he has found of excellence in another, the Grammar Schools of the City have been rising to a more nearly uniform standard of excellence, and more homogeneity of instruction and government.

### THE HIGH SCHOOL.

Efforts have been made, which have proved in a measure successful, to popularize this School, to bring it into a more vital connection with the whole people, by adapting its instruction to the practical wants of that large class of scholars who are not looking forward to a professional, but to a business life. The English and

Commercial course of instruction was fairly inaugurated at the beginning of the present school year. A large class of over one hundred entered the School from the several Grammar Schools. The per cent. of admissions on the first examination was very large, and quite a number, though not a majority, have chosen the shorter English and Commercial course of study.

The High School Building is becoming too strait for its occupants. The recitation rooms are very small and illy ventilated. Besides, there is not desk room on the two floors for all the scholars. The Board have the matter of enlarging and improving the facilities of the building now under advisement, and without doubt, an appropriation will be asked for of the next City Government for this object.

### FREE EVENING SCHOOLS.

In accordance with a recommendation of the Superintendent in November, a committee was appointed to consider the propriety of establishing free evening schools in the city, for the benefit of a large class of persons— young men and women—who cannot attend the regular day schools, but who are desirous of instruction in the common and practical branches of education. This committee subsequently reported favorably to the project, and arrangements have been made accordingly by opening such schools in different parts of the city.

These schools have begun well, and there is every prospect of making them a success.

It remains simply to notice an event that has affected all our schools, in the sudden death of our much-beloved and highly-esteemed Music Teacher, Mr. Wm. H. Goodwin. The schools have met with a great loss. They are bereaved. For many years, Mr. Goodwin had filled the office of Instructor in Music for the High and Grammar Schools, and with much satisfaction to all concerned. At the first meeting of the Board, after his death, the following action was had :

IN SCHOOL COMMITTEE, Dec. 17, 1868.

On motion of MR. PEIRCE, —

*Ordered*, That the following memorial be entered upon the records of this Board :

The School Committee, in session this evening, hereby express their estimate of the worth of Mr. William H. Goodwin, late Teacher of Music in the Public Schools of this city.

We bear our warmest testimony to the singular purity and integrity of his character, his courteous and kindly bearing, the high propriety and honor which governed his life, and the many other admirable traits which mark the true gentlemen and Christian. He was endeared to each of us as a personal friend, and we each feel a personal bereavement in his death.

In his relation to the Schools of the City, we know he was respected and beloved by teachers and scholars, and as the Committee, we certify to his enthusiasm, patience, skill, and success, in the important sphere which he filled, and we are sure it will be difficult to find a successor, who will combine the ability to continue the

acceptable service with the superior musical education and personal excellence of Mr. Goodwin.

The Board direct that a copy of this notice be sent to the wife and family of our dear friend and fellow-laborer, with the expression of our deepest sympathy in the severe affliction which they have experienced.

The Superintendent will give a detailed report of the present condition and the internal workings of the several schools, as he has been able to gather information from personal visitation, and from the reports of the several sub-committees.

Thus we hope to make a satisfactory exhibit to the citizens of the work done by the Committee, and the care we have had of the great trust committed to our hands.

All of which is respectfully submitted for the Committee.

GEO. W. GARDNER,

*President.*

CHARLESTOWN, Dec. 10, 1868.



WILLIAM H. FINNEY, *Treasurer,*

*In account with the Trustees of Charlestown Free Schools*

1868.		DR.	
Jan.	Balance.....		\$609 12
"	Six months' interest on note of \$5,000.....		150 00
Mch.	One year's tuition of W. Hopun.....		18 00
July.	Six months' interest on note of \$5,000.....		150 00
"	One year's " " " " \$600.....		36 00
Total.....			\$963 12

1868.		CR.	
Feb. 21.	Paid Mary A. Davis.....		\$50 00
Mch. 26.	" H. B. and W. O. Chamberlain.....		9 00
April 16.	" A. E. Cutter.....		132 50
June 8.	" Malvina B. Skilton.....		100 00
July	" A. E. Cutter.....		103 50
Nov.	" H. B. and W. O. Chamberlain.....		17 75
"	" William Beals.....		20 00
"	" Amos Brown.....		19 20
Dec. 31.	Balance.....		511 17
Total.....			\$963 12

CHARLESTOWN, January 5, 1869.

We, the undersigned, hereby certify that we have examined the above account, and find the same correct, and the balance, \$511.17, as above stated ; of which balance, \$400 is on deposit in the Charlestown Five Cents Savings Bank, upon which interest has accrued from April, 1867.

<p>A. J. LOCKE, WM. PEIRCE, JAS. F. SOUTHWORTH,</p>	}	<p><i>Finance Committee.</i></p>
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## FOURTH SEMI-ANNUAL REPORT

OF THE

# Superintendent of Public Schools.

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*To the School Committee of Charlestown :*

GENTLEMEN, — Agreeably to your regulations, I present the following as my Fourth Semi-annual Report.

It gives me pleasure to speak of the schools of this city in terms of commendation. Though not yet exhibiting that symmetry of organization and completeness of culture which are desirable, they give the clearest evidence of vigorous and healthful progress. A spirit of improvement pervades every grade, and I might say every school.

I cordially commend the teachers for their ability and faithfulness. Of course, among so many, some must fall below their associates in learning, tact, or application: nevertheless, as a body, they deserve the confidence and the cordial support of the School Committee and of the public. I have found most of them ready to carry out cheerfully and earnestly the plans adopted by the Board to facilitate the work of education; and if, as might have been expected, a few have, at times,

appeared reluctant to deviate from a beaten path, or to widen the sphere of their activities, by the introduction of new measures, the cause may doubtless be found in a natural attachment to processes frequently tried, or to peculiar opinions respecting the methods and aims of education.

#### PRIMARY SCHOOLS.

The changes made in these schools during the autumn by re-districting the city, proved a temporary hindrance to the pupils. It seems almost impossible, except in the case of regular promotion, for children to change schools, without suffering loss. They may use the same text-books ; yet there is something in their own misapprehensions, or in those of the new teachers, which, for a time, operates unfavorably.

For several months, sickness prevailed to an unusual extent. In many instances, one-fifth or one-third, and in a few one-half, of the pupils were absent for weeks in succession. This resulted in diminishing the average attendance, and in preventing that progress which would otherwise have been realized.

Nevertheless, a most encouraging advancement has been made in all the branches of study.

In printing common letters, in making script letters, the Roman numerals, and the Arabic characters, the pupils exhibit a good degree of skill. A majority of those in the first classes write their names very legibly, and some quite elegantly.

In the months of January and February I examined all these schools. Many pupils wrote numbers as high as tens of thousands very correctly, and readily performed examples in Addition involving numbers of four or five figures each.

In all that belongs to slate-work, and to the sounds of the letters, these scholars are fully equal to those that entered the Grammar Schools in July, 1866.

Reading has received a good degree of attention, and, in five or six schools, it is taught with admirable success. Several teachers might gain useful hints in respect to conducting this exercise and some others, by visiting more frequently the best conducted schools in this city and in others.

Worcester's Speller was added to the text-books in these schools during the fall term; and the indications are very decided that it will prove to be a great benefit.

There is one branch which has not heretofore received that attention in our Primary Schools which its importance demands. I refer to Music. I doubt not the teachers in these schools are doing all they can, under the circumstances, to cultivate the musical tastes of their pupils; yet there is evidently a great chance for improvement. A few of the teachers cannot sing; some, who are gifted with the powers of song, have had but little training; and those who have had fair opportunities for a musical education have no guide but their own taste, so that the children are receiving

great diversity of instruction, and many are forming habits which it will be difficult for them to modify when they enter the Grammar Schools. It is a matter of no little moment, that the first lessons be correctly given. There is, perhaps, time enough spent in musical exercises; but in some schools no instruction is given; and in others the teaching is very imperfect. The defect might be remedied by the use of some elementary work on music, as Mason's Musical Charts.

To insure complete success, it will be necessary to provide instruction for the teachers. This could be done at trifling expense; and it should be wholly without cost to them. Experiments in other cities have proved that a few lessons given on the basis of Mason's Charts, will render essential service, even to those who are not naturally singers, in conducting the exercises of their schools.

In the Primary Schools of New York and Boston, music is taught by special teachers; and in the schools of the latter place by *note*.

I trust this subject will receive the early attention of the Committee on Music.

#### GRAMMAR SCHOOLS.

The course of study in these schools is divided into six parts, each part occupying one year: consequently, there are six classes in a school; and, when a class is too large to be accommodated in one room, it is sub

divided into two or more divisions, according to the number of pupils it contains.

The number in the different classes, at the close of the term in February, was as follows: first classes, 137; second classes, 219; third classes, 391; fourth classes, 527; fifth classes, 582; sixth classes, 853. Total membership, 2,712. In the sixth classes, there are fourteen divisions: in the Bunker Hill, five; in the Warren and Winthrop, three each; and in the Prescott and Harvard, two each. Several causes have operated to make the fifth and sixth classes very large. One arises from the fact, that many of the pupils annually admitted to these schools have had a very limited preparation for their new and more difficult studies, and consequently have failed to receive promotion. Prior to the adoption of the classified course of study last autumn, the course in some of the Grammar Schools had been extended, so as to comprise seven years. Now the pupils that would, under the old *regime*, be reported as in the sixth and seventh classes, are reckoned as members of the sixth.

In all the schools, the pupils are farther advanced than they have usually been at the corresponding period of the year. In a few cases the improvement is but slight; in many, it is decidedly marked. Prior to the last two or three years, scholars were rarely required to write numbers till their third year in the Grammar Schools; now all the fifth classes are ciphering

quite successfully, and so are nearly all the divisions of the sixth classes.

During the recent semi-annual examination, I examined each of the thirty divisions in these schools in one branch or more. The process was conducted orally and by written questions. The sixth classes, numbering eight hundred and fifty-three scholars were examined in the *tables*, in notation by Roman and Arabic characters, and in Addition and Subtraction. The per cent. obtained by the different divisions ranged from thirty-one to eighty. This difference resulted in part from causes already indicated. In future there will doubtless be greater uniformity.

The fifth classes, numbering about six hundred scholars, acquitted themselves very creditably. They were examined by questions respecting the principles which they had studied, and by means of appropriate examples in all the fundamental rules. Considerable diversity in attainments was exhibited here, though less than in the class below. This diversity will gradually disappear as the classes are brought into harmony with the programme adopted by the Board.

All the classes were examined by myself or the sub-committees, and they manifested a good degree of familiarity with the topics they had studied. They had evidently received thorough instruction.

The *reading*, as witnessed by myself and as reported by the committees, appears to be fully up to the usual standard.

It is but simple justice for me to remark, that any deficiencies which I have indicated are not deficiencies of the present as compared with the past, but of the present as compared with a newly-authorized standard.

Penmanship has received the customary share of attention and to a casual observer, who passes hastily through the schools, the attainments of the pupils might be entirely satisfactory. He would find great carefulness and accuracy aimed at in the lower classes, and a high degree of excellency actually achieved by the higher. He would probably say, "The system is complete, and the skill of the advanced pupils admirable." All this is true; yet a closer inspection would lead him to modify his favorable conclusion. What are the facts? In some of the schools, only three or four numbers of Payson, Dunton and Scribner's Series have been used in the entire course. Owing to the slow rate of progress, pupils have been kept in the First Book from one to two years, and as long in the Second; and scholars who have failed to receive regular promotions have spent four years in those two books. Consequently many children have completed their studies without receiving instruction in making the loop letters or capitals. Much greater progress should be made in this branch than has been heretofore: altogether too much time has been wasted in the dull formality of counting. The programme recently adopted requires the writing of one book each year. This will be a real improvement over



the old method ; but it may be well questioned whether two books should not be written annually, instead of one. A further improvement, and a very desirable one, would be made by introducing No. VII., which is a book of business forms, into the second and third classes. This would give to many youth practical knowledge of great value.

The study of history is attended with less satisfactory results than either of the other principal branches. The text-book, Quackenbos' "United States," is altogether too diffuse. In order to obviate the difficulty arising from the size of the work, it has been the practice, for several years, to omit a large number of sections relating to the settlement of the country, and to close the study at the constitutional period. Hence, as the history of the United States is not resumed in the High School, the pupils in our public schools receive no instruction in regard to the administration of the national government.

To secure to the scholars the highest benefit, they should have a text-book embracing the whole history of our country, yet giving that history so much in outline, and with such brevity, that they can master the whole work.

#### DISTRIBUTION OF LABOR.

It is one thing to provide an adequate corps of teachers for a Grammar School, and another, equally impor-

tant, to distribute the labors of those teachers along the line of effort so as to achieve the highest educational result. It seems to me that the wisest and most economical distribution has not yet been made. Our forces have not been applied so as to reach and effectually control the greatest number of minds and hearts.

To train the first class of thirty or forty, two accomplished teachers, a gentleman and a lady, are usually employed; while the training of fifty or sixty pupils in a lower or middle class is left almost wholly to the good judgment and fidelity of one lady teacher. Is it said that in the first class the final and finishing touches are given to the education of the young? I reply that this is a capital mistake. More scholars finish their education (their schooling) in the second, third, or fourth class, than in the first. The fact is, not more than six or eight in a hundred of those who enter the Grammar Schools in our principal cities finish their education in the first class. Most of those who enter that class go through it, and subsequently pursue their studies for a greater or less period in schools of a higher grade. The mass of the young complete their studies in the middle classes of the Grammar Schools, and never come under the direct moulding influence of the principals.

The grand desideratum of Grammar Schools, as it appears to me, is the presence, practical experience, and personal influence, of the principals in the middle

and lower classes. Here, so far as the schools are concerned, the finishing touches are given to the character and education of the great majority of the young. Here youth begins to emerge into manhood and womanhood; here the will asserts its independence, and habits become fixed for life. To conduct the young through this critical and perilous period demands the highest wisdom and the most controlling authority. Could the details of school-work be so arranged, that the principals could spend a larger portion of time in the lower classes in illustrating their methods of teaching and governing, it would give inspiration for study, and greater symmetry and completeness to the culture of the schools.

#### HIGH SCHOOL.

The value and importance of this school need not be discussed in the presence of this Board. Its course of study is comprehensive; its instruction, generally, thorough; its discipline, admirable; and a spirit of progress seems to actuate teachers and pupils.

The boys have, for some time, been practising military tactics; and, encouraged by their teachers, they have petitioned the Board to introduce military drill into the school. We cannot doubt that their request will be granted, and that every means will be furnished to give them encouragement in this enterprise.

The enthusiasm which has prompted to this movement will, we trust, lead to others of equal and even greater importance.

The modifications made in the studies and management of the school within the year or two past have enlarged its sphere of usefulness, and given it a stronger hold on public favor. Other improvements, however, are needed.

The department of Natural Science is quite too limited; the facilities for illustration are altogether too meagre. I found the teacher of Astronomy, a few days since, attempting to explain to her class the method of finding a star, or of pointing out its true position; and as the city does not furnish a proper instrument for the purpose, she called into requisition an antiquated umbrella. Thanks to her tact, some light was thrown upon the subject.

There is great need, in the study of this science, of a good telescope. If the teacher wishes to give her scholars a better view of the sun, moon, or stars, than the naked eye can furnish, she is obliged to take them over to Boston and search up a telescope in the street or on the Common, and pay so much per head for those who take a look at a distant orb. It would eminently become some of the live business-men, the merchant-princes, of our city, to make a donation of a good telescope to this school. But, if they fail to do so, one should be purchased at public expense. Such an instrument would add new attractions to the school, and augment its power for good.

I have received from the teacher of Chemistry a list of deficiencies in his department; but the great want here is a suitable Laboratory furnished with all the requisite means for the illustration of this most useful and interesting study.

To provide for present and future wants, the building should be enlarged and considerably altered. The recitation rooms are small, ill-ventilated, unhealthy. The hall is not sufficiently commodious for public occasions, and the condition of the Grammar Schools renders it morally certain that it will soon be necessary to increase the number of sittings. The basement should be excavated and finished in a manner suitable for a gymnasium, and supplied with apparatus requisite for the physical training of young men. A portion of this space might be used as a Laboratory, and the main room occupied as a drill-room.

All the conveniences desired could be obtained by adding fifteen or twenty feet to the building.

The heating of this building should receive immediate attention. The time has come when a regard for good taste and health demands the removal of the numerous stoves now in use. By the present method, the rooms are kept dusty, and in some of them the atmosphere is often badly affected with gas. The wisdom of the Board will readily suggest the kind of apparatus which will secure a proper degree of heat and suitable ventilation.

## TEACHERS' LIBRARY.

Every person conversant with the business of teaching is aware that habitual attention to the details of public instruction tends to contract the sphere of thought, and to prevent mental growth. This is true in the case of most who are not looking forward to a style of public life which requires liberal study and comprehensive views of facts and principles, and *particularly* in the case of all who give but little attention to any books except those which they use in the school-room. After a few years, such teachers lose their freshness. Their instructions are wanting in novelty and vivacity.

To counteract this tendency, and to secure a more general education for our youth, you have adopted a course of studies which requires oral instruction in various customs, arts, trades, and sciences. All this work is new to most of our teachers. Some of them have no habit of speaking consecutively in public on any subject, and many of them have not the means to procure that variety of works which it is desirable for them to read and to consult in preparing themselves for their new duties.

This difficulty, I think, may be obviated in a great measure by the formation of a Teachers' Library.

To do this there would be very little occasion to draw from the public funds. The teachers would, I apprehend, readily co-operate in its establishment, and annually contribute for its support.

But little more will be required of the School Committee than to countenance the enterprise, and provide a suitable place for the books.

No such library of any real account exists in the Eastern States. Yet in this country, and in Europe, many books have been published which are adapted to interest teachers, to open to them a new mental life, and give them fresh thoughts for the duties of the school-room.

I am confident the members of this Committee will esteem it a pleasure to place Charlestown first, or at least prominent, among American cities, in furnishing suitable books for the benefit of public teachers.

#### PREPARATION OF TEACHERS.

The necessity of supplying public schools with trained teachers has been so frequently discussed by School Committees, and by educators of various grades, that it is now generally conceded by intelligent people. No effort of mine is required to illustrate its importance to this Board. All agree that thoroughly qualified teachers, and those *only*, should be employed; yet, strange as it may appear, to the question, "What means shall be

adopted to secure the right preparation of teachers?" very little attention has been given.

Teaching should be made a profession ; for it is both a science and an art. Those who engage in its sacred duties need systematic training in the critical knowledge of the rudimental and common branches, and familiarity with literature and general studies. To these attainments should be added breadth of character, a spirit of generous enterprise, and a thorough knowledge of the best methods of teaching. But how shall these and kindred qualifications be obtained ? The High Schools, Academies, and Colleges utterly fail to give any *specific* instruction in the art of teaching. All that these schools aim to accomplish is, to furnish the young with sufficient education to commence preparing themselves for some particular vocation ; but they do not attempt to confer the necessary qualifications. After passing through these schools, young men must study for the learned professions,—Divinity, Law, Medicine, Public Instruction. Schools in abundance have been established for students in the first three professions, but not for those in the last. In this Commonwealth there are annually employed about 7,760 teachers in 4,840 schools. To furnish all these teachers, four Normal Schools have been established. The design is good ; but the means are inadequate. These four schools graduate about one hundred and fifty students per annum. Some, of course, will be found to have mistaken their calling ;



some soon fail in health ; and others go to distant parts of the country, or engage in business. Consequently, the number remaining to prosecute the work of teaching is wholly inadequate to meet the wants of the Public Schools.

There are two ways in which something can be accomplished in this city to promote the object under consideration.

One is, to form a Normal Department in the High School. Such an arrangement would afford great assistance to our young ladies who desire to teach ; but it would necessarily be limited in its operations, and defective in results. The other, and as I believe the only effectual means, is the establishment of an independent Training School for such persons as have taken the regular high-school course of study. By this means, both breadth and accuracy of preparation might be secured. I will not attempt to develop the plan for such a school, or to specify the studies which should be pursued. The details can be readily arranged when the time comes for action. I am sure that such a movement as this would meet the approbation of the intelligent citizens of Charlestown ; and I hope it may claim the early attention of this Board.

#### TEACHERS' MEETINGS.

During the period embraced in this Report, two meetings of the teachers have been held.

At the first meeting, an address was given by the

Superintendent on the course of study adopted by the Board last autumn. At the second, remarks were made by the Superintendent on various matters pertaining to the management of public schools, and a very interesting lecture was given on drawing by W. N. Bartholomew of Boston. Mr. Bartholomew gave many valuable suggestions in regard to drawing, showing its importance and the method of conducting the exercise. His remarks were aptly illustrated by examples on the blackboard, and the teachers gave him a cordial vote of thanks for his instructive address.

CONCLUSION.

In conclusion, I wish to tender my thanks to the members of this Committee for the personal kindness with which they have treated me, for the readiness with which they have considered whatever recommendations I have had the honor to present, and for their co-operation in executing the measures which have been adopted for the improvement of our schools.

I wish also to express again my high regard for the teachers in this city as a body, and my entire confidence in their ability and fidelity. Their toils are imperfectly appreciated, and very moderately rewarded. In their hands are the destinies of our children, and they merit the social and moral support of all intelligent citizens.

Respectfully submitted.

J. H. TWOMBLY,

*Superintendent of Public Schools.*

APRIL, 1868.

# FIFTH SEMI-ANNUAL REPORT

OF THE

## Superintendent of Public Schools.

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*To the School Committee of Charlestown :*

GENTLEMEN,—In conformity with your Regulations, I present my Fifth Semi-annual Report.

### STATISTICS.

Population of Charlestown, in 1855, . . . . .	21,742
“ “ in 1865, . . . . .	26,398
“ “ in 1868, estimated, . . . . .	28,000

These statistics do not include the Navy Yard or the State Prison.

WHOLE NUMBER OF SCHOOL-HOUSES, . . . . . 20

One of these is occupied by the High School, five by Grammar and Intermediate Schools, and fourteen by Primary Schools.

### VALUE OF SCHOOL PROPERTY.

High School Building, Monument Square, . . . . .	\$30,000
Bunker Hill Grammar School-house, Baldwin Street, . . . . .	85,000
Warren Grammar School-house, Summer Street, . . . . .	97,000
Prescott Grammar School-house, Elm Street, . . . . .	45,000
Winthrop Grammar School-house, Corner Lexington and Bunker Hill Streets, . . . . .	30,000

Harvard Grammar School-house, Harvard Street, . . . . .	\$25,000
Primary School-house, Haverhill Street, . . . . .	2,500
“ “ Cor. Bunker Hill & Charles Streets, . . . . .	20,000
“ “ Mead Street, . . . . .	15,000
“ “ Sullivan Street, . . . . .	2,500
“ “ Cross Street, . . . . .	2,400
Two Primary School-houses, Medford Street, . . . . .	1,800
Primary School-house, Bunker Hill Street, . . . . .	1,500
“ “ Moulton Street, . . . . .	15,000
“ “ Common Street, . . . . .	20,000
“ “ Soley Street, . . . . .	1,000
“ “ Bow Street, . . . . .	5,000
Two Primary School-houses, Richmond Street, . . . . .	6,000
	<hr/>
School-houses and lots, . . . . .	\$404,700
Apparatus, Libraries, Globes, Maps, &c., . . . . .	5,000
	<hr/>
Total value, . . . . .	\$409,700.

## SCHOOL ACCOMMODATIONS.

	Number of Seats.	Average Cost.
High School, . . . . .	200	\$150
	— 200	
Bunker Hill School, . . . . .	777	
Warren School, . . . . .	777	
Prescott School, . . . . .	553	
Winthrop School, . . . . .	525	
Harvard School, . . . . .	400	
	—3032	93
36 Primary Schools, . . . . .	2016	46
	<hr/>	
Whole number of seats, . . . . .	5248	
Whole number of schools, . . . . .		45
Increase during the year, (one Primary and one Intermediate), . . . . .		2

All the schools are located in school buildings, except Intermediate, No. 1, which occupies a room in the Engine House, on Winthrop Street.

Number of children in this city, May 1, 1868, between 5 and 15 years of age, . . . . .	5,824
Number of children of the school age, habitually absent from the Public Schools, about . . . . .	1,000

This estimate does not include those who are enrolled and are temporarily absent.

In September, 390 children were admitted to the Grammar Schools, and their average <sup>age</sup> was 8 years and 10 months.

Average age of pupils admitted to the High School, 14 years and 9 months.

Average time spent by these pupils in the Grammar Schools, 5 years, 10½ months.

Whole number of teachers in the Public Schools at the close of the year 1868, 105. In the High School, 6; in the Grammar Schools, 60; in the Intermediate, 3; in the Primary, 36.

Number of persons in this city, between 5 and 15 years of age, on the first day of May in each year, from 1857 to 1868:—

1857, . . . . .	4,838
1858, . . . . .	4,243
1859, . . . . .	4,302
1860, . . . . .	4,194
1861, . . . . .	4,496
1862, . . . . .	4,946
1863, . . . . .	5,028
1864, . . . . .	5,798
1865, . . . . .	4,951
1866, . . . . .	5,181
1867, . . . . .	5,679
1868, . . . . .	5,824

It is very apparent, from these figures, that the school census has not always been taken with sufficient care. It is a difficult task, but it is a work which should be done systematically and thoroughly.

Ratio of attendance upon Public Schools to the whole number of children between 5 and 15, in the cities of this State, for the year 1866-7:—

New Bedford, . . . . .	.87
Charlestown, . . . . .	.82
Chelsea, . . . . .	.79
Lowell, . . . . .	.74
Boston, . . . . .	.74
Worcester, . . . . .	.72
Roxbury, . . . . .	.70
Lynn, . . . . .	.68
Springfield, . . . . .	.68
Cambridge, . . . . .	.67
Taunton, . . . . .	.65
Newburyport, . . . . .	.60
Lawrence, . . . . .	.52
Fall River, . . . . .	.51
Salem, . . . . .	.47

#### CONDITION OF SCHOOL BUILDINGS.

The people of this city may justly take pride in the improvements which have been made in the edifices now occupied by the Public Schools. All who were familiar with the damp basements, vestries, and shop chambers into which many of the children were crowded, two or three years ago, must feel grateful to the public officers and to the liberal-minded citizens through whose influence the change has been

wrought. Much credit is due to the efficient Committee on School-houses, under whose direction a great many improvements have been made during the year. A detailed account of the expenses incurred by that Committee will appear in the Annual Report of the City Council.

The Primary Schools are generally well located, and the rooms which they occupy are suitable for the purposes of instruction. They are all supplied with desks and chairs of the most approved patterns, and, with few exceptions, with blackboards and all ordinary conveniences for teaching.

There is a sink for every room, and the Mystic water is often found to be a great civilizer. The ventilation in some of these buildings is excellent; in a few, it is very poor.

Three of the Grammar School buildings—the Bunker Hill, Warren, and Prescott—are of the largest size, and are constructed upon the most approved plans. Each has a commodious hall, and the one in the Warren School is lighted with gas. These halls are of great use. They afford accommodations for assembling the pupils for the opening exercises of the schools, and likewise on special and public occasions. During the summer vacation, a stairway was made in the Bunker Hill building, leading from the front entry to the girls' play-room in the basement. This is a great convenience.

All these buildings have large play-rooms in their basements; and their yards are of good size and always in excellent order.

The arrangement of the Winthrop and Harvard buildings is bad, and their location, if possible, worse. They stand upon frequented streets; and, during all the period of pleasant weather, the exercises of the classes are daily interfered with by the noise from without. Neither of them has a play-room, and the latter has no yard. The pupils are obliged to play in the streets, where they are frequently annoyed by teams, and, in turn, are often a great annoyance to the public.

The Board has already taken action in regard to these buildings; and a request has been made to the City Council to erect, in some central place, an edifice of sufficient magnitude to accommodate both schools. Should valid objections be found to the building of so large a structure, it is to be hoped that measures will be immediately taken to erect a commodious house for one of the schools. This should not be regarded as a public expense, but as a means of utilizing the money annually paid for school purposes. The annual cost of carrying on a first-class Grammar School is from \$10,000 to \$12,000; and to spend this money under circumstances which preclude the possibility of securing appropriate results is the sheerest waste.



## PRIMARY SCHOOLS.

There are now thirty-six Primary Schools, which is an increase of one over the number reported last year.

Early in the summer, the School-house near the summit of Bunker Hill was removed to Medford street; and since the opening of the term, in September, it has been occupied by a school under the charge of Miss Carrie E. Osgood. By transfers, resignations, and so forth, many changes have been made in the list of teachers. Mrs. Small has been transferred from No. 2, to Intermediate School, No. 1; and Misses Malvina B. Skilton, C. W. Trowbridge, Susan E. Etheridge, H. C. Easterbrook, Fannie H. Marden, and Emma C. Jones have resigned. Misses Effie G. Hazen, Elizabeth B. Norton, Ella Worth, Abbie P. Richardson, Carrie C. Smith, and Persis M. Whittemore have been duly elected by the Board; and Misses Mary H. Humphrey, Lilla Barnard, Carrie E. Osgood, and Mary P. Swain are teaching as candidates.

On the occasion of the resignation of Miss Skilton and Miss Trowbridge, the Board passed resolutions highly complimentary to those ladies. The former had been connected with the schools of this city about thirty years, and the latter nearly half of that time. In view of the very extended period of Miss Skilton's

services, and the meagre salary she received for many years, the Board unanimously voted her an honorary allowance of one hundred dollars.

During the winter, the Teachers sent a request to the School Committee for permission to close the afternoon session of the schools at 4 o'clock, through the entire year. The subject was discussed in all its bearings, and the request was finally granted. Thus far no material effect has resulted from the change. The teachers, pupils, and people seem to be satisfied with the arrangement.

The educational status of the Primary Schools is highly satisfactory. In what may be termed the incidentals of education, they have made very great improvement. Teachers and scholars have readily united to make their rooms cheerful and attractive. It may seem a little thing to hang a picture on the walls of a school room, yet that picture, if worthy of its position, will be a power for culture, an incentive to personal neatness. Contrast two rooms.

In one, the walls are bare, begrimed, unsightly. The benches are rude, the floor dirty; the scholars unwashed, ragged. Who would willingly send a child to such a place?

In the other, there is an air of refinement. Flowers bloom in the windows, and upon the walls hang elegant engravings picturing forth scenes of lively interest to every child. The furniture is tasteful, the floor

habitually clean; the children are cleanly and tidily dressed. This is a fit place for the development of intellect and taste; for the moulding of character. Such school rooms as this may be found in our city.

These schools have been but little more than a year on the new course of study, but they have made excellent progress. In no branch do they fall below their status of three years ago; while in several they are far in advance of their position at that time.

The changes which have been made in their organization, and in the studies pursued, have greatly increased their efficiency.

In the former state of things, when the schools were ungraded and the studies not classified, very little attention was given to the middle and lowest classes. The first class was usually called up *to read*, and to show their skill in the *tables*; and, if the performance was satisfactory, the school was supposed to be doing its proper work. Now, the attention of teachers and of committees is directed to different classes. The third, fourth, and fifth classes have their parts to perform; and, as in several schools, one or the other of these is the advanced class, according to the method of grading, it is particularly cared for, and is instructed with special reference to exhibiting the work of the school. In brief, the points of interest towards which the attention of teachers is turned, and likewise the facilities for instruction, have been greatly multiplied. As

a consequence, higher results are secured. In drawing, printing, making *script* letters, and in performing examples in the fundamental rules of arithmetic, a positive and cheering advance has been made. Yet the children have not been crowded, nor overtaken by mental labor. Their time has been more fully and more judiciously employed than it was formerly.

The July examination of primarians for admission to the Grammar Schools was far more comprehensive and rigid than usual. It embraced all the primary studies, except geography; and an average of seventy-five per cent. was fixed upon as the standard. Many applicants failed; but in some instances whole classes, numbering thirty or forty scholars, were successful.

Most of the teachers in these schools are endeavoring to blend pleasure with labor. They devise plans to give their scholars, occasionally, "a good time," as well as an abundance of study. To do this, they avail themselves of the holidays to provide pleasant entertainments. This course is certainly commendable.

Very few people, we apprehend, realize how much self-denial is required of children who are confined in school ten months in a year. Their young hearts are full of buoyancy, and it is no easy task for them to turn away from the flowers and singing birds of spring, the gleaming sunshine of summer, and the glittering ice-fields and glassy highways of winter, to shut

themselves within unattractive walls, and study dry subjects, as a matter of duty.

The more we can throw the sunshine of a genial life into the schools, the more varied and the richer will be the fruits of culture.

### INTERMEDIATE SCHOOLS.

School.	Teacher.	Location.	Committee.
No. 1.	Lucy M. Small	Winthrop Street.	W. Peirce.
“ 2.	Sarah M. Ginn.	Warren Grammar School Building.	A. E. Cutter.
“ 3.	A. R. Stearns.	Bunker Hill Gram. School Building.	Geo. H. Yeaton.

These schools are designed for scholars that are too old to associate profitably with Primary School children, and that are not qualified to enter the 'Grammar Schools. They are by no means "Dunce Schools," for they generally contain some of the most industrious and successful scholars in the city. The teachers of these Schools are favorably known; and they are laboring with their customary industry, tact, and success. During the past year *fifty-three* were prepared for the Grammar Schools by Miss Ginn, and thirty-nine by Miss Stearns. About two-fifths of the pupils belong to families that have but recently moved to the city, and as they have had but scanty privileges for education in the country, they naturally fall into these schools.

## GRAMMAR SCHOOLS.

## BUNKER HILL SCHOOL.

*Teachers.*—Alfred P. Gage, Principal; H. F. Sears, Sub-Master; Abby F. Crocker, Head Asst.; Mary L. Coombs, S. F. Drake, Clara S. Nye, C. A. W. Towle, Harriet E. Marcy, Angelina M. Knowles, Mary A. Thomas, Ella M. Hill, Lydia S. Jones, Martha B. Stevens, Ida O. Hurd.

*Sub-Committee.*—Wm. H. Finney, George H. Yeaton, William R. Bradford.

## PRESCOTT SCHOOL.

*Teachers.*—George T. Littlefield, Principal; F. W. Lewis, Sub-Master; Mary G. Prichard, Head Asst.; Martha M. Kenrick, Mary C. Sawyer, Ellen C. Dickinson, Lydia A. Sears, Marietta Baily, Georgianna T. Sawyer, Frances C. Craigen, Elizabeth J. Farnsworth.

*Committee.*—Geo. H. Marden, Geo. H. Hamilton, Stacy Baxter.

## WARREN SCHOOL.

*Teachers.*—Geo. Swan, Principal; Samuel G. Stone, Sub-Master; Sarah M. Chandler, Head Asst.; Margaret W. Veazie, Henrietta J. Merrill, Frances L. Dodge, Maria L. Bolan, V. A. M. L. Dadley, Georgiana Hamlin, Nellie A. Pratt, Alice Hall, Maria L. Savage, Abbie E. Holt.

*Committee.*—Charles F. Smith, Abram E. Cutter, William Peirce.

## WINTHROP SCHOOL.

*Teachers.*—B. F. S. Griffin, Principal; Caleb Murdock, Sub-Master; Mary A. Sanborn, Head Asst.; Abby M. Clark, A. P. Moulton, Mary F. Goldthwaite, Harriet E. Frye, Elsie A. Woodward, H. V. Richardson, Josephine A. Lees, B. W. Willard, Maria A. Holt.

*Committee.*—Andrew J. Locke, M. H. Merriam, John Sanborn, Nahum Chapin.

## HARVARD SCHOOL.

*Teachers.*—Warren E. Eaton, Principal; Otis L. Bonney, Sub-Master; Abbie B. Fisk, Head Asst.; Ann E. Weston, Susan H. Williams, Fannie B. Hall, Lois A. Rankin, Lucy L. Burgess, Emma F. Thomas.

*Committee.*—Oscar F. Safford, Charles H. Bigelow, James F. Southworth, Jas. F. Hunnewell.

## CHANGE OF TEACHERS DURING THE YEAR.

## BUNKER HILL SCHOOL.

<i>Resigned.</i>	<i>Elected.</i>
Mary A. Davis,	Henry F. Sears,
Bernice A. Demeritt,	Mary L. Coombs,
Mary F. Jaquith,	Clara S. Nye,
Eldora A. Pickering,	Ella M. Hill.
Emeline B. Tyler.	

## WARREN SCHOOL.

Christiana Rounds,	Samuel G. Stone,
Annie M. Ford, (Miss Turner).	Sarah M. Chandler.

## PRESCOTT SCHOOL.

Sarah M. Chandler,	Frank W. Lewis.
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## WINTHROP SCHOOL.

Sophia W. Page,	Bial W. Willard,
Sarah L. Frye.	Mary A. Sanborn.

## HARVARD SCHOOL.

Martha Blood,	Otis L. Bonney,
Helen A. Porter.	Emma L. Thomas.

Late in March last, Miss Mary A. Osgood, who had been for many years a faithful and popular Teacher in the Warren School, passed away to her final reward. She was devoted to her work, and beloved by her pupils. Her constitution, which had been somewhat impaired by protracted labors in the school-room, yielded, at length, to the assaults of the insidious destroyer, consumption.

In consequence of a painful casualty, the Principal of the Warren School was absent during the summer term, and the management of the school devolved upon Miss Rounds and Mrs. Ford. They were efficiently aided by the other regular teachers, and by Miss Elizabeth Swords who was temporarily employed in teaching the first class. The school made excellent progress, and the teachers, by their wise and energetic management, won the approbation of the Board and of the patrons of the school.

The order passed by the Board, in May last, establishing the office of sub-Master in the Bunker Hill, Warren, Prescott, and Harvard Schools, went into practical operation in September.

There are obvious advantages in having more than one male teacher in a mixed school of five or six hundred pupils, and it is hoped this change will be beneficial to the cause of education. Its full value, however, can be known only by the results which may be produced.



It is very moderate commendation of the Grammar Schools of this city to say that they are in a highly prosperous condition. They are conducted with energy; their organization is more complete and symmetrical than ever before, and their discipline has considerably improved.

In some, moral suasion has largely taken the place of the rod; yet there are in most occasional instances of needless punishment. Burdened with many cares, teachers sometimes become hasty; and some, perhaps, are defective in their views of school government. Still there is abundant evidence that whipping is practised less than it was a year or two since. We believe the moral tone of the schools has been elevated.

PHYSICAL CULTURE.—Daily, and usually twice a day, the pupils are called for a few minutes, three or five, from the routine of study to calisthenics. These exercises inspirit children and give them symmetry of form and gracefulness of attitude.

The Principal of the Bunker Hill School, assisted by his pupils, has fitted up a very good *gymnasium* in one of the basement rooms; and the boys, who have generously contributed to purchase the apparatus, show by various exercises that they design to come out of school with physical energy that shall fit them for the sternest duties of life.

Physical training has never received that attention in the schools of New England which it deserves. The

*gymnasium* at the Bunker Hill School is probably the only one in a Grammar School building in the Eastern States.

Declamation is practised weekly. The exercise occurs on the forenoons of Wednesday and Saturday, and is always of interest to the scholars. At some of the schools, and particularly at the Bunker Hill, visitors attend in considerable numbers. Sometimes fifty or sixty are present to witness the performances of the young orators; and the hour that is spent in reading and speaking is one of the most profitable of the whole week.

In all the schools there is music in connection with public speaking, and it is generally furnished by the pupils. In the Bunker Hill and Warren Schools, there are bands composed of boys that discourse excellent music to entertain their school-mates and visiting friends.

Compositions are written in all the schools. In the lowest classes, little or nothing is attempted beyond forming simple sentences containing familiar words announced by the teacher; and, in the advanced classes, the exercises are of an elementary character. Some children, however, naturally gifted with power to think and to arrange their thoughts, write very pleasing descriptions of scenes which they have witnessed.

A great gain has been made: the scholars are occasionally required to express their thoughts on paper;

and the habit which they are now forming will be of untold service to them in future years.

Map drawing is attended to by all the scholars in geography; and many of the maps, prepared by scholars in the higher classes, exhibit refined taste and much artistic skill. This practice fixes in the mind the outlines of countries, seas, lakes; gives an accurate perception of the relative position of different bodies of land and water; directs the attention to the varieties of light and shade; and thus while it gives skill to the hand cultivates the imagination and stores the mind with clearly defined and useful knowledge.

Linear drawing was introduced, by vote of the Board, more than a year since; but owing to various causes, and mainly to the pressure of other studies, very little was accomplished prior to the summer vacation. Since then a good beginning has been made.

ORAL TEACHING.—The great world of fact and of thought is seldom made to throw its inspiring influence into public schools. Too many teachers are content with asking questions and hearing the dull answers which children may give. They rarely bestir themselves to bring refreshing truths, awakening thoughts, to their classes. A great *reform is demanded*: and I am sure it has already commenced in our schools. Many teachers appear to be more industrious in communicating knowledge in connection with their daily recitations; and, in two or three Grammar Schools the

custom of giving brief lectures is beginning to prevail. Teachers occasionally speak on assigned topics; and at the Prescott School members of the Committee have rendered important aid by giving brief addresses on well-chosen subjects. It is to be hoped the lecture method of teaching will be adopted in all our schools, and that practical business men may be induced to give the young the benefits of their ripe and valuable experience. It is a great misfortune to the children of cities, that they are so completely excluded from all departments of business. They grow up on the side-walk and in the school-room. The practical pursuits of life they are almost totally ignorant of; and one of the best means of interesting them in the live, stirring world, seems to be to employ the active men of the age to give them instruction in the affairs of business. In every city there are men of education, intimately acquainted with the various departments of trade, who would consent to speak to the children of the Public Schools, particularly to those of the higher classes, on practical subjects. The time may come when labor of some kind will be connected with city schools, so that children can have an opportunity of attending to various kinds of handicraft.

To make oral teaching profitable in the highest degree, cabinets of minerals or museums should be formed in every school. Specimens of stones, metals, plants, trees, flowers, and animals might be gathered

from different parts of the world, which would be full of interest to the children, and suggestive of valuable thoughts to the teachers.

In the Winthrop School, the Principal has adopted the habit of requiring the pupils to read or to state from memory any important facts which they may find in the daily papers or books. This exercise which occurs weekly is both interesting and profitable. Every pupil, for the moment, becomes a teacher.

**PENMANSHIP.**—Within a few months, a thorough change has been made in the method of teaching this branch. The pupils are writing much more rapidly than they did a year or two since, and there is good reason to expect great improvement in results.

Early in September, Mr. O. H. Bowler was authorized to introduce the Spencerian system into the Bunker Hill School, as an experiment. I have no wish to decide upon the comparative merits of the two systems of penmanship now in use in our schools; but it is certain that Mr. Bowler's method of teaching is very successful.

Instruction was given in book-keeping, during the spring term, to the first classes in all the schools but one. The introduction of this study into the Grammar Schools indicates the progress that is now making in practical education.

In the regular studies, the pupils are making good progress. All the classes were formally and thoroughly examined in February and July.

In order to secure uniformity in the examination of candidates for graduation in July, lists of questions were prepared in arithmetic, geography, grammar and history. These questions served as a common basis, while the sub-committees who conducted the examination and awarded the coveted honors, extended their inquiries in every branch, as they saw fit.

The graduating exercises at the several schools were attended by large crowds of people, and the performances of the scholars were highly creditable to themselves and to their teachers, and gave great satisfaction to those who witnessed them.

## NAMES OF GRADUATES.

### BUNKER HILL SCHOOL.

Ballou, Frank O.	Webster, Edgar H.
Burckes, James H.	—
Bolan, Joel C.	Butler, Sarah E.
Dadmun, John G. B.	Keyes, Margaret
Pitts, Frank A.	Macolief, Susan A.
Pickthall, Edward	Peterson, Ella A.
Simonds, Edwin A.	Simpson, Lydia A.

### PRESCOTT SCHOOL.

Barron, Frank T.	Currant, Rebecca F.
Bradford, Frank A.	Cutler, Louise M.
Coburn, Arthur B.	Douglass, Ida C.
Dodge, Frank A.	Davis, Ada F.
Elliott, George E.	Harmon, Lizzie J.
Howes, Albert C.	Leonard, Emma I.
Lewis, Herbert W.	Lowc, Flora F.
Melcher, Charles L.	Plummer, Mary J.
Plaisted, William H.	Smith, Ella T.
Pope, Frank J.	Willey, Ida R.
Sawyer, George O.	Waters, Katie E.

## PRESCOTT SCHOOL.

Stevens, Milan F.	Winslow, Nellie M.
Webber, Edward H.	York, Isadora.
Wood, Frank L.	

## WINTHROP SCHOOL.

Bowen, Frank W.	Ferrin, Fannie E.
Cummins, Thomas J.	Gale, Addie J.
Delano, Henry C.	Hatch, Addie P.
Dodge, Walter W.	Hutchins, Emma
Dow, Clarence	Horne, Julia E.
Harding, Elvin W.	Horton, Emma M.
Hook, Charles P.	Murphy, Maggie
Swain, George W.	Murphy, Mary J.
Williams, James F.	Pewtress, Lizzie
Wills, Michael H.	Potter, Ellen M.
—	Stone, Clara H.
Atwood, Abbie E.	Tennant, Lydiaetta
Delaney, Mary E.	Warren, Georgiana H.
Evans, Georgiana M.	

## WARREN SCHOOL.

Davis, Simon	Beal, Marietta M.
Hadley, John H. C.	Bickford, Harriet A.
Hall, Benjamin T.	Burnett, Lucy M.
Henry, William S.	Burroughs, Isabell M.
Holland, Alfred H.	Crozier, Annie M.
Kenyon, Frederic	Gardner, Abbie G.
Linnehan, John M.	Fitzgerald, Georgie
Manning, Mark S.	Hardy, Carrie A.
Pickering, Frederic A.	Jones, Harriet M.
Robertson, Arthur R.	Parker, Oliver C.
Rooks, Julius R.	Ramsey, Helen E.
Swallow, George N.	Simpson, Carrie
Swan, George A.	Whitman, Louisa A.
White, Edwin M.	
Whiting, George A.	

## HARVARD SCHOOL.

Carlton, Emma S.	Ayres, David J.
Childs, Mary L.	Flanders, Charles H.
Copeland, Hattie S.	Harris, George
Daley, Joanna	O'Meara, Stephen
Donovan, Nora	Morse, William R.
Emery, Marcia	Mills, Arthur L.
Haley, Margaret T.	McNally, John J.
Keating, Minnie	Pierce, Thomas L.
Robinson, Ida A.	Willard, Edmund S.

## HIGH SCHOOL.

**Sub-Committee.**

GEORGE W. GARDNER,  
ABRAM E. CUTTER,

GEORGE A. HAMILTON,  
JAMES F. HUNNEWELL,

STACY BAXTER.

**Teachers.**

CALEB EMERY, *Principal.*      JOHN G. ADAMS, *Sub-Master.*

*Assistant Teachers.*

CATHARINE WHITNEY,  
DORA C. CHAMBERLAIN,

MARY LORETTE FURBER,  
SOPHIA E. FAULKNER.

The following extract is made from the Semi-annual Report of the sub-Committee :

“The School was thoroughly examined in <sup>Feb.</sup> ~~September~~, and, as a whole, sustained itself well in comparison with former years. Over thirty classes were examined in the Ancient and Modern Languages, in the Mathematics, in Natural Sciences, in Belle Lettres, and in Morals. The Committee will not this year specify particular studies, as in some past years, but will say that in all departments there was evidence of sound and thorough teaching and commendable proficiency in study. The school was never in a better condition than during the past year. The older and tried Teachers have added to their already high reputations, and the new Teachers have taken high rank.”

The annual examination of candidates for admission to this school took place on Tuesday, the 21st of July. Fifty-four boys and fifty-three girls were present. Twenty questions were submitted to them in Arithmetic; and in Geography, Grammar, and History, ten each.



One girl and one boy were perfect in arithmetic; and two girls and one boy, in grammar. All the boys were successful but one, and all the girls but six.

PER CENT. OF CORRECT ANSWERS.

	Arithmetic.	Geography.	Grammar.	History.
Girls, . . . . .	69	56	81	60
Boys, . . . . .	74	67	77	76
Girls and Boys, . . . . .	71	62	79	68

Near the close of last year, Miss Frances M. Reed, who had occupied the position of Second Assistant for a number of years, found it necessary, on account of continued ill health, to resign her position. Her long and favorable connection with the school caused much regret at her resignation. She left us universally beloved and esteemed—both for her personal character as a woman, and her ability as a teacher.

Her place has been filled by the election of Miss Dora C. Chamberlain, formerly a teacher in the Normal School at Westfield.

In May, Miss Annie E. Carr resigned her position in the school, and her place was not filled till the beginning of the present school year, in September.

At the close of the year, in July, Miss Josephine M. Flint, who had for a number of years been a successful teacher in the School, resigned her place,—thus mak-

ing two vacancies to be filled at the beginning of September. To these positions Miss M. L. Furber, a graduate of the Normal School at Salem, and Miss S. E. Faulkner, a graduate of the Normal School at Framingham, have been elected. We have now an efficient working force in all departments of the school. The fall term of this School opened with the brightest prospects. One hundred were added to its number, and fifteen extra seats were required to accommodate the pupils. The boys have been organized into two companies, and fully armed and equipped for the purposes of military drill.

The daily exercises by the girls in calisthénics, under the direction of Miss Furber, are conducted with gracefulness and energy.

All the scholars are successfully taught in drawing by Miss Faulkner and Miss Furber.

The necessity of increasing the accommodations for this school was presented to the Board, by the Superintendent, in his Fourth Semi-annual Report. The subject has been favorably considered by the Board, and a plan for the enlargement of the building, prepared by the Committee on School-houses, has been referred to the City Council.

The condition of the higher classes in the Grammar Schools warrants the belief that fifty additional seats will be wanted in this school next year. Under these circumstances, it may be expected the city will promptly and liberally furnish means to enlarge the building

MEMBERS OF THE HIGH SCHOOL AT THE CLOSE OF  
THE YEAR 1868.

SENIOR CLASS.

Allen, Marietta F.	Roberts, Helen G.
Archer, Lucy	Rockwell, Georgie F.
Bachelor, Clarabel	Stearns, Emma J.
Brown, Ellena S.	Walker, Virginia C.
Childs, Catherine S.	Witherell, Martha E.
Gulliver, Eva F.	Yeaton, Amelia F.
Hanson, Emma T.	—
Hintz, Emma L.	Everett, Oliver H.
McKay, Ella S.	Fisk, Lyman B.
McNear, Lucy C.	Forster, Frederic P.
Pippy, Elinore S.	Haynes, Gideon F.
Randlett, Emma S.	Smith, Louis G.
Richards, Sylvia A.	Warren, Joseph W.

FIRST MIDDLE CLASS.

Adams, Ella F.	Prescott, Susie J.
Beddoe, Hattie E.	Ritner, Emma
Bennett, Sarah M.	Stone, Mary E.
Bent, Helen M.	Sturtevant, Lizzie F.
Blanchard, Abbie L.	Swan, Louisa F.
Blanchard, Lizzie	Worcester, Josie S.
Blanchard, Mary H.	—
Brown, Lillie F.	Bradford, Oscar H.
Conway, Mary F.	Cutter, Olin W.
Cummings, Elinor R.	Forster, Horace W.
Field, Sarah E.	Gibson, Charles G.
Flanders, Carrie A.	Graves, Frank N.
Hill, Lizzie C.	Mills, Charles C.
Hobbs, Minnie B.	Murdock, Samuel B.
Lamson, Fannie M.	Priest, Henry P.
McGowan, Mary E.	Southworth, Robert A.
Moore, Ada A.	Stevens, Edwin P.
Palmer, Ida E.	Twombly, William L. B.
Potter, Anna L.	White, George W., Jr.

## SECOND MIDDLE CLASS.

Blanchard, Hattie E.	Wiley, Abbie H.
Burcham, Harriet L.	—
Cutler, Eliza T.	Anderson, James A.
Denvir, Annie E.	Benn, John M.
Duchemin, Clara W.	Bridge, Josiah G.
Felton, Emily F.	Bryant, Thomas W.
Furbush, Emma F.	Emery, Charles B.
Gerry, Sarah F.	Fuller, Henry A.
Harding, Grace H.	Gilman, Frank P.
Hatch, Alice S.	Green, Forest D.
Maloney, Annie T.	Harris, Horace J.
Medcalf, Emma F.	Hyland, John
Page, Sarah G.	Kimball, George E.
Patch, Ella F.	Lane, Charles R.
Peterson, Izora A.	Merrick, William O.
Robie, Susan A.	Studley, John H.
Stevens, Georgiana	Spaulding, John F.
Shattuck, Lelia	Tufts, Fred
Talfrey, Emma C.	Wentworth, G. A.
Todd, Mary E.	Woodman, Warren H.
Toppan, Lizzie J.	Wyman, Howard
Wellington, M. Isabella	Warren, Edgar B.

## JUNIOR CLASS.

Atwood, Abbie E.	Ferrier, Fannie A.
Bickford, Hattie A.	Fitzgerald, Georgie
Burroughs, Belle M.	Gale, Ada J.
Childs, Mary S.	Gardner, Abbie G.
Crozier, Annie U.	Haley, Margaret T.
Copeland, Hattie A.	Hamilton, Louize H.
Carlton, Emma F.	Hardy, Carrie A.
Cutler, Maria L.	Harmon, Lizzie J.
Cutter, Flora	Hatch, Addie P.
Davis, Florence A.	Horne, Julia E.
Delaney, Mary E.	Horton, Emma M.
Doane, Helen	Howland, Alice W.
Emery, Marcia	Hutchins, Emma
Evans, Georgiana M.	Jones, Hattie M.

## JUNIOR CLASS,

Keating, Minnie C.	Flanders, Charles A.
Keyes, Margaret	Hadley, John H. C.
Leonard, Emma J.	Hall, Benj. F.
Macolief, Susan A.	Henry, Wm. L.
Murphy, Margaret L.	Holland, Alfred H.
Murphy, Mary F.	Howes, Albert C.
Parker, Olive C.	Hook, Charles P.
Peterson, Ella A.	Lewis, Herbert W.
Pewtress, Lizzie	McNally, John J.
Plummer, Mary S.	Manning, Mark S.
Potter, Ella M.	Melcher, Charles L.
Ramsay, Helen E.	Merrick, Edward C.
Robinson, Ida A.	Mills, Arthur L.
Simpson, Carrie	Morse, William R.
Simpson, Lydia A.	O'Meara, Stephen F.
Stone, Nellie C.	Pickering, Frederic A.
Tennant, Lydia E.	Pickthall, Edward
Warren, Georgiana H.	Pierce, Thomas M.
Waters, Kate E.	Pitts, Frank A.
Willey, Ida R.	Pope, Frank J.
Whitman, Almira L.	Robertson, Arthur R.
Woodman, Aurelia F.	Rooks, Julius R.
York, Dora	Sawyer, George O., Jr.
—	Smith, James O.
Bolan, Joel C.	Stevens, Milton F.
Burckes, James H.	Swain, George W.
Ballou, Frank O.	Swallow, George N.
Bradford, Frank A.	Swan, George A.
Coburn, Arthur B.	Webber, Edward H.
Dadman, John G.	White, Edward M.
Davis, Simon	Whiting, George A.
Delano, Henry C.	Whiting, William A.
Dodge, Frank A.	Williams, James F.
Dodge, Walter W.	Wills, Michael H.
Dow, Clarence	

## EXAMINATION OF TEACHERS.

Several examinations of female teachers have been held during the year, and the following individuals have been approved by the Committee:—

Sarah A. Atwood,	Clara T. Jacobs,
*Maria Bolan,	Effie A. Kettell,
*Lilla Barnard,	Abby F. Nye,
Ella L. Burbank,	*Clara S. Nye,
*Dora C. Chamberlain,	Josephine P. Raymond,
Emily Clough,	Anna M. Reilley,
Eliza L. Darling,	*Mary A. E. Sanborn,
*Sophia E. Faulkner,	*Carrie C. Smith,
*M. Lorette Furber,	Jennie Smith,
Jannie E. Gilmore,	*Ella Worth,
*Ella M. Hill,	Mary A. Wyman.
*Ida O. Hurd,	

## TEXT BOOKS.

Guyot's Elementary and Intermediate Geographies, and Anderson's Grammar School History of the United States, were introduced into the Grammar Schools at the commencement of the fall term. These works have peculiar merits, and are, on the whole, giving excellent satisfaction to the teachers and members of the School Committee.

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\* Teaching in this city.

## MORAL EDUCATION.

A good character is a vital force, the value of whose influence cannot be estimated by human arithmetic; while knowledge may not bless its possessor or the public. The better susceptibilities of the moral nature must be aroused and cultivated—the young heart must be illuminated by truth, and strengthened by high resolves. This work the public schools are in a measure performing, but in a country like ours, where denominationalism is jealous of its rights, they are greatly limited in their sphere of action and in the means which they employ. They never can fully take the place of the church or of the family, yet in many respects they must supplement the labors of both. Despite the abundance of religious instruction and the elevating influence of home culture, there is in every community, and, especially in every growing city, a dangerous element—a mass of youth of vicious or idle habits. Many of these have completely broken away from the restraints of home, religion, and public education, and are ready for the commission of crime, if they see in their evil deeds a prospect of gratifying their unbridled passions.

It appears from the recent “Report of the Board of Education of New Haven,” that the number of juvenile offenders, *under seventeen years of age*, ar-

rested in that city during the last three years, was as follows:—

In 1866, . . . . .	196
“ 1867, . . . . .	204
“ 1868, . . . . .	216

The number of crimes specified was *forty-seven*; most of which were against “property and person,” “and among them theft, personal assault, burglary, fighting, trespass, malicious mischief, &c., were conspicuous.” Dark as this picture is, a deep shadow is thrown over it by the fact that many of the 616 offenders were connected with the public schools, and seventy or more were *girls*.

No record has been kept to show the number of juvenile offenders in this city, but we think it is somewhat less than it is in New Haven. Still we have cause for solicitude rather than rejoicing. The monthly reports which the teachers make to me show that there is much waywardness among the youth of our schools. In addition to the offences committed against the peculiar laws of the school-room, we find the following: “habitual laziness, willful disobedience, truancy, vulgarity, profanity, lying, fighting, stealing, forgery.”

The grosser offences are rarely committed except by the pupils in the Grammar Schools, and only by *a few* of these. But vice is infectious, and wrong example propagates itself with fearful rapidity. Consequently there is necessity for vigorously repressing the wrong



and strengthening the right. One incendiary, at large, fills a city with dread, makes sleep a weariness, and places property at discount. Crime grows: the petty thief becomes a burglar; the burglar, an assassin. The forger of an excuse for absence becomes a forger of notes and checks; and, if skilful, if well educated, his "*irregularities*" may send dismay into the hearts of the shrewdest bankers.

The home influence of some of these pupils is exceedingly unfavorable. Indifference to study, disrespect for school regulations, and falsehood and truancy, are sometimes fostered in children by their parents. We would not attempt to prescribe any peculiar style of family life; yet we can, nay, we must, recognize the fact that judicious and constant efforts are required in the schools to counteract the baneful influence of a certain class of homes. In those places where every kindly feeling and noble aspiration should be cherished, where virtue and childish innocence should be guarded with ceaseless care, youth are in peril!

The street life of a city must not be forgotten. Its influence, like the noxious miasma, is diffusive. Youthful mischief finds here a convenient theatre for display, and children fresh from the sanctities of the purest homes are liable to be poisoned by the moral atmosphere which they breathe.

The popular vices of society are well known. The

tricks of ordinary trade, the cheats of commerce and of politics, the reckless and dishonest speculations of many who wish to be deemed respectable, open profligacy that flings inherited fortunes to the winds, and inebriety that mocks the dignity of man and brutalizes the finest sensibilities of the soul, need no discussion in a report like this; but they are perils from which we should protect our children, as we would shield them from the plague.

A wound inflicted upon the body may be healed by the restorative processes of nature, but a character once tarnished seldom regains its lustre. If we contemplate for a moment the struggles of a youth through the trials of boyhood, along the treacherous paths of early manhood, and amid the sharp conflicts of public life, we may form a tolerable estimate of the value of a character embracing the higher virtues, and animated by a lively and intelligent faith in truth, humanity, and God. The advantage to the individual, and, through the individual, to society and the State, springing from *right culture*, indicates the position moral teaching should hold in a system of public education. Society has an interest in this matter whose magnitude cannot be expressed by the limited standards of value known to the market, or compassed by the ordinary range of thought. Government by the people, by *all the people*, is impossible, except upon the condition of general education which shall be *moral* as well as intellectual. On this

point the voice of history is emphatic. In every age, a growing waywardness of the young has precluded national debasement. In all the great crises which have marked the history of nations, moral integrity, rather than intellectual acuteness, has proved the safeguard of public interests. Wisdom teaches us to heed the voice of the ages.

Should our schools only send forth youth with mental faculties sharpened for shrewd and vigorous activities, and with ambition burning for power and posts of honor, and with vicious morals, they might justly be regarded as sources of pestilence and ruin.

The value of a man to society springs mainly from his virtue, for out of true virtue comes every social good. While, therefore, a jealous watchfulness is exercised relative to the mental culture of the young, their moral development should be the object of the highest solicitude.

Respectfully submitted,

J. H. TWOMBLY,

*Superintendent of Public Schools.*

DECEMBER, 1868.

## HIGH SCHOOL GRADUATES.

1851.

Barker, Arabella W.	Hunt, Olive C.	Moulton, Emily A.
Blood, Martha	King, Susan E.	Phipps, Abby A.
Delano, Pamela E.	Knight, Sarah J.	Veazie, Margaret
Draper, Lucy A.	Marr, Helen	McMahan, Lawrence S.
Draper, Anna E.	McKay, Eliza J.	Prescott, Edward.

1852.

Bates, Lizzie P.	Foster, Ellen	Norton, Julie
Bigelow, Martha A.	Gulliver, Sarah E.	Smith, Adaline M.
Chandler, Eliza A.	Lund, Annie M.	
Crozier, Caroline S.	Lewis, Ann A.	

1853.

Archer, Sarah E.	Miskelly, Josephine E.	Forster, George H.
Caswell, Agnes E.	Pratt, Maria A.	Hastings, Francis
Carrigil, Lydia P.	Tillson, Elizabeth M.	Parker, Edward, Jr.
Everett, Frances E.	Underhill, Anna E.	Parsons, John E.
Hall, Laura E.	Wingate Abbie A.	Ranlett, David D.
Knight, Phebe A.	—	Sewall, Charles H.
Lothrop, Martha	Bradford, Joseph M.	
Moulton, Abby	Dusseault, Edward, Jr.	

1854.

Bates, Linnie G.	Foster, Mehitable	Smith, Harriette Marie
Bigelow, Caroline E.	Lothrop, Mary F.	Pasco, Samuel

1855.

Cook, Cornelia A.	Sewall, Josephine	Frothingham, Francis E.
Dadley, Harriet A. T.	Studley, Mary E.	Frothingham, John B.
Fuller, Mary Jane	Worcester, Julia A.	Gay, George F.
Gilmore, Lucy A.	—	Hobart, John L.
Hartshorne, Helen W.	Abbott, Henry H.	Plaisted, George O.
Perkins, Rebecca M.	Blood, George W.	Sawtell, James A.
Pook, Jemima D.	Devens, Richard	Warren, Lucius H.
Preble, Elizabeth E.	Flint, Alden S.	Underhill, Elihu T.

## 1856.

Brackett, Caroline A.	Lewis, Hannah M.	Bowman, Selwin Z.
Bradford, Amy A.	Lovett, Harriett E.	Carr, George E.
Brooks, Sarah	Phipps, Sarah C.	Everett, Edward F.
Brown, Maria	Sawyer, Hannah M.	Fisher, John W.
Flint, Josephine M.	Swords, Emily F.	Frothingham, Thomas G.
Harrold, Susan P.	Tappan, Ellen E.	Hubbard, William G.
Hopkins, Mary J.	Whittier, Harriet F.	Ranlett, S. Alonzo
Lane, Ellen W.	—	

## 1857.

Bailey, Mary A.	Hamilton, Elizabeth M.	Todd, Sarah D.
Banfield, Abbie F.	Hill, Sarah C.	Wheeler, Ellen M.
Boyd, Georgianna	Hunt, Susan B.	—
Brown, Ellen A.	James. O. Theresa,	Damon, Curtis
Burnett, Charlotte E.	Sawyer, Marie J.	Edmands, A. W.
Byrnes, Constance W.	Smith, Maria J.	Gilmore, Kelsey M.
Caswell, Nancy M.	Spinney, Laura A.	Stinson, Frank F.
Clark, Abbie M.	Swan, Abby L.	

## 1858.

No Graduates.

## 1859.

Blanchard, Catharine A.	Sawyer, Mary C.	Cushing, Stephen, Jr.
Carr, Carrie	Whitney, Mary H. G.	Gould, Arthur F.
Chapman, Sarah E.	Woodman, Sarah H.	Huntington, Samuel E.
Childs, Julia F.	White, Evelina	Hutchins, Edgar A.
Curtis, Mary	Willey, Clara R.	Hobart, Albert W.
Goldthwait, Mary F.	Yeaton, Elizabeth W.	Merrill, Alfred
Patterson, Louisa	—	Sewall, Moses B., Jr.
Peirce, Ellen B.	Bailey, Andrew J.	
Peirce, Kate B.	Buchanan, Roberdeau	

## 1860.

Bancroft, Mary A.	Knight, Ellen T.	Smith, Julia A.
Browne, Emily B.	Knight, Charlena	Watts, Martha F.
Clark, Sarah H.	Lake, Orilla A.	—
Curtis, Fanny	Lamson, Susan H.	Barnes, Horace F.
Hall, Sarah H.	McKay, Mary M.	Gammell, Sereno D.
Huntley, Ella M.	Putnam, Helen M.	Knight, Frank
Kimball, Harriet F.	Sawyer, Mary C.	Lee, James H.

## 1860.

Lockwood, Frederick	Sampson, Chandler	Wiley, John C.
Poor, Edward H.	Stone, Phineas J., Jr.	
Priest, John T.	Whitman, James H.	

## 1861.

Butts, Frances B.	Hayward, Augusta S.	Todd, Charlotte
Carr, Anna E.	Knight, Laurette F.	Williams, Martha
Childs, Esther S.	McDonald, Harriet J.	—
Coffin, Martha A.	Peverley, Julia	Adams, Sydney E.
Dadley, Victoria A. M. L.	Prichard, Mary G.	Brower, Henry, Jr.
Delano, Amelia D.	Sewall, Helen J.	Sampson, Frank G.
Gary, Helen S.	Simonds, Lucy J.	Tufts, Nathan F.
Getchell, Abby V.	Stone, Mary G.	
Grubb, Augusta	Tilden, Charlotte M. W.	

## 1862.

Bailey, Elizabeth B.	Johnson, Sarah H.	Thayer, Mary J.
Bailey, Emma F.	Langmaid, Mary A.	Turner, Hannah M.
Briggs, Melissa E.	Little, Annie E.	—
Brown, Sarah E.	Littlefield, Augusta A.	Brown, Edwin C.
Cutter, Caroline A.	Merrill, Henrietta	Kettell, George A.
Downing, Susan E.	Smith, Mary L.	Lawrie, Charles F.
Frothingham, Mary C.	Swan, Anna M.	McDonald, James P.
Johnson, Hattie E.	Todd, Georgianna	Preston, William H.
		Weston, Henry C.

## 1863.

Baker, Mary E.	Huntington, Anna W.	Stetson, Susan C.
Blanchard, Abbie H.	Lewis, Sarah E.	—
Delano, Almira	Mullikin, Susan R.	Cutter, Leonard F.
Gardner, Emily S.	Osgood, Ellen S.	Leverett, George V.
Hill, Mary E.	Richardson, Abby P.	Parker, James O.
Hodgkins, Lydia C.	Rice, Lizzie G.	

## 1864.

Bradford, Sarah P.	Hanlen, Georgianna	Weston, Nancy E.
Blanchard, Ellen F.	Holmes, Mary E.	—
Clapp, Margaritta	Kenrick, Martha M.	Sweetser, Isaac H.
Frothingham, Margaret S.	Sampson, Olive H.	
Gary, Fannie H.	Shaw, Ella J.	

## 1865.

Farnsworth, Jane E.	Osgood, Mary A.	Witherell, Nancy K.
Hall, Eliza S.	Sprague, Annie S.	Woodman, Caroline E.
Hall, Susan H.	Stone, Ruth A.	Yeaton, Mary R.
Hunt, Susan E.	Tilden, Laura E.	—
Hintz, Jennie E.	Tuck, Mary E.	Childs, Nathaniel
Hurd, Ida O.	Tyler, Maria L.	Coburn, Edwin R.
Jones, Emma C.	Underhill, Emma G.	Locke, Warren A.
Keefe, Anastasia M.	Willis, Emma F.	Swan, Alfred S.
Manning, Emma C.	Whittemore, Persis M.	

## 1866.

Adams, Sarah H.	Morse, Mary E.	Tuttle, Mary A.
Aanold, Carrie M.	Norton, Lizzie B.	Tyler, Emma B.
Anderson, Lizzie L.	Simonds, Susie F.	Varney, Abby O.
Frothingham, Matilda	Smith, Anna P.	Willson, Lizzie
Langmaid, Georgianna P.	Swain, Mary P.	—
Leonard, Wilhelmina F.	Swords, Annie M.	Kettell, Charles W.
Linscott, Abby E.	Thomas, Emma F.	Murphy, James S.
Moulton, Hannah E.	Tufts, Emma K.	Sweetser, Frank E.

## 1867.

Bolan, Maria L.	Hunnewell, Addie D.	White, Nannie H.
Butler, Cora E.	Magoun, Isabella E.	—
Carlton, J. Annie	Mayers, Laura A.	Beard, James F.
Doughty, Flora H.	Murphy, Mary A. S.	Bradford, William
Flanders, Ellen E.	Parkinson, Ella F.	Hutchins, Constantine F.
Goodwin, Georgiana E.	Parsons, Hannie B.	Mahew, Wilmot M.
Greene, Emma H.	Reilly, Anna M.	Pickering, James W.
Holt, Lelia N.	Robinson, Emma F.	Wellington, J. Frank
Humphrey, Mary H.	Sawyer, Julia F.	

## 1868.

Bond, Elmira J.	Knight, Martha D.	Chase, Charles W.
Burroughs, Emma A.	Linscott, Annabell	Clausen, Albert C.
Coburn, Annie C.	Osgood, Elizabeth H.	Currier, Otis H.
Condin, Margaret	Pippy, Mary C.	Harmon, Benjamin F.
Dana, Mary S.	Trull, Annette F.	Locke, Bradford H.
Elliott, Lucy C.	Welch, Carrie F.	Rand, Alfred
Hopper, Grace	Worth, Ella	

