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REPORT

OF THE

EXAMINATION

OF THE

GRAMMAR SCHOOLS

IN THE

CITY OF ROXBURY,

FOR THE YEAR 1847.



ROXBURY:

PRINTED BY ORDER OF THE SCHOOL COMMITTEE.

JOSEPH G. TORREY, CITY PRINTER.

1847.

CITY OF ROXBURY.

IN SCHOOL COMMITTEE, }
November 3d, 1846. }

ORDERED, That Messrs. Dillaway, Thompson, Bond, Caldicott, Fay, Parker, Allen, Greene, and Cotting, be appointed the Annual Examining Committee.

JOSHUA SEAVER, Sec'y.

At a meeting of the above Committee it was resolved to divide themselves into two Committees ; one to examine the Primary, and the other the Grammar Schools, as follows : Messrs. Dillaway, Thompson, and Bond, for Primary Schools ; and Messrs. Caldicott, Fay, Parker, Allen, Greene, and Cotting, for Grammar Schools.

IN SCHOOL COMMITTEE, }
Roxbury, February 17, 1847. }

ORDERED, That the Reports of the Sub-Committees, appointed to examine the Grammar and Primary Schools, which Reports have been made and accepted, be printed under the direction of the Committees which presented them, and distributed for the use of the inhabitants.

JOSHUA SEAVER, Sec'y of
School Committee.

GRAMMAR SCHOOLS.

GENTLEMEN :—Your Committee, to whom was assigned the task of examining the Grammar Schools, have performed that work ; and now submit for your consideration the following

R E P O R T :

Some days previous to commencing the examination, a meeting of the Committee was held, at which time a Chairman was elected, and the following plan of operations adopted :

First. To construct a Tabular Abstract, marked No. 1, shewing the studies pursued, the text books used, and the page reached in each class.

Second. To procure forms of printed questions on the following studies :—Definitions of Words, Geography, Grammar, Arithmetic, History, Algebra, Natural Philosophy, and Philosophy of Natural History.

Third. That these questions should be given out to the first division of each of the Grammar Schools simultaneously.

Fourth. That the oral examination should be conducted by beginning with the lowest division of each school, and with the lowest class in each division ; and proceed from that up to the highest. Their object in adopting this order, was, that they might observe the advance of one class and division beyond the other, through each school ; and that they might not begin with too high a standard of expectation.

In pursuance of this plan, Monday the 25th ult. was taken up in obtaining written answers to the printed questions. The whole of Tuesday, and Thursday morning, was spent in oral examination in the Dudley School. Wednesday was given for the same purpose to the Westerly. Thursday afternoon, the whole of Friday, and Saturday morning, to the Washington ; and the whole of Monday, the 1st inst., was employed in the same manner, in the Central School. Every class in each school was thoroughly examined in every study pursued by that class, except in two or three instances in the first class

of one or two of the first divisions. From this labor your Committee have obtained the following

RESULTS :

In the examination, by printed questions, there were in all seven thousand one hundred and thirty-six questions asked, four thousand seven hundred and seventeen of these were answered correctly, being sixty-six $\frac{1}{100}$ per cent. of the whole. Seven hundred and fifty-three questions were incorrectly answered, seven hundred and eighty-four questions were imperfectly answered, and eight hundred and eighty-two were not at all answered. In making up these answers no account was taken of the spelling, grammatical construction of the answer, capital letters, or the punctuation. There were many inaccuracies of the above character, but not more than might reasonably have been expected. Your Committee confined themselves to the sense of the answers; where this was correct, they set down that answer as correctly given, when a question contained several particulars, and some of these were correctly answered, and the others were not answered, or answered incorrectly, or where a definition or description was not completed, but only partly given, the whole was marked as an imperfect answer.

A Tabular Abstract, marked No. 2, has been prepared, showing the studies embraced in these questions, the number of scholars that were examined in each school, in each of these studies—the average age of each class, the number of questions asked, the number correctly, incorrectly, or imperfectly answered, together with the per cent. of correct answers, and the rank of the class in each exercise, as compared with the corresponding class in the same study in the other schools; so that at one view the comparative excellency or deficiency of each school may be seen. It will be seen by this table, that some of the schools were not examined in all the studies embraced in these printed forms; only four of the eight forms were given to every school. The table shows the rank of each school in these four studies combined; then the average and rank of each in all the studies.

Although these results exhibit a number of imperfect answers, yet your Committee can but express their satisfaction that the per centage of correct answers is so large.

Your Committee have prepared a Tabular Abstract of the oral examination. They adopted the figure 6 as denoting a certain degree

of perfection to which they thought each class should have attained. When any class in any study did that which perfectly satisfied your Committee, they designated their entire satisfaction by that mark. Any number below that shows how far, in their opinion, the class was from the degree of perfection desired. This table is marked No. 3. It shows the opinion of your Committee respecting every study pursued by every class in all the Grammar Schools. The average of each school in each study is shown under its appropriate head, and its comparative rank with the other schools in the same study. The table is completed with an average of all the studies, and the comparative rank of each school, as a whole.

Your Committee have drawn up this abstract that they might present, at one view, the condition of each class, division and school, that the excellencies and defects of each, in every study, might be seen ; and that no department needing special attention, should be overlooked. In order to arrive at a correct and impartial estimate of every study, your Committee previously agreed to mark, each one for himself, his own opinion of it, then to come together and compare notes ; the numbers as they appear in the Abstract, are the result of such comparison.

It will be seen that the schools, as a whole, do not fully come up to the perfection desired, but it is matter of great pleasure that they fall so little below it, the whole average being five and two-ninths, while six denotes all that would have been asked. The oral examination included those classes and some of those studies, which were examined by printed questions, as well as the other classes.

By these two methods of examination, the knowledge of the pupils was pretty fully tested, and some important facts were ascertained, such as whether the mode of instruction to which they were accustomed was entirely confined to the books, or the scholars taught to think for themselves, and whether they could express their thoughts in writing with as much freedom and correctness as they could orally. In one school the class attained a high rank in the written answers, while in the oral examination and in the same study it is marked low. In another school the written answers were very imperfect in some studies, but the oral exhibits the same class as very expert.

The two Tables should be examined at the same time, in order to get a correct idea of the exact condition of each school, and reference

ought to be had to the average ages of the pupils, the number examined, the time they have been in the class, together with the number of studies pursued by them.

It is the opinion of your Committee, that the Grammar Schools were never in a better condition, as a whole, than at the present time, yet they think that improvements may and ought to be made in some departments; these will be noticed in their remarks upon the schools severally.

A Tabular Abstract, marked No. 4, has been made to show the number of schools, divisions, scholars in a division, attendance, tardiness, absence, average age, and number of punishments for the last quarter. This Table is not completely filled up; some of the Teachers were unable, from imperfect registers, or registers imperfectly kept, to give all the information necessary to complete this abstract.

It appears to your Committee a matter of no small importance how the statistics of a school are kept. The registers of a school have the same relation to its order and efficiency, as the day-book, journal and ledger of the merchant do to his business; nothing can be well done without correct accounts. It may not be easy to frame a register that will suit every school, any more than to make the same set of books suit every form and kind of business; and it may be desirable as well in the school as in the counting room, that each Teacher should adopt his own method of keeping his accounts; but whatever be the method, he should be prepared from these accounts, at all times, to give approximately the condition of his school; and at stated times, say monthly, quarterly and yearly, to give accurate and exact information touching certain points; for instance, such as are contained in the blank form annexed to No. 4.

It is with pleasure your Committee observe a considerable decrease from the last year's reports in the number of absences; and they are persuaded that these will continue to decrease in about the same proportion as they are accurately reported. It will be seen that the number of corporal punishments is much smaller than formerly; two of the schools, report no punishments during the last quarter. It is the hope of your Committee that the time will come, when the moral powers of all pupils shall have been so trained, that a resort to this mode of government will be no longer necessary. There may be cases, and among some of our rude boys it seems there are,

where the moral sense is so low, that there seems to be nothing else to appeal to than a sense of pain, but such cases they think are rare. If due attention should be given to the order, quiet, and genteelness of the school, if the statistics should be accurately and minutely kept, if time should be spent and pains taken to cultivate the kindly and gentle feelings of the pupils, so as to enlarge their moral sense, this would very soon almost, if not entirely remove the necessity of an appeal to the rod. It is hoped and expected that in no case a Teacher will punish so severely as to bruise or maim a pupil; any thing ought to be done rather than this. Every Teacher should take pains, and by experiments try to discover, even in the very worst of his scholars, some spark of generosity, gratitude, or kindly emotion, that may be influenced, drawn, directed, led; and having discovered it, he should foster and fan it with all the interest and care of a traveller in the Polar regions over the spark he has just drawn from the hard and brittle steel, which spark if saved, will soon kindle a fire of sufficient intensity to soften the very substance from which it was drawn. Teachers need to feel that pupils require a moral as well as an intellectual culture, and that time and effort must be given to the former as well as the latter; nay, that the former is infinitely the more important.

Your Committee will now give a view of the schools separately.

The Washington School.

This is a school for boys, and numbers in all its divisions four hundred and forty-nine scholars. There are eight divisions, having an average of fifty-six and one-eighth scholars to a division. Several changes have been made in this school during the past year, both in the building and internal government of the school. A room on the lower floor has been finished, and neatly furnished for the seventh and eighth divisions, an addition has been made to the back of the school, consisting of four recitation rooms, and a room for two furnaces. No money was ever more judiciously expended than this. The recitation rooms, by furnishing separate apartments for the upper divisions, prevent the necessity of such loud speaking, which used to be an annoyance to persons living in the vicinity of the school, a means of confusion in the school, and a draft upon the strength of the Teachers which was killing them; these rooms have cured these evils. The new furnaces have removed the complaint of want of

heat in the upper rooms, and the necessity of setting fire to the building, in order to make it hot enough; the smoke pipes passing through the recitation rooms, are sufficient to warm them, while the heated air is ample for the large rooms. There is however, still a deficiency of heat in the lower rooms; these are warmed by a small furnace in the cellar, which is entirely inadequate for the purpose, it being impossible frequently to get the thermometer above forty-five degrees all the morning. Attention should at once be given to remedy this defect.

A change has been effected in the government of this school. It is now under one head, who has the government and responsibility of the whole. The scholars no longer either change their room or their Teacher, but each Teacher is required to instruct his or her division in every branch studied by that division. It is the duty of the Principal to see that every class is thoroughly taught, and that every Teacher does his and her duty. To give him time to do this, he is furnished with an assistant female Teacher, who is to take charge of his division when he is absent upon any duty in the school, and she is to teach a part of his division when he is present, or to assist any of the other Teachers, if directed so to do by the Principal. The second division is taught by an assistant master, the others by female assistants. This change has thus far produced a very beneficial influence upon the school. There are some peculiar excellencies in this school, in the study of Arithmetic, Mathematics, and defining of words, in the first division; and in the Reading and Grammar in the second. The principal defects, are the Reading in all the divisions, except the second and fourth, and the Arithmetic in the second. As a whole, the school ranks high; there are excellencies in every division, and every Teacher seems to have labored hard to do his and her duty.

The Dudley School.

This is a school for girls, and occupies two buildings; the one on Dudley street, and the other on Bartlett street. It numbers four hundred and eight scholars; these are separated into eight divisions, each having an average of fifty-one pupils. It is under one master, who has eight female assistants, one of whom instructs a part of the first division. The internal government and arrangements of this school are, as nearly as possible, like those of the Washington, the

Principal having the same authority and responsibility, and being furnished with the same number of aids. During the last four months, the Principal has been unable, through sickness, to attend regularly to his duties. These have devolved chiefly upon his first assistant, he visiting the school occasionally; yet notwithstanding this lack of service, the school still maintains its high character.—Latin and French are taught in this school by the first female assistant. She has three classes, two in Latin and one in French. These are instructed in these branches, either before the school begins in the morning, or at the time of intermission at noon. The excellencies of this school are many; among them may be reckoned Reading in all the divisions, Singing in the fifth, Writing, Algebra, and Natural Philosophy in the first. The defects, if any need be named, are in Arithmetic, Geography, and Spelling, in some few classes. This school still retains its first rank among the Grammar schools, as is shown by the tables; they show also, that it does not now very far exceed them; this, however, is not because it has fallen, but because they have risen,—not because it has receded, but because they have advanced.

The Central School.

This school is located in Eliot street, on Jamaica Plain, and occupies part of a building belonging to the Trustees of the Eliot Fund. This building is rented by the city, at an annual expense of three hundred dollars. This is a school for boys; it numbers eighty, and is under one master, assisted by one female. It appears from the tables, that this school ranks the lowest of all the Grammar Schools. Whether this arises from any defect in the mode of government, of instruction, or in the material of the school, is, in the estimation of your Committee, an important question. There are some excellencies in this school; among others, may be named Grammar, Arithmetic, Geometry, Defining Words and Spelling, in the first division, and some good Spelling in the second. Also, good Singing—this exercise is taught by the female assistant. This school, though marked lower than any other, yet comes as a whole, within 1 of the standard required—the standard being 6, its average being 5. Still there are in it some marked defects, as the Reading throughout, but especially in the second division; and the Arithmetic and Geog-

raphy in the same division are inferior—these defects greatly reduce the average of the school. There are two classes of winter scholars, one in each division; their average age is greater than the other classes. These boys are kept at work mostly out of doors, except in winter, when they are sent to school. In making an average of the school, these classes serve to increase the age, while they lower its rank. The same is true of the other schools, but not to anything like the same extent, as in this. The first two classes of the first division will bear a comparison with any other corresponding classes in the other schools, especially when their ages are taken into the account.

There is in this school a lack of that high degree of order and refinement, which is so conspicuous in some other schools. Energy, activity, and mental strength are not wanting, but these are rather the rankness and roughness of the newly cleared forest, than the symmetry and beauty of the well cultivated farm; and while there is evidence that the teachers have been at work, and hard at work, yet it seems more like the work of the pioneer than the old settler. Some reason may be found for this, in the fact that the inhabitants of the Plain do not generally, as in other parts of the city, send their sons to the city school, but to some one or other of the excellent private schools which abound there. This school needs the influence of a greater number of those children who are accustomed to habits of refinement and order at home. If such persons, generally, would send their sons there, it would, in the opinion of your Committee, greatly change the appearance of the school, and be the means of bringing it up to a level with the others, in every respect. It is of little use to complain of some things, or try to remedy them, while this influence is withheld. It seems important that our native citizens should inquire how the many foreigners, who are constantly settling amongst us, may be elevated, refined, enlightened, and assimilated to themselves, so that their presence may prove a blessing and not a curse. This cannot surely be done by keeping aloof from them, but by mingling amongst them; and where, or how, can this be done to any extent, but in our common schools? Let the elevating process, then, commence here. Let not parents be afraid that their children will be degraded by the association; rather let them feel that others will be benefitted, and that they themselves finally shall reap a rich harvest from the process. Upon the whole, your Committee think

that the defects of this school are not so much to be attributed to the incompetency of the teachers, as to some of the peculiar circumstances of the school.

The Westerly School.

This school is located at the West end of the city, and includes both sexes. It consists of ninety-one scholars, and is under the direction of one master and a female assistant. This is an excellent school,—has a superior order of pupils, and is subject to fewer interruptions from occasional scholars, than any other school. Among the excellencies of this school, may be named its neat appearance, perfect order, genteel manners, writing, singing, and drawing of outline maps. There is needed for the lower room, a thermometer, a clock, and a set of outline maps.

In concluding this report, your Committee wish to express their conviction that the inhabitants of this city may be justly proud of their schools, and as willing as ever to contribute freely for their support, from the belief that no expenditure of money yields them so valuable a return.

Signed,

T. F. CALDICOTT,	}	<i>Examining Committee.</i>
CYRUS H. FAY,		
DAVID GREENE,		
BENJAMIN E. COTTING,		
JOSEPH H. ALLEN,		
THEODORE PARKER,		

Report on New School Houses.

Your Committee to whom this subject was referred, recommend that one school house of two stories, be erected near Newman's blacksmith's shop, either on Eustis or Mall streets, in Ward 1. That one school house of two stories be erected on Vernon street, near the lead factory, in Ward 2; and that one school house of two stories be erected on Parker street, north of Washington street, in Ward 3. That these houses be erected as soon as possible, and be finished and furnished throughout. That as soon as the house in Ward 1 be finished, the school No. 21, now in Spring Hall, be removed into it; and school No. 14 from the lower room of the school house on Yeoman street. That No. 12 be removed into the room of No. 14, and that the house now occupied by No 12 be abandoned. Your Committee recommend that as soon as the school house on Vernon street be completed, the Sumner street be relieved of all those children who reside west of Washington street, and on the west side of said street, who now attend the Sumner street school; there are upwards of fifty such. It is desirable that the Sumner street school be reduced, if possible, to a reasonable number; and there is no way of doing this but by the erection of this house. This house would also relieve the Centre street school of all those who reside north of Dr. Putnam's church.

Your Committee recommend, also, that as soon as the school house on Parker street is finished, that the school No. 4 be removed into it, and that the house now occupied by No. 4 be abandoned. This house would help to relieve the Orange street schools of their overflowing numbers.

The above sites for the new school houses are recommended on the ground of their affording the best accommodation to the greatest number of children, and being so located as to relieve those schools that are, or soon would be, over-crowded.

The abandonment of Nos. 12 and 4 is recommended, from the fact that these houses are utterly unfit for schools; they require at once, **extensive repairs**, and then would be unfit; and besides, they do not

really belong to the city. The vacating of Spring Hall is advised from the undesirableness of paying rent, and the school not being quite free from interruption in that place.

The following Table will show, at one view, the necessity of this additional accommodation; though at present, it gives but forty-eight scholars to a school, there can be no doubt but by the time these houses are finished, there will be sixty numbered on each register, which will give an average attendance of fifty to each school; this will accord with the views of the Committee of Examination for Primary Schools. Should these houses be erected on the sites recommended, there would be little difficulty in equalizing the numbers through this part of the city.

All which is respectfully submitted.

T. F. CALDICOTT, *Chairman.*

TABLE,

Showing the necessity of erecting three new Primary School Houses.

NO. 1

Shows the number in attendance upon the following Schools:

	Yeoman street.		Summer street.		Orange street.		Centre street.		Washing'tn street.		Spring Hall		Oxford street.		No. of Schools.		No. of Pupils.		Average to each school.	
No. of Sch'l	17	14	12	1	2	19	20	3	16	4	21	15	13	13	780	60				
No. of Sch'rs	49	59	64	50	108	46	82	38	80	55	39	71	39							

NO. 2

Shows the number of Schools and Scholars as recommended.

Name of Schools.	Yeoman street.		Mall street.		Summer street.		Vernon street.		Oxford street.		Orange street.		Centre street.		Parker street.		No. of sch'ls		No. of pupils		Average.	
No. of Sch'l.	17	12	14	21	1	2	24	25	13	15	19	20	3	16	4	26	16	780	48			
No. of Sch'rs.	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	800					

Report on Intermediate Schools.

Your Committee to whom was referred the subject of establishing an intermediate school, have performed that duty; have taken possession of the vacant room in the Washington school; have collected from the Primary schools and from the streets, one hundred and three boys, over eight years of age, who are not prepared to enter the Grammar schools. They have placed over them as teacher, Albert Farnsworth, who has, for some time past, been assisting Mr. Dodge, in the Washington school. They recommend that he have a trial of his ability to take care of such a school, and in case he succeed, that he be appointed its master, with a salary, for the first year, of three hundred dollars. Also, that it be left with the School Committee and the Chairman, to furnish him with such assistance as may be necessary.

Your Committee regard the establishment of this school as one of the most important acts of the School Committee during the year. It makes just the provision for such a class of boys that they need; it frees the other schools of what was a great hindrance to them; it gives to all the other schools more symmetry, while there can be no doubt that the improvement of this class of boys will be much greater in such a school, than elsewhere. A clock, desk, chairs, thermometer, &c., are needed for this room, and your Committee would recommend the passage of the following resolution:

Resolved, That the City Government be requested to furnish the east room of the lower floor of the Washington school with new forms and chairs, for the use of an intermediate boys' school; the present furniture being in a very unfit condition for use.

T. F. CALDICOTT, *Chairman.*

1	Rus. Y. L. R. thr'	Read B. thr'	Mitch' thr'	Leon' d	241	Gould Bro thr'	Worcest' r	121	Olms' d	266	Smellie	226	Sherwn	129	First class studied thro Mrs. Phelps' Botany last summer.
2	do. Intro.	"	"	"	"	"	"	"	68	u.s.	"	84	"	"	"
3	"	"	"	"	"	"	"	"	"	"	"	to	"	"	"
4	"	Rd Nat	"	"	"	"	"	"	"	"	"	168	"	"	"
1	"	181	"	"	212	"	thr'	"	"	"	"	"	"	"	Miss Seaver has a class of 14 in Latin, and a class of 3 in French.
2	"	59	"	"	172	"	s'xs	"	"	"	"	"	"	"	"
3	"	"	"	"	144	"	"	"	"	"	"	"	"	"	"
4	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"
5	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"
6	Gram. S.R. thr'	"	"	120	Colb'rn	121	"	40	"	"	"	"	"	"	Miss Taber has 2 classes in Colb's Oral Arithmetic.
2	"	120	"	60	"	99	"	"	"	"	"	"	"	"	"
1	"	130	do. Pri. thr'	70	"	95	"	"	"	"	"	"	"	"	"
2	"	100	"	36	"	77	"	"	"	"	"	"	"	"	"
3	"	"	"	"	114	"	"	"	"	"	"	"	"	"	"
1	"	130	"	38	"	129	"	66	"	"	"	"	"	"	"
2	"	70	"	38	"	111	"	54	"	"	"	"	"	"	"
3	"	"	"	"	"	93	"	39	"	"	"	"	"	"	"
1	Part 3d. thr'	"	"	93	"	89	"	50	"	"	"	"	"	"	"
2	"	76	"	60	Ld's Pri	47	"	"	"	"	"	"	"	"	"
3	"	"	"	"	"	58	"	"	"	"	"	"	"	"	"
1	Gram. do. sel'	"	"	35	"	59	"	44	"	"	"	"	"	"	"
2	"	123	"	35	"	44	"	36	"	"	"	"	"	"	"
3	"	"	"	"	"	39	"	34	"	"	"	"	"	"	"
4	"	"	"	"	"	"	"	29	"	"	"	"	"	"	"
1	"	108	"	41	"	51	"	29	"	"	"	"	"	"	"
2	"	71	"	41	"	39	"	23	"	"	"	"	"	"	"
3	"	43	"	34	"	27	"	19	"	"	"	"	"	"	"

Dudley

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1	Dis. S. Rdr.	204	Read B. thr'	Mitch' l	276	Leon' d	261	Gould Bro thr'	Worcest' r	131	Olms' d	thr'	Sherwn	126	1 class in Comb's Physiology.
2	"	144	do. & Nl	33	"	213	"	206	"	104	u.s.	"	"	50	"
3	Gram. do.	121	"	"	100	"	"	165	"	69	"	"	"	"	"
4	"	"	"	"	"	"	"	81	"	"	"	"	"	"	"
1	"	84	"	25	"	55	Colb'ns	60	"	"	"	"	"	"	"
2	Swan's 3P.	86	"	22	do. Pri.	60	"	37	"	"	"	"	"	"	"
3	"	31	"	"	"	42	"	29	"	"	"	"	"	"	"
4	"	"	"	"	"	"	"	17	"	"	"	"	"	"	"

Westerly

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No. 2.—TABULAR ABSTRACT,

Showing the result of the Examination by Printed Questions.

Studies.	Schools.	Words to be Defined											
		Number of Schol-ars Examined.	Average Age of Scholars.	Number of Ques-tions Asked.	Number of right Answers.	Number of wrong Answers.	No. of imperfect Answers.	No. of Questions not answered.	Per Cent. of right Answers.	Proportion of Sch. examined.	Relative Rank.	REMARKS.	
Words to be Defined	Washington	47	13	752	446	136	117	53	.59+	.104	.1613		
	Dudley	40	13 $\frac{1}{2}$ $\frac{9}{10}$	640	365	90	76	109	.57+	.098	.0558		
	Central	20	12 $\frac{2}{3}$	320	175	42	28	75	.54+	.250	.1350		
	Westerly	18	13 $\frac{1}{3}$	288	100	23	82	83	.34+	.019	.0669		
Geography.	Washington	21	12 $\frac{2}{3}$	420	333	6	31	50	.79+	.046	.0363		
	Dudley	25	13 $\frac{3}{4}$	500	360	9	38	93	.70+	.061	.0427		
	Central	22	12 $\frac{2}{3}$	440	284	15	47	94	.64+	.275	.1760		
	Westerly	18	13	320	250	7	28	35	.81+	.197	.1595		
History	Dudley 1	14	14 $\frac{2}{7}$	140	129	0	8	3	.92+	.08	.0700		
	Dudley 2	19	14	152	129	1	14	8	.83+				
	Westerly	1	15	10	10	0	0	0	1.00	.0108	.0110		
Algebra	Dudley	9	14 $\frac{1}{2}$	180	170	8	2	0	.94	.022	.0206		
	Westerly	1	15	20	20	0	0	0	1.00	.0108	.0110		
	Central	2	14 $\frac{1}{2}$	40	19	12	4	5	.47+	.025	.0117		
Grammar	Dudley	46	13 $\frac{1}{2}$	460	287	40	123	10	.62+	.112	.0694		
	Washington	25	13 $\frac{1}{2}$	250	126	31	81	22	.50+	.055	.0275		
	Central	17	12 $\frac{1}{3}$	170	67	23	62	18	.39+	.212	.0826		
	Westerly	7	14 $\frac{1}{2}$	70	36	5	15	14	.51+	.076	.0387		

No. 2.—Tabular Abstract, continued.

Studies.	Schools.	Number of Scholars Examined.	Average Age of Scholars.	Number of Questions Asked.	Number of right Answers.	Number of wrong Answers.	No. of imperfect Answers.	No. of Questions not answered.	Per Cent of right Answers.	Proportion of Sch examined,	Relative Rank.	REMARKS.
Arithmetic	Dudley	47	14	648	460	109	0	79	.71+	.115	.0816	
	Washington	31	13½	467	346	97	0	24	.74+	.069	.0510	
	Central	20	13⅔	293	204	68	0	21	.69	.250	.1725	
	Westerly	10	14⅓	163	134	26	0	3	.82+	.019	.0893	
Nat. Hist'y	Dudley	10	14½	120	108	2	5	5	.90	.024	.0216	
	Westerly	1	15	13	10	2	0	1	.77—	.0108	.0077	
Nat. Philos.	Washington	4	13½	40	32	0	4	4	.80	.008	.0064	
	Dudley	22	13⅓	220	117	11	19	73	.53+	.053	.0280	

SUMMARY.

Whole number of Questions asked, 7136.
 Whole number of right answers, 4717.
 Whole number of wrong answers, 753.
 Whole number of imperfect answers, 784.
 Whole number not answered, 882.
 Whole per cent. of right answers, .66+.
 Whole number of sheets examined, 497.

No. 3.—TABULAR ABSTRACT,

Shewing the result of the oral examination of the Grammar Schools.

Studies	Divisions		1st	2d	3d	4th	5th	6th	7th	8th	Average
	Classes		1|2|3	1|2|3	1|2	1|2	1|2	1|2	1|2|3	1|2|3	
Reading	Dudley	6|6	6|5	6|6	6|6	6|6	6|4	5|5	6|6	6|5	5 $\frac{10}{17}$
	Washington..	5|4	6|6	6|6	5|5	6|6	5|5	5|5	5|4	5|5	5 $\frac{3}{17}$
	Westerly	6|6	4|4	5|4							4 $\frac{2}{3}$
	Central	5|4	3|4	3|4							3 $\frac{2}{3}$
Geography	Dudley	6|5	6|5	5|6	5|6	5|5	5|4	5|5	6|6	5|4	5 $\frac{3}{20}$
	Washington..	6|5	5|5	5|6	6|6	5|5	4|5	6|5	6|6	5|5	5 $\frac{5}{17}$
	Westerly	6|5	5|4	5|5							5
	Central	6|5	5|4	5|5							5
Arithmetic.	Dudley	5|5	5|5	6|5	5|6	6|6	6|6	6|6	5|6	4|5	5 $\frac{3}{4}$
	Washington..	6|6	4|4	4|6	6|6	6|5	6|6	5|5	5|6	6|5	5 $\frac{6}{19}$
	Westerly	6|5	6|5	5|5							5 $\frac{1}{6}$
	Central	6|6	5|4	5|5							5 $\frac{1}{6}$
Spelling and Defining and Spelling	Dudley	6|5	6|6	6|5	6|5	6|5	5|5	5|5	5|5	4|6	5 $\frac{7}{18}$
	Washington..	6|5	6|6	6|6	6|5	5|5	5|5	5|5	6|6	4|5	5 $\frac{6}{17}$
	Westerly	5|4	5|6	6|4							4 $\frac{2}{6}$
	Central	6|5	5|6	6|4							5 $\frac{1}{6}$
Grammar	Dudley	6|6	6|5	5|5		5 $\frac{1}{2}$	Algebra	Dudley . .	6	6	
	Washington..	6|5	6|6	6|6		5 $\frac{2}{3}$		Washington..	5	5	
	Westerly	6|5	4|			5		Westerly	6|5	5 $\frac{1}{2}$	
	Central	6|6	5|			5 $\frac{2}{3}$		Central	5|5	5	

Washington. Surveying 5. Central. Geometry 5.
 Westerly. Drawing Maps 6. Dudley. Elements of Music 6.
 Dudley. Writing 6. General appearance, order, &c. 6.
 Washington. " 5. " " " 6.
 Westerly. " 6. " " " 6.
 Central. " 5. " " " 5.

STUDIES NOT EXAMINED.

Dudley. Mrs. Phelps's Botany ; Latin and French.
 Washington. Worcester's History and Olmsted's Philosophy.

NOTE. The figure "6" is used to denote the degree of perfection that in the opinion of the Committee each class in each exercise ought to have attained ; any number below that shews how far short of that standard was reached.

Dudley as a whole, stands at-(as nearly as possible) 5 $\frac{1}{2}$ and ranks 1st
 Washington " " " " 5 $\frac{1}{3}$ " 2d
 Westerly " " " " 5 $\frac{1}{18}$ " 3d
 Central " " " " 5 " 4th

No. 4.—TABULAR EXTRACT,

Shewing the average age, tardiness, absences, and number of punishments during the quarter ending February 1st, 1847.

School.	Division.	Number of Scholars.	Average Age.	Average of Tardiness.	Average of Absence.	Average time in the Division.	Number of Punishments.	REMARKS.
Washington	1	51	12 $\frac{4}{4}$		.03 $\frac{1}{3}$			
	2	64	12 $\frac{3}{4}$		.09			
	3	59	11		.10			
	4	64	10 $\frac{1}{2}$		.13			
	5	60	9 $\frac{3}{4}$		.09			
	6	64	9 $\frac{3}{4}$		.15			
	7	44	9 $\frac{3}{4}$		.14			
	8	43	9 $\frac{3}{4}$		.13 $\frac{1}{3}$			
Central	1	40	14	.27	.15			
	2	40	9 $\frac{1}{4}$	.03	.15			
Dudley	1	47	14 $\frac{1}{3}$	.026	.13+		0	
	2	60	13 $\frac{5}{12}$	.05	.11+		0	
	3	48	12 $\frac{3}{4}$	.029	.12+		0	
	4	52	10 $\frac{3}{4}$	.037	.11		0	
	5	54	11 $\frac{1}{4}$	.033	.16+		0	
	6	48	9 $\frac{3}{4}$	.028	.12+		0	
	7	48	9 $\frac{7}{12}$	.026	.16+		0	
	8	51	9	.028	.20		0	
Westerly	1	48	12 $\frac{5}{8}$	.036+	.20		0	Absences mostly in consequence of sickness.
	2	43	8 $\frac{5}{8}$	.031+	.20		0	



CITY OF ROXBURY.



IN SCHOOL COMMITTEE, }
Roxbury Feb. 17, 1847. }

Ordered, That in all the Grammar Schools, the teachers be required to insist upon regular exercises in *Composition*, upon subjects, and in forms, adapted to the age and progress of the pupils; that the exercises be required at stated seasons of the first two divisions of each school, and that the first class, of the first division, be required to write compositions *every week*.

Ordered, That the quarterly Examining Committee hereafter examine and report upon the proficiency of the scholars, in the art of written composition.

Ordered, That the Secretary furnish a copy of the foregoing order and of the order of this day adopted, in relation to the study of "*topics*," to every Grammar Master.

IN SCHOOL COMMITTEE, }
Roxbury, Feb. 17, 1847. }

Ordered, That the teachers of the several Grammar Schools, and their assistants, be required to impart more oral instruction to their pupils than they have been accustomed to do, and for this purpose, that *topics* be specially assigned for consideration, in one or two weeks, after the time of announcement.

Each pupil shall prepare himself, or herself, by careful study of the subject or character assigned, and for this purpose the schools shall be furnished with books of reference to be selected by the Masters with the approval of the Chairman of the School Committee.

After the scholars shall have been interrogated upon the *topic*, the teacher shall give his or her views, more or less at length, in the form of a familiar and instructive lecture.

These exercises shall take place as frequently as practicable, in the opinion of the Local Committee and teachers.

IN SCHOOL COMMITTEE, }
Roxbury Feb. 17, 1847. }

The Committee to whom was referred the subject of the introduction of *music* into the public schools, beg leave to *report* :

That in their judgment it is expedient to provide instruction for the advanced scholars, to the number of two hundred, in the Dudley and Washington Schools, and for all the pupils in the Central and Westerly Schools, or as many as can be taught in one room.

Your Committee recommend that Mr. T. B. Moses be appointed teacher of music for one year, subject to the existing regulations as to all teachers, at a compensation of one hundred dollars, for each school, except the Dudley, and seventy-five dollars for that school; Mr. Moses to furnish Piano Fortes for the Washington, Central and Westerly Schools.

Respectfully submitted by order of the Committee,

SAM'L. H. WALLEY, Jr., Chairman.

City Document.—No. 23.

REPORT

OF THE

ANNUAL EXAMINATION

OF THE

PRIMARY SCHOOLS

IN THE

CITY OF ROXBURY,

FOR JANUARY, 1847.



ROXBURY:

PRINTED BY ORDER OF THE SCHOOL COMMITTEE.

JOSEPH G. TORREY, CITY PRINTER.

1847.

PRIMARY SCHOOLS.

The School Committee, impressed with a belief that the Primary Schools of this City had not the same high rank with our Grammar Schools, and that owing to their increased and increasing number, it was desirable that some general system of discipline and instruction should be established, which should render more uniform the preparation and attainments of those to be transferred from them to the Grammar Schools, appointed the subscribers a Committee in August last to examine all the Primary Schools of this City, to ascertain their comparative rank, and to suggest any improvements in the methods and means of instruction, which might occur in the course of their examination.

The Committee endeavored faithfully to discharge the duties assigned them. They together examined every school, as directed, and besides visited several of the best schools of the same class in Boston, to enable them more fully to ascertain in what respects, if any, those institutions were superior to ours.

They found a great diversity in the management of our schools, and in the relative attainments of the children. Some of them, both in discipline and instruction ranked so low that it was almost discouraging to attempt to improve them, while in others the discipline was as good, and the progress as great as could be expected under the system of instruction adopted, and with the apparatus and facilities granted to the Teachers.

The best of them, they were satisfied, could be improved. An erroneous idea of order seemed to prevail among our Teachers, that a child should be disciplined to the most uncomfortable restraint of all his physical powers, and with or without any lesson to study or other mental exercise, should sit erect during school hours without moving hand or foot, and this in most of our school rooms, upon seats contrived more for economy than for the comfort of those destined to use them. Such a system certainly tends to make the school any-

thing but attractive to children. The Committee esteem the best order in a school, to be that which most fully employs each child without annoyance to the rest, and this they were pleased to find in some of the best Primary Schools in Boston which they visited. They were mortified to see how far superior they were to ours in whatever regards the personal comfort of the children. Instead of dirty rooms and bare walls, they found neatness everywhere; they found busts and pictures adorning the walls, bouquets and growing plants in the windows. Various articles of natural history were on the table and shelves. Everything there, seemed calculated to cultivate good taste, and attract the attention of children. When a class had finished its recitation, the children were not required, as with us, to sit unemployed till their next recitation came round; they all had slates and were taught to use them. Every child had something to do. Every one seemed happy. The seats were far more comfortable than ours, and seemed to have been made with especial reference to the ease of the pupils. They were small armchairs, with places of deposit underneath for the slates. They cost but a trifle more than the miserable apologies for seats now occupied by our children.

In the two new school houses recently erected in Roxbury, these chairs have been adopted, and in these and in some of our other schools, a small sum has been expended for the decoration of the rooms; while for all, such arrangements have been made, as will give to them the apparatus they need.

The examining Committee were better pleased with the course of instruction adopted in the Boston schools, than that prevalent here, and recommended its general adoption. The School Committee, however, preferring to proceed cautiously, have adopted it as an experiment in schools Nos. 18, 19, 20, 22 and 23; the experience of a few months simultaneous trial, will show by which the children make the most progress. Upon the recommendation of the examining Committee, the following votes were passed by the Board:

I. That Part I, Title 10, Chapter 23, Section 7, of the Revised Statutes, be annually published, with the Regulations of the School Committee.

II. That the instructors shall be required to pay strict attention to the morals of their pupils, and to exert themselves to comply with so much of the foregoing statute as relates to them.

III. That the several Local Committees give their attention especially to the foregoing particulars, and endeavor to aid the teachers in this department of their labors.

IV. That the Examining Committee make enquiry upon the points above mentioned, and report concerning them.

V. That the teachers be required to keep their several registers with accuracy and completeness, and that the Local Committees be instructed to report upon the manner in which this requisition is observed.

VI. That whenever any Local Committee shall have omitted for two successive months to visit the school under his charge, he shall be considered as having vacated his office, unless satisfactory evidence be given that his omission was occasioned by sickness, or other good and sufficient cause.

VII. That the Primary Schools shall contain as nearly an equal number of pupils as practicable, it being desirable that the average number of daily attendants should be about fifty in each school.

VIII. That every scholar shall be provided with a slate, and employ the time not otherwise occupied, in writing, printing, or drawing. As soon as they are able to do so, they shall be required to print their spelling lessons on their slates, and continue to do this in all the classes.

The scholars shall occupy a portion of the time of every school session at the black-board in drawing or printing.

Simple oral lessons in arithmetic, adapted to the ages of the pupils, shall be taught in each class.

The Lord's Prayer and the Ten Commandments shall be taught to all the scholars in a simultaneous exercise. The audible repetition of the former, by every scholar, shall form a part of the opening exercises of every morning. The Commandments shall be audibly repeated in the same manner at least once a week.

Singing shall form a part of every school session.

The scholars shall be taught the meaning of the stops, and other marks of punctuation, as they occur in their lessons.

Oral instruction shall form a part of the duties of the teacher, occupying not less than a quarter of an hour each session, at such time as may be most convenient to the teacher. The exercises may be common to all the classes, so as to explain their reading and other

lessons; and impart a full meaning of all that is read by the pupils, or taught to them.

The Committee have since made another examination of the Primary Schools, and are pleased to report, that in nearly all of them they discovered a marked improvement during the last three months. They are satisfied that the teachers have exerted themselves, and have full confidence, that their efforts, if properly seconded by the School Committee and parents, will raise our schools to as high a standard as any schools of the same class, in other cities. They think that the importance of these Primary Schools has been heretofore underrated, and that they have not received that share of attention from the School Committee which they deserve. Parents, too, have not given them that encouragement which they ought. Every parent who has a child in one of these schools should feel interest enough in his welfare, to make frequent visits to the place where so much of the time of that child is spent, and where his future character, to a great degree, is moulding into form. Whatever may be the indifference of others, the parent surely should feel a deep interest, and not be satisfied without knowing what is done, day after day, and week after week, at the school house.

Among the greatest difficulties that our teachers have to contend with, is the frequent occurrence of tardiness and absence. We are aware, that for this they are partly to blame, for if their schools were more attractive, the children would be less eager to avail themselves of every excuse for remaining at home. The Committee were particularly impressed with the truth of this view, in visiting one of the Boston schools, where, with a favorable change of teacher, the average number of absences during six months, decreased more than one half. The teacher, however, can do but little unless she is assisted by the parents. If the child sees that he is sent to school merely as a matter of convenience to the household, to get him out of the way at home, and that all the regulations of school must give way to domestic convenience, it would not be surprising, if he should never learn to regard it as other than an irksome task to go there. On the other hand, if the parent manifests an interest in the school by sending him regularly and punctually, regardless of his personal convenience, as well as in his instruction while there, the child's interest will be increased and the teacher's hand strengthened.

Keeping steadily in view the importance of arranging a more uniform system of education in our Primary Schools, particularly in those in which candidates are fitted for the Washington and Dudley Schools, the Committee have endeavored to discover and remove every obstacle to such an arrangement. Prominent among these and productive of much evil, is the great disparity of age among the pupils. They esteem it very desirable that the standard of attainments requisite for admission to the Grammar Schools, should be kept as high as possible, and that such a system of transfer from the Primary Schools, should be adopted as will give the greatest degree of uniformity in the classes thus transferred. To effect this, in the five lower Wards of the City, they deem it important to relieve these schools of all children over eight or nine years of age, and to make a rule, that hereafter none shall be received into them over seven years of age. This they would do by organizing one or more schools to receive such children as are beyond this age and are not qualified to enter the Grammar Schools. They are satisfied, that in such schools, where they are classed with children of their own age, they will progress much more rapidly, while now, they prove a decided hindrance to the progress of the smaller children, with whom they are associated, and a still greater one to the good order and moral standing of our Primary Schools. A great proportion of these are neglected children, many of whom have contracted immoral habits, and who finding themselves ranked with children much younger than they, create disorder within the school, are truants themselves, and not unfrequently, as in a striking instance stated in the last report of the Examining Committee, lead others astray with them.

The Committee would have it expected of every Teacher, that her children should be qualified by the age of eight years, to be transferred to the Grammar Schools, or that she show good cause why they are not. This they deem a measure important towards establishing the system desired.

Appended to this report is a Tabular view of the condition of the Primary Schools in Roxbury, on the annual examination, made in January, 1847, which they commend to the careful perusal of the citizens.

CHARLES K. DILLAWAY,
AUGUSTUS C. THOMPSON,
GEORGE WM. BOND.

TABULAR VIEW of the condition of Primary Schools in Roxbury, on the Annual Examination made January, 1847.

No. of School.	Location.	Teacher.	Whole number of Pupils.	No. pres't on day of examination.	No. absent.	Av. daily attend.	Av. daily absence.	No. adm'd during last three months.	No. who left dur. last three months.	No. of punish'nts last three months.	No. visits of Local Committee.	No. visits of other members of Board.	AGES OF CHILDREN.										* Recita-tions.			No. boys in Pym. School.	No. girls in Pym. School.	
													4 to 5.	5 to 6.	6 to 7.	7 to 8.	8 to 9.	9 to 10.	10 to 11.	11 to 12.	12 to 13.	Over 13.	Reading.	Spelling.	Arithmetic.			Geography.
1	Summer street.	Harriet W. Taber	63	55	8	52	11	10	10	1	0	7	0	11	18	15	6	7	2	4	0	0	4	3 $\frac{1}{2}$	4	4	41	22
2	Summer street.	Sarah L. Mecuen.	110	60	50	75	35	11	4	0	2	2	22	60	25	0	3	0	0	0	0	0	0	3 $\frac{1}{2}$	3	4	63	47
3	Centre street.	C. F. Moore.	46	30	16	41	6	10	23	0	2	0	0	3	12	18	10	2	0	1	0	0	0	3 $\frac{1}{2}$	4	4	19	27
4	Washington st.	Sarah W. Wyman.	67	52	15	61	5	15	18	4	1	1	8	11	13	12	10	7	4	1	0	0	4	3 $\frac{1}{2}$	4	4	40	40
5	Washington st.	Louisa E. Harris.	36	24	12	26	10	4	3	1	2	1	4	6	8	7	4	2	2	1	1	1	1	3	3 $\frac{1}{2}$	3 $\frac{1}{2}$	20	16
6	Eliot street.	Caroline N. Heath.	42	33	9	34	8	3	8	3	0	4	5	6	14	10	5	0	2	0	0	0	4	3 $\frac{1}{2}$	4	4	18	24
7	Canterbury.	Ann M. James.	21	17	4	17	4	0	0	0	1	0	3	7	4	4	2	1	0	0	0	0	4	3 $\frac{1}{2}$	4	4	10	11
8	Spring street.	Louisa Newton.	21	19	9	23	5	0	0	0	2	4	4	6	7	6	4	1	0	0	0	0	4	3 $\frac{1}{2}$	4	4	18	10
9	L. Canterbury	Sarah J. Morse.	15	13	2	14	1	0	0	1	0	0	2	3	6	0	0	1	3	0	0	0	3 $\frac{1}{2}$	4	4	4	8	7
10	Near Grove Hall.	Mary O. Larkin.	21	19	2	23	3	2	4	4	3	3	4	5	4	5	4	3	2	2	0	0	4	4	4	4	13	9
11	Mill Dam.	Ellen A. Marean.	76	62	14	60	16	6	5	13	0	0	15	16	8	12	9	7	5	2	2	0	4	4	3 $\frac{1}{2}$	4	40	36
12	Yeoman street.	Louisa Mitchell.	64	34	30	46	17	19	12	12	1	2	23	21	9	7	3	0	0	1	0	0	3 $\frac{1}{2}$	3	3	41	23	
13	Oxford street.	S. P. Jennison.	50	48	2	45	5	16	12	1	10	1	0	9	17	11	6	3	4	0	0	0	4	3 $\frac{1}{2}$	3 $\frac{1}{2}$	34	34	
14	Yeoman street.	Jane M. Swain.	70	55	15	55	15	27	29	10	3	1	0	10	8	15	17	9	3	6	2	0	4	3 $\frac{1}{2}$	4	36	38	
15	Oxford street.	Louisa Newell.	74	60	14	53	21	15	15	2	8	1	44	13	17	2	1	0	0	0	0	0	4	3 $\frac{1}{2}$	4	46	36	
16	Centre street.	Martha Parmlee.	82	33	49	76	12	29	34	3	1	2	34	19	18	7	2	1	0	1	0	0	4	3 $\frac{1}{2}$	4	46	36	
17	Yeoman street.	Ann C. Bell.	60	52	8	53	7	10	14	13	2	3	8	9	9	9	11	11	8	2	2	0	4	3 $\frac{1}{2}$	4	15	45	
18	Nute's Corner.	Caroline Williams.	28	26	2	24	4	1	0	1	6	0	8	4	6	6	2	2	0	0	0	0	4	4	4	24	4	
19	Orange street.	S. G. Prentiss.	55	53	2	48	5	15	8	0	3	2	6	10	16	8	5	3	2	2	0	4	4	4	4	26	29	
20	Orange street.	E. A. Pearson.	86	62	18	58	22	28	8	0	3	8	28	17	12	6	9	2	2	1	0	2	4	4	4	40	46	
21	Eastis street.	A. P. Prentiss.	42	38	9	35	7	6	10	20	5	3	4	7	11	5	7	3	5	0	0	0	4	4	4	22	20	
22	Mt. Pleasant.	Sarah Morrill.	46	41	5	39	5	48	2	0	9	0	2	12	15	12	4	1	0	0	0	0	4	4	4	32	14	
23	Highlands.	M. A. Hamilton.	28	21	7	25	1	28	0	0	2	0	5	4	9	6	4	0	0	0	0	0	4	4	3 $\frac{1}{2}$	4	15	18
			Total.	1210	902	308	983	227	303	219	89	66	45	221	270	267	182	127	64	44	20	12	3			648	562	

* 4 denotes that the recitations in this branch were excellent: the lower numbers that they were less satisfactory.

CITY OF ROXBURY.



IN SCHOOL COMMITTEE, }
Roxbury Sept. 10, 1846. }

The Sub-Committee to whom was referred a communication, made to the School Committee, bearing date 27th July, 1846, with the following order attested by the City Clerk, viz:

“ *Ordered*, That the School Committee be requested to furnish the schools with all necessary articles that shall be wanted from time to time, for their use, and to make all the ordinary repairs in the school rooms, that may be wanted from time to time.”

With instruction to consider and report what action the School Committee will take relative to said communication, have considered the subject referred to them, and

REPORT:

The School Committee of last year recommended to the Town that certain changes should be made, and that certain new school-houses should be erected, &c. and that a given sum of money would be requisite to meet these expenditures, and sustain the schools for the years 1846-7. Soon after the organization of the City Government, the amount of appropriation, which had been recommended by the School Committee of the last year, was granted by the City Council, except the item of compensation for the members of the Committee, which had uniformly been allowed by the Town in years past, and which may, if the Committee so desire, be claimed of the City, under the provisions of Chap. 105 Sec. 4 of the Revised Statutes of 1838.

The appropriation having been granted, the next question which arose was, whether the City Government would continue the practice that had prevailed under the Town administration of confiding the specific appropriation for each matter, (whether the building of a school house, or general or special repairs,) to the management of the School Committee, or whether it was expedient and prudent to

change the usage, so that the City Council should themselves, or by their Committee, actually superintend the various expenditures of moneys thus appropriated. The Council deliberately determined that it was their province and duty to *expend* as well as to appropriate the funds; and the School Committee having ascertained such to be the wish and intention of the City Council, passed certain resolves upon the 19th day of June, to which we refer as part of this report, being determined to avail themselves of the opportunity thus afforded them of relieving themselves of that which, for years past, had proved to be an irksome and burdensome part of their duties.

This determination of the Council was made apparent by a succession of acts on their part. On the 11th of May last, Mr. Comins submitted an order in Common Council, to the effect that the School Committee be authorized to purchase land and erect a suitable building for a Primary School upon Mt. Pleasant, agreeably to the appropriation for that purpose; and further, that all bills, orders or certificates for money incurred or authorized to be expended by the School Committee, shall be examined by the Committee on Accounts, and if correct and approved by them and the Mayor, shall be paid by the Treasurer. *This order was rejected.*

On the 15th of May, Mr. Eaton submitted an order directing the Committee of Public Instruction, to confer with the School Committee as to the purchase of land and the erection of two new school houses, and the repairs and alterations of the Washington school house, with authority to make the purchases. This was adopted, and on the 18th of May, concurred in by the Aldermen. On the 28th of May, the Committee on Public Instruction submitted a report recommending the reconsideration of the vote, by which the City Council authorize them, "to purchase land and erect School houses," and further recommend the *referring the whole subject of school expenditures to the School Committee.*

This report was laid upon the table. In Common Council, June 4th, the report was amended, by striking out the second branch of the report, and was then accepted and sent up. At this meeting three joint special committees were ordered to be chosen by ballot, to purchase land, erect school houses, and repair Washington school house, agreeably to plans to be furnished by the School Committee.

It is thus evident, by the action of the Council, in rejecting the or

der offered by Mr. Comins, on the 11th of May, and *by refusing to accept* so much of the Report of the Committee upon *Public Instruction*, as recommended the referring the whole subject of school expenditures to the School Committee on the 28th of May, that it was the intention of the Common Council, *not to empower the School Committee* to build school houses, or even to make any expenditures on account of the schools.

The Committee however, being unwilling to throw any obstacles in the way of the erection of the new houses, and the alterations of the Washington school house, appointed committees of consultation as required. All matters of expenditures being thus in the hands of the City Council, the Local Committee of the Dudley School preferred a request to the City Council, that the amount appropriated for that School, and included in the estimates, might be expended in making the contemplated repairs. This was on the 6th of July. Owing to a difference of opinion between the two branches, as to the appropriate Committee, action was delayed on this matter for several weeks, and finally the subject was referred to a special joint Committee, under whose direction the repairs are now in progress. It is a matter of regret that these repairs had not been completed by the close of vacation; but there was doubtless some unavoidable detention in the work, after the appointment of the special Committee.

The question now presented is, what is the proper course for the School Committee to adopt for the future? Shall they, or not, comply with the request of the City Council as expressed in the communication of the 27th of July? It is the wish of the School Committee to subserve the interests of the City, and of the Schools, in every way in their power, and they will not, we feel sure from false pride, and hardly from self-respect, allow the schools to suffer, if in their power to prevent it. We believe that the welfare of the schools has been somewhat affected, and may be seriously injured by the present arrangement; perhaps all the injury which can accrue has happened, and everything will go on as we all desire for the time to come. We must confess we have our fears, that all is not right yet—and will not be, if we accede to the wishes of the City Council.

It is perfectly obvious, for example, that there is a difference of understanding among the members of the City Government, as to the proper construction of the very order under consideration. It is

supposed by some, that “ordinary repairs,” includes everything but erecting new buildings or enlarging old ones; others restrict the phrase so as to exclude the purchase of seats and the making of such repairs as are now in progress in the Dudley School house.

What then are ordinary repairs? What are necessary articles, &c.? These are questions that have been asked, and must frequently be suggested. They may or may not occasion difficulty in their solution, but we can conceive of an honest difference of opinion as to the necessity of repairing a room, or the kind and degree of repairs required. Under this order, who is to judge whether any repairs, and if so, of what description are required, for the convenience of children or the preservation of property? If the City Council do not feel justified in authorizing the School Committee to expend moneys appropriated for specific objects, then ought they not to appoint an individual to superintend the public property, who should be under the direction of a Committee of their body? and if the appointment of such an officer is unnecessary, from the fact that the public property is not of sufficient magnitude to warrant the expense, then there is no ground for the comparisons which is instituted between Boston and Roxbury in these matters.

In fine the School Committee ought, in our judgment, either to be authorized to expend all the appropriations granted for the building, repairing and furnishing school houses, or none; the City Council ought to make their expenditures, each and all, by a committee or agent of their own, or to delegate the power to the School Committee, as may seem to the City Council most fit and proper, and of this matter they are the proper judges. *But we insist, that the duty named cannot be conveniently and properly divided, so as to be performed by two bodies, as is contemplated in the order under consideration.*

Before we perceived, as we have done in the case of the Dudley School house, the practical difficulty of giving a construction to the term “ordinary repairs,” we were disposed to recommend, for the sake of harmony and good feeling, that we should acquiesce in the wishes of the City Council, and conform to the terms of this order. But upon more reflection, we are of opinion, that the result of such action cannot fail to be perplexing, and to involve greater difficulties than any we have yet experienced, and therefore that it is more prudent for the School Committee to decline any interference

in relation to expenditures for school houses, unless after a more explicit statement of the items which are understood to be included in the matters of expenditure referred to the Committee.

If the City Council feel bound to make the expenditures, ought not they, or their agents, to make the whole? If they think otherwise, it is at least necessary that they should specify the particulars so as to prevent any future conflict of jurisdiction, if upon examination they should find such a specification to be practicable. Many heads can plan, but it is best that *one* alone should execute. Being called upon to surrender the trust which we have held under the Selectmen, in years past, of erecting and repairing school houses, we prefer to surrender the entire trust, and confine ourselves to the internal affairs of the schools and matters of instruction.

Submitted very respectfully, by

SAMUEL H. WALLEY, Jr.	}	Sub-Committee.
CHARLES K. DILLAWAY,		
BENJAMIN E. COTTING,		

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