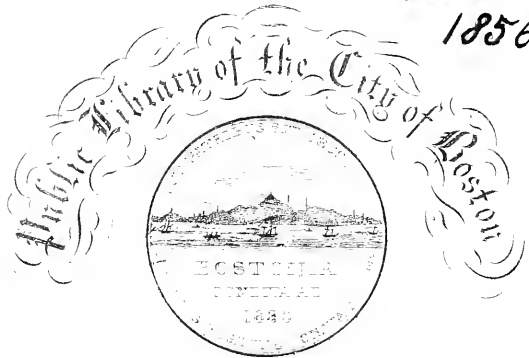


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REPORT  
OF THE  
EXAMINATION  
OF THE  
PUBLIC SCHOOLS  
IN THE  
*City of Roxbury,*  
FOR THE  
YEAR 1856.

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ROXBURY:  
NORFOLK COUNTY JOURNAL PRESS.  
1856.

## CITY OF ROXBURY.

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IN SCHOOL COMMITTEE, APRIL 24, 1856.

The Chairman appointed the following Sub-Committees to make the Annual Examination of the Public Schools of the City, for the current year.

*High Schools.* — MESSRS. WALKER and WALDOCK.

*Grammar Schools.* — MESSRS. SHAILER, CRAFTS, CUMMINGS, SEAVER and PUTNAM.

*Primary Schools.* — MESSRS. BREWER, MORSE, ALLEN, FARLEY and OTIS.

Attest,

A. I. CUMMINGS,  
*Secretary of the Board.*

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JUNE 18, 1856.

The Committee appointed at the last meeting of the Board, to prepare the *Annual Report* of the School Committee for the current year, from the several Reports of Examinations, submitted their *Report*. Whereupon it was

*Ordered*, That the Report submitted by the Chairman be adopted, and that the same be printed, together with the several Reports of the Sub-Committees, as the Report of the Annual Examination of the Public Schools.

Attest,

A. I. CUMMINGS,  
*Secretary of the Board.*



# R E P O R T .



THE School Committee of Roxbury respectfully submit to the citizens their Report for the year 1855-6.

The Public Schools of this city have long enjoyed an enviable reputation. Our more intimate acquaintance with them, consequent upon the discharge of our duties, has deepened the conviction that this reputation is fully deserved. It is believed that the educational advantages of this community, are not second to those in any city or town in the nation.

We are not, however, to flatter ourselves that we have reached perfection in our school system. Improvements are possible, and, in some respects, very desirable. We have done what we could, during the brief term of our office, to add to the efficiency of our Public Schools, and to remove all cause of complaint on the part of our citizens, — the teachers have been generally very faithful, and cheerfully aided the efforts of the Committee; but there are still deficiencies to be supplied, improvements to be made, and errors to be corrected. The outward circumstances of our community are continually changing. To adhere from year to year to the same methods of instruction, or even to the same course of study, is both undesirable and impracticable. Our work, of whatever kind, to

be effective, must be suited to the needs of the people, and should be fashioned, especially in teaching, after the most perfect models. Obviously, the danger is that this desire to keep up with the times, may develop a spirit of unrest, which is gratified only in continually trying new things, and which undervalues whatever is old, merely for the reason that it is old; but because of this danger, — against which it is hoped the Committee are always on their guard, — it has not been thought proper to adopt the stand-still policy, and leave every thing as it is, for fear of not doing the best possible. When to make changes in text books; what alteration should be made in the course of study; how much ground should be gone over in one school before the pupil enters the next higher; the length of time which should be given to this study before the scholar enters upon that; how far the spirit of emulation should be allowed in the discipline of our schools; what relation the studies pursued should have to the immediate wants of life, and what to the discipline of the mental powers; these, and the like questions, are all very important, and worthy the deliberate thought of our most practical minds: but whatever may be the difference of judgment on some of these points, it is very evident that the schools ought to be so conducted, that the pupils shall be interested in and profited by their studies; and so regulated, that the teachers shall work with assiduity, feeling that they are furnished with all reasonable helps to give the largest results to their labors; otherwise, the Institution will lack activity, and rapidly lose the confidence which it has so fully and deservedly enjoyed.

There are forty Public Schools in this City. These represent sixty-four Divisions, which are under the care of sixty-six teachers. Of these schools, three are graded as High; five as Grammar; one as Intermediate; and thirty-one as Primary and Sub-Primary.

The whole number of pupils in our Public Schools, is

twenty-eight hundred and sixty-four, and they are distributed as follows :

High Schools, . . . . .	158
Grammar Schools, . . . . .	1170
Primary and Intermediate, . . . . .	1536

The whole number of persons in the City, between the ages of 5 and 15 years, May 1st, 1856, was 3964

The cost of the Schools for the year 1855-6, was thirty-two thousand three hundred and two dollars, seventy-four cents. This includes the total amount of expenses for High, Grammar, and Primary Schools.

No new School House has been erected during the past year. We have, however, requested the City Council to provide further Primary School accommodations in the vicinity of the junction of Warren and Cliff Streets, and it is understood that they will erect, the present season, a suitable brick building for that purpose, on Winthrop Street.

Our Grammar Schools are very well accommodated—if we except the Dudley School. Two Divisions of this School were displaced to make room for the Girls' High School; these two, or Divisions nearly corresponding therewith, are now taught in the Octagon Hall building. Should it be found desirable, and practicable, to consolidate our High Schools, by erecting for their use a suitable edifice, which shall be under one general head,—an arrangement very much to be desired in view of the economy of it,—the two Divisions in the uncomfortable and unhealthy rooms in the hired building could return to their proper places; otherwise, our successors, at no very remote period, may find it necessary to ask for further accommodations for Grammar School girls. — In this connection we express our hearty approbation of the action of the City Council, in setting out trees around the School Houses. The work appears to have been thoroughly and well done. The teachers will doubtless take special care to preserve the trees from injury by their scholars.

In the selection of teachers, especially for the Primary Schools, the Committee have been of late very particular. The standard of qualifications required in applicants for situations, has been considerably raised. The Committee regret that so many excellent and promising candidates fail to obtain situations, but they feel obliged to make the best selections in their power, and should not be governed by personal attachments, or largely influenced by the outward needs of individuals.

It has been the policy of the School Committee, to hold each teacher responsible for the School under his or her charge. Local Committees seldom interfere with the internal arrangement of the schools, unless some exigency arises which requires special action. What the school is, the teacher is answerable for. This is doubtless, in some cases, not exactly a fair test of the usefulness of the teacher; but it is the nearest right of any rule we have been able to make. We are satisfied that any apology based upon too many pupils of this nation, or that, which is offered by a teacher as an excuse for a dull and inefficient School, ought not to be accepted. We do not expect our teachers to furnish their pupils with either healthy bodies or vigorous minds; but we do expect them to give the very best instruction to all the pupils under their care. Because the average grade of material composing a school chance to be low, that is no reason why the quality of instruction should not be high. The use which the teacher makes of such material as he or she has, not the quality of it, should determine the value of that person to the City. — In view of this responsibility for the good standing and usefulness of their schools, which the Committee place upon teachers in their employ, we have long considered it our duty to befriend them in such little troubles as may from time to time arise, and to sustain them in such discipline as they may think it judicious to adopt; provided, it be not improper, or contrary to the letter or spirit of the Regula-

tions of the Committee. And we are happy to find so many parents in the community taking the same view of this subject, who are careful not to make complaints against teachers, or in any way speak disparagingly of them, within the hearing of their children. Such respect for the office of teacher, while it deepens the conviction in the mind of the occupant of the great responsibilities of the position, will secure the best results to all concerned.

The Annual Examination, just concluded, and of which this Report gives in the accompanying papers quite a full statement, has been unusually thorough. Every School in the City has been carefully examined by some member of the Committee, and visited by at least one other member. The reports of the Examiners embody many important facts and suggestions, and reflect great credit upon the Committee for the patience and perseverance with which their work has been done.

It gives us great pleasure to be able to assure our fellow citizens, that the very best feeling exists throughout our entire school system, and that everything promises well for the future.

W. H. RYDER,  
*Chairman of School Committee.*

## HIGH SCHOOL FOR BOYS.

THIS school is under the united supervision of the City and the Board of Trustees of the Latin School. The examination, on the part of this Board, was attended to during the two weeks preceding the May vacation. Since the last annual examination, the school has increased very considerably. At that time the First Class contained six pupils; the Second, seventeen; and the Third, thirty-four; making the whole number connected with the school, fifty-seven. At the present time the First Class numbers fourteen pupils; the Second, twenty-four; and the Third, forty — making the whole number now connected with the school, seventy-eight. This large and rapid increase indicates the estimation in which the school is held by the community, and the high value set upon the advantages which it affords to the youth of our City.

The several classes were examined at considerable length in the various studies of the year; — from two to three hours being devoted to each of the more important branches. It was in accordance, at once with the wishes of the teachers and with the views of your Committee, that the examination should be, in the strictest sense, thorough; that the pupils should be put to the severest test of their powers; that each one should have opportunity to show, for himself, what he had learned, how he had done it, and how much of that which he had acquired, he had got so unquestionably into his possession, that it was available to him for every-day use, and had gained the mastery of so completely, that he was not afraid of it.

The First Class, numbering fourteen pupils, having an average age of  $16\frac{1}{3}$  years, have been in the school nearly three years. They were examined in Book-keeping, Rhet-

oric, Mental Philosophy, Moral Philosophy, Elocution and English Composition. They have also attended, during the year, to Geometry, Trigonometry, Algebra and French.

The Second Class, numbering twenty-four pupils, having an average age of  $15\frac{1}{12}$  years, have been in the school nearly two years. They were examined in Algebra, Geometry, French, English Composition, and Declamation. They have also attended to History and the Constitution of the United States. These classes are under the instruction of the Principal of the school, Mr. S. M. WESTON.

The Third Class, numbering forty pupils, having an average age of  $14\frac{5}{12}$  years, have been connected with the school about nine months. They were examined in History, Arithmetic, Analysis and Parsing, Penmanship and Declamation. They have also attended to Descriptive Geography, Physical Geography, and English Composition. This class is under the instruction of Mr. R. C. METCALF. During this, their first year, they have been employed, for the most part, in finishing up their Grammar School studies. No time, however, has been lost. The instruction which they receive is by no means a repetition or reiteration of what they have already acquired, but rather an application of it to the higher branches, and quite essential as an introduction to a High School course of study. Mr. Metcalf is a thorough, practical teacher, and is evidently animated by the same spirit which makes the Principal so successful.

Your Committee take pleasure in the duty of reporting to you, that throughout the whole course of the severe and protracted examination, they observed nothing in the various exercises of the several classes, that called for animadversion, but, on the contrary, much everywhere that was worthy of special remark. No complete failure occurred in any department. Few were brought to a stand, and of these most recovered themselves. The recitations throughout the school were characterized by promptness, decision,

clearness, ease, fluency and thoughtfulness. The bearing of the pupils was cheerful and animated to the end. The excellence of many of the recitations was of the highest order. This was especially true of the most advanced class; the pupils were evidently at home in the several departments of study; no cross-questioning could confuse or entangle them. The very heroes of the school-room, they seemed to *enjoy* the closest investigation. Far from shunning the difficult points, they took care to bring them all out fully to the light and make the most of them. They had evidently been wont to make study a recreation; to penetrate with ambitious and eager search into the deep things of Science, to uncover her mysteries and follow her familiarly through her most intricate processes.

The examination of this class in Moral and Mental Philosophy and Rhetoric, occupied from two to three hours each. During the whole of this time the attention of the class never flagged. Each pupil was prepared to take up the subject under consideration at any moment, and discourse upon it in a manner that would be creditable to a college class. After an analysis of the subject and free discussion of the text, he was subjected to close questioning by the rest of the class, which exposed his weak points if he had made any, compelled him to think for himself, and would have stripped him defenceless if he had been merely repeating the text from memory. In this way the author's meaning was illustrated and fixed, the opinions of the class were called forth and canvassed, and many new thoughts brought out. Each pupil was ready also to write on the spot, without reference to the text-book, an abstract of any topic indicated to him, and prepare any number of original questions upon it, from which he was at liberty to catechise the class indiscriminately, and on which he must submit, in turn, to the closest questioning from the class.

In the department of Mathematics the same admirable



system of instruction is pursued, and with similar complete success.

In the study of the French language, the true method is used; the only method that can be completely successful with learners, who do not have the advantage of a residence among those who speak the language. The pupil is first carried through a systematic analysis of the elementary sounds of the language. He learns to divide the compound into simple sounds; to make the nice distinctions between similar sounds of the two languages; to distinguish English sounds not occurring in the French, and French sounds not occurring in the English language. He is kept in practice upon these till he can make all the elementary sounds, and their various combinations.

Mr. Weston is very patient, laborious and exact in inculcating these elements. His classes seem to have caught his enunciation as readily as they catch his spirit, and to have mastered the most difficult French sounds. Probably the most successful teacher of French, among us, is a thoroughly-trained American. A Frenchman, imperfectly acquainted with our language, can do very little with an American class. When he has occasion to say what any particular French sound is like, he is helpless, for, very probably, he cannot give the English sound with which he would compare it. As long as he has difficulty in uttering English sounds, his class will have similar difficulty in enunciating French sounds; and herein, we think, lies the explanation of the fact that classes, after the most laborious and, apparently, the most careful training from their French teacher, never pronounce well to a French ear.

In the department of Declamation, the several classes acquitted themselves well. Under the present organization of the school, with but two teachers for three classes, much time cannot be devoted to this, without neglecting more important branches. Nevertheless, what has been done has been based on the principle on which all the

work of the school is conducted — that the pupil understand fully what he is to do, how it is to be done, and then set himself in earnest about it. There was, indeed, very little of the overwrought, theatrical style of performance; no tawdry affectation of sentiments unfelt; no studied pomp or mock solemnity; no aping of the manners of a clown; but what is far better than these, an easy, forcible and dignified delivery of the sentiments and meaning of the authors from whose writings the passages were selected.

The general appearance of the school corresponded with the style of their scholastic training. The bearing of the pupils toward their teacher was respectful, cheerful, and confiding; toward each other good-humored, easy and dignified. Every thing about the pupils themselves, their school-rooms and the building, indicated that the members of the school were thoroughly in earnest at their various studies, and had no time or inclination for idle and mischievous employments.

During the year, some pupils have left the school to go into active business. Compared with the whole attendance, the number has been small; but even this small number is to be regretted. Doubtless to the parents of those who have left the course unfinished, good and sufficient, it may be, imperative reasons seemed to exist. No well-informed and judicious parent would act lightly or inconsiderately in removing his child from such privileges. Some, doubtless, act under the painful constraint of circumstances, contrary to their cherished wishes and convictions; others, probably, are influenced by what appear to them to be weighty considerations, but which, if closely analysed, and viewed in a different light, would have less influence in bringing them to a decision.

A few boys leave school, perhaps, at the very outset. Getting discouraged at appearances, dismayed at the mere programme of their course, or at what they see done by the advanced classes, being diffident, it may be, and dis-

trustful of their own powers, they lack courage to undertake the work of the school, and fall away without ever knowing what their capacities are. A little wholesome constraint, and encouragement for a few months, would bring such boys safely and happily over the bridge of imagined difficulties, and launch them securely, prosperously, and permanently upon the course.

Some boys are taken away by their parents early in the course, because they seem to have trouble in their work. They think their boys are not likely to be interested in it, and therefore it is of no use to keep them there; that they are losing time; ought to be at their trade. A little patient waiting in behalf of such boys, a little friendly conference with their teacher, a little labor with them to create an interest in their studies, would, in most cases, set them right, and send them on their way profitably.

Some boys drop off in the midst of the course. They get disheartened, perhaps, by being out of school on account of sickness. When they return, they find the class far ahead of them. Having resumed their studies before they are quite well, feeling the languor and heaviness of a convalescence burdened with the work of health, after holding out for a time, two or three headaches or a settled relapse decides the question, and they pass away from their place. A longer respite before returning to their work, and some additional oversight and counsel on the part of their parents, would enable such boys to regain, gradually, their position, and save them from the injurious precedent of an abandoned work.

Some parents take their boys away, because they come, in the regular course of study, upon some branch or branches of which they do not see the utility. The boy is to be a carpenter; what does he want of Rhetoric? He is to be a farmer; what does he want of Mathematics? He is to be a civil-engineer; what does he want of Intellectual Philosophy? He is to be a machinist; what does he want

of French? But the special application of a study to any particular business is not the point, not the real issue. It is, rather, the general effect of the discipline of mind, which all thorough and well-directed study gives, upon the manner of attending to the business of life. It is the manner, not the department of study, that is of chief importance. If a parent is satisfied that his boy is at work in earnest, or if not, is likely to be so soon, he may well be content to let him work on. He is working for life; is being shaped for all the future.

The importance of such a school cannot be too highly estimated. The training which boys receive here gives them a preparation at once for the business and the pleasure of life, invaluable to them through all their future years, and never fully acquired at all, unless acquired at this period of their lives. It sets them in the front rank of usefulness, dignity and success in all the various departments of active life. The amount of actual knowledge acquired is very large — knowledge that is of immediate practical application to mechanical and mercantile as well as to professional pursuits. But this, however extensive and essential, is far outweighed in value by the mental discipline involved in such a course of study. The power and habit of concentration of thought; of generalizing and systemizing facts; of tracing the associations of thought in the minds of others; of discerning the causes of things, and anticipating their effects; of expressing opinions fluently, and without confusion of mind; of imparting ideas promptly, clearly and persuasively to others; of leading the way, resolutely and understandingly in carrying them out — such power and habits of mind once acquired are never lost. Their value cannot be estimated by comparison with other things that we count most precious. We cannot set a price of money upon them, for they are the masters of money; they command the capital and wealth of the world. We cannot measure their value with time, for they are the

holders, employers and governors of time. Without the possession of them, the young man, at the present day, is too often constrained to stand uncertain and aimless, while the better-informed and trained pass by and beyond him.

For the Examining Committee,

JAMES WALDOCK.

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## HIGH SCHOOL FOR GIRLS.

THIS school was examined during the fortnight preceding the May vacation. As at present organized, it consists of two classes. The First, numbering thirty-two pupils, having an average age of seventeen years, have been connected with the school nearly two years, under the instruction of the Principal, Mr. ROBERT BICKFORD. The Second, numbering eighteen pupils, having an average age of fifteen years, have been connected with the school nine months, under the instruction of Miss MARTHA S. PRICE.

The First Class were examined in Algebra, Geometry, Intellectual Philosophy, Latin, French, Reading and Rhetorical Analysis, English Literature and Drawing.

The Second Class were examined in Algebra, Latin, History, Botany, Reading, Composition and Drawing. They have also attended, during the year, to Grammar, Arithmetic, Physiology, English Analysis, and Writing.

It was intended in this school, as in the High School for Boys, that the examination should be rigid and complete; that the pupils should have opportunity to justify the high expectations of the Committee concerning it; that they should show to what purpose they had been employed, and to what extent the knowledge they had acquired and the faculties they had cultivated, were at their command.

Your Committee take much pleasure in reporting to the

Board, that the result of the examination was highly satisfactory. The pupils were prompt, thoughtful, fluent, and exact in all their exercises, and gave abundant evidence that the method of instruction used in the school is calculated to form correct habits of study, to develop and strengthen all the mental powers; that the aim of the teachers has not been to carry the classes smoothly and fluently through a recitation merely, but to set them at work in earnest for themselves; to accustom them to think, to form opinions of their own, and subject the principles demonstrated and ideas inculcated in their various studies to the test of their own intellectual processes.

The examination of the Second Class in Worcester's History was very nearly faultless. The pupils gave a philosophical account of all the important events in the History of France, explaining the connection of one event with another, and the influence of the various causes which produced them. The exercise was especially satisfactory, because it was evident that they were doing more than merely repeating passages committed to memory from the text-book.

The recitation of this class in Algebra was equally excellent. The pupils showed that they were well acquainted with the first principles and rules of the science; that they understood the topics which they illustrated upon the board, and would have no serious difficulty in applying them, as they advanced in the study, to the closest and most intricate Algebraic processes.

The exercise in Solid and Spherical Geometry by the First Class, was without fault. There was no stumbling, no cloudiness of mind, no obscurity of thought. Every step of reasoning was so plain and easy, that it was impossible not to take it. Every principle was so clear to the pupil, so completely in her possession, that the demonstrations, without exception, could be followed readily and satisfactorily to the end.

The exercise in Reading and Rhetorical Analysis, from Cleveland's Compendium of English Literature, was exceedingly interesting. It was more than mere instruction in the art of reading. Each pupil, after reading a passage, gave an analysis of its contents, explaining the author's meaning, showing by what laws of association the ideas expressed succeeded each other in his mind, criticising his style, language and sentiments, and submitting her own opinions to the criticism of the class. The passages selected were read distinctly, thoughtfully, with proper feeling, without affectation, in a word — eloquently. It could not be otherwise, for the readers had a full comprehension of the author's meaning, and were in full possession of his spirit. Nothing in the English language can be beyond the reach or above the capacity of a class trained in this manner. It would hardly be possible, we think, to devote too much time to such study. To make good readers is to make good thinkers, good conversers and good critics; to cultivate the most refined intellectual sense.

An exercise included under the head of "English Literature," of a somewhat novel character, has been lately introduced by Mr. Bickford. Each pupil selects a subject on which to speak, informs herself upon it by reference to such books as she can command, and delivers an extemporaneous essay on it. About two hours were devoted to hearing these essays. The following is a list of the subjects selected for the occasion:

The Mammoth Cave — Iceland — Tea — Abd el Kader — The Pyramids — The Colosseum — The Cid — the Battle of Otterburn — The Tower of Pisa — India — The Crusades — Brutus killing Cæsar — Cromwell — The Trade Winds — St. Peters — Benjamin West — Eliot — Richard Third — General Warren — Colonel Fremont — Mary, Queen of Scots — Longfellow — Niagara — Athens — Palmyra — The Mississippi Scheme — The Kremlin.

The Essays were delivered, for the most part, without

hesitation, distinctly, fluently, and with much self-command and collectedness of thought. The language used was generally in good taste, free from grammatical errors, and evinced considerable originality of thought and expression. There was no uneasiness or confusion of mind; no breaking down upon a momentary hesitation to collect the thoughts.

In the department of Latin, the First Class translated and parsed from Nepos. The translations were generally elegant, and at the same time pretty close to the text; showing a clear understanding of the construction, and a good command of language. It is hardly to be expected that persons whose attention has never been given to the study of Latin, should appreciate fully the importance of the language, and the propriety of devoting so much time to the study of it. Even liberally-educated persons have, at times, been induced to add the weight of their authority to the prejudice against *dead* languages. If the mere acquisition of the language for its own sake were the most important consideration, the parent might reasonably object that the pupil would be far more profitably employed upon the German, Italian, or any other spoken language. But this is not the point. The term "dead" is very unfortunately, and, in the ordinary acceptation of it, untruly applied to the language. It is in the highest, noblest sense, a living language. It lives in the words of which we make the commonest daily use. It lives in our idioms. It lives in the structure of our language. Its vitality can never be lost. It will endure as long as the English Language is spoken. The study of the Latin is, in the strictest sense, the study of the English Language. A very large proportion of English words are derived directly from the Latin. The highest refinements of English style come from it. When the pupil looks for the meaning of a Latin word, she finds, it may be, twenty significations differing chiefly in shades of meaning, and requiring, on that account, a nicer



and closer discernment to distinguish them. From these she must select the one adapted to her purpose, i. e. the one that will make good sense in the passage to be translated. Thus she exercises her judgment. Having decided this, she finds, perhaps, six meanings that are synonyms, all making good sense, from which she must choose again; and this time she exercises her taste. When she has learned the meaning of all the words, she must put them together in such connection that they will make a good English sentence: herein she exercises her ingenuity in construction. Finally, she combines the translated clauses according to their appropriate dependence upon each other, in such a manner that the author's train of thought shall be distinctly and faithfully followed. In this last process, the pupil's reasoning powers are called into full and vigorous exercise. Such mental training as this justifies, we think, the expenditure of time required for its accomplishment.

The department of French has been in charge, during the year, of Mr. J. P. Edwards. His class translated promptly passages which were new to them, and conversed with their teacher in the language with considerable fluency. Mr. Edwards has labored assiduously and perseveringly to secure a good pronunciation on the part of his pupils, and seems to have made the study interesting as well as profitable to them.

During the last six months, the school have had a semi-weekly exercise in Drawing, under the instruction of Mr. Wm. N. Bartholomew. His system is new, and seems to be based upon the true principles of the art. The progress which his pupils have made, and the interest which they manifest in the study, afford gratifying assurance of his success.

The general appearance of the school accorded with the excellence of its intellectual culture. Good humor and modest, dignified manners prevailed in every department. The teachers maintain constant activity in the school-room,

without resort to any unwholesome, selfish stimulus. The pupils love their work, and are learning, daily, to exercise those refined, gentle, and unobtrusive courtesies, which add pleasure and usefulness to all the relations of life. We are indebted largely to the untiring, well-directed labor of the Principal, and his efficient Assistant, that the wishes of this Board have been so fully realized; that we have now a "High School for Girls" of which we have reason to be proud — a school that will furnish to us the most accomplished and efficient teachers, and will help to elevate and refine every portion of the community that is represented in it.

For the Examining Committee.

JAMES WALDOCK.

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## GRAMMAR SCHOOLS.

THE Committee appointed to make the Annual Examination of the Grammar Schools, respectfully submit the following report:

The several schools were assigned to different members of the Committee. By so doing, the whole Committee were prevented from being present at the examination of each school; but, by this arrangement, they were enabled to give sufficient time to each to become well acquainted with its condition.

The Committee are united in expressing their confident belief that the Grammar Schools have during the past year fully maintained their former good standing. They found abundant evidence that they were in a healthy condition.

We have five Grammar Schools. It is to be regretted that we must number so many. It is only because of the distance which scholars would otherwise be obliged to

walk, that so many are at all justifiable. If we had but two, instead of five, there would be a much better classification, and the teacher's work would be more concentrated and efficient; and with better advantages for the pupils, their education would be carried on at much less expense. The Francis Street School, formed within the last year, consists of only one Division, but that is composed of scholars of all grades of attainment, from those who have just left the Primary School, to those who are nearly qualified for the High School. Of course the teacher's efforts must be distributed over the whole ground, and hence the school necessarily exhibits a want of the accuracy and thoroughness which are found in large schools, where the same range of studies and attainment is distributed to seven or eight teachers, besides the Principal. It is an enterprising school, of good standing and accomplishment; but it wants the nice accuracy which we must demand, and may have in a large school of thorough analysis. Other schools — the Comins and Dearborn — suffer somewhat from the same cause. They each take the scholars of a certain district, and if they only have numbers sufficient for four or five divisions, they have the same variety of attainment that is found in the larger Washington and Dudley Schools. In these last two, because of the larger number of scholars, we feel justified in furnishing the Principals with an Assistant in the First Division. This is regarded very desirable, in order to give the Principals opportunity to spend time throughout the whole school, and so make it a unit in its government and methods, its spirit and attainment. In the smaller schools the necessity for such an assistant is not so great, and the comparative expense seems to forbid it. There is strong argument for large schools, when it is consistent. It is better that scholars be required to walk a long distance, than to have *too many* schools. And the policy of the City ought to be to concentrate rather than scatter, reduce rather than multiply the number.

The deportment of the several schools was found highly satisfactory. Order was good, giving evidence of having been obtained by a large exercise of the nobler moral qualities, and a small judicious resort to corporal punishment. The Committee were highly gratified to find so much of anxious solicitude on the part of teachers in behalf of the morals and general social deportment of the pupils. They prized highly those schools and divisions most eminent in cultivating true politeness in the intercourse between teacher and scholar, and purity of language and morals. A teacher with power over pupils to restrain them from vulgarity and profanity, and to cultivate in them a taste for the appropriate and becoming, ranks high in qualification. We believe our Grammar Schools worthy of commendation for their healthful moral influence.

In this connection, the Committee would express their pleasure in observing an apparent earnestness in many of the teachers, in seeking to improve their own qualifications for their responsible work. A spirit of inquiry was manifest, and an intelligence in reference to instructive periodical literature bearing upon their profession, and also an interest in Teachers' Associations, all of which gives evidence that they are awake to the importance of their work, and promises still greater efficiency and attainment in future. We most heartily commend the earnestness which leads teachers to practice observation upon good schools, and to keep themselves well read in all that is written for their special benefit. As highly as we may justly speak of our Grammar Schools, the highest ideal, the best school is not yet realized; and we commend the zeal that reaches after it, and condemn the self-satisfaction that is content with present attainment. There is a maxim, "Let well enough alone;" but it does not apply to schools. They are not well enough in any present attainment.

The Reading in the several schools gave general satisfaction. It showed careful instruction in the distinct enun-

ciation of sounds and syllables, and an understanding and natural utterance of the sentiment. Our Grammar Schools should be thoroughly trained in the elementary sounds, beginning with the lowest divisions, or rather with the Primary School, and continued through all of the divisions.

The Spelling and Defining were not so generally satisfactory. There were more failures and deficiencies than there ought to have been with sufficient relative attention to this important branch of Education. It is of the first importance that Spelling be thoroughly taught. The time that is necessary should be devoted to it; so that no teacher is *excusable* for allowing Spelling to be indifferently learned. It is indispensable, and must be gained in the early stages of education. Other branches can be acquired later, but Spelling must take the precedence. The Committee would urge upon teachers the importance of giving it its proper place and of seeing that it is thoroughly attained.

The recitations in Geography were very creditable. This is a branch of study in which our text-books are very imperfect, and there is consequently liability to injudicious labor. The Committee, however, found very little to complain of. In some instances there seemed to have been more time spent in learning minute descriptions of foreign countries than appeared judicious. The Geography of our own country ought to be very minutely learned — that of others less so. The course of study in every branch in our schools should have a strong reference to practical utility; and hence, in Geography, after a thorough understanding of the general principles and description, the Geography of our own country should claim by far the most particular attention.

Some fine specimens of Map Drawing were shown. There has, perhaps, been less attention paid to Map Drawing the past year than in some previous years. The Committee commend the practice as the very best means of

acquiring accurate geographical knowledge, and hope it will not be neglected in any of our Grammar Schools.

The Committee find little occasion, in their report, to dwell upon the examination in Arithmetic. They found abundant evidence that it was thoroughly taught. A marked difference was, however, observable in different schools and divisions. This is a study in which the energy and efficiency of a teacher are very much tested. It is *the* study in which sharp attention and promptness are best cultivated in the scholar.

In some of the schools Colburn's First Lessons were found to have been dropped earlier than seemed to the Committee judicious. Indeed, the exercise in Intellectual Arithmetic is so beneficial, that Colburn's Lessons may be very profitably continued for occasional exercise after Written Arithmetic has been taken as the main study in this branch.

In the department of Grammar the Committee were highly pleased with the examination of several of the classes in parsing and analysis of sentences. The method of our schools in this branch is no doubt the right one, and the results very satisfactory.

Penmanship was found to be very creditable in nearly all of the schools and divisions. The Committee were gratified with the very neat and well-executed writing-books of the lowest divisions. Writing should be begun there, and prosecuted with care, till in all the higher divisions we find elegant penmanship; such, indeed, as we did find in very many instances. So much attention should be given to it in the lowest divisions, that those scholars who find it necessary to leave the school before they reach the higher divisions, shall have acquired a good penmanship. This was found to be realized.

The Compositions of the higher classes were some of them *very* good. The Committee would be glad to see still greater attention paid to this important exercise.

We have by no means reached the highest standard for our schools in this respect. We shall be glad to see the method improved and the practice increased in this exercise, by the introduction of some text-book which shall be well adapted. The discipline and advantage gained by much practice in writing Composition are very great, provided the requirement be brought to the capacity of the scholar, and he be led along in it step by step, as in Arithmetic. We shall gladly welcome the text-book that shall meet our wants in this respect.

The Singing, which had been made a regular exercise once a week in the higher classes, gave evidence of the profitableness of the exercise.

The Committee would have been glad to have had presented for examination specimens of Drawing. But this has not been made a regular study. The rudiments of this art and some practice might be introduced into our Grammar Schools with profit; making an agreeable change for one or two lessons a week, and cultivating in the pupils a taste and observation very desirable.

J. S. SHAILER,

In behalf of the Examining Committee.

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## THE INTERMEDIATE SCHOOL.

THIS school, as is well known, is composed of children who are too old for admission into the Primary Schools, and who are not sufficiently qualified for admission to the lower divisions of the Grammar Schools. Previous to their connection with this school, very few of them enjoyed the benefits of any instruction.

The materials of which this school is composed, are of such a character as to require great labor and perse-

verance on the part of the teachers, in order to produce satisfactory results. Formerly it was quite difficult to secure regularity in attendance, and a reliable truthfulness in the scholars; but of late it is gratifying to observe a decided improvement in these particulars. Cases of truancy rarely occur, and the scholars appear to manifest a deep interest in their studies, are punctual in their attendance, and orderly in their appearance. Their manners and morals have undergone a change decidedly for the better.

The examination was entirely satisfactory. Order and discipline has been maintained, to use the language of the Examining Committee of last year, "not by physical force, but by the power of kindness, and the wise adaptation of measures to awaken the affections and moral sense of the pupils."

The teachers, Miss DELIA MANSFIELD and Miss NANCY L. TUCKER, have discharged their duties in a highly satisfactory manner, and it is gratifying to observe that their labors have been crowned with the success that all well-directed efforts deserve.

JOSEPH N. BREWER.

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## PRIMARY SCHOOLS.

THE examination of the Primary Schools, just concluded, has been, in many respects, satisfactory to the Committee. The teachers, taken as a whole, have labored diligently and earnestly, and we see the results of their labor in the condition of their respective schools. We cannot say that every school examined by us came fully up to the desired standard, yet we are happy to find that few fell but little below it. It cannot of course be expected that *all* our Primary Schools should reach the same point of excellence,



for that would be unreasonable. Children, having the advantages of home instruction, and surrounded by influences highly favorable to the development of their mental powers, under the care and guidance of parents who watch carefully over their manners and morals, aiding them in their studies, and keeping them regular in their attendance at school, will of course appear to better advantage than those less fortunately situated, who are constantly surrounded by influences unfavorable, and whose manners and morals are little cared for. The differences between such scholars are marked, and are visible in the school-room as well as out of it; and it cannot be expected that where such differences, in home influences, opportunities, and advantages exist, that we should look for or expect anything like uniformity in the appearance of the schools, or an approach to the same standard of excellence. And if the labors of our teachers have not been crowned in every instance with the success hoped for and desired, it must not be attributed to any want of effort on their part, but to causes outside of the school-room, over which of course they have no control.

The several schools were divided among different members of the Committee for examination; and it is not deemed expedient to present their several reports here at length. For details respecting any of the schools, reference may be made to the reports on file.

*Primary Schools.* Nos. 1, SARAH T. JENNISON; 2, CAROLINE J. NASH; 3, ELIZA C. PARMELEE; 4, SARAH O. BABCOCK; 5, ELIZABETH A. MORSE; 6, MARGARET E. DAVIS, teachers — were examined by DR. ALLEN.

The examination was generally satisfactory. The First and Second Classes in No. 6 have not been promoted, as they should have been the last term. We do not, however, consider the teacher as responsible for this omission.

Nos. 7, MARIA L. YOUNG; 9, HARRIET H. FAY; 10, SUSANNAH L. DURANT; 25, CAROLINE N. HEATH, teachers — were examined by Mr. BREWER.

The examination was generally satisfactory. The order, in some instances, was not all that could be desired.

Nos. 11, EMILY GARDNER; 12, SUSAN A. FALL; 13, CORNELIA J. BILLS; 14, PLUMA A. SAVAGE; 15, ANN M. BACKUP; 16, ANN CROWNINSHIELD, teachers — were examined by DR. MORSE; who says, in his report :

“The four schools first named are in the same building. At the commencement of last term they were arranged as to grade the same as the schools in Yeoman Street. The limited time the present arrangement has been adopted, has not so fully developed its superiority, as will be made manifest at future examinations. There is no doubt, that, in a given time, the pupils will be advanced more rapidly, and be more thoroughly prepared for the Grammar Schools, than they would be under the former arrangement.

“The two higher schools, instead of being divided into five or six classes each, are now arranged in three classes each, those the more advanced being under the charge of Miss GARDNER, and those less advanced being under the care of Miss FALL; thus each teacher has a less number of classes, and consequently can devote more time to each class.

“The progress of pupils of this rank, depends more upon the familiar illustrations and explanations of the teacher, than upon the direct application of the pupils. If a teacher is fitted for her position, and does not confine her efforts to hearing lessons and exercises contained in the prescribed books, but, from her own resources, adapts the illustration and explanation to the capacities of her pupils, she will advance her scholars much more rapidly, the more time she can devote to a class, although that class may be large in numbers.

“The two Sub-Primary Schools (Nos. 13 and 14) are of the same grade. Children are received into one or the other, as they can be accommodated, and, when prepared, are promoted from both to No. 12; and after being qualified in that, are transferred to No. 11 — the teacher of which, having charge of the older and more advanced pupils, is the Principal, whose duty it is, besides attending to her own school, to exercise supervision over the other schools, so far as to regulate the opening and closing the house, care of building and yard, and the time and manner of recess; to be consulted in all cases of promotion, and cases of difficulty between parents and teachers, and to give advice in other matters whenever requested so to do.”

The examination of these four schools, was highly satisfactory. In each good order was maintained without the appearance of restraint. Of No. 15, the order and general appearance of the pupils was good. Of No. 16, order and general appearance, satisfactory.

Nos. 17, SARAH W. HOLBROOK; 18, ALMIRA B. RUSSELL; 19, FRANCES N. BROOKS; 27, MARGARET G. CHENERY; 28, SARAH A. DUDLEY; 29, H. B. SCAMMELL, teachers — were examined by Mr. FARLEY.

The results of the examination were generally satisfactory; order generally good.

Nos. 20, MARY A. WALDOCK; 21, ELVIRA MORSE; 22, ELIZABETH WALDOCK; 23, HENRIETTA M. WOOD; 24, MARY A. MORSE; 26, PERSIS A. WINN — teachers, were examined by Mr. OTIS.

These schools are furnished with good and pleasant rooms, large and airy yards, and all the interior fittings, such as maps, &c., creditable to the city. The general appearance of neatness, attention to the duties of the school, respect for the teacher and her requirements on the part of the pupils, were all that could be expected. The teach-

ers are kind, faithful, efficient, successful. No. 24 has 94 pupils; forty at least more than should attend the school. Some efficient remedy should be resorted to, to reduce this school.

We have thus stated in brief the general results of our examination. From a close and careful observation, it is apparent to the minds of the Committee, that the order in a portion of the schools is not what it ought to be, and not what we have a right to expect. A little more attention, however, in most cases, on the part of the teacher, will remedy this defect. Order and obedience must first be secured before we can look for any success in teaching; and if any teacher fails in her efforts to secure these, it is clear that she fails at the starting-point, and much of her after-work is labor lost. Difficulties oftentimes lie in the path of a teacher in endeavoring to secure obedience to her commands; but these difficulties must be overcome by labor, perseverance and kindness. She must not only have patience, but energy and decision of character, and exercise her authority, not harshly nor with severity, but with firmness combined with gentleness and amiability. A teacher may appear laborious, painstaking, patient and kind — all great virtues, — but without firmness, decision, and command, they do not produce their perfect work. We know that teachers not unfrequently receive blame when they deserve praise, because some parents seem unwilling to have their children brought into proper subjection, and the teacher is pronounced severe in her discipline and harsh in her commands, if she simply requires of them order and obedience. Children who have been under no sort of restraint at home, who have a very faint knowledge of authority, whose ideas of obedience are very limited — no matter to what condition in society they belong — are not so easily influenced, managed or controlled as others, who have been so fortunate as to have been

taught to recognize authority somewhere. The former class are generally masters at home, and naturally presume to rebel against the authority of the school-room. To bring them into subjection, and under proper restraint and good discipline — which work should have been performed elsewhere and by other hands — requires not only great labor, but the exercise of good judgment, patience and discretion on the part of the teacher; and many schools suffer not a little, in their disorderly appearance, because of the existence of the evil, which too many indulgent, as well as too many negligent parents have unconsciously brought upon it. If parents do not think it expedient to bring their children under proper restraints or influences at home, it is well for them to understand that this omission must be supplied in the school-room, and they will be required to submit to the authority established there, to conform to the rules of the school, and taught, what has been omitted under the parental roof, habits of order and obedience, and a due respect to their parents and instructors.

In matters of discipline we are happy to find that there has been little occasion to resort to corporal punishment. Severity in discipline is unnecessary. Much more can be accomplished by resorting to other means, especially in schools of this character. In former times, we believe, it was thought that to “spare the rod” would “spoil the child,” and that ancient appendage of the school-room was brought daily into requisition for the very laudable purpose of not only enforcing order, but of beating knowledge into children, which they could obtain in no other way. The experience of modern times, however, demonstrates the fact, that the use of more rational means can be made most effectual in accomplishing the desired end, and the rod can very appropriately be dispensed with, except in cases where all other means shall have absolutely failed.

To abolish corporal punishment might be desirable, but such a measure would be impracticable; for if it be understood by some pupils that the teacher possessed no power to enforce obedience by resorting to this mode of punishment, her authority would be disregarded, and consequently her usefulness would be at an end; and it is for such pupils, and such only, that corporal chastisement may be necessary, and should be retained for their especial benefit and advantage.

Oral instruction has been given by the teachers as usual, upon subjects connected with the lessons of the day, as well as upon other subjects, as opportunities presented. We cannot over-estimate the importance of instruction of this character, upon subjects which cannot fail to be of great use to them in the practical relations of life; more especially as many of the children in our schools may not possess advantages beyond those enjoyed in the school-room. In those schools where instruction has been given in the elementary principles of Physiology, the Committee were highly gratified to witness the success that has attended the efforts of the teachers. The responses of the pupils to the questions put to them showed a better knowledge of the laws of health, derived almost exclusively from instruction received here, than is generally possessed by persons of maturer years. Of the importance of this branch of instruction there exists no doubt in the minds of the Committee, and they fully concur in the opinion expressed by the sanitary commission of the State a few years since, that "every child should be taught, *early in life*, that, to preserve his own life and his own health, and the lives and health of others, is one of the most important and constantly abiding *duties*. By obeying certain laws, or performing certain acts, his life and health may be preserved; by disobedience, or performing certain other acts, they will both be destroyed. By knowing and avoiding the

causes of disease, disease itself will be avoided, and he may enjoy health and live; by ignorance of these causes, and exposure to them, he may contract disease, ruin his health, and die. Every thing connected with wealth, happiness and long life depends upon *health*; and even the great duties of morals and religion are performed more acceptably in a healthy than in a sickly condition. Intellectual culture has received too much, and physical training too little attention."

In concluding this part of their report, the Committee would observe, that the results of the examination of the several schools have, in general terms, been satisfactory. Although some deficiencies were made manifest, we have reason to presume they will be remedied before another examination. These, as we have before observed, it is unnecessary to present here for comment at this time. We were much pleased, in several instances in many of the schools, with the promptness and accuracy which characterized the answers of the pupils to the questions proposed in the general exercises. A ready reply on the part of the pupil does not always prove the existence of a knowledge of the subject; it sometimes shows only a good memory. There may be cases where the pupil has had impressed upon his mind, by frequent repetition, the phraseology of the book, or a form of words employed by the teacher, but the ideas enclosed in either, he has as yet been unable to discover. In such cases, of course very little instruction has been given. It has been the aim of the Committee to ascertain, so far as was possible, what the pupils actually knew of their general exercises;—what amount of instruction they had received;—whether it was all superficial; or whether they had a knowledge of things below the surface. And to this end they resorted in different ways and by various methods to test the accuracy of their knowledge; and the result has been gratifying, and in most cases all that could be expected. "There is no

other safe rule for the teacher to follow," says a high authority, "*than to take nothing for granted; and to question the accuracy of the pupil's knowledge, till it is incontestably proved.*" Following this rule, our teachers would accomplish much more than in relying upon any other standard less certain in its results.

The Committee entertain the opinion that there is a want of system and harmony in the studies pursued in our Primary Schools, and they would suggest whether some standard of excellence might not be adopted, both in the mode of teaching and the kind and amount of knowledge to be acquired which would make them more successful.

In reference to our School Buildings, we may remark, that we do not need or require costly or expensive structures, but plain, neat, substantial and convenient ones, without any unnecessary ornament or architectural display. These we have, and they are generally well suited for their purpose. Those erected within the last few years have play-grounds of ample space, and the children need not resort to the public highway for recreation. In former times little attention was paid to the erection of buildings of this character, in regard to many things essential to their comfort and convenience, but now we are happy to say, that in their architectural arrangement health is regarded, in their site, structure, heating apparatus and ventilation—the last of which not always receiving the attention it deserves. An abundant and constant supply of air, in its pure and natural state and of a proper temperature, is a very important, though, we admit, a very difficult matter. We cannot over-estimate the importance of a well-ventilated school-house. We consider the ventilation of all our school-houses more or less imperfect; and some of them particularly objectionable; but in nearly all, by care and the exercise of good judgment on the part of the teachers, they can be made comfortable.



The buildings and grounds, we are happy to state, are kept neat and clean, and the buildings, internally and externally, as well as the fences, bear but few marks of injury. The teachers are careful to impress upon their pupils the impropriety of marking or otherwise defacing them, and we are pleased to find that their instructions are so generally heeded.

Since West Roxbury was set off, the location of No. 25 is not such as to accommodate that section of the city. The building not only covers all the land belonging to the city, but encroaches upon the adjoining estate. It is earnestly hoped that a change of location may be made in this school with the least possible delay.

The school in Sumner Street, No. 7, is situated in a neighborhood in every respect unsuitable for a school. The building is much out of repair, and is otherwise objectionable. It was erected in 1797 by several public-spirited citizens residing in different parts of the city, and the land upon which it stands was leased to them conditionally, for the use of a school. A few years ago the school district surrendered the building and their interest in the property to the town, and since then it has been occupied by Primary schools. Some additional land was afterwards purchased by the town, but the whole is insufficient for the comfort and convenience of the scholars.

The house is badly ventilated, or, in other words, there is scarcely any ventilation at all, except that obtained through rickety windows, and others that can be occasionally opened with considerable effort. It is well, perhaps, that the ventilation is no better, for the air in the immediate vicinity is not always of so pure a quality as might be desired, arising from the existence of stables north and south, a dense population surrounding it, a want

of better drainage to the dwellings to prevent the escape of foul and offensive odors, which occasionally disturb the comfort of the neighborhood. The Committee feel that they would come short of their duty if they failed to urge the importance of making better provision for this school, by changing its location to more comfortable quarters.

All which is respectfully submitted.

For the Examining Committee,

JOSEPH N. BREWER, *Chairman.*

A B S T R A C T

*Of the several Schools for the Year ending May 24, 1856.*

	Divisions.	Average Number.	Average Attendance.	Present at Annual Ex'n.	Average Age.
HIGH SCHOOLS.					
HIGH SCHOOL FOR BOYS,					
S. M. Weston, <i>Principal.</i>	}	1 17	16 $\frac{1}{2}$	14	16.3
Robert C. Metcalf, <i>Assistant.</i>		2 25	22 $\frac{1}{2}$	22	15.8
		3 44	42	38	14.4
		86	81	74	15.2
HIGH SCHOOL FOR GIRLS,					
Robert Bickford, <i>Principal.</i>	1	46	34	27	17
Martha S. Price, <i>Assistant.</i>	2	24	17 $\frac{1}{2}$	18	15
		70	51 $\frac{1}{2}$	45	16
GRAMMAR SCHOOLS.					
DUDLEY SCHOOL FOR GIRLS,					
Adeline Seaver, <i>Principal.</i>		1 43	39	45	14.4
Lydia M. Harris, <i>Assistant.</i>		2 48	41	43	13.3
Caroline Alden, . . . .		3 43	39	37	13
Mary A. Ward, . . . .		4 46	42	57	11
Clara B. Tucker, . . . .		5 50	45	49	10.5
Ellen A. Marean, . . . .		6 51	47	46	10
Henrietta M. Young, . .		7 51	46	50	9
Clementina B. Thompson, .					
		332	299	327	11 $\frac{4}{7}$

## ABSTRACT—Continued.

	Divisions.	Average Number.	Average Attendance.	Present at Annual Ex'n.	Average Age.
GRAMMAR SCHOOLS.					
WASHINGTON SCHOOL FOR BOYS, John Kneeland, <i>Principal</i> .					
Sarah H. Page, <i>Assistant</i> .	1	46	45	46	13 $\frac{1}{6}$
Benjamin C. Vose, . . . .	2	42	40	36	12 $\frac{1}{2}$
Anna M. Williams, . . . .	3	44	41	37	12 $\frac{1}{2}$
Hannah R. Chadbourne, .	4	43	41	41	11 $\frac{5}{7}$
Harriet E. Burrell, . . . .	5	47	45	46	10 $\frac{1}{2}$
Sarah M. Vose, . . . . .	6	41	39	42	10 $\frac{1}{3}$
Margaret A. Mathews, . . .	7	45	43	45	9 $\frac{3}{4}$
Caroline C. Drown, . . . .	8	51	48	54	8 $\frac{3}{4}$
		359	342	347	10 $\frac{3}{4}$
DEARBORN SCHOOL FOR BOYS,					
William H. Long, <i>Principal</i> .					
Louisa E. Harris, . . . . .	1	34	33	30	13
Ruth P. Stockbridge, . . .	2	41	40	37	12 $\frac{1}{3}$
Martha Stone, . . . . .	3	43	42	36	11 $\frac{1}{2}$
S. Frances Haskell, . . . .	4	44	41	39	10 $\frac{1}{2}$
Louisa J. Fisher, . . . . .	5	45	43	41	10
	6	44	42	45	8 $\frac{3}{4}$
		251	241	228	11
COMINS SCHOOL FOR GIRLS,					
S. A. M. Cushing, <i>Principal</i> .					
Mary C. Eaton, . . . . .	1	33	31	30	13
Eliza W. Young, . . . . .	2	43	38	37	11
Almira W. Chamberlain, .	3	42	35	42	10 $\frac{1}{2}$
	4	55	45	51	10
		173	149	160	11 $\frac{1}{2}$
FRANCIS STREET SCHOOL, (Both Sexes.)					
Sophronia F. Wright, <i>Principal</i> .	1	28	27	23	11 $\frac{1}{3}$

ABSTRACT—*Continued.*

	Divisions.	Average Number.	Average Attendance.	Present at Annual Ex'n.	Average Age.
INTERMEDIATE SCHOOL.					
Delia Mansfield, <i>Principal.</i>	1	128	42	39	11
Nancy L. Tucker, . . . .	2	124	39	36	9
		<u>252</u>	<u>81</u>	<u>75</u>	<u>10</u>

## A B S T R A C T

*Of the Primary Schools for the Quarter ending May  
24, 1856.*

	Divisions.	Average Number.	Average Attendance.	Present at Annual Ex'n.
Sarah T. Jennison, <i>Teacher.</i>	1	40	35	37
Caroline J. Nash, . . . .	2	52	48	48
Eliza C. Parmelee, . . . .	3	60	52	55
Sarah O. Babcock, . . . .	4	64	58	60
Elizabeth A. Morse, . . . .	5	44	39	40
Margaret E. Davis, . . . .	6	63	51	65
Maria L. Young, . . . .	7	58	42	49
Vacancy.	8			
Harriet H. Fay, . . . .	9	49	44	38
Susannah L. Durant, . . . .	10	48	41	43
Emily Gardner, . . . .	11	49	40	40
Susan A. Fall, . . . .	12	49	44	43
Cornelia J. Bills, . . . .	13	61	46	42
Plooma A. Savage, . . . .	14	60	40	42
Ann M. Backup, . . . .	15	28	25	26
Ann Crowninshield, . . . .	16	61	46	55
Sarah W. Holbrook, . . . .	17	36	29	30
Almira B. Russell, . . . .	18	40	36	34
Frances N. Brooks, . . . .	19	65	46	49
Mary A. Waldock, . . . .	20	34	31	32
Elvira Morse, . . . .	21	72	54	69
Elizabeth Waldock, . . . .	22	22	17	24
Henrietta M. Wood, . . . .	23	46	40	43
Mary A. Morse, . . . .	24	94	71	83
Caroline N. Heath, . . . .	25	44	26	37
Persis A. Winn, . . . .	26	64	58	56
Vacancy.	27			
Margaret G. Chenery, . . . .	28	26	18	25
Sarah A. Dudley, . . . .	29	42	40	41
H. B. Scammell, . . . .	30	57	44	53
C. N. Stowell, . . . .	31	—	—	—
		1428	1161	1259

## SCHOOL COMMITTEE, 1856.

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### ELECTED AT LARGE.

William H. Ryder, Julius S. Shailer, George Putnam.

### ELECTED BY WARDS.

- Ward* 1.—Horatio G. Morse, Henry W. Farley.  
 “ 2.—Joshua Seaver, Ira Allen.  
 “ 3.—William A. Crafts, A. I. Cummings.  
 “ 4.—James Waldock, Joseph N. Brewer.\*  
 “ 5.—Samuel Walker, Theodore Otis.

WILLIAM H. RYDER, *Chairman*.      A. I. CUMMINGS, *Sec'ry*.

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### RESIDENCES OF THE COMMITTEE.

William H. Ryder, 48 Vernon st.  
 Julius S. Shailer, Washington, corner of Ruggles st.  
 George Putnam, Highland st.  
 Horatio G. Morse, 65 Zeigler st.  
 Henry W. Farley, Eustis, opposite Plymouth st.  
 Joshua Seaver, Ruggles st., corner of Sumner place, (Office  
 63 Washington st.)  
 Ira Allen, Cabot, corner of Sudbury st., (Office, corner of  
 Ruggles and Tremont sts.)

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\* Elected in place of John W. Olmstead, resigned.

William A. Crafts, Washington, near Francis st.

A. I. Cummings, 121 Dudley st.

James Waldock, Alleghany st.

Joseph N. Brewer, 37 Centre st.

Samuel Walker, Eustis, near Dorchester Brook.

Theodore Otis, Otis, near Walnut st.



### SUB-COMMITTEES.

*Regulations.*—Messrs. Shailer, Crafts, Farley.

*Books.*—Messrs. Ryder, Shailer, Morse, Farley, Crafts.

*Finance.*—Messrs. Seaver, Putnam, Walker.

*Filling Vacancies in Primary and Intermediate Schools.*

—Messrs. Ryder, Morse, Otis, Shailer, Cummings.



SCHOOLS AND TEACHERS.

Schools.	Teachers.	Location.	Local Committee.
ENGLISH HIGH SCHOOL FOR BOYS,	S. M. Weston, <i>Principal</i> . . . . . Robert C. Metcalf, <i>Assistant</i> . . . . .	Mount Vernon Place.	Putnam, Walker, Morse.
LATIN SCHOOL, . . . . .	Augustus H. Buck, <i>Principal</i> . . . . .	Mount Vernon Place.	Under charge of Trustees.
HIGH SCHOOL FOR GIRLS, . . . . .	Robert Bickford, <i>Principal</i> . . . . . Martha S. Price, <i>Assistant</i> . . . . .	Kenilworth Street. . . . .	Shailer, Brewer, Otis.
DUDLEY GRAMMAR SCHOOL, . . . . .	Adeline Seaver, <i>Principal</i> . . . . . Lydia M. Harris, <i>Assistant</i> . . . . . 2d Division, Caroline Alden. . . . . 3d " Mary A. Ward. . . . . 4th " Clara B. Tucker. . . . . 5th " Ellen A. Marean. . . . . 6th " Henrietta M. Young. . . . . 7th " Clementine B. Thompson	Kenilworth & Bartlett Sts.	Otis, Walker, Farley.
WASHINGTON GRAMMAR SCHOOL, . . . . .	John Kneeland, <i>Principal</i> . . . . . Sarah H. Page, <i>Assistant</i> . . . . . 2d Division, Benjamin C. Vose. . . . . 3d " Anna M. Williams. . . . . 4th " Hannah P. Chadbourne. . . . . 5th " Harriet E. Burrell. . . . . 6th " Sarah M. Vose. . . . . 7th " Margaret A. Mathews. . . . . 8th " Caroline C. Drown. . . . .	Washington Street. . . . .	Waldock, Seaver, Allen.

SCHOOLS AND TEACHERS — *Continued.*

Schools.	Teachers.	Location.	Local Committee.
DEARBORN GRAMMAR SCHOOL,	William H. Long, <i>Principal</i> . . . . .	Abney Place, near Davis St.	Morse, Farley, Cummings.
	2d Division, Louisa E. Harris. . . . .		
	3d " " Ruth P. Stockbridge. . . . .		
	4th " " *S. Frances Haskell. . . . .		
	5th " " Louisa J. Fisher. . . . .		
	6th " " Caroline J. Nash. . . . .		
COMINS GRAMMAR SCHOOL, . . . . .	Sarah A. M. Cushing, <i>Principal</i> . . . . .	Gore Avenue. . . . .	Crafts, Cummings, Waldoek
	2d Division, Mary C. Eaton. . . . .		
	3d " " Elizabeth W. Young. . . . .		
	4th " " Almira W. Chamberlain . . . . .		
FRANCIS ST. GRAMMAR SCHOOL, . . . . .	Sophronia F. Wright, <i>Principal</i> . . . . .	Francis Street. . . . .	Farley, Brewer, Crafts.
INTERMEDIATE SCHOOL, . . . . .	Delia Mansfield, <i>Principal</i> . . . . .	Vernon Street.	Seaver.
	2d Division, Nancy L. Tucker. . . . .		
PRIMARY SCHOOLS, . . . . .	No. 1. Sarah T. Jennison. . . . .	Yeoman Street.	Morse.
	2. Eliza C. Parmelee. . . . .	" "	" "
	3. Sarah O. Babcock. . . . .	" "	" "
	4. Julia B. Burrell. . . . .	" "	" "
	5. Elizabeth A. Morse. . . . .	Eustis Street. . . . .	Cummings.
	6. Margaret E. Davis. . . . .	" "	" "
	7. Maria L. Young. . . . .	Summer Street.	Farley.
	8. Vacancy. . . . .	" "	" "

9. Harriet H. Fay.	Vernon Street.	Shailer.
10. Susannah L. Durant.	" "	"
11. Emily Gardner.	Sudbury Street.	Allen.
12. Susan A. Fall.	" "	"
13. Cornelia J. Bills.	" "	"
14. Ploona A. Savage.	" "	"
15. Ann M. Backup.	Avon Place.	Otis.
16. Ann Crowninshield.	" "	"
17. Sarah W. Holbrook.	Mill Dam.	Allen.
18. Almira B. Russell.	Orange Street.	Seaver.
19. Frances N. Brooks.	" "	"
20. Mary A. Waldo.	Smith Street.	Crafts.
21. Elvira Morse.	" "	"
22. Elizabeth Waldo.	Francis Street.	"
23. Henrietta M. Wood.	Centre Street.	Brewer.
24. Mary A. Morse.	" "	"
25. Caroline N. Heath.	Near Jamaica Plain.	Waldo.
26. Persis A. Winn.	Edinboro' Street.	Putnam.
27. Vacancy.		
28. Margaret G. Chenery.	Munroe Street.	"
29. Sarah A. Dudley.	Elin Street.	Walker.
30. H. B. Scammell.	" "	"
31. C. N. Stowell.	Washington Street.	Brewer.

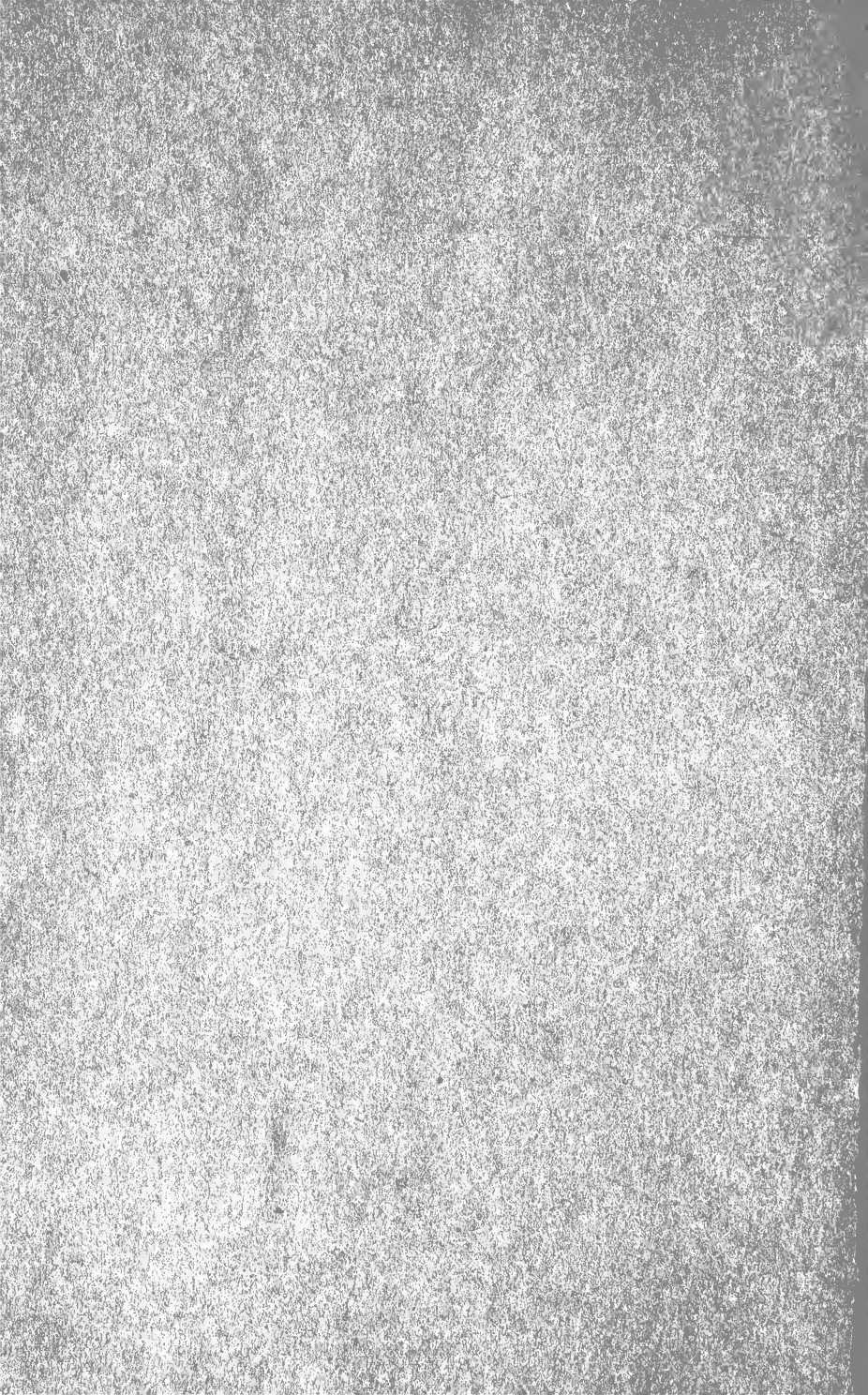
\* Miss Martha Stone was the teacher of this Division for the first three quarters of the year, excepting some three weeks of the Third Term.













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