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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of Roxbury,

FOR THE

YEAR 1859.



ROXBURY:

L. B. & O. E. WESTON, PRINTERS, GUILD ROW.

1859.

City of Roxbury.

IN SCHOOL COMMITTEE, May 4, 1859.

The Chairman appointed the following members as the Annual Examining Committee, viz. :

High and Grammar Schools.—Messrs. CRAFTS, OLNSTEAD, RAY, SEAVER, BREWER, NUTE and ANDERSON.

Primary and Intermediate Schools.—Messrs. CUMMINGS, PUTNAM, ALLEN, WILLIAMS and GARVEY.

December 7, 1859.

The Chairman of the Board (Mr. MORSE) submitted his Annual Report.

Mr. CUMMINGS submitted the Annual Report of the Primary and Intermediate Schools.

December 14, 1859.

Mr. CRAFTS submitted the Annual Report of the High and Grammar Schools.

All of which were accepted.

It was then *Ordered*, That the several Reports be committed to Messrs. MORSE, CRAFTS and CUMMINGS to revise, and cause to be printed 2500 copies, to be distributed to the citizens of this City, as the Annual Report of the School Committee.

JOSHUA SEAVER, *Secretary*.

REPORT.

THE School Committee of the City of Roxbury, for the year 1859, respectfully submit to the citizens the following Report:

The Committee, in directing the educational interests of the children in the Public Schools, have endeavored to discharge their duty in such a manner as to secure the best instruction and the most convenient accommodations they could command. Availing themselves of the experience and testimony of others engaged in like service, in other cities, they have introduced some changes in the organization of a part of the schools, which it is hoped will be satisfactory to the citizens, and result in permanent benefit to the schools.

The Committee have exercised a proper supervision of the schools, and by repeated visits and examinations have arrived at such conclusions in relation to their condition as are embodied in the accompanying Reports.

The whole number of Public Schools, under the care of this Board, is forty-five, which are graded as Primary, Grammar, and High.

The whole number of Teachers employed is seventy-seven, including a teacher of Music for the Grammar and High Schools, and one in Drawing for the High School.

The whole number of Pupils belonging to all the schools is three thousand five hundred and eighty-one.

The cost of maintaining our Public Schools the current year is, exclusive of the erection and repair of buildings, \$35,137.96, or \$9.80 per scholar.

PRIMARY SCHOOLS.

The number of Primary Schools is thirty-eight. The number of Pupils belonging to these schools is one thousand nine hundred and seventy-one; making an average to each school of fifty-two pupils.

The cost of keeping the Primary Schools the present year is \$13,400, or \$6.70 per scholar.

No new Primary School House has been erected during the present year, although it has been found necessary to form five new Schools, viz., two in the Orange Street School House, part of which was vacated by a division of boys, when the Comins School was opened; two in Vernon Street, in rooms formerly occupied by the Intermediate School; and one in Winthrop Street, in the room lately vacated by a division of the Dudley School.

The number of Primary School Teachers is thirty-eight, an increase of five during the year.

Three Teachers resigned their places; two were promoted to the Grammar Schools; ten new appointments were made, and eight were transferred from one school to another.

The Teachers of the Primary Schools are, as a whole, well adapted for the duties imposed upon them, and are devoting their best energies to meet the expectations of the Committee and parents.

INTERMEDIATE SCHOOL.

The Intermediate School, in Vernon Street, has been discontinued in that locality, and its members distributed to the three Grammar Schools in the Districts in which they reside, and are now included in the divisions of Special Instruction, under the supervision of the several Principals of these schools; which arrangement, it is believed, will tend to the encouragement, better discipline and advancement of those scholars who from neglect, sickness or other causes, are behind those of their own age, and are too old to be included in the Primary Schools.

GRAMMAR SCHOOLS.

There are five Grammar Schools in the city, — the same in number as last year. The whole number of Pupils belonging to the Grammar Schools is one thousand five hundred and forty, — making an average to each Division of fifty pupils. The cost of maintaining these schools the current year is \$17,379, or \$11.20 per scholar.

In the early part of the year, the two Central Grammar Schools were so over-crowded with pupils, and laboring under so great inconvenience by reason of having divisions remote from the principal buildings, that it seemed imperative that some additional accommodations should be provided as soon as practicable.

It was found that the majority of the boys belonging to the Washington School resided in the Western section of the city, and the greater part of the girls attending the Dudley School came from the Eastern section. It was therefore apparent that the additional accommodations should be made in those localities where most demanded. Good school buildings were already provided for the girls in the Western District, and for the boys in the Eastern, which it was found could be advantageously enlarged to a capacity sufficient to afford the requisite accommodations.

Accordingly the City Authorities were requested to cause the proposed additions to the Comins and Dearborn School Houses to be made. The request was met by a cheerful readiness to comply, and a willingness to coöperate with the School Committee in making the desired additions. The work was completed as thoroughly and expeditiously as possible, although a much longer time was consumed than was at first anticipated. It was a cause of regret to the Committee, that some of the scholars were deprived of their schooling for a number of weeks besides the regular vacation. Yet there seemed no way to bring them together until the houses were finished. Each department was commenced as soon as the forwardness of the work would permit.

The buildings are now completed, the grounds graded, and every arrangement made, so that the citizens of the Eastern and Western sections of the city have reason to congratulate themselves on possessing such safe, convenient and well-arranged school edifices in which to educate their children.

Although both sexes attend school in the same building, yet they have separate entrances, play-grounds, and separate apartments, except those pupils belonging to the First Division, in which they are together in the same room only during school-hours, under the immediate care of the Principal and his Assistant. This arrangement differs but little from two distinct schools in the same vicinity. If children from the same neighborhood mingle in the streets in going and returning from school, it is better that they should do so under the vigilance of their parents, friends and school-mates, feeling their accountability to teachers under the same Principal. It is the testimony of some teachers, that the pupils belonging to different schools feel under less restraint towards each other, and it is much more difficult to reach any case of impropriety occurring between them, than between those attending the same school.

The Grammar Schools in Boston proper, West Roxbury, Chelsea, Salem and Roxbury, are in whole or in part separate schools for boys and girls. In all other cities and towns of the State, including East and South Boston, the system of mixed schools prevails, to the satisfaction of the people; the girls and boys being, for the most part, in the same divisions throughout the schools, many of these places having a class of scholars similar to our own. It is the testimony of many of the best educators of the day, that the sexes should be taught together, and that their reciprocal influence is promotive of intellectual development, good manners, self-government, and is not unfavorable to good morals.

After the completion of the Comins School House, the school was organized under the charge of D. W. Jones, as Principal, with eleven Divisions, viz. — five of girls and five of boys, and the First Division composed of both girls and boys. Most of the boys were transferred from the Washington School. One room and few seats in several Divisions are left unoccupied.

After the completion of the Dearborn School building, the school was organized under the charge of W. H. Long as Principal, with ten Divisions, viz. — four of girls and five of boys, and the First Division composed of both girls and boys. Most of the girls were transferred from the Dudley School. These Divisions are all full, but the hall is still left, to be occupied at some future time by two Divisions.

During the Summer vacation, the City Government, at the request of the School Committee, caused the two upper rooms of the Washington School building to be partitioned, so as to form two rooms in each story, and furnished with new desks and seats. The narrow, dilapidated and unsafe stairs were removed, and their places supplied by wide, safe and commodious ones. These improvements, so much needed, besides rendering the house much

more comfortable for the pupils, make the expense of supporting the school less, by avoiding the necessity of employing a Sub-master. After the transfer of pupils belonging to the Comins School, there remained five Divisions. One room and seats in some of the Divisions were left unoccupied.

The Dudley School, after having been reduced by the transfer of pupils belonging to the Dearborn School, is composed of four Divisions, and is now accommodated in the brick School House on Bartlett Street, with room still left for the increase of thirty pupils.

The Teachers having charge of the Grammar Schools are generally the same as last year, although quite a number of changes have been made. Five have been added to the number, viz., a Principal to the Comins School; two promoted from the Primary Schools — one to a new Division of the Dudley, the other to a new Division of the Comins School; and the two Teachers of the Intermediate School, transferred — one to the Washington, and the other to the Comins School.

Mr. John F. Patten, Sub-master of the Washington School, and Miss Isabella H. Wilson, Assistant of the First Division of the Dudley School, both excellent teachers, and well qualified for the positions they occupied, resigned their places in the early part of the year. In the re-organization of the schools, it was decided to dispense with both these positions. Four teachers of the Washington School were transferred to the Comins, and four teachers of the Dudley School to the Dearborn.

HIGH SCHOOLS.

High School (for Girls) numbers seventy-two pupils, under two, the same, Teachers, as last year.

The cost of maintaining this school the present year is \$2,500.50, or \$35.41 per scholar.

The accompanying Report of the examinations of this

school represents the progress and attainments of the scholars, to be entirely satisfactory to the Committee.

It seems pertinent that, in this connection, something should be said in relation to the other two High Schools, which, although not under the care of the School Committee, are public, and open to those possessing the necessary qualifications, as to age, attainments, &c. These schools, are supported by the income of a fund left for the purpose of maintaining a Free School, and by appropriations made by the City Government. They are, no doubt, excellent schools, and afford superior advantages to the sons of our citizens, in the prosecution of their advanced studies; yet it becomes us to inquire, if some means cannot be devised, by which, without diminishing the advantages of the scholars, the cost of supporting three High Schools cannot be materially diminished. In all other cities and towns of the State (Boston excepted), where High Schools are required to be maintained, one is found to be sufficient for both sexes, and is supported at far less expense than are ours. It may not be practicable to effect a consolidation of the three High Schools; but it is believed that something can be effected by uniting two.

The Trustees of the School Fund hold, for the benefit of the citizens of Roxbury, property, the present income of which averages about \$3,000 per annum, and which will, in a few years, amount to a very large sum. It is evident, from the intent of the Donors and the use subsequently made of the income, that it should be devoted to the support of such schools as are required by law, and whatever this income may be, by so much ought the amount to be raised for the support of Schools to be diminished. That this view of the matter is correct, a few facts in relation to the history of this School Fund will show.

In 1645, about sixty of the inhabitants of Roxbury pledged themselves, or their estates, to pay a tax for the support of a School for the education of their children, which

is generally regarded as the beginning of the school now known as the Latin School. In 1647, the General Court of Massachusetts enacted a Law, making it obligatory upon every Township of fifty families, to support a school to teach Reading and Writing; and upon every town of one hundred families, to maintain one to teach, besides the above-mentioned branches, some of the higher studies. The school was to be supported by the "parents of the children attending school, or by the inhabitants in general." The School, then already formed in Roxbury, became the one required by law to be maintained, and it was for its support that the several bequests, gifts, &c., were made, the proceeds of which eventually made the school free to all who chose to avail themselves of its provisions, and relieved the inhabitants of the tax which they otherwise would have been compelled to pay. So far as known, that was the only school formed in this section of the town, in accordance with the requirement of the law, for many succeeding generations. For years previous to 1835, two schools were supported by this Fund, in which nearly all the scholars were taught the common elementary English studies; a few pursued some of the higher English branches, and a less number studied Latin and Greek. Subsequent to 1835, the Grammar School in the easterly part of Roxbury — the name by which it was then known — underwent a change. The number of its pupils were reduced, and a less number of studies were pursued. In 1839, by a special act of the Legislature, it became a High School, such as by the Revised Statutes, published in 1836, Roxbury was obliged to support. It was to be deemed such a school, provided, among other conditions, it should be one kept by a Master who should, in addition to other branches of learning, give instruction in the History of the United States, Book-keeping, Surveying, Geometry and Algebra, and should be competent to instruct in the Latin and Greek Languages, General History, Rhetoric and

Logic. Under this Act, for some years, the Grammar School in the Easterly part of Roxbury was the High School within the meaning of the Statutes. Afterwards the school became one in which only the studies preparatory for College were pursued, and was called the Latin School, and ceased to fulfil the conditions of the Act of 1839. Roxbury, failing to maintain a High School as required by the Statutes, was liable to prosecution, and part of the youth were deprived of those educational advantages which they had a right to demand. These considerations led the School Committee, in 1852, to make an arrangement with the Trustees, by which the English High School for Boys was established. The arrangement was agreed to on the part of the School Committee, with the expectation that the income of the Fund held by the Trustees would in a short time be nearly, if not wholly, sufficient to defray the expenses of the School, and that the School Committee would have joint control with the Trustees in its management; but the City was required to pay sums towards the support of this School, which were large enough to defray the whole, or nearly the whole of its expenses, and the School Committee had no legal control whatever over its management. Hence, in 1857, the School Committee terminated the arrangement, so far as they were concerned. Since which time the City Government has, as heretofore, continued to make the annual appropriation to the Trustees, and the English High School for Boys has been carried on under their sole control.

At a special meeting of the School Committee in May, called to act upon the communication of His Honor the Mayor, as Chairman of the Committee on Public Instruction, in relation to the cost of the High Schools, the following resolution was unanimously adopted:—

Resolved, That of the various plans proposed for the more simple, economical and uniform mode of sustaining the High Schools of this City, this Board deem that the most expedient and desirable, which

includes the union (if found practicable) of the English High School for Boys and the High School for Girls, and that we shall be pleased to join in any measure which shall inaugurate such a consolidated School, to be placed under the charge of the School Committee of this City.

It is understood that the Committee on Public Instruction communicated, in relation to this matter, with the Trustees, but nothing further has been done to carry out the proposed change.

Should the English High School for Boys, and the Girls' High School, be united under the charge of one Principal, it could be supported at considerable less expense, than is now paid from the City Treasury, for the two carried on separately.

That the management of such a school would devolve upon the School Committee, is evident from the fact that it would become a High School, such as by the Statutes Roxbury is required to maintain.

The School Committee are chosen by the citizens, from whom they derive their authority, and to whom they are directly responsible, to have the care and superintendence of the Public Schools. They cannot delegate their authority to another body; but must exercise it in conformity with the Statutes, and report their doings yearly to those who have placed them in this important position, and also make returns to the State Authorities.

Should our successors and the next City Government deem it advisable to make provision for the consolidation of the High Schools, either with, or without the Latin School, the Trustees could continue the sole managers of the Latin School, as a separate school, or as one of the departments of the consolidated School, which would fulfil the conditions of their Act of Incorporation, and be one, or part of the School required by the Revised Statutes to be supported by Roxbury.

It is suggested that, should the income of the Fund held by the Trustees, be at any time more than sufficient to

support the Latin School, the balance be paid into the City Treasury towards the support of the Public Schools, and thus diminish the amount to be raised by taxation for this purpose.

SCHOOL ACCOMMODATIONS.

The Primary Schools in different parts of the City, are provided with suitable School Houses, except in Ward One, where a new building may be needed next year, somewhere near the corner of East and Adams Streets.

The Grammar School Houses are sufficiently ample to supply the present wants of the several districts, with the exception of the Dudley School building. Sufficient accommodation can be afforded that school, by taking the house now occupied by the Girls' High School, when that school shall be provided for elsewhere. When that is effected, the Central District for Girls can be made to correspond to that for Boys, and thus vacate some additional room in the Comins School building. Should our successors call upon the next City Government to erect a building for the High School, it is hoped they will respond to the request, by building, in some central locality, a good, substantial edifice, sufficiently ample to accommodate all the High School scholars, of both sexes, with arrangements for an English and Classical department.

TRUANCY.

During the year, the City Ordinance in relation to truant children and absentees from school, has been perfected, and a suitable place provided at the Alms House, to which all who are convicted under that ordinance will be sent; and it is hoped that the faithfulness of the Truant Officers will deter all those inclined to absent themselves from school from becoming truants, and the number of idle and vicious boys will be greatly reduced.

HORATIO G. MORSE, *Chairman.*

REPORT ON THE HIGH AND GRAMMAR SCHOOLS.

By the regulations of the School Committee, the annual examination is made at the end of the first term, in May. The annual report of the committee is based chiefly upon that examination; but as the report is now published at the close of the municipal year, it seems proper that it should embrace a review of the progress and condition of the schools during the year. With that view, the committee who made the annual examinations were appointed to a like service at the close of the autumn term. The several divisions of the Grammar Schools were apportioned to the members of the committee, and a majority of the committee were present at the examination of the High School.

HIGH SCHOOL FOR GIRLS.

To the annual examination of this school considerable time was given, and it was intended that it should be thorough. The classes were examined in Latin, French, English Literature, Physical Geography, Natural Philosophy, Geometry, Algebra, History, Arithmetic, and incidentally in other common branches. In several of these studies the examination covered much of the ground over which the classes had passed; in others it was necessarily more cursory. As a whole, the committee found much reason to be gratified with the condition and progress of the school.

The Junior Class, under the instruction of Miss Babcock, was not examined so much at length as the others,

but the members of the committee who made the examination reported it as highly satisfactory. The teacher of this class, who also instructs the Middle Class in some branches, is a lady of high acquirements, and is in many respects a teacher of rare excellence. Her position is a laborious, and perhaps at times a trying one; but, with the able support of the principal, and with the confidence of the committee and of parents, she is one who can hardly fail of success.

The Senior and Middle classes are under the immediate charge of the principal, Mr. Bickford, and here the committee were led, by the interest of the examination, to give most of their time, the result being, in the main, quite gratifying.

Though no great progress is made in Latin, yet the class read well in Virgil, and showed a knowledge of the grammatical construction of the language and a facility of translation highly respectable, considering the time devoted to this study. The advantages of studying Latin were subsequently illustrated, to some extent, in the exercises in English literature, where a knowledge of the Latin construction enabled the pupils the more readily to analyze and appreciate passages from the English classics. In most exercises in English literature, it is easy to perceive the advantage which those who have studied Latin possess over those who have not pursued that study; and it is hoped that this branch will not, as has sometimes been suggested, be either dispensed with or curtailed. If time is needed, would it not be better that the higher branches of mathematics should yield to this? Those branches are seldom of much practical use to girls, nor are they so essential, as with boys, as a discipline for the intellect, or for that mental culture which is desirable in woman either as a teacher or in domestic life.

The French exercises were fair, and a portion of them, the repetition from memory of passages in French which

had previously been given as a written exercise, appeared to be an excellent method of study. It did not, however, appear to the committee that enough was accomplished in this study. If pursued at all, it should be on a correct system, and in such a manner as to secure the most progress — and that a decided progress — in the time which can be devoted to it. It would be highly desirable, if it could be done without a material increase of expense, that a capable French teacher should be employed, and the principal be thus enabled to devote the time now given to that study to instruction in the other branches.

Among other branches which afforded especial satisfaction to the committee was Physical Geography, then just completed by the Middle class. The interest awakened in the subject by the intelligent answers of the pupils led to a prolonged examination, which reflected credit on the class. In Natural Philosophy not so much interest was shown, except in a few of the topics. Girls can hardly be expected to take quite as deep an interest in Mechanics, Dynamics, Hydrostatics, etc., as boys, and it does not seem necessary that much time should be devoted to the study, or that all the details of the large text-book which is used should be mastered.

The study of English literature is not, perhaps, always sufficiently valued, but it is one which is as important, for girls especially, as any pursued in a High school. By it the taste may be formed or guided so as to reject the worthless literature which occupies the attention of too many female readers, and to seek the real treasures of the language in the works of the best authors. Establish such a taste, and mental culture will rapidly increase as the mind matures, and women will thus exert a higher influence at home and in society. If this can be accomplished even in a few instances in the High school, the time and labor is well spent. The manner in which this study is pursued, not being confined to the text-book alone, and designed to

elicit critical analysis on the part of the pupils, appears to be an excellent one, when followed out far enough, and with sufficient vigor and interest, as we doubt not is the case in this school.

Since the annual examination the then Senior Class has left the school. The exercises at the public exhibition at the close of the summer term reflected credit on the class and the school, and afforded much gratification to the large audience present. The recent examination, though showing the several classes in a comparatively less advanced stage than at the annual examination, (being earlier in the school year,) was in most respects highly satisfactory, and the examining committee felt assured that the school is maintaining the excellent character which it has hitherto borne.

The deportment of the scholars was generally quiet and ladylike, and, in the upper classes especially, showed a modest self-reliance which speaks well for the general good influence of the school.

It is believed that there is no other public school in the state like our High School for Girls. In other places, (except Boston, where the High School for Girls is also a Normal School,) the sexes are united in the high schools. The course of study in those schools is necessarily such as is adapted for both boys and girls. In ours it is intended to be such as will best educate the girls. To this end, it requires, perhaps, some further improvement ; but it is believed that in its main features it is essentially what is required. If in some high schools certain studies are pursued to a greater extent, the fact by no means argues against our own ; for other studies, better adapted to female education, may take the place of them. The question with us, therefore, should not be, as we have heard suggested, whether we go over as much ground of the same nature as in other high schools, but whether we accomplish as much or more for the education of our girls. So long

as we maintain a separate high school for girls, it should be our aim to provide for them the education best adapted to their peculiar wants;—not mere accomplishments, which may be of use only in certain conditions in society, but a substantial education, which will adorn alike an humble or an elevated position, and on which good taste and refinement may build a more beautiful structure.

To say that our High School is accomplishing all that we desire, would be to deceive ourselves, and to do injustice to those who are educated there. Our teachers are faithful and efficient, but we believe they are not satisfied that they accomplish all that is desirable. Let them be encouraged to greater and constant efforts after a higher excellence—encouraged by the watchful care and interest and advice of the committee, and the sympathy and coöperation of parents, so that they may not settle down into the ruts of a monotonous routine, and lose all spur to action. Let “progress” be the motto of all interested in the school,—alike of committee, teacher, parent, and pupil,—and we can then say, not only that our High School has maintained its former high character, but that it has attained to a higher excellence.

DUDLEY SCHOOL.

The several divisions of this school were reported by the examiners to be making good progress. It is not to be expected that all the teachers of a large grammar school will possess equal capacity for teaching, or will unite all those qualities which we should desire in a model teacher. While, therefore, we cannot but be gratified by a visit to a division whose teacher is admirably qualified for her work, and who by her own enthusiasm and intelligence infuses an interest and vivacity into her pupils, we must not refuse a just commendation of those of inferior gifts or acquirements who labor with patient painstaking to secure the progress of their charge. Both these classes

of teachers are to be found in the Dudley, as in all our schools. Some of the divisions appeared particularly well from being favored with teachers who had a faculty of imparting instruction, and eliciting the knowledge of their scholars in a manner pleasant to both pupil and visitor. Others were less attractive, but in the routine of the text-books there was evidence of application and labor which it becomes us to acknowledge. A comparison of these divisions shows how desirable it is to break through the monotony of text-books, to illustrate the subject of study from other sources, and to fix knowledge in the mind by making it at once practical and pleasing. With such instruction, lessons are no longer an irksome task, either to teacher or pupil, and progress is certain and rapid. It is not necessary to specify the divisions in which such instruction is to some extent imparted, or those which have settled into the less desirable course. If by commending the better example we can arouse among our teachers some spirit of emulation in following it, we shall find new life and progress in our schools.

The discipline of most of the divisions appeared to the committee to be what is desired. In some, the pleasant relations existing between teacher and pupils were worthy of especial remark, and we could not but feel that "the influence of equanimity, cheerfulness and affection are quite as important as firmness and energy in the training of girls," at school as well as at home.

By the new organization of the Dearborn School, several divisions of the Dudley School have been discontinued, and it is now reduced within a compass which can be more easily and pleasantly managed. The examination for the fall term was made soon after the new arrangement went into operation; and under the circumstances, the school could hardly be expected to appear as well. The committee, however, found reason to think that it will be no less successful than heretofore, when it has fairly set-

tled down to its work. It has been unfortunate for the school, especially at the time of re-organization, that the efficient principal met with a serious accident early in the term, and has been thereby detained from school. Her absence has been sensibly felt, but her assistant in the first division, and the other teachers, have labored earnestly to perform the additional duties which have devolved upon them.

WASHINGTON SCHOOL.

The members of the committee who made the annual examination of this school reported it as being, in most of its divisions, in a very satisfactory condition. No especial notice was made of any division or department of study, and the exceptions to the generally creditable performance of the pupils were those which were attributable to irregular attendance. The teachers appeared to be faithful and laborious, and though some may have been more successful than others, by reason of higher qualifications for their office, there were none who were not worthy of commendation.

The reduction of the number of boys in this school by the enlargement of the Comins School, and the partition of the upper rooms for the accommodation of single divisions, begins a new era for the school, and it is hoped that under the charge of earnest and competent teachers it will attain to a higher position than it has heretofore occupied. The autumn term did not commence till several weeks after the usual time, on account of the alteration of the building; but at the time of the quarterly examination the school was again fully organized, the pupils, recovered from the bad effects of a too long vacation, were fairly at work, and the several divisions appeared to be making good progress. It is proper to state, however, that the introduction of boys from the Intermediate School (which has been discontinued) appeared to the examiner of the

lower divisions to be only a disadvantage to the school. If such should, upon further experience, prove to be the case, it will be desirable that some different provision be made for this class of pupils.

DEARBORN SCHOOL.

The annual examination of this school was also reported in general terms as satisfactory. The classes were examined in all the studies pursued, and exhibited a good degree of proficiency on the part of the pupils and faithfulness on the part of teachers.

The enlargement of the School-house, for the accommodation of girls, was not completed until quite late in the autumn term. The long vacation of some three months occasioned by this delay, did not conduce to the easy organization of the school, or the condition of the boys' divisions upon re-assembling. The school was but fairly under way at the time for the quarterly examination, and the committee did not deem it expedient to do more than take such a view as would enable them to observe the general working of the school under its new organization. Sufficient time had not elapsed to judge of the success of the new system, but the several divisions appeared to be orderly, diligent and well conducted. The first division, composed of both boys and girls, was commended by the examiner (Mr. Ray) as appearing unusually well. Future examinations, after the school has fairly got at work, will better show the advantages or disadvantages of the new organization. In the mean time it has commenced work under favorable auspices, and should receive the watchful care of the committee.

COMINS SCHOOL.

In the age of the pupils and their advancement in studies, the Comins School has ranked somewhat below the Dudley School; but in its general appearance, notwith-

standing these and other disadvantages, it compares favorably with any of the schools. The First Division, under the charge of the excellent principal, has always appeared to be accomplishing something, and the progress made there under her thorough method of teaching is sure, if not rapid. The influence of this division extends to the others, and good order, diligence and promptness prevail in all. At the annual examination, each division was examined in nearly all the studies pursued, and in most cases much to the gratification of the examiners. In one or two of the divisions especially, an intelligent interest was shown on the part of the scholars, speaking well for the method of the teachers. On the whole, the excellences were many, the failures few.

Like the Dearborn, this school was interrupted by a long vacation while the building was being enlarged. In re-organizing the school for both boys and girls, it was necessary to employ a male principal. Mr. D. W. Jones was chosen by the Board from among many applicants, and at the opening of the school, near the last of October, he entered upon his duties. With a new principal, the re-organization was not commenced under so favorable auspices, perhaps, as the Dearborn; but with the aid of the energetic female principal of the school, as before organized, and the teachers formerly in the Washington School, the divisions were duly arranged, and the work commenced. The examination made at the close of the last term leads the committee to think that the school is well governed and well taught, and that in due time it will hold a high rank among our schools.

FRANCIS STREET GRAMMAR SCHOOL.

This school, composed of both sexes, usually gratifies the visitor. It is a small school, but as it embraces pupils of all the ages to be found in the Grammar Schools, it requires a good deal of energy and industry on the part of

the teacher. In discipline it does not appear so regular and quiet as some of the divisions of other schools, but a good spirit pervades it, and the work of the school-room is carried on with a cheerfulness and interest that is pleasant to the visitor and advantageous to the pupils. One difficulty under which the school labors is the number of the classes, which imposes the necessity of some recitations being made to members of the school. This, however, if judiciously managed, may be an advantage in some respects. On the whole, the committee have found that good progress is made in most of the studies, and the school gave much satisfaction.

MUSIC AND DRAWING.

Instruction in Vocal Music is given in the High School and the several Grammar Schools, (except the Francis St. School,) and Drawing is taught in the High School. The Standing Committee on these branches, Messrs. Nute, Williams and Allen, have made examinations in them each term during the year. In Music, the committee state that their examinations have been highly satisfactory. In their judgment the branch is well taught, and good progress is made by the pupils. The instruction in Drawing in the High School has also been satisfactory, and the committee recommend a continuance of the small outlay required for instruction in these branches.

An examination of the abstracts of the several schools will show that the average attendance has been good in nearly all the divisions. These returns may not, however, show the irregularity of attendance, which may extend to two or three times the average number of absentees. This irregularity on the part of half a dozen members of a class will seriously affect the good appearance of the whole. A punctual and constant attendance can be secured only

by the coöperation of parents, and it would seem that a due appreciation of the advantages of our public schools should lead to such coöperation.

Frequent visits by the members of the School Committee will undoubtedly do much to prevent the teachers and schools from settling into a monotonous routine. And it is believed that occasional and not infrequent visits from parents and others who are interested in the success of our schools, would have a still better effect in keeping up the ambition of both teachers and pupils, and encouraging them to new and greater efforts. Such visits need not interrupt the regular exercises of the school, and would not were the custom established. In the higher divisions of the Grammar Schools, and in the High School, such visits would not only act as an incentive to exertion, but would also serve to give more confidence and self-reliance to the pupils. May we not properly commend this subject to the attention of our citizens who are interested in education, and especially such as have children in the schools?

WM. A. CRAFTS, *Chairman*
of Examining Committee.

REPORT ON PRIMARY SCHOOLS.

THE schools in Roxbury of the rank of Primary and Sub-Primary are thirty-eight in number, five of which have been formed during the present year; and notwithstanding this large increase of accommodations, many of the schools are still full, and some of them overflowing. The exceedingly rapid increase of those who are entitled to Primary School privileges (to say nothing of the number, by no means very small, who are smuggled in while under the age required by law) has rendered it necessary, at comparatively short intervals, for the Board to make further provision in this direction, and such unquestionably will be the case in future. In these schools we have an excellent corps of teachers, almost without exception. There is not one against whom any serious fault has been found by the several quarterly examiners. In two of the number, the *order* has been reported as "susceptible of improvement." It may well be questioned whether any city or town in the Commonwealth has, as a whole, a class of teachers equal in number with us, who are more worthy of commendation and confidence, more devoted to their calling, more conscientious in the discharge of duty, or better qualified in every respect for their responsible situation, than are those in our own Primary Schools to-day.

It is true that there is a marked difference in the teachers of the City, especially as regards what is usually denominated "*aptness to teach*," and results assure us

that it is not always the most cultivated minds — the highest order of talent, or the largest experience — which succeed the best in the school-room. *Teaching talent* is requisite, and almost indispensable to success in imparting instruction, especially to young minds. This, united to a *love for the work*, and a healthy enthusiasm, give us the best promise of success in the school-room. Without these necessary qualifications, everything goes wrong. There is little sympathy between teacher and pupils, and coldness and indifference on the part of both render the school-room rather a prison than a *home*, as it ever should be. A *love for the work* of teaching is absolutely necessary to constitute a successful *teacher*, as well as in all other employments.

The fact is becoming more and more apparent every year, to those who have the responsibility of superintending the school instruction of our Commonwealth, in any capacity, that the highest order of *teaching talent* is absolutely necessary to the highest and best culture of the minds of young children; and the mistaken idea that “any body can teach a Primary School,” is as false as it is mischievous in community. If *ever* the child needs a good teacher, it is at the very commencement of his school life, and not so much after he has learned to think for himself. The unfledged bird needs the assistance of its parent *before* it can fly; but when its wings are strong and feathered fully, it can fly without assistance. Aptness to teach, if required in any class of teachers, is preëminently necessary in the teacher of a Primary School, and in no place can an injudicious, indiscreet, ill-tempered or careless teacher do so serious, so permanent harm as in the Primary School. Every look, word and action of the teacher in this grade of schools is watched by eagle eyes, and quick and active, as well as retentive minds are receiving every moment impressions, which are indelibly fixed for good or evil in future. Hitherto the Board have been eminently

successful in securing valuable *teaching talent*, and this has contributed as much as anything to secure for our schools the position which they now occupy in a vicinity where good schools are the ambition and pride of its citizens.

VOCAL DRILL.

In most of the Primary Schools the pupils are regularly drilled in this very important exercise for the cultivation of the voice. This cannot be dispensed with in any school of this grade, (and is it not as valuable in higher grades of schools?) without serious injury to every pupil, which will be felt, in a greater or less degree, in after life. It matters not so much what the *system* is, if the young pupil can be thoroughly instructed and *drilled* (for it requires much practice) in the forty elementary sounds of the English language. It matters little whether the chart from which he is instructed consists of purely arbitrary, or simply the usual Roman *characters*, provided the pupil can be made to thoroughly comprehend, and become master of it. It is far easier to teach a *child* the nice distinctions of sounds of letters than it is an *adult*, and whenever thoroughly learned, by constant exercise in drilling, they will not easily be forgotten. The greatest fault, perhaps, in our schools is that *the elementary lessons are not thoroughly learned*. There is a disposition on the part of teachers as well as pupils, too frequently, to hurry over these important lessons, as of little consequence, when in truth they are the only sure foundation upon which the future superstructure of a good education can be raised. Like the foundation stones of a building, deep laid in the earth, are these elementary lessons, and at every step will the want of this very knowledge be felt in the future progress of the learner. Especially is a correct knowledge of the elementary sounds of the letters of the alphabet of any language necessary to the learner, since upon these sounds

is every language on earth composed. More attention than formerly has of late been given to this important subject, and we trust that still more will be given to it in future.

Very many of our most learned men — not only professional men, but educators — professors in our colleges and seminaries, have, of late, given great attention to *vocal drill*, as the very foundation of a good elocution. Very few of those who were educated, so far as schools were concerned, even a few years since, were taught accurately the elementary sounds of the alphabet of even their own native tongue, and this circumstance gave rise to a preparation on the part of certain individuals of both sexes, to become teachers of elocution. The Board cannot, in our judgment, do a better service to the pupils in the schools under their charge, than to furnish every necessary facility for instruction, accurate and thorough, in *vocal drill*, and to require of every teacher in the schools, from the highest to the lowest grade, to give such time and attention to the subject as shall secure a result so desirable, and so valuable. It may seem to some a small matter, but no one would part with such knowledge, if it were once secured, for any consideration.

VOCAL MUSIC.

Most of the teachers in the Primary Schools are capable of instructing their young pupils, to an extent sufficient, perhaps, in the delightful and salutary exercise of Singing. In some of these the children make wonderful proficiency, and with sparkling eyes and eager buoyancy of spirit they join in unison, in a song suited to the occasion and their capacity, morning and afternoon, or oftener, and with cheerful, joyful countenances, show, in language too plain to be misunderstood, how much they enjoy this valuable exercise. Sunshine pervades the room — for when there is sunshine in the heart, it matters not what the weather is

without, or the circumstances which surround them when away from the sacred home of their school-room — jarring discords and disputes are forgotten, and, for the time, at least, young hearts are happy. There can be no better exercise than singing for occasional enjoyment by the pupils, and in no school-room, of *any* grade, should it be neglected or omitted. More than twice in a half-day, can a few moments be given to singing, especially in Primary Schools, with good results.

Young children from five to eight years old cannot be expected to be engaged every moment in the exercises or lessons of the school-room without fatigue, and, consequently, restlessness, and the more the exercises can be varied, the better will they engage the attention and interest of young minds. It takes but little time for the pupils to sing a short piece, and if they can be learned, also, to act out the sentiment by suitable gestures, so as to combine singing with some degree of physical exercise, as is done in some of our schools, so much the better. This serves, better than anything else, in our opinion, to secure harmony, peace, good-will, and, consequently, happiness in the school-room, and to render those studies which would otherwise become irksome and disagreeable, pleasant and profitable, as well as interesting.

The school-room should be made, next to home, the happiest spot on earth to the child; and those *are the best teachers, generally, whose pupils love them the best*, and who manage to make the school-room a pleasant spot — so much so, as to render it a task for the pupils to be kept away from their accustomed place, even for a day. Let this be the case in our schools, and many of our truants would become good boys and girls, and learn rapidly, who now dread the wholesome restraint of the school-room as the worst evil that can befall them. Let teachers, then, especially in this grade of schools, strive to make the school-room pleasant to every pupil, and let the sunshine

of a warm, loving heart fill the room, and there will be a response from the ardent, warm-hearted, buoyant throng, which will render both teachers and scholars mutually happy, and increase the usefulness and efficiency of the teacher an hundred fold. Let teachers look around them, and seeing the young immortals under their charge from day to day, ask their own hearts if these things are not so. Good nature is infectious, and happy indeed is that teacher whose heart is full of love and sunshine, for *such* a teacher always has a good school and good pupils, and her services are "more precious than rubies."

PHYSICAL EXERCISE.

Young children, above all others, need suitable exercise, and in some way it must be furnished for them, or they will suffer. Cramped in small chairs in the school-room, the children feel that they are confined, and are consequently uneasy and fretful, unless they can have something agreeable to anticipate, as the reward for good behavior. Furthermore, children who are feeble, constitutionally, need, and *must have* a certain amount of physical exercise, besides walking to and from school, if we desire that physical development should accompany mental improvement; and as *health* is the great desideratum in every case, no proper means or precautions should be neglected, which have a tendency to promote it. Without health, all mental acquirements are divested of much of their value; but "a sound mind in a sound body" is the highest state of the perfection of nature. If we can, in any degree, contribute to secure such results for the pupils in our schools, our labors will not prove in vain.

In some of the schools of this grade in this City, the teachers have adopted a system of physical exercises, which serves not only for amusement, but also conduces to the health of their young pupils. There is no text-book known by us which is suitable — they are all too large

and expensive; but every teacher can form *some* system of her own, if it is nothing more than requiring the pupils to imitate her in taking certain postures. Young children need something new, frequently, to make them contented and interested in the school-room, and there is nothing better for occasional use as an amusement than such physical exercise as can be used without fatigue on the part of the pupils. This should never be allowed to become irksome, but should be used as a recreation simply, and be understood by the pupils as such. It should not be too severe for the youngest to participate in, and only for a short time, at stated and known intervals, should it be used. Will our teachers attend to this, and they will have reason to be abundantly satisfied at the results.

Finally, we are happy to report to the citizens of Roxbury, that, so far, at least, as the Primary Schools of the City are concerned, (and the same may be said of all the higher grades,) their money has not been spent in vain, notwithstanding their well-known and commendable liberality. The standard of excellence, in all grades, is, from year to year, being raised higher and higher, and as the number of pupils increase so rapidly in our city, successive Boards of those to whom the care of our schools is intrusted by our fellow-citizens cannot but feel the high responsibilities attached to their office; and by the prompt and noble liberality of successive City Councils, in furnishing ample and abundant means and accommodations, they are enabled to aim at, and succeed in gaining a high standard of excellence, which will in future be raised, we doubt not, very much higher. There is room for improvement, it is true, and we trust that, in this respect, every reasonable expectation will be realized in future; but we assure our fellow-citizens that the schools of Roxbury are, according to the quarterly reports of the examiners, in every respect fully equal to those of other towns and cities in this Commonwealth, and we trust the time is far distant when,

from any cause, or combination of causes, the schools of Roxbury shall cease to maintain the enviable position which has so long and so justly characterized them. Our schools are our jewels — the nurseries of young minds, where they are prepared for a life of usefulness and honor. The proverbial solicitude of Massachusetts for her schools has never been exaggerated; and never, probably, were the schools of the State, or of this city, in a better condition than to-day. They involve the citizens in a large and increasing expense, but it is cheerfully paid, and will be in future; and so long as old Roxbury is the *home*, so long will she be the faithful educator of her children — and not of hers only, but of all whom she adopts into her family.

A. I. CUMMINGS, *Chairman*
of Examining Committee.

Extracts from the Regulations of the Public Schools.

CHAPTER I. *Teachers.*

SECT. 4. The teachers shall open the school rooms of their respective schools, for the reception of scholars, at least *ten minutes* before the time prescribed for commencing the school.

SECT. 5. The teachers shall give the children constant employment, and endeavor by judicious and diversified modes, to render the exercises of the school pleasant as well as profitable ;— they shall maintain firm, prudent and vigilant discipline ; they shall punish as sparingly as possible, consistent with securing obedience, and shall govern by persuasive and gentle measures as far as practicable. They shall never resort to corporal punishment, until other means of influencing the pupils shall have failed ; and when it shall be necessary, it shall be administered in such a manner as to operate on the moral sense of the pupil in the strongest manner. As far as practicable, they shall also exercise a general inspection over their scholars, as well out of, as within the school, and on all suitable occasions inculcate upon them the principles of truth and virtue.

SECT. 8. The teachers of the several Grammar Schools shall impart oral instruction to their pupils, at stated times, by assigning topics for their consideration, referring them to approved works for information, questioning them upon the themes assigned, and communicating such information thereon as they may think necessary. These exercises shall take place as frequently as may be thought practicable by the Local Committee and teachers. A list of the *topics* shall be open to the inspection of the examining committee.

SECT. 10. In the Grammar Schools for Girls, no lessons shall be assigned expressly for study out of the regular school hours ; and in all the schools, except the High School, the programme of daily study shall be arranged, and the time apportioned, as far as possible, so that the lessons assigned may be prepared in school, and not remain for study out of school. Of the pupils in the High School, a moderate amount of study out of school may be required.

SECT. 11. When the example of any pupil is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approval of the Local Committee, to suspend or expel such pupil from the school. But any child under this public censure, who shall have expressed to the teacher regret for such misdemeanor, as openly and implicitly as the nature of the case may require,

and shall have given evidences of reform, shall, with the previous consent of said committee, be reinstated in the privileges of the school.

SECT. 18. The teachers are required to make vocal music one of the exercises of the school.

CHAPTER II. *Pupils.*

SECT. 1. All children residing within the limits of this City, shall, on application to the Local Committee, have free admission to such public schools as, in the opinion of said Committee they may be qualified to enter, provided they be five years of age; and no obstacle shall be interposed by any teacher or any member of this Board.

SECT. 2. But no child shall be admitted into any of the public schools without a certificate from his parent, or a physician, that he has been vaccinated, or otherwise secured against the contagion of the small-pox.

SECT. 3. Children of the age of eight years and upwards, who may pass a satisfactory examination in the reading books used in the Primary Schools, in spelling words selected from the reading lessons and from the spelling book used in the Primary Schools, in explaining the use of the marks of punctuation, in enunciating clearly and accurately the elementary sounds of our language, in writing words in script hand upon the slate, in reading and writing Arabic numbers containing four figures, and in the Arithmetic used in Primary Schools, shall be entitled to admission into the Grammar Schools.

The examination for admission into the Grammar Schools shall be made by the principal or assistant teachers thereof, and shall take place on the first Monday of the *first* and *third* terms; and no pupil shall be admitted into the Grammar Schools from the Primary Schools except at those times. *Provided*, however, that the Local Committees shall have discretionary power to admit pupils, possessing the necessary qualifications, at other times than those mentioned. Pupils changing residence, shall be transferred from one school to another of the same rank, provided they bear a certificate from the teacher of the school they leave, expressing their standing and character, as a condition of their admission by the teacher to whom they apply for that purpose.

The examination for admission into the High School, shall take place during the last week of the *second* term. Pupils who shall have reached the age of twelve years, and shall present a certificate of good moral character, and of presumed literary qualifications, from the Principal of the school which they last attended, and shall pass a satisfactory examination in the following studies, viz: Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States, shall be regarded by the School Committee as qualified to enter the High School.

SECT. 4. No pupil, whilst under sentence of suspension from one school, shall be admitted to the privileges of another, unless by a vote of this Board.

SECT. 5. In the Grammar Schools, each session, there shall be a recess for every pupil, of ten or fifteen minutes; and in the Primary Schools of from fifteen to twenty minutes.

SECT. 6. Pupils shall be prompt and punctual at school, and shall not absent themselves from school except on account of sickness or other urgent reason; and no request for absence shall be deemed valid, unless it be a *written* one from parents or guardians. Every pupil entering after the time prescribed for the commencement of school shall be marked tardy; and whenever any pupil shall absent himself or herself for two weeks in succession, such pupil shall be considered no longer a member of the school.

CHAPTER III. *Periods of Instruction.*

SECT. 1. There shall be four Terms in the year. The *first* shall commence the Monday after the third Monday in February.

The *second* shall commence the Monday following the last Wednesday in May.

The *third* shall commence the first Monday in September.

The *fourth* shall commence on the Monday after Thanksgiving Day.

SECT. 2. The schools shall be kept three hours in the forenoon, and three in the afternoon of each day, Sundays and the holidays and vacations hereinafter specified, excepted. Schools shall begin at eight o'clock in the morning, from May to August inclusive;—at other times, at nine in the morning; and shall commence at two in the afternoon, except the Girls' High School, which shall commence at nine in the morning, and close at two in the afternoon. Scholars may, however, be detained for delinquencies a reasonable time after the regular school hours.

SECT. 3. There shall be the following *Vacations*:

1. One week commencing on the third Monday in February.

2. One week commencing on the Monday before the last Wednesday in May.

3. Six weeks next preceding the first Monday in September.

4. One week, commencing on the Monday before Thanksgiving Day.

SECT. 4. The following holidays shall be granted alike to all the schools:—Every Wednesday and Saturday afternoon; Fast Day; Independence Day; Christmas Day; New Year's Day; May Day. No holiday not herein specified shall be given except by a vote of the Board, or by a written certificate, signed by at least seven members of the School Committee; and in such case it shall be given alike to all the schools in the city.

SUMMARY OF THE SCHOOLS.

Schools.	Teachers.	Average number belonging.	Average of attendance.	Per cent. of attendance.	Average age.	Location.	Salaries.	Local Committees.																																																																																											
HIGH SCHOOL FOR GIRLS.	Robert Bickford, <i>Principal</i> .	33	30	.90	16½	Kenilworth St.	\$1600 500	Olmstead, Putnam, and Nute.																																																																																											
	Elizabeth C. Babcock, <i>Assistant</i> .	25	23	.92	15¾				GRAMMAR SCHOOLS. DUDLEY SCHOOL, (For Girls.)	Adeline Seaver, <i>Principal</i> .	58	53	.91	16½	Bartlett Street.	700 350 350 325 325	Brewer, Nute and Olmstead.	Emmie C. Allen, <i>Assistant</i> .	33	28	.86	14½	2d Division, Sarah J. Leavitt.	46	43	.95	12¾	3d " Clara B. Tucker.	56	53	.94	10¼	4th " Helen J. Otis.	52	49	.95	10¼			187	173	.92½	12				WASHINGTON SCHOOL, (For Boys.)	John Kneeland, <i>Principal</i> .	53	51	.97	13¾	Washington St.	1400 350 325 325 325	Allen, Seaver, and Garvey.	Harrict E. Burrell, <i>Assistant</i> .					2d Division, Ann M. Williams.	54	52	.97	12½	3d " Delia Mansfield.	58	53	.92	10½	4th " Rebecca A. Jordan.	51	49	.95	9¾	5th " Caroline C. Drown.	51	47	.91	9¾			267	252	.94½	11¼				DEARBORN SCHOOL, (For both Sexes.)	William H. Long, <i>Principal</i> .	52	50	.96	13½	Dearborn Place.	1400 350	Ray, Williams, and Anderson.	Ruth P. Stockbridge, <i>Assistant</i> .
GRAMMAR SCHOOLS. DUDLEY SCHOOL, (For Girls.)	Adeline Seaver, <i>Principal</i> .	58	53	.91	16½	Bartlett Street.	700 350 350 325 325	Brewer, Nute and Olmstead.																																																																																											
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	Ruth P. Stockbridge, <i>Assistant</i> .																																																																																																		

SCHOOL REPORT.

<p style="text-align: center;">COMINS SCHOOL, (For both Sexes.)</p>	"2d Division, Louisa E. Harris. . .	48	.94	12 $\frac{1}{2}$	Gore Avenue.	1200 Cummings, Crafts, and Anderson.	375
	"3d " Plooma A. Savage. . .	55	.93	11 $\frac{1}{2}$			700
	"4th " Henrietta M. Young. . .	54	.96	11 $\frac{1}{4}$			350
	"5th " J. Ellen Horton. . .	54	.95	10			325
	"6th " Louisa J. Fisher. . .	55	.95	9 $\frac{1}{4}$			325
	"2d " Ellen A. Marcan. . .	49	.94	12 $\frac{1}{2}$			350
	"3d " Caroline J. Nash. . .	55	.98	11			325
	"4th " Clementine B. Thompson	57	.95	10 $\frac{3}{4}$			325
	"5th " Mary G. Hewes. . .	59	.94	9 $\frac{3}{4}$			325
		538	.95	10 $\frac{1}{4}$			
	"Daniel W. Jones, <i>Principal</i> . . .	53	.97	13 $\frac{1}{2}$			
	Sarah A. M. Cushing, <i>Assistant</i> . . .	50	.97	12			
	"2d Division, Mary C. Eaton. . .	47	.94	11			
	"3d " Elizabeth W. Young. . .	44	.94	11			
	"4th " Almira W. Chamberline	43	.93	10 $\frac{1}{2}$			
"5th " Elizabeth A. Morse. . .	49	.89	10 $\frac{1}{2}$				
"6th " Charlotte P. Williams. . .	42	.95	9 $\frac{1}{2}$				
"2d " Alice C. Pierce. . .	48	.94 $\frac{1}{2}$	12				
"3d " Sarah M. Vose. . .	56	.91	11				
"4th " Esther M. Nickerson. . .	48	.96	10 $\frac{3}{4}$				
"5th " Juliette Dickerman. . .	49	.88	10				
"6th " Nancy L. Tucker. . .	39	.89	10				
	525	.93 $\frac{1}{4}$	11 $\frac{1}{4}$				
Sophronia F. Wright, <i>Principal</i> . . .	34	.94	11 $\frac{1}{2}$	Francis Street.	400 Crafts, Williams, and Garvey.		

^a Both Sexes. ^b Boys. ^c Girls.

PRIMARY SCHOOLS.

[Each School for both Sexes. — Salary of each Teacher \$300.]

No.	Teachers.	Average number belonging.	Average of attendance.	Per cent. of attendance.	Average age.	Location.	Local Committees.
1.	Sarah T. Jennison.	52	49	.94	9	Yeoman Street.	Morse.
2.	Eliza Brown.	56	53	.94	8	"	"
3.	Sarah O. Babcock.	58	56	.96	6½	"	"
4.	Sarah H. Hosmer.	60	57	.95	6½	"	"
5.	Margaret E. Davis.	40	38	.93	8¾	Eustis Street.	Williams.
6.	Mary F. Neal.	39	34	.87	7¾	"	"
7.	Emma C. Wales.	82	74	.90	5½	Summer Street.	"
8.	Mary L. Walker.	60	63	.87	5¾	"	"
9.	Ann M. Backup.	53	48	.90	8	Vernon Street.	Cummings.
10.	Susannah L. Durant.	41	39	.95	7¾	"	"
11.	Sophia L. Stone.	58	53	.92	7½	Sudbury Street.	Allen.
12.	Sarah E. Field.	61	57	.93	7	"	"
13.	Cornelia J. Bills.	79	65	.82	6½	"	"
14.	Mary C. Williams.	88	67	.87	6	"	"
15.	Sarah J. Davis.	45	39	.87	8¼	Avon Place.	Garvey.
16.	Clara M. Adams.	70	60	.86	5¾	"	"
17.	Sarah W. Holbrook.	40	35	.87	7	Mill Dam.	Allen.
18.	Caroline Y. Rice.	40	36	.90	8	Heath Place.	Seaver.
19.	Mary H. Hicks.	48	41	.85	8	"	"
20.	Mary A. Waldoek.	53	50	.94	7¾	Smith Street.	Nute.

SCHOOL REPORT.

21. Anna M. Eaton.	78	66	.87	6	“	“	“
22. Elizabeth Waldo.	32	27	.84	7	“	Francis Street.	Crafts.
23. Henrietta M. Wood.	46	42	.97	8	“	Centre Street.	Brewer.
24. Mary A. Morse.	51	45	.88	5½	“	“	“
25. Caroline N. Heath.	52	48	.92	7½	“	Heath Street.	Putnam.
26. Maria L. J. Perry.	32	30	.94	7½	“	Edinboro' Street.	Olmstead.
27. Matilda M. Hutchins.	47	43	.92	6¾	“	“	“
28. Almira B. Russell.	34	30	.89	6¾	“	Munroe Street.	Ray.
29. Anne E. Boynton.	51	45	.87	7¾	“	Elm Street.	Anderson.
30. H. B. Scammell.	62	54	.87	6	“	“	“
31. Sarah C. Dunclee.	57	47	.82	5½	“	Heath Place.	Seaver.
32. Frances N. Brooks.	40	38	.91	7	“	Winthrop Street.	Anderson.
33. Asenath Nichols.	48	42	.87	6	“	Heath Place.	Seaver.
34. Emily W. Fillebrown.	51	46	.90	8¾	“	Orange Street.	“
35. Martha H. Horn.	63	61	.90	6	“	Vernon Street.	Cummings.
36. Kate F. Mayall.	46	42	.91	5½	“	“	“
37. Eliza D. Cole.	46	40	.87	6	“	“	“
38. Maria L. Young.	35	30	.91	7	“	Winthrop Street.	Anderson.
	1994	1790	.90	7			

CHARLES BUTLER, Teacher of Music in the Grammar Schools, Salary \$250 per annum.
WM. N. BARTHOLOMEW, Teacher of Drawing in the High School, Salary \$200 per annum.

JONAS PIERCE, JR., Curator of School Buildings, Salary \$700 per annum.

SCHOOL COMMITTEE.
FOR 1860.

ELECTED AT LARGE.

GEORGE PUTNAM, WILLIAM A. CRAFTS, EDWIN RAY.

ELECTED BY WARDS.

- Ward* 1.—HORATIO G. MORSE, FRANKLIN WILLIAMS.
“ 2.—JOSHUA SEAVER, IRA ALLEN.
“ 3.—TIMOTHY R. NUTE, JOHN D. MCGILL.
“ 4.—JOHN W. OLNSTEAD, JEREMIAH PLYMPTON.
“ 5.—SYLVESTER BLISS, WILLIAM S. KING.

FRAGILE

DO NOT
PHOTOCOPY