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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of Roxbury,

FOR THE

YEAR 1862.



ROXBURY:

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

1862.

City of Roxbury.

IN SCHOOL COMMITTEE, April 9, 1862.

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

High and Grammar Schools. — Messrs. CUMMINGS, SLEEPER, SEAVER, ALLEN, PLYMPTON, WILLIAMS, and MCGILL.

Primary Schools. — Messrs. G. PUTNAM, OLNSTEAD, BLISS, A. P. PUTNAM, and ADAMS.

December 10, 1862.

The Chairman of the Board (Mr. MORSE) submitted his Annual Report. Mr. WILLIAMS submitted the Annual Report of the High and Grammar Schools.

Mr. G. PUTNAM submitted the Annual Report of the Primary Schools.

All of which were accepted. It was then

ORDERED, That the several Reports be committed to Messrs. MORSE, WILLIAMS, and G. PUTNAM to revise, and cause to be printed the usual number of copies, to be distributed to the citizens of this City, as the Annual Report of the School Committee.

JOSHUA SEAVER, *Secretary.*

R E P O R T .



THE Board of School Committee, having for another year discharged the responsible trust of superintending the education of the children belonging to the Public Schools, would respectfully submit their annual report.

During a part of the year, additional labors and duties have devolved upon some of the members of the Board, in consequence of two vacancies existing for a length of time, caused by the resignations of Rev. A. P. Putnam and Mr. John D. McGill, and the absence of Dr. A. I. Cummings on professional service in the Army. The two vacancies were finally filled by the choice of Mr. Edwin Ray and Wm. A. Crafts, Esq., gentlemen well known as efficient members of the Board in former years.

The supervision of the schools has not, perhaps, been so thorough and systematic as it would have been had it been performed by a single person, one well qualified and adapted to this particular work; yet the schools have received all the care and attention requisite to maintain and improve the working of the excellent system under which they are organized. It is a matter of congratulation, that while the thoughts and the feelings of the people have been absorbed in the progress and results of the War, our schools

have continued their accustomed work, and have not, as yet, been deranged or weakened by the great trials and afflictions resting upon the community, but are in as healthy and prosperous condition as at any former period.

The Latin School, including the preparatory department, numbers eighty scholars and three teachers. It is a school designed to prepare boys for College. Eight were fitted last year, six of whom entered Harvard University. It is supported in part by the City, but principally by the school fund, and is under the control of a Board of Trustees. It is not included in the following statistics.

The whole number of Teachers is 44.

The whole number of Pupils belonging to all the Schools is 4198.

The cost of maintaining our Public Schools the current year is \$47,667.86, or \$11.35 per scholar.

The number of Scholars belonging to the High School is 149, under the charge of three teachers.

The cost of maintaining the High School the present year is \$5,041.74, or \$33.83 per scholar.

There are five Grammar Schools in the City, the same as last year. The whole number of Pupils belonging to the Grammar Schools is 1663, making an average to each Division of 48 pupils.

The cost of maintaining these schools the current year is \$24,301.16, or \$14.61 per scholar.

The number of Primary Schools is forty-two. The number of Pupils belonging to these schools is 2386, making an average to each school of 56 pupils.

The cost of maintaining the Primary Schools the present year is \$18,324.96, or \$7.68 per scholar.

The whole number of persons in the City last May, between 5 and 15 years of age, was 5559.

TEACHERS.

The number of permanent teachers is the same as last year, although a few changes have been made. The able Assistant Teacher in the High School resigned his place at the close of the Summer term. The estimation in which he was held is fully expressed in the following resolve passed by the Committee:

“*Resolved*, That this Board, having received the resignation of Mr. Geo. H. Gorely, as Assistant Teacher in the High School, take this method, in accepting the same, to express their sense of his faithful, brilliant, and efficient qualities as an instructor, and commend him as a gentleman of large promise in the important and useful profession which he has chosen, in which we trust he may be constrained to continue.”

The place thus made vacant was filled by the choice of Miss Eunice T. Plummer, a lady whose education and experience give promise of the highest success. An Assistant has also been provided, to take charge, for a limited time, of those scholars who wish to continue their studies beyond the regular three years' course.

One teacher in the Dearborn School has also resigned, and her place has been filled by the appointment of a former teacher of that school.

In March, two teachers were appointed for two divisions formed in the Comins School, one of which it has recently been found practicable to discontinue; making an addition of one teacher to the number of last year.

The Primary School formerly kept in the Comins School-House has been discontinued, and the scholars merged in the schools in that neighborhood, causing a diminution of one teacher from the number of Primary School teachers of last year.

The teacher of the Edinboro' Street School, No. 33, was obliged to relinquish her charge, on account of long-continued ill-health. Two teachers in Sudbury Street Schools,

Nos. 13 & 14; one in George Street, No. 43; one in Heath Place, No. 26; one in Vernon Street, No. 11, have resigned during the year. These six places, thus made vacant, were filled by others selected from the list of approved applicants, all of whom give promise of making as efficient and successful teachers as those whose places they occupy.

Our teachers, the most of whom have for many years been connected with the schools, are deserving of much praise for their patient, conscientious, and untiring labors for the instruction and discipline of the children committed to their care. Some are more successful than others, because they possess the gift and inclination to instruct, and a better preparation for the discharge of their duties. These are not confined merely to the contents of the text-book, but, with a large amount of collateral knowledge, are able to illustrate and fix the thoughts upon the principles and facts taught. They have a love for their work, and take pleasure in imparting ideas, and in developing and strengthening the mental powers of their scholars. Some few teachers manifest slight interest in or devotion to their work. They are content to move on mechanically in the routine marked out for them, and exhibit but little concern or thought for their charge, beyond what is required of them in regular school hours, and never put forth any special effort to improve themselves or their pupils. The services of such could well be dispensed with, and their places filled by others who would prove more acceptable.

During the year, thirty-one applicants for situations as teachers in our schools have been examined, seven of whom were rejected for not possessing the requisite qualifications. The names of about forty approved candidates are upon our list, most of whom seem well qualified to make successful teachers; but it is impossible to give encouragement to such a large number of worthy young ladies, because of the small number of appointments usually made during the year.

The qualifications being equal, the preference is generally given to those educated in our own schools.

EXPENDITURES.

At the present juncture of our national affairs, when the City, already over-burdened with debt, has large and increasing demands upon its treasury in consequence of the War, and when tribute is demanded of every man for the national exchequer, it becomes a duty and necessity to economize and retrench in the expenditure of public money.

The Committee have during the year sought to diminish the expenses of the schools in various ways; but the salaries of teachers, which are more particularly under their control, have not as yet been materially changed. It is hoped that ere retrenchment be demanded in this direction, it will have been preceded by economy in other directions. Common School education, so essential to the existence and happiness of an intelligent and free people, should not be impaired or diminished in its efficiency, without the gravest reason. Hence it becomes a matter of serious moment, whether the Committee would be justified in reducing the salaries of the teachers, particularly at the present time of depreciated currency, thus depriving them of a fair equivalent for their time and services.

Our school expenses may seem larger than those in some other places; yet, by reference to the last annual report of the Board of Education, it will be seen that the amount of money appropriated for the education of each child in Roxbury was \$10.19, while in Brookline it was \$22.18; in West Roxbury, \$13.24; in Dedham, \$10.30; in Dorchester, \$13.89; in Boston, \$9.56;—showing that all the towns in our immediate vicinity paid more per scholar for the education of their children than did Roxbury, while Brookline paid more than double; and although Boston paid a little less per scholar, yet the salaries of the teachers there are from a quarter to one-third more than ours of the same grade.

The small amount paid per scholar in Boston, is owing to the great number of pupils belonging to the several Grammar Schools. Within a certain limit, the greater the number of scholars under one Principal, the less the cost. This is evident in our city. Taking the salaries of teachers alone, a scholar in the Washington School costs \$2.40 more per annum than one in the Dearborn.

Our Grammar Schools cannot conveniently be united so as to diminish the cost; and to reduce the salaries of our teachers, would make a greater inequality than now exists between them and those of the same grade in the neighboring metropolis, while being in so close proximity to that city, our community, as it is constituted, would not be satisfied, did the standard of our schools fall much below that of the Boston institutions.

The amount appropriated to the Public Schools in this City is not large, when the valuation of property here is compared with that in other places. The percentage of valuation appropriated last year to the schools in Roxbury, was two mills and three hundredths of a mill; while there were one hundred and thirty-two cities and towns in the State which appropriated a greater percentage of their valuation for the same purpose.

SCHOOL ACCOMMODATIONS.

In the early part of the year, this Board called upon the City Council to provide such additional accommodations as the condition of the schools seemed at that time to demand; but owing to the financial embarrassment existing, it was decided not to build or enlarge any School-House, and in fact nothing of any amount has been done in this direction during the year.

Owing to the removal of a number of families from the place, the number of pupils in our schools has not increased so largely as usual; yet many of the schools are in such a crowded state as to demand some relief. Some additional

accommodations will soon have to be provided for the Dudley School, all the divisions of which are now full.

All the Primary Schools in the western part of the City are crowded to overflowing, including the one kept in a basement-room on Tremont Street, the location of which was noticed last year as being particularly unsuitable. To accommodate this school, and to relieve all the schools in that vicinity, it is necessary that a new building should be erected. A new house should soon be provided for the Centre Street Schools, as repeatedly asked for by this Board.

In the present condition of the finances, the Committee are not disposed to urge upon the City Council any outlays that are not imperatively demanded for the benefit of the schools. Every child of suitable age is entitled to admission to the Public Schools, and the schools must be provided with suitable buildings at the City's expense. If the City Council, for any reason, fail to supply the needed accommodations, as asked for by this Board, the scholars suffer, by being confined in over-crowded rooms, or placed in hired rooms in some private house, the best that can be procured by the School Committee, which rooms are generally unsuitable for school uses, and are sometimes badly located, besides being dark, damp, and without proper means of ventilation.

The positive wants of the schools, and the impossibility of hiring suitable rooms, would seem to be sufficient reasons for building, when additional accommodations are needed, and which must be furnished at some future time, if not at present. The delay is no pecuniary saving to the City, for the rent of the rooms will generally pay the interest on the cost of the building, besides greatly increasing the outlay which the future increase of the schools will necessitate.

TRUANCY.

The large number of boys seen in our streets, who do not attend school, and are ever ready to commit mischief, calls for the adoption of some vigorous measures to reform them.

The City Government has, during the year, passed an Ordinance in relation to habitual truants, which is now ready to be enforced; but commitments are deferred for the present, on account of the expense, and the diminished number of truants during the winter months. It is promised that early in the Spring the law will be strictly enforced, and all truants will be compelled to attend school, or be committed to the Alms-House, when our teachers and citizens will be relieved of a great annoyance.

CONCLUSION.

The citizens of Roxbury have reason to congratulate themselves, that such facilities are provided for the education of their children. While the Primary and Grammar Schools occupy an advanced position for usefulness and efficiency, the High and Latin Schools maintain an elevated rank for attainments and scholarship, affording educational advantages equalled by but few places in the State, giving character and position to the City, and offering to gentlemen with families inducements to settle within our borders.

Parents are assured, that in the future, as in the past, the usefulness and success of the schools depend upon their continued confidence, and liberal support.

The results of the several examinations of the High and Grammar Schools are embodied in the following report. The Primary Schools are represented by the Examining Committee as being in a satisfactory condition; but as there is nothing worthy of special remark, or in addition to what has already been said in relation to them, a separate report is omitted.

HORATIO G. MORSE,

Chairman of the Board.

R E P O R T
ON THE
GRAMMAR AND HIGH SCHOOLS.

GENTLEMEN OF THE SCHOOL COMMITTEE:

THE annual committee appointed to submit to the public a report of the condition of our Grammar and High Schools consisted of Dr. Cummings, *Chairman*, and Messrs. Seaver, Sleeper, McGill, Plympton, Allen, and Williams. Mr. McGill resigned his position upon the School Committee, and Mr. Crafts was elected to the Board and substituted on the committee in his place. Dr. Cummings having patriotically concluded he could better serve his country upon the battle field, received and accepted the appointment as Surgeon of the 42d Regiment Mass. Volunteers. Being thus unable to act as chairman of this committee, at the request of his colleagues, the undersigned consented to act in that capacity, and to prepare their report for publication.

The members designated to perform the examinations of the different schools have promptly attended to their duties, and I have freely availed myself of their reflections in compiling this report. The number of Grammar Schools is five, containing, during the last quarter, 1685 scholars; 794 girls, 891 boys.

DUDLEY SCHOOL.

This is a Girls' School, comprising five divisions, numbering 249 pupils. The school is under the same Principal as last year — Miss Sarah J. Baker; the teachers in the other divisions remaining without change through the year. This is the oldest Grammar School in the City. It was the first departure from the old method of promiscuous schools, where scholars of all ages, and all degrees of advancement, were placed under the same teacher. It was commenced in the hope that the gathering of children, in suitable numbers, as far as practicable, grading them in age and capacity, to pursue together their various studies, would most rapidly advance them, and improve to the highest advantage the fleeting days of youth. This step, though adopted with doubt and hesitation, was prophetic of the future, and the thriving condition of this, and the other Grammar Schools in the City, fully vindicates the wisdom of our early predecessors.

This school has been regularly examined at the close of every term throughout the year. The member who made the annual examination in May, at which time it is usual to be most thorough and critical, says: "Although this school, as a whole, is in a flourishing condition, it cannot be expected that the divisions will appear equally well; as all teachers are not equally skilful or successful in their methods of teaching, or governing their pupils." In some studies in some divisions he observed marked deficiencies; one division he speaks of as not making so favorable an impression upon him as most of the others. In another, he was especially pleased, during the examination, "with the quiet, orderly, and lady-like demeanor that pervaded the school, and the close application which marked the scholars in their study and recitations."

"The two classes in the First Division, under the care of the Principal and her Assistant, Miss Allen, by the degree of promptness and accuracy with which the questions on

portions of the text-books studied and those of a general character were answered, and the correct deportment of the young ladies in this division, gave satisfactory evidence that they were under the care of faithful and industrious teachers."

The same gentleman, examining in November, says: "The causes which led to some criticism in the Spring seem to be nearly removed; and I take pleasure in announcing the improved appearance of the divisions spoken of." He also speaks of the pleasure it gave him, to notice that all the teachers in the upper divisions found time for regular exercises in Composition, and that they preserve them in their original form, with corrections, &c., agreeably to Chap. 1, Sec. 9, of the School Regulations. The Principal of the school, in her annual report to the Board, speaks of the teachers as having been constant in their attendance, and faithful in the discharge of their duties. They have also endeavored, with great earnestness, but, as the statistics show, with little success, to decrease the amount of tardiness and absence. In this we should have the coöperation of parents, and the influence of public opinion. Of those having their daughters in this school, and of the community generally, we bespeak the continued confidence, as it fully maintains its standard of long-continued excellence.

WASHINGTON SCHOOL.

This is the oldest of our Boys' Grammar Schools. We well remember when a moderate-sized room at the old Town Hall was ample to hold all the subjects for Grammar School instruction. To the care of a Frost or a Parker, the boys and girls of a whole community were then confided. As we review those early days, we can hardly help thinking that the scrutiny and oversight of our schools was not what it should have been. Gladly do we turn from the evils too manifest then; from the turmoils, in which,

perhaps, ourselves too freely participated; and from the incapacity of teachers, from which we have sorely suffered, to the flourishing condition of this school, under the continued instruction of its popular Principal, John Kneeland.

This gentleman, so well known at home, is not without reputation abroad. Devoted to his profession with energy and zeal, he gives much of his time to further the general cause of education. By voice and pen he exercises a wide influence in favor of a sound system of public instruction. The present number of divisions in his school is six, comprising 284 pupils.

The school has been examined in the usual manner. The examiner in May speaks of one division as having a "kind, yet firm teacher, who succeeds in imparting instruction in such a manner, that even the occasional failures only give evidence that they are exceptions to the general excellence of their recitations." And of another teacher, of long experience, "as one who, with no other weapons than kindness and persuasion, often holds in check the rudest natures, and firmly impresses on their minds the importance of knowledge, if, as men, they ever hope to attain any position in society."

In several divisions, at this examination, the entire number of pupils belonging were present, which was gratifying, as it gives evidence that the scholars like the teachers and school, and do not from trivial causes absent themselves, but improve the precious hours of youth to gain that knowledge for which in coming years they will be so devoutly thankful.

The member who, in July, examined the whole school, says: "It is a number of years since he had seen the school, in its mode of teaching and discipline; he accordingly took much pains to ascertain its present, compared with its former condition." The result was so highly sat-

isfactory, that he really found "nothing to except to, but very much to commend. There has been manifest advance in this school, in all its divisions, both in energy of instruction and excellence of order and discipline." From a careful examination of the reports made during the year, and from the annual report of the Principal of this school, we feel assured in stating, that every division has a competent and successful teacher. Its condition is every way satisfactory, and its course is onward.

The internal order and discipline is unexceptionable. If less attention is given than might be desirable to the conduct of scholars out of school, it should be borne in mind that it is entirely a boys' school, and an undue restraint upon them is not considered so necessary as if both sexes were under the same roof. Any suggestion, however, in this direction, we are sure would be kindly received and heeded.

DEARBORN SCHOOL.

This school consists of twelve divisions—six of boys, five of girls, and one (the First) mixed. The Principal is William H. Long; and his Assistant, Maria L. Tincker. The number of scholars is 583—296 boys, and 287 girls. The corps of teachers has remained without change, except the Fourth Division of Girls, in which Mrs. Thompson resigned, and Miss Louisa E. Harris, for some years a teacher in this school, was appointed in her place.

The alteration of the hall somewhat interrupted the school, but gives two excellent rooms—though the Local Committee express regret at the loss of their useful hall.

The Committee who examined in February remark: "The scholars were examined in all the branches taught in the school, and we are convinced that they are assuming a higher standard than ever before." At the May examination, the First Division, composed of both sexes, gave evidence of being well and faithfully taught.

The Second Division of Boys was favorably reported

upon as an excellent school, well instructed and under good discipline. The Second Division of Girls, under the care of Miss Marean, who has long been one of the most faithful teachers, was well reported upon. As one says, "Her school maintains the character for excellence so long justly merited." The report of all the examinations, and the annual report of the Principal, speak in terms of general commendation of the fidelity of the teachers, the progress of the pupils, and their usual correct deportment. There are here, as well as elsewhere, various degrees of excellence and capacity shown by the teachers in the manner of teaching and conducting a school. In some cases, perhaps, a change might be beneficial; yet, on the whole, we doubt if any general change would be for the better.

Considering the large number of children convened under its jurisdiction, we feel quite clear in asserting that the machinery of this school has been carried on with less friction than any other in the city. The Principal may not produce, if indeed he seeks, brilliant results; but with his mind firmly fixed on the legitimate objects of his profession, he infuses among teachers and scholars, throughout his ample charge, the all-important idea that they come to school to teach and learn, and all their efforts should tend to produce, in the highest degree, that desirable result.

Truancy is mentioned as a source of great evil and trouble in this school, and needs public correction. The public can hardly conceive of the responsibility resting upon the Principal of such a school as the Dearborn, composed of boys and girls. Aside from seeing that their studies properly progress, the question of discipline out of school, as well as in, is one of grave importance. On this point, the examiner in February says: "We can not refrain from expressing our satisfaction with the general management of this school by the Principal. The care of twelve divisions is very great. To harmonize so many, without serious trouble or detriment in the mutual arrangement of scholars and teachers within, is an arduous task. To keep in proper

subjection and proper limits out of school the conflicting interests and welfare of boys and girls, so as to guard against evil and prevent harm, requires great patience, perseverance, firmness and tact, and must draw largely upon one's physical strength and time." To these responsibilities Mr. Long has proved equal, and for his careful guardianship of the houses, yards and outbuildings under his charge deserves public commendation.

COMINS SCHOOL.

This school is composed of boys and girls. The present number of divisions is twelve — five of boys, five of girls, and First and Second mixed. The number of pupils is 533, of whom 293 are boys and 240 girls. One division was added in the Spring, with Miss Taft for teacher; but at the close of the November term the number of scholars had fallen off, and this teacher at her own option resigned, and the division was consolidated with others and discontinued.

The examiner in May says: "It is quite apparent that the Principal of this school, whatever may have been thought of his qualifications in the experience and preparation, so necessary for success, when he entered upon his labors, has fully met the public demands and expectations. We take pleasure in bearing testimony, that his efforts to improve by constant application and study, have based his reputation upon a solid foundation, which we trust will yet secure him an enviable distinction." The same examiner criticises one or two divisions in spelling and arithmetic, and considers the general appearance of another division as far below what it should be.

Another member, who reports upon five divisions, says of one of them: "The boys in this division seemed full of energy, many of them having but little home education or restraint upon their actions; and a firm and steady hand is required to manage them successfully, so as to inculcate

and secure obedience and order. The teacher, however, seemed fully equal to the task, and the school was respectful in deportment and desirous to learn." One member, in reporting upon the Second Division of Boys and Girls, was interested to mark the relative progress of the sexes; and found that in reading, and perhaps spelling, the girls surpassed the boys, though in both there was room for improvement. In all the other studies, the male portion of the division was far ahead, especially in arithmetic.

The member in July, after examining all the divisions, sums up as follows: "The exercises of the school as a whole impressed him very favorably, showing a marked improvement during the last two years. All the divisions of girls, and several of the divisions of boys, were worthy of special commendation. The judgment formed was that teachers and scholars are endeavoring to improve their opportunities, and are worthy our continued confidence."

At the November examination, the First Division gave greater pleasure to the examiner than ever before. The scholars appeared cheerful, and answered with ease and readiness the questions propounded. Another division, reported unfavorably upon in the Spring, had vastly improved; and the whole school appeared in a flourishing and satisfactory condition.

One drawback upon this school is the irregular attendance in some of the divisions; an evil for which it is difficult to find a remedy.

Another hindrance to its complete success is the circumstances and poverty of many of the parents, who are obliged to take their children from school before they have reached the First Division, and put them to employment to earn their daily bread. The loud call for men for our country's cause has incited many a father to take up arms for her defence, inducing straitened circumstances in the family, which have made it necessary to take children from

the public schools to assist in its maintenance and support, to the sorrow and regret of all concerned.

The care of this school is similar, in most respects, to the Dearborn. Here, as there, an untiring vigilance is necessary to keep within due and proper bounds the children in and out of school; to protect the weak from the encroachments of the strong; to guard the well disposed and good from the vices and pernicious example of the evil. For these labors, we have confidence in the strong and vigorous qualifications of the Principal, feeling sure they will carry him through trials before which a weaker nature would succumb.

FRANCIS STREET SCHOOL.

This school is composed of about thirty-six scholars, both boys and girls, of greatly differing ages.

The teacher is the same as last year. The various reports have been of a favorable character.

It is not quite fair to expect as striking results here as in the other Grammar Schools; but the scholars going from there to the High School, appear as well qualified and are as quickly accepted, as from any school in the city. The parents of the children take a deep interest, and by their frequent visits, and uniform courtesy to the teacher, as well as by the punctual attendance of their children, help to cheer and enliven her labors in her comparatively solitary position.

We have thus given a general summary of the condition of each of our Grammar Schools. Placed in the responsible position of guardians of our system of public instruction, if we understand what the public wish, it is to be made aware of their true and actual condition, and to feel that the results are commensurate with their great expense and trouble.

It may occur to some that the reports of committees are usually of a flattering and gratifying character; rare, in-

deed, is it, they say, to see one of a contrary character. But the reason for this is obvious. If teachers are incompetent for their position, it is better to apply the needed removal in the quiet and legitimate exercise of authority, than to blazon forth to the public their short comings. Are scholars rude and disobedient, seriously affecting the discipline of their schools, it is far better to remove the offending member in a quiet manner than to call public censure upon the delinquents.

The public may rest assured, while we state upon the authority of our knowledge and experience that the Grammar Schools are prosperous as a whole; that their standard has been well sustained; that the teachers as a body are competent, devoted and successful; and that the general conduct of the children has been obedient and respectful, maintaining general good order and discipline. The committee are still not blind to their faults, and will kindly listen to suggestions from any quarter.

The fact that cases are so rare where it is necessary for the Local Committees to be called upon to interfere between parents and teachers, either on account of alleged harshness or cruelty of punishment on the part of the teacher, or stubbornness or disobedience by the scholar, is very gratifying, and is indicative of self-control by the teachers and forbearance on the part of pupil and parent.

Individual cases of dissent there are and have been, but the acquiescence of parents in the general management and tutoring of their children in the public schools is worthy of praise, and an unerring indication that they are kindly and successfully administered. Were it otherwise, swarms of injured mothers and angry fathers would assail their foundations, and speedily bring them to helpless ruin.

A tendency we observed through all the Grammar Schools, is the eager effort to advance the pupils in their studies; not so much, we fear, for the sake of the learning they acquire,

as the natural desire to have them ready for the next division at the time of promotion. It also extends to the First Divisions of the schools. The scholar is constantly impelled to exertion by the fear that he will not be able to enter the High School. This evil, if thus it may be called, can be traced to our minute system of grading schools. A scholar, if at all capable, scarcely remains in one division a year. His room is wanted by those below, and his years, if not his capacity, force him on.

We are satisfied that our system of grading is substantially correct; yet, in view of the fact that so many leave before they enter the High, or even the First Division of the Grammar Schools, teachers should see to it that scholars are thoroughly grounded in the studies pursued, even if they fall behind in the race for promotion and place. Our anxiety for them will measurably cease, if, upon leaving the Grammar Schools, they can satisfactorily answer these questions:

1. Are they good readers? Do they readily comprehend the subject discussed, articulate in a distinct manner the letters, syllables and words, and properly emphasize the meaning of the author?

2. Can they spell correctly? To spell well is an accomplishment of great utility. Many persons, of great natural gifts and many acquirements, are often sadly deficient here. They may be unconscious of deficiency in this regard; but the recipients of their epistles, or those transacting business with them, will be reminded of it, much to their chagrin and discomfort. Let our children be spared this mortification.

3. Can they cipher well? It is not necessary that one should solve every imaginable problem or question; but a thorough knowledge in the four general rules is essential for success in the business of life. To multiply, divide, subtract and add well, is the least we can expect of a Grammar scholar.

4. Do they understand Grammar? By this we mean, Can they put language together in an easy and sensible manner? The committee fear that in all our Grammar Schools there is a too close adherence to the rules and examples as laid down in the books, especially in Arithmetic and Grammar. Our pleasure would be greater to find them able to perform simple examples occurring in every day mercantile life, than to see them so deeply immersed in abstruse and fanciful topics, that if asked to quickly and correctly add a column of figures, it would result in ludicrous failure. In Grammar, our later authors have so refined our parts of speech, that those who look to good old Lindley Murray's grammatical knowledge, are sadly puzzled to know what it all means; but perhaps from these new and brilliant lights we have a clear right to expect improved results.

Lastly, can they write well? Who does not like to see a clean neat, and handsome hand-writing? To a young man it is of great advantage in early securing a good business position. To a young lady it is a great recommendation to write a fair and pretty hand. To each the possession of good hand-writing will render more available all other accomplishments, and be a certain foundation for success in after life.

We leave these questions, with the simple remark, that we believe our Grammar Schools will stand the test of these requirements in a substantial and creditable manner, and will accompany those who intend to apply for admission to the High School.

The result of the examination by the Principal of the High School proved the gratifying fact, that in qualifications the pupils from each of the four principal Grammar Schools were nearly alike, varying but one or two per cent., and showing as nearly as possible that children from all parts of the city possess equal advantages.

HIGH SCHOOL.

The present number belonging to this school is 158, of whom 57 are boys and 101 are girls. They are under Mr. S. M. Weston, the Principal, with three Assistants, and are separated into three divisions.

The Third Division is under the care of Miss Sarah A. M. Cushing, and contains 49 scholars, all of whom came from the Grammar Schools in September.

The examiner in May reports the result of his examination as in the highest degree satisfactory: "The classes have thoroughly reviewed the Grammar School studies, extending History so as to include England, and using Quackenbos to some extent in the study of the Constitutional period. In map-drawing the scholars have become quite proficient, being able to sketch with rapidity and accuracy not only the forms of a country and its prominent physical features, but also to designate with general correctness by lines of latitude and longitude the location of some of the most important cities, towns, &c. All the recitations were given in such a manner as to show a pretty thorough knowledge of the branches pursued."

At the November examination it was observed that the main portion of the work done in this division has been the review of the lessons taught in the Grammar Schools. We think this course a judicious one; pupils can never too well understand the fundamental principles which lie at the foundation of all studies.

Colburn's Intellectual Arithmetic has been searchingly reviewed, with special reference to the higher mathematical branches. Less reliance has been placed upon the exact examples and statements of the book, but the endeavor has been to fix in the mind those elementary principles which form the basis of arithmetical progress.

Tomlin's Physical Geography has also been studied with marked success. The topics treated seemed well learned

and understood by the pupils, and will be of inestimable value in the future studies of Astronomy, Geology, Chemistry, Geography, Botany, &c. The reading was excellent, and the spelling and defining above reproach. Some fine original specimens of Composition were read by the scholars. Excellence was manifested in the Penmanship, and the books looked neat and tidy.

Great interest was shown by this division in its recitations and studies, and under the untiring energy of their devoted teacher, who seems to desire thoroughness rather than rapidity, it is laying a sure and certain foundation for the higher branches to be pursued in the upper divisions of the school.

HIGH SCHOOL.—SECOND DIVISION.

This division is at present under the care of Miss E. T. Plummer, and numbers 30 pupils.

At the examination in May this division was under Mr. Gorely. It was thoroughly examined in all branches taught. The reading, with some exceptions, was good. There was noticed a defect too common in all schools, viz., an indistinct utterance and a failure to articulate the syllables, caused in part by keeping the lips and teeth too firmly closed. This should be avoided without running into the opposite extreme of appearing too stiff and precise. To read well is an accomplishment of great value, and of which few can boast, notwithstanding the continued practice and drilling year after year.

In History good progress was making. Considerable attention was given to Drawing, with good results, but as great skill in this pursuit depends largely upon natural talents, we do not deem it so very important to lay great stress upon this exercise, though its possessor has in it an unfailing source of enjoyment.

The division appears well taught, and the department of the scholars commendable. In September Mr. Gorely

resigned his position as teacher of the division, and the present incumbent was appointed in his stead.

The examiner in November says: "Miss Plummer he found absent from school on account of protracted illness, but her sister had been provided as a temporary substitute, and seemed well qualified to carry on the work. The scholars were all examined in reading. The first class was examined in Arithmetic, History, Analysis in Grammar and Parsing. The second class was examined in Grammar, Arithmetic, and Physical Geography, with satisfactory results. Compositions of all the scholars were examined, and they were creditable. The orthography, punctuation and grammar were generally correct. The penmanship was not uniformly good; in some instances it was bad, which is deemed a misfortune. The exercises in Latin and French were satisfactory as far as they had progressed. On the whole, the pupils seemed quite contented in their studies, and were evidently marching onward at a rapid pace."

The First Division is under the sole care of the Principal, Mr. Weston, and numbers 51 scholars, — 11 boys and 40 girls. The Chairman of the Examining Committee (Dr. Cummings) had made special preparations for the annual examination of this school, but at the latest moment he was called away, and the examination was mainly conducted by the teacher, in the presence of the Chairman of the Board, and several other members of the Committee, and other visitors. Exercises in Trigonometry, Astronomy, Geometry and Natural Philosophy, were correctly worked out and explained. Exercises in Arithmetic and Algebra, of an abstruse and complicated character, were demonstrated in a manner which gave evidence that the pupils understood what they were doing.

The reading was excellent. Various pieces of composition of merit and grammatical accuracy were read in a beautiful manner. Several fine examples of declamation were given by the boys. In short, every exercise and study seemed thoroughly taught and learned. It was a

treat and pleasure to listen to the reading of some fine piece of poetry or prose, by pliable lips tuned to sensitive ears; to hear reproduced by youthful speakers the great efforts of ancient and modern orators; or to witness the abstruse problems of Algebra and Geometry worked out by intelligent minds, and skilful hands, to certain and unerring results. We noticed, however, that the scholars seemed somewhat abashed by the presence of so many strangers, which detracted in some degree from their usual confidence.

The examination in November was conducted by Messrs. Crafts, Sleeper, and Williams. All the studies were reviewed, and the standard of the school appeared fully maintained. The Compositions, which must be regarded as something of a test of the literary qualifications of pupils in our advanced schools, were commendable. The Penmanship, though exhibiting many different styles, was generally creditable, in some cases excellent. The punctuation and capital letters, with rare exceptions, were in their right places; the Grammar and Orthography, generally correct.

This is an exercise of much value, and should receive the careful attention of the teachers in all our schools. Writing Composition not only tends to improve the pupils in penmanship, punctuation, use of capitals, spelling, and the grammatical construction of sentences; but also teaches them to think, and, what is perhaps of almost equal value, to express their thoughts in clear and intelligible language.

We like the attention and thoroughness given to Latin and French in this division; for it is clear to our minds, that those who understand those languages the best, best understand our own. The roots and derivations of many of our words date far back to antiquity, and our language is tinctured, improved, and enlarged by the absorption of many words now current among foreign nations. The class completing their third year's term was 21; 8 boys, 13 girls.—(Vide Principal's report.)

The advantages derived from a four years' course have been so obvious, that a large portion of the graduating

class desired to continue longer. Miss J. N. Brooks was accordingly employed as teacher for the term of three months.

There has long been a lack among us of capable and accomplished teachers, to fill vacancies occurring in the highest divisions of our schools. At nearly every examination, those coming from abroad would prove themselves so superior to those appearing from home, that almost always the preference would be given them. This tends to discourage our own daughters from applying, from lack of that thorough preparation in which others excel.

To fill this desideratum, a fourth year's class, of a permanent character, with a good teacher, partaking somewhat of a Normal character, with special reference to qualifying for teaching, would fully equip and complete our High School, and render important service to many parents, who, at great sacrifices, keep their daughters at school, that they may be fully able to compete as teachers with those who come from abroad.

The Principal, Mr. Weston, is thoroughly devoted to his profession. Of great tact and scholarship and experience, he is entirely at home in every department of instruction, and fortunate is the scholar who is placed in his care. The criticism made upon the Grammar Schools, of unduly urging them forward, may apply with less force here, perhaps, as every day has its duty and task; but we sometimes feel — arising, it may be, from the fact of both sexes being together in the same school — that the lessons equally given to each bear peculiarly hard upon the girls. Ambitious to succeed, fearful of rebuke or failure, the girls press onward, often to the injury of the nervous system; while boys, hardier by nature, and of greater endurance, with less strain succeed, or receive the consequences of failure with little apparent sensitiveness or chagrin. A discriminating teacher, however, will so adjust matters as to silence permanent complaint.

The musical exercises of the High and Grammar Schools have been conducted the past year by Charles Butler, Esq.,

with continued success, as the popular concerts given by the scholars at Institute Hall, for the benefit of wounded soldiers, abundantly testified.

With this school, expensive and well appointed, the course of free instruction granted to the children of the community, both rich and poor, culminates and ends. The public should feel that its results are fully commensurate with its cost; that the Committee have confided its interests to upright and accomplished teachers. Let the recipients of the public bounty, who have thus shared the gifts of a high education, feel that now, as their school days are ended, and teachers are no longer to be depended on for instruction, their future progress in learning and wisdom is in their own hands.

Let them remember the days of their youth, for the instruction they have received will gild the summits of their mental powers with an effulgence which will shine through all their coming years; and the discipline thus early acquired, if properly improved, will aid to overcome all mental obstacles to future prosperity and success.

Again, let them feel, as manhood and womanhood shall dawn upon them, that they cannot more gratefully or appropriately repay those who have bestowed these blessings upon them, than by ever keeping alive in their breasts an interest in the cause of public education; and, in view of this, cheerfully assist in maintaining and carrying forward our public schools.

For the Examining Committee,

FRANKLIN WILLIAMS.

REPORT

OF THE

PRINCIPAL OF THE HIGH SCHOOL.

To the School Committee :

GENTLEMEN,—The whole number of pupils connected with the High School during the school year ending July, 1862, has been —

Boys,	49
Girls,	100
	<hr/>
Total,	149

Through the entire year, the attendance, eight ex-seniors not included, has been —

Boys,	98 per cent.
Girls,	96 " "
	<hr/>
Average attendance,	97 " "

Sickness on the part of a few scholars has occasioned the principal loss in attendance.

Scholars coming the greatest distances, have been the most prompt and regular attendants.

Forty-eight scholars have been instructed by Miss Cushing; forty-one, by Mr. Gorely; and fifty-two have been members of the First Division. The ex-seniors have been assisted by Miss Cushing in Penmanship, and by Mr. Gorely in French.

The following scholars have not been absent or tardy during the year: James C. Ormand, Thomas H. Lynch, Lucy A. Packer, Elizabeth F. Waterman, Mary Kilroy, Mary J. Cushing, Lewis O. Montgomery, Martha Montgomery, Augustin H. Folsom, Eldora O. Waitt, Annie F. Reynolds, and Sarah L. Keene.

The senior class of 1862, comprising eight young gentlemen and thirteen young ladies, total twenty-one members, completed their course of study, and closed their connection with the school on Tuesday, the 15th inst.

The entering class of 1862 was examined July 16th, 17th, 18th, and 19th. Seventy-two candidates were examined, twenty-three were admitted, thirty-nine conditioned, and ten were rejected.

The teachers would express their acknowledgments to the Committee for their uniform courtesy, kindness, and efficient coöperation.

Respectfully submitted,

S. M. WESTON.

SCHOOL COMMITTEE, 1862.

ELECTED AT LARGE.

GEORGE PUTNAM, JOHN S. SLEEPER,
FRANKLIN WILLIAMS.

ELECTED BY WARDS.

Ward 1.—HORATIO G. MORSE, GEORGE W. ADAMS.
“ 2.—JOSHUA SEAVER, IRA ALLEN.
“ 3.—ARIAL I. CUMMINGS, JOHN D. MCGILL.*
“ 4.—JOHN W. OLMSTEAD, JEREMIAH PLYMPTON.
“ 5.—SYLVESTER BLISS, ALFRED P. PUTNAM.*

HORATIO G. MORSE, *Chairman.*

JOSHUA SEAVER, *Secretary.*

* MESSRS. MCGILL and PUTNAM resigned their offices during the year, and WILLIAM A. CRAFTS was chosen in place of the former, and EDWIN RAY in place of the latter.

SUMMARY OF THE SCHOOLS.

Schools.	Teachers.	Average number belonging	Average of attend-ance.	Per cent. of attend-ance.	Average age.	Location.	Salaries.	Local Committees.
HIGH SCHOOL, (Both Sexes.)	Samuel M. Weston, <i>Principal</i> .	49	48	97	16	Kenilworth St.	\$2000	Olmstead, Bliss, Ray.
	2d Div'n, Eunice T. Plummer, <i>Assist</i> 't	36	32	89	16		500	
	3d " Sarah A. M. Cushing.	48	47	97	15		600	
GRAMMAR SCHOOLS. DUDLEY SCHOOL, (Girls.)		133	127	—	94	16		
	Sarah J. Baker, <i>Principal</i> .	46	43	93	14	Bartlett Street.	500	Bliss, Ray, Olmstead.
	Emmie C. Allen, <i>Assistant</i> .	49	44	89	12		375	
	2d Division, Jennie S. Leavitt.	53	49	92	12		350	
	3d " Clara B. Tucker.	49	46	96	11		350	
	4th " Helen J. Otis.	50	47	94	10		350	
5th " Eliza Brown.	—	247	229	—	12			
WASHINGTON SCHOOL, (Boys.)	John Kneeland, <i>Principal</i> .	48	46	96	13½	Washington St.	1500	Seaver, Plympton, Adams.
	Harriet E. Burrell, <i>Assistant</i> .	44	41½	94	12½		375	
	2d Division, Ann M. Williams.	44½	42	94	11½		350	
	3d " Della Mansfield.	53	50	94	10½		350	
	4th " Rebecca A. Jordan.	50½	46	91	10½		350	
	5th " Harriet M. Daniell.	52	50	96	10		375	
	6th " Caroline C. Drown.	—	275½	—	94		11½	
		292	275½	94	11½			

SCHOOL REPORT.

DEARBORN SCHOOL, (Both Sexes.)	49	48	98	14½	Dearborn Place.	1500	Cummings, Williams, Sleepet.
William H. Long, <i>Principal</i> . . .						375	
Maria L. Tincker, <i>Assistant</i> . . .	45	43	95	14		375	
2d Division, Rebecca R. Pettengill.	47	44	93	13		350	
3d " Sarah S. Adams. . .	43	40	93	12		350	
4th " Henrietta M. Young. . .	47	44	94	11		350	
5th " Frances L. Breedon. . .	47	44	94	11		325	
6th " Ann M. Backup. . .	47	43	92	9½		350	
7th " Margaret E. Davis. . .	45	44	97	13½		375	
2d " Ellen A. Marean. . .	52	50	96	12½		350	
3d " Caroline J. Nash. . .	52	49	94	11½		350	
4th " Clementine B. Thompson	53	49	92	11½		350	
5th " Mary G. Hewes. . .	55	50	91	10		350	
6th " Louisa J. Fisher. . .	582	548	94	12			
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Daniel W. Jones, <i>Principal</i> . . .	50	47	94	14	Gore Avenue.	1400	Allen, G. Putnam, Crafts.
Mary C. Eaton, <i>Assistant</i> . . .	43	40	93	12½		375	
2d Division, Alice C. Pierce. . .	47	44	94	12		350	
3d " Elizabeth W. Young.	47	43	93	11½		350	
4th A " Almira W. Chamberline	55	46	80	11		350	
4th B " Elizabeth A. Morse. . .	50	45	90	10½		350	
5th A " Charlotte P. Williams.	58	50	86	9½		350	
5th B " Annie L. Tucker. . .	29	27	93	12		350	
3d " Sarah M. Vose. . .	50	46	93	11		350	
4th A " Esther M. Nickerson.	36	33	91	11		300	
4th B " E. F. Taft. . .	38	34	88	10½		350	
5th A " Carrie K. Nickerson. . .	50	44	88	9		300	
5th B " Sarah E. Field. . .	553	499	90	11			

COMINS SCHOOL,
(Both Sexes.)

SUMMARY OF THE SCHOOLS.—CONTINUED.

Schools.	Teachers.	Average number belonging	Average number of attend- ance.	Per cent of attend- ance.	Average ance.	Location.	Salary.	Local Committees.
FRANCIS ST. SCHOOL, (Both Sexes.)	Sophronia F. Wright, <i>Principal</i> .	34	31	91	123	Francis Street.	\$450	Plympton, Adams, Seaver.
PRIMARY SCHOOLS, (Both Sexes.)	No. 1. Lizzie M. Wood.	52	48	90	9	Yeoman Street.		Adams.
	2. Anna M. Balch.	54	48	91	7½	" "		"
	3. Susan F. Rowe.	63	58	90	5½	" "		"
	4. (Vacant.)					" "		
	5. Mary F. Neal.	55	47	94	8½	Eustis Street.		Williams.
	6. Emma C. Wales.	58	54	90	5½	Summer Street.		"
	7. Mary L. Walker.	64	62	89	5½	" "		"
	8. Elizabeth C. Backup.	64	62	89	5½	Eustis Street.		"
	9. Clara M. Adams.	48	45	95	8½	Vernon Street.		Bliss.
	10. Susannah L. Durant.	52	42	89	8	" "		"
	11. Eliza J. Goss.	51	44	90	6½	" "		"
	12. Catherine F. Mayall.	61	56	87	6	" "		"
	13. Annie G. Fillebrown.	60	55	92	9	Sudbury Street.		Allen.
	14. Olive E. Emery.	71	64	90	6	" "		"
	15. Cornelia J. Bills.	76	69	90	6	" "		"
	16. Mary C. Williams.	73	62	84	6	" "		"
	17. Sarah J. Davis.	58	53	92	8	Avon Place.		Cummings.
	18. Eliza G. Lewis.	73	64	88	5	" "		"
	19. Sarah W. Holbrook.	41	38	93	8	Mill Dam.		Allen.
	20. Elizabeth M. Hall.	33	32	89	7½	Francis Street.		Crafts.
	21. Caroline N. Heath.	53	51	90	7	Heath Street.		G. Putnam.
	22. Anna M. Eaton.	55	48	88	8	Smith Street.		Crafts.

SCHOOL REPORT.

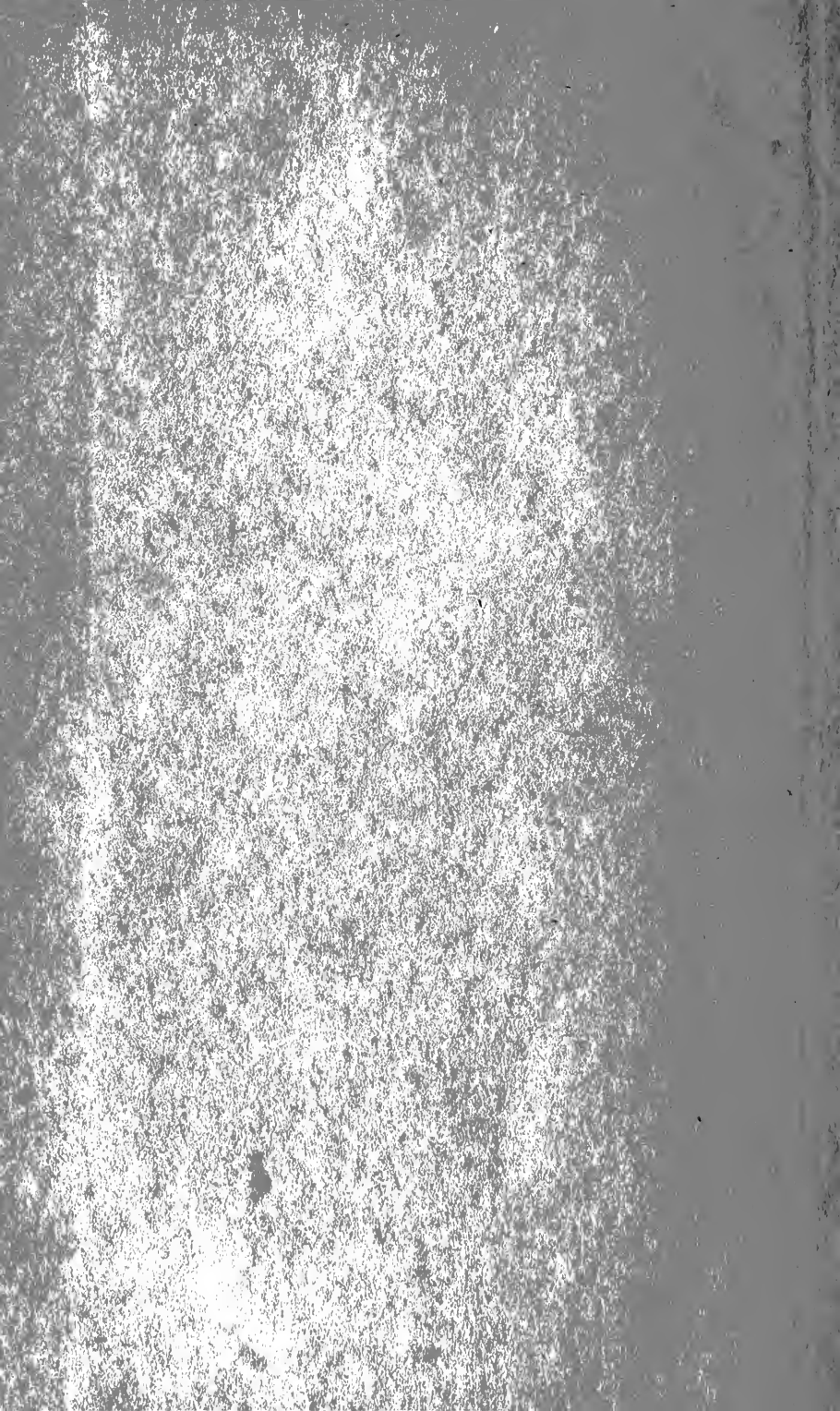
23. Anna E. Clark.	69	90	7	"	Seaver.
24. Mary E. Tucker.	58	52	9	Heath Place.	"
25. Mary E. Munroe.	67	61	8½	"	"
26. Mary L. Gore.	62	47	74	"	"
27. Asenath Nichols.	62	52	83	"	"
28. Sarah A. P. Fernald.	45	42	93	Orange Street.	Cummings.
29. Martha H. Horn.	57	54	95	"	"
30. Henrietta M. Wood.	63	57	86	Centre Street.	Olmstead.
31. Mary A. Morse.	62	52	90	"	"
32. Maria L. J. Perry.	52	47	90	Edinboro' Street.	Plympton.
33. Mary F. Drown.	57	47	83	"	"
34. Almira B. Russell.	52	49	94	Munroe Street.	"
35. Frances N. Brooks.	49	45	92	Winthrop Street.	Sleeper.
36. Maria L. Young.	49	33	88	"	"
37. Anne E. Boynton.	37	35	90	Elm Street.	Ray.
38. Fanny H. C. Bradley.	39	33	86	"	"
39. (Discontinued.)				Alms-House.	Morse.
40. Sarah H. Hosmer.	54	49	90	George Street.	"
41. Caroline E. Jennison.	56	49	89	"	"
42. Mary C. Bartlett.	54	50	90	"	"
43. Susan H. Blaisdell.	48	42	89	"	"
44. (Discontinued.)				Comins School House.	Allen.
45. Mary E. Johnson.	66	57	87	Sadbury Street.	
	2386	2118	89		
			7		

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

Assistant teachers below 2d Division in the Grammar Schools receive \$300 the first year, \$325 the second, and \$350 the third. Salaries of Primary School Teachers, \$275 for first year, and \$300 thereafter.

CHARLES BUTLER, Teacher of Music in the Grammar Schools, Salary \$250 per annum.
JONAS PIERCE, Jr., Curator of School Buildings, Salary \$700 per annum.





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