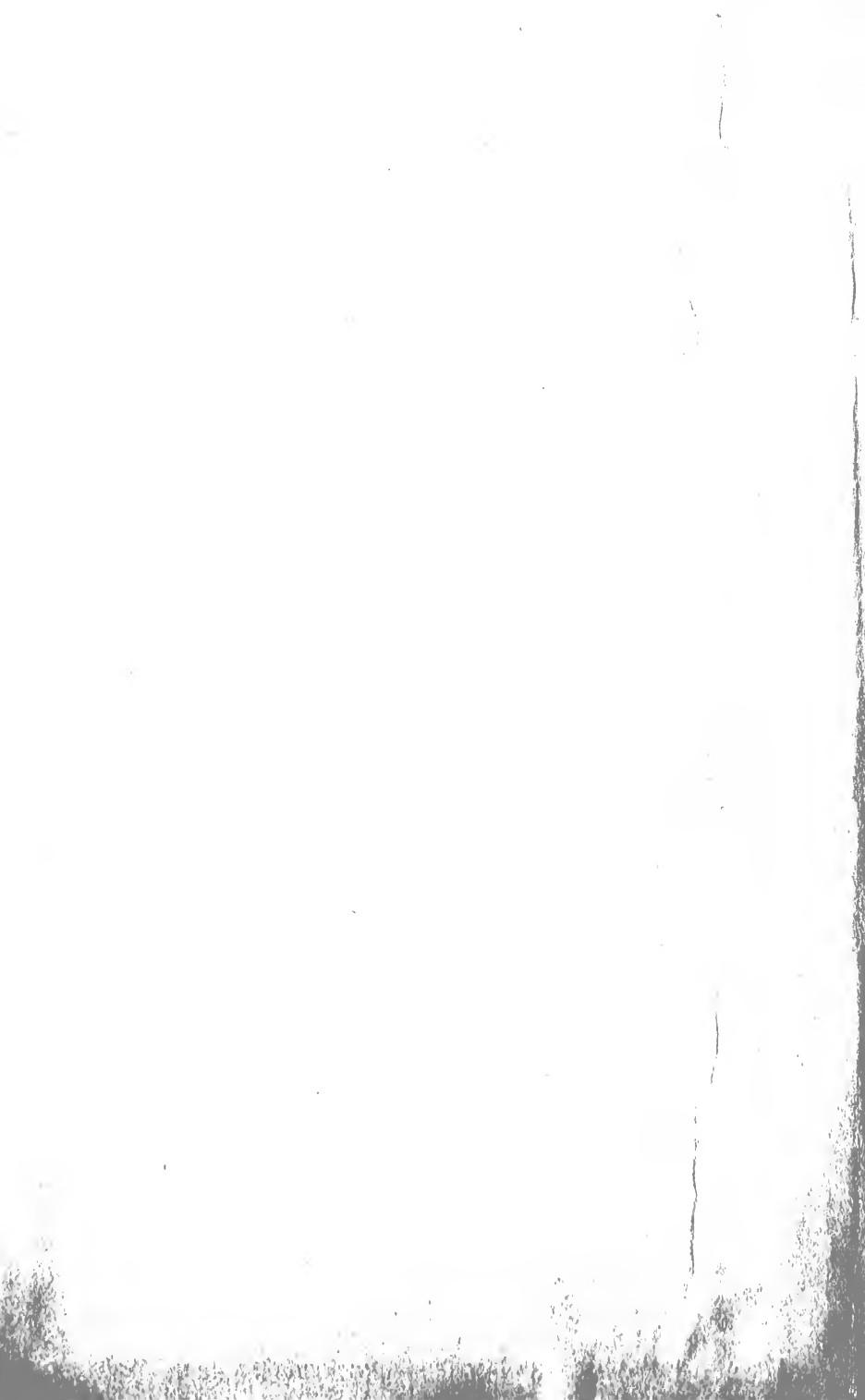


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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of Roxbury,

FOR THE

YEAR 1863.

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ROXBURY:

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

1863.

# City of Roxbury.

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IN SCHOOL COMMITTEE, May, 1863.

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

*High and Grammar Schools.* — Messrs. SLEEPER, RAY, PUTNAM, ALLEN, HOBBS, NUTE and ADAMS.

*Primary Schools.* — Messrs. PLYMPTON, WILLIAMS, SEAVER, METCALF and HUTCHINSON.

*December 9th.*

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

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

Mr. PLYMPTON 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. OLMSTEAD, PLYMPTON and — in the absence of Mr. SLEEPER from the city — to the SECRETARY, 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.

FRANKLIN WILLIAMS, *Secretary.*



# R E P O R T .

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THE Board of School Committee of Roxbury for 1863, in bringing the labors of the year to a close, find its most noteworthy event, as respects themselves, to include a record of the breach which death has made in their number. At the organization of the Board in January last, and up to March, our membership was intact from the inroads of mortality, and of sickness even, hardly less. But with the ides of that month, came the sudden and wholly unlooked for demise of SYLVESTER BLISS, Esq., a man yet in middle life, and in the full seeming strength of his days. By the removal of Mr. Bliss, the community was bereaved of a useful citizen, and this Board lost one of its most zealous and devoted members. Having the time and taste alike for the duties which this relationship devolved upon him, he gave himself to their performance with no stinted measure of earnest activity. Fond of children, his past experience as an instructor combined to make his presence welcome in the school-room, both to pupils and to teachers. The former he knew well how to interest, the latter how to guide and counsel. Being thus, our schools, and the friends of general education as well, deplore the departure of our lamented associate, as specially in this relation, which he so worthily sustained, no common public loss.

Soon thereafter, two of our members were successively prostrated by long and severe illness, causing them for a number of months to be laid aside from all the labors of this

Board, as well as of their callings in life. Their convalescence and presence again with us as active colaborers give occasion for devout thanksgiving, especially in view of the other history of the year. For we touch in this the yet greater chasm which the hand of Death has made among us.

Early in the year, our late Secretary, JOSHUA SEAVER, Esq., gave signs of physical exhaustion and decay. At first it seemed, from his former robust health, that the case would yield to the remedial appliances of journeying, of absence, and medical aid. All were tried without avail, and though his unwearied devotion to official duties would not allow him to cast off the harness of work — until in these very halls, where so much of his life was spent, compelled to do so finally — still it was manifest, months ago, that the Grim Archer had marked him for his prey. On the Sabbath which divided the closing month of Autumn, and at the hour which divided the day, he peacefully slept. Almost a quarter of a century a member of the School Committee of the Town and City of Roxbury, most of that long term the Committee's Secretary, his removal from its membership, its responsibilities and counsels, to say nothing of other varied official trusts which he held, is an event in our local history. Already suitable notice has been taken in this Board, as elsewhere, of Mr. Seaver's public character and services; but it seems fitting that we should hereby place on more permanent record this our estimate of the personal and official worth of one so lately, and so long, our associate. His calm, balanced judgment, so well supplemented by his industry, his uprightness, and the qualities of his heart, make the remembrance of him pleasant, while we mourn his loss.

The year, except in what is above noted, has been, in the history of our schools, an uneventful one. It has not been like that of 1860, for example, one of large external enterprise and improvement. Nothing has marked it specially, as it respects change, or the internal working of our schools. But it has been, nevertheless, a time not of retrogression, but of progress rather. The great body of our more than

eighty teachers retained at their posts of labor — all of whom are yet young or in their meridian — there have been realized the fruits of a larger and riper experience. It gives us great pleasure to note the fact, besides, that our teachers seem so generally devoted to their work, and to afford so gratifying proof that EXCELSIOR is not in their calling an unmeaning watchword. In our Grammar Schools, and in our High School especially, it is worthy of remark, that while the percentage of qualification for admission to the latter has been placed higher than in any previous year, the carefully ascertained aggregate of scholarship in each of these schools has reached a higher point than ever before. Still the large class of fifty-four was admitted to the High School at the commencement of the Fall term. This fact it is most pleasing to state, especially in view of the demands which the war is making upon the families of the land, and its young men in particular. It shows conclusively, that the reacting influence of the High upon the several Grammar Schools of the city is, in no small degree, stimulating and healthful, and is, each year, preserving and raising their standards of scholarship.

We are permitted to speak of one landmark of the year, which will give it pre-eminence over at least two of its immediate predecessors. This consists of a new Primary School-House of four rooms, now approaching completion, on the westerly side of Tremont Street, below Ruggles Street, in Ward Two. It is a building of brick, on an eligible site, and will be of a capacity sufficient to accommodate fully two hundred pupils. The necessity for such a school building in that fast growing section of the city was felt to be too imperative, even in these times, to admit of longer delay. The City Council, early in the year, moved in the matter of making this needed public provision, with prompt and energetic efficiency. We hope soon to see this School-House — made, as we trust hereafter all our Primary and other school buildings will be, of permanent

material — furnished according to the most approved methods, and opened for the City's use.

On the want of another not less needful school-building in Ward Four, taking the place of what is now known as the "Engine School," long since and repeatedly commended alike to this Board and the City Council, as an enterprise demanded on the ground of mere physical safety, alone, we forbear to dwell.

The growing importance of our Primary Schools, now approximating fifty in number, truly regarding them as the starting nurseries in our grand system of general education, is coming to be more deeply realized. These schools in Roxbury are believed to be up to the full average at least of similar schools in other cities. It is evident, however, that they are not all level with that standard of ideal excellence which this Board hold to be attainable, — one that every teacher in these schools should seek in her own case to have reached. Teachers in Primary Schools, more than other teachers, are liable, for obvious reasons, to remain at a stationary point. In truth, there is danger lest the routine and almost unvarying monotony of their round of service, with the small stimulus ministered by it to the intellect, should cause decay, rather than increase of qualification. Such teachers have hence great need for the application of constant enterprise, of carefully observing improvements, and new methods of teaching in other like schools. And this Board, as it shall exist in coming years, have devolved on them greater care, it may be, in their future choice of Primary teachers — to be better assured of more specialty of tact and adaptation to the claims of their high calling. It is clear, too, that in any proposed increase of salary to our teachers, this should begin, first of all, with those in our Primary Schools. The true laborer in this nursery garden of our instructive system, is surely worthy of a fair reward.

Our five Grammar Schools are believed to maintain fully their former accredited character. As has been indicat-

ed, they do, in fact, show signs of advance. He who, visiting these, shall institute a discriminating comparison between them as they now appear and as they appeared ten years ago, will hardly fail to be struck with proofs of manifest change, and that one of improvement. It not only may, but should, be so. It is but reasonable that, to added experience in most cases, there should be added ability to teach, and that these schools should be in harmony with the great law of progress, pervasive all around them, of every walk of life, and in every department of human society. Within a single decade, the Press, in both book-making and journalism, takes — judging from the past — a mighty stride. The Arts and Sciences are every where so advanced, that it takes volumes to make note of their annual discoveries and achievements. By processes of enlightenment, new moulding and new forming public sentiment and feeling, even Governments are being rocked and changed, or, as in our own land, being revolutionized by the fiercest and grandest social upheaval. As the mission of Him who came to make “all things new,” was never more manifestly ushering in the dawn of the day, when “a nation shall be born at once,” so this, surely, is no time for our schools, as the great formative power of rising generations of men and women, to be otherwise than truly and largely progressive.

The High School has, within the year, revived those physical exercises of the girls, which experience is every day proving to be efficient means of preserving and promoting bodily and mental health and strength. The military drill of the boys for half an hour on Wednesdays and Saturdays, has been successful to the same end, as also to quicken and early develop a measure of martial emulation. We note a more important accession to the High School, in one added to its corps of teachers. This, after the experience of the school, and after a patient and careful consideration of the case in its comprehensive bearings, was judged a measure of most desirable expediency. It was confidently hoped it would enable the Principal to persuade by his pre-

sence, and positive personal influence, every department of the school. He could thus—as heretofore had not been found practicable, with his time and energies confined almost exclusively and necessarily to one room—be able to unify the school, hold and develop its membership to the point of full graduation. Accordingly, with the commencement of the Fall Term, Miss Fannie Gragg, who for the last six years had commended herself as an assistant teacher in the Dedham High School, was selected for the place. Miss Gragg is one of the earlier graduates from our High School, and there is reason already to feel assured that she will prove herself well suited to the important relation which she now holds.

The aim of the High School—now more than ever before promising successful realization—is to provide, in all the branches therein taught, an education inferior to that of no other similar institution or school of any kind in the Commonwealth. Under the very thorough *regime* of the school, with its able instruction, it is fast reaching the fulfilment of what its best friends could hope. It will hence be found a practical mistake, to seek anywhere else better discipline and instruction than are here amply afforded.

Toward the close of the year, the matter of an alarming increase of truancy was brought before this Board. Their action, recommending to the Mayor and City Council—should such a measure likewise commend itself to their judgment—the appointment of a Truant Officer, was promptly and considerately responded to, and Mr. JAMES BALL, late Turnkey in the Dedham Jail, and formerly a Policeman of character in this city, was appointed such officer. Mr. Ball has but recently entered on the duties of this important service. In the discharge of these, the City Council have exhibited their readiness to earnestly cooperate, and this Board have already taken action to second his efforts and make them efficient. The experiment is believed to be worth a fair and thorough trial. If it be found that the officer needs stronger powers, or that other

vigorous measures are demanded, they should not be withheld. We have accounts, thus early, of the beneficent working of the measure inaugurated. Mr. Ball is commended, by those who best know him, as the right man to ensure success. Let him have, meanwhile, our hearty cooperation, and let us trust that morally suasive appliances may mingle hopefully with those more legal and stringent.

There was an examination of those who previous to March last had applied for approval as teachers, early in that month. Twenty young ladies were then added to the large number before examined and approved, whose names stand on our printed list. Death and sickness having so greatly weakened the Committee, there has not been had, as was contemplated, a second examination.

Were not this part of your report already enough extended, there are several matters worthy of fuller comment than there remains room for. Punctuality in the attendance of teachers at the opening of the schools, particularly in the Winter season, allowing no child to stand, even for a few minutes, shivering amid biting frosts without, when it should be within doors, is too plainly important to require more than a word. This will be an evil, we trust, less complained of in the future, than in the past. Cases of unduly severe and ill-judged corporal punishment have been more numerous, or at least have come more to the knowledge of the Committee, the last than in some former years. We believe that all proper modes of discipline and correction should precede this, which, as a last resort, should have, if not in all cases parental sanction, that of the Local Committee of the School, and then should be inflicted wisely, kindly, and without passion. Vaunted independence of the Board, too, on the part of any teacher, along with freely indulged expressions of dislike or disrespect toward its individual members, is so obvious in its recoil on the one who thus offends, as to make it plain, that, as compared with such indiscretion in an instructor of the young, to use no stronger term, there is "a more excellent way." Parents

and guardians have never yet come to a just estimation of the power of their most needed coöperative influence in giving support to our various schools, by upholding and increasing their efficiency for good. Teachers and scholars alike need this form of countenance and help.

The Reports on the High, the Grammar, and Primary Schools, herewith submitted by the Chairmen of their Annual Examining Committees, will give a more minute and detailed view of those schools. A statistical statement of the teachers and scholars in all the schools of the city, with figures of expenditure, follows, on another page.

All of which is respectfully submitted.

JOHN W. OLMSTEAD,

*Chairman of the Board.*

*Roxbury, Dec. 9, 1863.*



# REPORT

ON THE

## HIGH AND GRAMMAR SCHOOLS.

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THE examinations of the different divisions of the Roxbury High School, and also the various Grammar Schools, by different members of the School Committee, took place the present year at the usual times, and were conducted as on former occasions of a similar character. It appears, from the various reports which have been made by the members of the Committee, and which are deposited among the archives of the Board, that the teachers are faithful to their duties, and the condition of our schools is highly satisfactory.

The organization of the schools is almost precisely the same as it was in the year 1862. The changes in the regulations, or in the teachers, have been few and unimportant. These institutions will compare favorably with the schools in other parts of the Commonwealth; and our citizens, who work to promote the usefulness of the rising generation, and can appreciate the advantages of education, have abundant reason to feel proud of the success which attends the liberal provision which the City of Roxbury has made for the instruction of the young.

The advantages of a general system of education, where the children of every family may be educated at the public expense, and where nearly every family in a city or town is disposed to avail itself of these advantages, — as is the case

in Roxbury, — are manifold, and must be obvious to every one. For if the cultivation of the mind and the acquisition of knowledge tend to elevate a people in the scale of humanity, and make them better and wiser, surely the unwearied efforts, regardless of expense, which are made to approach perfection in our system of early instruction, must in the course of a few years produce a marked and happy effect on the general character of the inhabitants.

Children who leave our Grammar Schools at the age of fourteen or fifteen years, having completed the regular course of studies under teachers who have been thoroughly tried and not found wanting, will have acquired a large fund of practical knowledge. They will have laid in a stock of resources for usefulness and happiness of inestimable value, and prepared themselves to act well their parts in a community where every individual, ignorant or learned, man or woman, helps to form the age in which we live. They will have established a foundation — a solid and enduring one — for the *acquisition* of knowledge; and by cherishing habits of observation and study afterwards, may qualify themselves for any situation in life, or any office under a Republican Government.

The High School of Roxbury is a noble institution. The Principal of this School is not merely *competent* as a teacher, but possesses in an eminent degree the art of inspiring emulation and a desire to gain knowledge among his pupils, and also the faculty of imparting liberal portions of the various branches of knowledge with which his mind is well stored. And his assistants are well qualified to aid him in his arduous and important labors.

This school has been well called “the poor man’s college.” Here pupils of both sexes are prepared, so far as education is concerned, to enter immediately on any occupation or profession. The Boys are well fitted to go out into the busy world, and to fight manfully the great battle of life; and the Girls to perform well their varied and important duties, and

exert a happy influence on the social or domestic circle in which they are destined to move.

It is no longer necessary to send abroad in search of Female Teachers for our Primary or Grammar Schools, when many of those who have been educated at our High School, and whose characters and capacities are well known, are not only willing but desirous to exercise the noble and responsible employment of educating the young.

The citizens of Roxbury are also well provided with the means of fitting their sons for a classical education. The Latin School is one of a high grade, partly supported by the City, and to which any boys, properly qualified, may obtain access. Those who have left this school in years past for our universities, have been found well prepared in all the required studies, and have been admitted without hesitation, and without conditions,—and the Latin School of Roxbury has thus acquired a reputation hardly second to any classical school or academy in the State.

It is possible that the system of instruction pursued in our schools, and which varies in no important respect from the system adopted in other schools in the State, may have its faults, and is susceptible of improvement. But our schools are well conducted—children gain solid instruction—parents are satisfied—and the reputation of our city stands high. Any considerable change, unless well considered and generally demanded, would partake of the nature of an experiment; and experiments are often dangerous. In a case like this, it may be better to endure a little “old fogyism,” than introduce a great deal of “Young America,”—better to bear the ills we have, if any actually exist, than flee to others which we know not of.

If any fault exist in the present system of education, it will probably be found in the attempts of teachers to give instruction on a great variety of subjects, in compliance with the popular demand—to cram children with knowledge, and lay a heavy tax on the verbal memory, while the reasoning and reflective faculties are comparatively uncultivated. This is

sometimes attended with disadvantages, especially in a city like Roxbury, where there are several schools of the same grade, and the Principal of each school knowing that the test of his merit as a teacher will be found in the *quantity* of knowledge he may be able to impart to his pupils in a given time, is anxious to outstrip his competitors in the race, and encourages, and sometimes it may be exacts, severe studies on the part of the pupils, *at home* as well as in school hours, not unfrequently to the detriment of the health of the children, and in violation of an express regulation of the schools.

The true system of education would undoubtedly lead us to improve and perfect the mental faculties by appropriate exercises systematically pursued. In a word, it would teach a child to think — put him in the pathway to knowledge, point out the road, and cheer him onward.

There are few occupations more important or responsible than that of a teacher in one of our public schools. To ensure the wished-for success, qualifications of a high order are required. These consist not only in a knowledge of books, and a familiarity with the studies which are taught, but also a sort of intuitive knowledge of human nature, a kind disposition, an even temper, combined with industrious habits and a steadfast will. When teachers are inactive, slow and dull themselves, they can hardly expect their pupils to be otherwise. If they wish their classes to be wide awake, they must be wide awake themselves.

Indeed, the success of a school will depend more on the skill, tact and industry of the teacher, than on any set of established rules, any list of highly recommended school-books, with "new and improved editions," published every year for the exclusive benefit of the author and publisher, or any ingenious *system* of instruction.

A good teacher will establish judicious rules for the government of the school or division — will place distinctly before the pupils the course of conduct to be exacted — and those who lag by the way will be urged onward and cheered

by kind words and lucid explanations, as well as by stern rebukes and stinging sarcasms. Indeed, there are few things which have a more depressing effect on a child than a slur, a sneer, a remark which wounds its self-love, awakens its anger, and exposes it to the ridicule of its companions. And teachers who indulge a habit of administering reproofs of this description, not only expose themselves to the ill-will for life of those who are subjected to such treatment, — for these acts of unkindness and injustice are never forgotten and seldom forgiven, — but in many cases, so far from enlivening the stupid and reforming the idle and obstinate, render the stupid more dull and the perverse more intractable.

Great care — *more than is usually bestowed* — should be exercised in selecting instructors for schools of every grade. None should be employed who do not possess the qualifications required in a good and faithful teacher. There should be no doubt on this point. And when such teachers are procured, their compensation should be liberal, corresponding to the character of their high calling, and the magnitude and importance of their labors.

The citizens of Roxbury have ever been willing, and have even manifested an earnest wish, that no reasonable expense should be spared, in order to contribute to the excellence and efficiency of our public schools. In fact, it may be said that no tax is more willingly and cheerfully paid, than that which goes towards the support and improvement of these institutions. This renders it more remarkable that they should manifest indifference in relation to the manner in which the schools are conducted, and the qualifications of the various teachers, as is shown by the few visits that are made to our schools by parents of pupils, and other citizens, who on many other subjects appear to be animated by a commendable feeling of public spirit.

If parents, who ought to be responsible for the manner in which their children are educated, the habits they acquire, the characters they form, and the principles they im-

bibe, exhibit indifference in regard to the regulations and management of our schools from actual observation, can it be expected that the children will deeply interest themselves in their studies, or that the teachers will act with that care, fidelity, and energy, that might be expected, were they occasionally cheered and encouraged in their daily duties by the presence of intelligent citizens?

All of which is respectfully submitted, by

JOHN S. SLEEPER,

*Chairman of the Sub-Committee for the Examination of the  
High and Grammar Schools.*

*Roxbury, Nov. 28, 1863.*

# REPORT

ON

## PRIMARY SCHOOLS.

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THE Committee designated by the Chairman of the Board, to institute the annual examination of the forty-four Primary Schools of the City, and report their condition for publication, the current year, consists of Joshua Seaver, Franklin Williams, William H. Hutchinson, Henry B. Metcalf, and the undersigned, who severally entered upon the discharge of this duty, during the month of May, and had nearly completed it at the commencement of the vacation which occurs at the close of the Spring Term.

Of these schools, the examination of numbers 1, 2, 3, 4, 22, 23, 28, 29 and 34, located in Yeoman, Smith, Orange and Munroe Streets, and instructed by Misses Wood, Balch, Rowe, H. R. Clark, Eaton, A. E. Clark, Horn, Eliot and Russell, was referred to JOSHUA SEAVER. His report indicates that he found each of these schools provided with a competent and faithful teacher; the pupils composing them, attentive and happy; neat, orderly, and evidently making progress in the simple elements of knowledge; the recitations prompt, and the order satisfactory; that he saw nothing meriting censure or criticism, but much deserving praise and commendation; and in conclusion, has no hesitancy in pronouncing each of them in a prosperous condition. He especially mentions the teacher of number 2, as being eminently successful, and commends her for her

efforts to emulate her worthy predecessor — Mrs. Jennison, deceased — who for years enjoyed the reputation of being the best Primary School teacher in the city.

Numbers 17, 18, 19, 21, 30, 31, 32 and 33, found in Avon Place, at the Mill-Dam, in Heath, Centre and Edinboro' Streets, and under the tuition of Misses Davis, Lewis, Wilson, Lawrence, Wood, Morse, Perry and Drown, were for examination assigned to FRANKLIN WILLIAMS. He reports, in substance, that, with a single exception, the appearance of these schools was highly satisfactory; the teachers were dignified, and impressed with the responsibility of their position; the pupils in attendance were orderly and respectful, attentive, and apparently desirous to learn; and, with few exceptions, constant in their attendance, and rarely tardy. He makes some strictures on the order of number 21, comments on the crowded condition of number 31, and speaks of the cheerless and uninviting condition of the building in which number 19 is held.

The examination of numbers 5, 6, 7, 8, 24, 25, 26, 27 and 44, located in Eustis Street, Heath Place and Tremont Streets, and taught by Misses Neal, Wales, Walker, Backup, Munroe, Holbrook, Gore, Nichols and Johnson, was referred to WILLIAM H. HUTCHINSON. From the complimentary character of his report, it is evident that, with two exceptions, he found these schools in a gratifying condition; the teachers possess ability and love for their calling, are kind in their bearing, but firm in their discipline; ambitious to excel, and ingenious in inventing means of varying their instruction so as to attract and hold the attention of their pupils. These schools were orderly, the children industrious, and seemingly contented and happy; eager to acquire knowledge, and respectful in their demeanor. The examiner makes slight criticisms on numbers 6 and 25, and condemns the room in which number 44 is held, and concludes with recommending that the new building being erected for the accommodation of that school be provided with the best



means of warming and ventilation, and furnished with the most comfortable and approved furniture.

Numbers 13, 14, 15, 16, 35, 36, 37 and 38, situated in Sudbury, Winthrop and Elm Streets, and under the instruction of Misses Fillebrown, Emery, Bills, Williams, Brooks, Young, Boynton and Bradlee, were for examination assigned to HENRY B. METCALF. He reports substantially, that, with the exception of number 36, he found these schools in charge of the regularly appointed teachers; that each seemed qualified for her responsible position; that many of them have had much experience in teaching; that the schools appeared well; the order of each was good, the pupils cheerful, industrious, neat and happy;—and notwithstanding he is unacquainted with their former standard of excellence, he has no hesitation in stating that they are in a good condition. He mentions that the rooms occupied by numbers 37 and 38 need some repairs; that the eminent and faithful teacher of number 36 was absent from her post in consequence of ill-health; that her substitute — Miss Stone — appeared competent for the position, and was evidently succeeding well.

The examination of numbers 9, 10, 11, 12, 20, 40, 41, 42 and 43, situated in Vernon, Francis and George Streets, and taught by Misses Adams, Durant, Goss, Mayall, Hall, Mrs. Hosmer, and Misses Jennison, Bartlett and Blaisdell, the undersigned reserved to himself. He takes pleasure in stating, that, with two exceptions, he was pleased with the appearance of these schools; thinks the teachers competent for their respective positions, enterprising in their researches for improved methods of teaching, ingenious in giving novelty and attractiveness to their instruction, and duly alive to the best interests of their several schools;—thinks the order maintained was unexceptionable;—the interest manifested by the pupils in some divisions bordered on enthusiasm; that all the exercises were characterized by promptness, and, in a word, he would say, that with the

condition of these schools he was highly gratified, and even delighted. He feels constrained to make some slight strictures on numbers 9 and 43, but hopes that at the next examination they will not be merited. As anticipated, he found at the Fall examination that the causes which called for the above criticisms had ceased to exist.

From the various reports of his associates, the writer observes a great want of uniformity in the several schools, touching the introduction of Vocal Drill, Physical Exercises, Vocal Music and Object Teaching. It appears that in some schools one only of these exercises is introduced, in others two, and in some none, according as the teacher finds time or estimates their utility.

The Board can ill afford to allow an exercise so beneficial to the organs of speech as Vocal Drill is universally conceded to be, and one which has, under the administration of former Boards, cost the city so much for instruction in its application, to pass, at the expiration of two or three years, entirely or mainly into disuse.

It occurs to the writer, that neither the Board nor any Local Committee would consent, at a time when the utility is so obvious of frequently exercising the muscles of children and youth, pent up in the school-room, and compelled to sit in constrained positions over their books, breathing the impure air of the room, and suffering from feelings of dulness, stupidity, want of perception and comprehension, from the presence of half-stagnant, unarterialized blood in the brain, to allow any teacher long to retain her situation, who either from want of appreciation, indifference, or neglect, fails to open her windows, and doors, and introduce into her school, daily and hourly, if need be, some systematic Physical Exercises, for the relief of her restless and suffering pupils.

And furthermore, the undersigned does not believe the Board will acquiesce, without remonstrance, in the apparent decline in the use of Vocal Music in some of the Pri-

mary Schools of the City, for it is scarcely probable that its members possess less appreciation of the art, or confidence in its power to electrify the heart, allay angry passions, and harmonize discordant feelings, than those of former Boards, who established and maintained its use.

It appears that the teachers in some of these schools have, at their own option, perhaps by the advise and consent of their Local Committee, adopted into their respective schools a system of instruction known as "Object Teaching;" which consists in teaching their pupils the names, qualities and uses of objects around them;—such, for instance, as the furniture of the room, the materials of their wearing apparel, their books, grass, flowers, trees, rain, snow, ice, &c., which, to the writer, appears to be an instructive and interesting exercise for children and youth of Primary Schools, and one that might, in the hands of an ingenious, skilful teacher, with a disciplined and well-stored mind, be made intensely so, and, in his estimation, ought to receive the sanction of and be encouraged by the Board.

In the month of November, the examination of the Primary Schools, which precedes the vacation occurring at the close of the Fall Term, was assigned to the same Committee, minus their late associate, Joshua Seaver, whose decease has been fittingly noticed in the report of the Chairman of the Board. But since the reports of the late examination reveal little additional matter of interest, touching the condition of these schools, or materially modify the conclusions arrived at by the former, the undersigned has thought it advisable to submit his report, for the consideration of the Board, substantially as prepared from materials obtained from that examination.

Yet the writer feels unwilling to dismiss this highly important class of schools, without casually adverting to the fact, that these schools bear the same relation to advanced grades that the fountain bears to the stream; that they constitute one of the foundation stones on which the institutions of civilization and Christianity rest; the axis on which

the complex machinery of society turns; the finer settings of the jewelled system of free school education of New England, the Middle States, and the West.

And after having carefully examined in the early Summer, and re-examined in the late Autumn, the vast throng of children and youth of the city, that daily attend these schools, to receive their first instruction in the simple rudiments of knowledge, the undersigned is persuaded that he but speaks the sentiments of his worthy coadjutors, when he congratulates the Board, and the parents and guardians of the children and youth of the city, on the present excellent condition of this class of schools, and invokes a blessing on his predecessors who inaugurated and matured it, and importunes "Him who rules in the hearts of men," to grant that it may be cherished by his successors, as one of the noblest institutions of Roxbury, and be developed and perfected by the wisdom and experience of future generations, and transmitted to posterity as a choice legacy to children, down to the end of time.

J. PLYMPTON,

*Chairman of Examining Committee.*

STATISTICS  
OF THE  
SCHOOLS FOR 1863,  
ENDING DECEMBER 31.

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The whole number of Teachers is 87.

The whole number of Pupils in all the Schools, 4387.

The cost of maintaining our Public Schools the current year, excepting the salary of an additional teacher at the High School, and the extra cost of fuel over last year of one thousand dollars, is about the same as for 1862, amounting to \$47,034.92, or \$10.72 per scholar.

The number of Scholars at the High School is 144, with four Teachers.

There are five Grammar Schools, same as last year. The number of Pupils belonging to the Grammar Schools, is 1772. Number of Divisions 36, average number of pupils to each Division, 49.

Number of Grammar School Teachers, 40.

The number of Primary Schools is forty-three. The number of Pupils belonging to these schools is 2471, making an average to each School of 58 pupils.

SUMMARY OF THE SCHOOLS.

Schools.	Teachers.	Average number belonging.	Average of attendance.	Per cent. of attendance.	Average.	Location.	Salaries.	Local Committees.
HIGH SCHOOL, (Both Sexes.)	Samuel M. Weston, <i>Principal</i> .	57	54	95	16 $\frac{3}{4}$	Kenilworth St.	\$2000	Ray, Seaver, Metcalf.
	2d Division, Eunice T. Plummer, <i>Assist'</i>	25	23	92	16 $\frac{1}{2}$			
	3d " Sarah A. M. Cushing.	51	50	98	15			
	Ex-Seniors, Mary F. Gragg.	11	10	93	17			
		144	137	95	16			
GRAMMAR SCHOOLS. DUDLEY SCHOOL, (Girls.)	Sarah J. Baker, <i>Principal</i> .	48	46	96	14 $\frac{1}{2}$	Bartlett Street.	500	Putnam, Ray, Metcalf.
	Emily C. Allen, <i>Assistant</i> .	48	45	93	13			
	2d Division, Jennie S. Leavitt.	55	51	93	12			
	3d " Clara B. Tucker.	47	44	94	11			
	4th " Helen J. Otis.	56	53	96	10			
	5th " Eliza Brown.	254	239	94	12			
WASHINGTON SCHOOL, (Boys.)	John Kneeland, <i>Principal</i> .	52	50 $\frac{1}{2}$	97	13 $\frac{1}{4}$	Washington St.	1500	Nute, Adams, Plympton.
	Harriet E. Burrell, <i>Assistant</i> .	51	48	94	12 $\frac{3}{4}$			
	2d Division, Ann M. Williams.	54	51	94	11			
	3d " Delia Mansfield.	54	52	96	10 $\frac{3}{4}$			
	4th " Rebecca A. Jordan.	42	39	93	10 $\frac{1}{2}$			
	5th " Caroline C. Drown.	52	49	94	9 $\frac{1}{4}$			
6th " Harriet M. Daniell.	305	289 $\frac{1}{2}$	95	11 $\frac{1}{2}$				

DEARBORN SCHOOL,  
(Both Sexes.)

a	William H. Long, <i>Principal</i> .	59	57	97	14½	Dearborn Place.	1500	Williams, Sleeper, Hutchinson.
b	Maria L. Tincker, <i>Assistant</i> .	42	39	93	13		375	
b	2d Division, Rebecca R. Pettengill.	40	36	90	12½		350	
b	3d " Sarah S. Adams.	43	39	91	12		350	
b	4th " Henrietta M. Young.	49	46	94	11½		350	
b	5th " Frances L. Breeden.	49	47	96	11		350	
b	6th " Ann M. Backup.	50	44	88	10		350	
c	2d " Margaret E. Davis.	44	42	95	13½		375	
c	3d " Ellen A. Marean.	52	49	94	12½		350	
c	4th " Caroline J. Nash.	54	50	92	11½		350	
c	5th " Louisa E. Harris.	55	48	87	10½		350	
c	6th " Mary G. Hewes.	53	47	89	10		300	
	Louisa Litchfield.	590	544	92	12			
a	Daniel W. Jones, <i>Principal</i> .	51	49	96	13	Gore Avenue.	1500	Allen, Seaver, Hobbs.
a	Mary C. Eaton, <i>Assistant</i> .	42	39	93	13		375	
a	2d Division, Alice C. Pierce.	42	40	95	12		350	
c	3d " Elizabeth W. Young.	49	48	96	11½		350	
c	4th A " Almira W. Chamberline	46	43	93	11		350	
c	4th B " Elizabeth A. Morse.	54	49	91	10½		350	
c	5th A " Charlotte P. Williams.	57	55	94	10		300	
c	5th B " C. A. J. Smith.	48	40	84	12		350	
b	3d " Sarah M. Vose.	44	42	96	11		350	
b	4th A " Esther M. Nickerson.	47	44	94	10½		350	
b	4th B " Carrie K. Nickerson.	54	49	90	10		300	
b	5th A " Sarah A. P. Fernald.	54	49	91	10½		300	
b	5th B " Mary E. Munroe.	588	547	93	11½			

COVINS SCHOOL,  
(Both Sexes.)

## SUMMARY OF THE SCHOOLS. — CONTINUED.

Schools.	Teachers.	Average number belonging	Average of attendance.	Per cent of attendance.	Average age.	Location.	Salary.	Local Committees.
FRANCIS ST. SCHOOL, (For Both Sexes.)	Sophronia F. Wright, <i>Principal</i> .	28	26	93	12	Francis Street.	\$450	Plympton, Hobbs, Adams.
PRIMARY SCHOOLS, (For Both Sexes.)	No. 1. Lizzie M. Wood.	43	33	83	9½	Yeoman Street.		Adams,
	2. Anna M. Balch.	41	39	96	7½	" "		"
	3. Susan F. Rowe.	50	46	90	5½	" "		"
	4. Huldah R. Clark.	51	47	90	5	" "		"
	5. Mary F. Neal.	51	48	94	8½	Eustis Street.		Metcalf.
	6. Emma C. Wales.	68	60	88	7	Summer Street.		"
	7. Mary L. Walker.	62	58	93	6	" "		"
	8. Elizabeth E. Backup.	62	53	85	6	Eustis Street.		"
	9. Clara M. Adams.	44	41	93	8½	Vernon Street.		Williams.
	10. Susannah L. Durant.	42	38	90	7½	" "		"
	11. Eliza J. Goss.	53	48	90	6	" "		"
	12. Catherine F. Mayall.	63	55	87	5½	" "		"
	13. Annie G. Fillebrown.	56	54	95	9½	" "		"
	14. Olive E. Emery.	56	53	93	8½	Sudbury Street.		Seaver.
	15. Cornelia J. Bills.	68	60	88	6½	" "		"
	16. Mary E. Gardner.	69	62	89	6	" "		"
	17. Sarah J. Davis.	49	47	96	8	Avon Place.		Nute.
	18. Eliza G. Lewis.	59	57	95	5	" "		"
	19. Mary A. Miers.	39	34	86	8	Mill Dam.		"
	20. Elizabeth M. Hall.	28	27	94	7½	Francis Street.		Hobbs.
	21. J. B. Lawrence.	61	55	90	8	Heath Street.		Olmstead.



22. Anna M. Eaton.	50	47	94	8	Smith Street.	Hobbs.
23. Anna E. Clark.	68	64	94	6½	" "	"
24. Asenath Nichols.	52	45	86	9	Heath Place.	Allen.
25. Sarah W. Holbrook.	78	62	91	8½	" "	"
26. Mary L. Gore.	76	65	85	6	" "	"
27. Emily L. Wilson.	82	70	85	6	" "	"
28. Martha H. Horn.	48	45	93	9½	Orange Street.	Plympton.
29. Emily B. Eliot.	58	53	91	6	" "	"
30. Henrietta M. Wood.	50	47	92	8	Centre Street.	Olmstead.
31. Mary A. Morse.	65	58	89	5½	" "	"
32. Maria L. J. Perry.	53	50	94	8½	Edinboro' Street.	Putnam.
33. Mary F. Drown.	58	52	89	5½	" "	"
34. Almira B. Russell.	63	58	92	6½	Manroe Street.	Plympton.
35. Frances N. Brooks.	51	47	90	8½	Winthrop Street.	Ray.
36. Maria L. Young.	49	42	85	6	" "	"
37. Anne E. Boynton.	33	29	89	8½	Elm Street.	Sleeper.
38. Fanny H. C. Bradlee.	51	45	88	6	" "	"
39. (Discontinued.)					Alms-House.	Hutchinson.
40. Sarah H. Hosmer.	53	49	92	9	George Street.	"
41. Caroline E. Jennison.	56	54	96	7½	" "	"
42. Mary C. Bartlett.	66	62	94	6½	" "	"
43. Susan H. Blaisdell.	64	59	92	6	" "	"
44. Mary E. Johnson.	62	53	86	6	Tremont Street.	Allen.
	2391	2171	91	7½		

<sup>a</sup> Both Sexes. <sup>b</sup> Boys. <sup>c</sup> 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 \$800 per annum.

BENJAMIN F. NUTTING, Teacher of Drawing.

JONAS PIERCE, Jr., Janitor of School Buildings, Salary \$700 per annum.

## SCHOOL COMMITTEE, 1863.

ELECTED AT LARGE.

GEORGE PUTNAM, JOHN S. SLEEPER,  
FRANKLIN WILLIAMS.

ELECTED BY WARDS.

*Ward* 1.—WM. H. HUTCHINSON, GEORGE W. ADAMS.  
“ 2.—JOSHUA SEAVER,\* IRA ALLEN.  
“ 3.—TIMOTHY R. NUTE, GEORGE M. HOBBS.  
“ 4.—JOHN W. OLMSTEAD, JEREMIAH PLYMPTON.  
“ 5.—SYLVESTER BLISS,† EDWIN RAY.

JOHN W. OLMSTEAD, *Chairman*.

FRANKLIN WILLIAMS,‡ *Secretary*.

\* Deceased Sunday, Nov. 15th.

† Deceased 6th March, and HENRY B. METCALF chosen to fill vacancy.

‡ Elected Secretary in place of JOSHUA SEAVER, deceased.

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## SCHOOL COMMITTEE, FOR 1864.

ELECTED AT LARGE.

GEORGE PUTNAM, FRANKLIN WILLIAMS,  
WILLIAM A. CRAFTS.

ELECTED BY WARDS.

*Ward* 1.—HORATIO G. MORSE, GEORGE J. ARNOLD.  
“ 2.—IRA ALLEN, J. WARRÈN TUCK.  
“ 3.—TIMOTHY R. NUTE, GEORGE M. HOBBS.  
“ 4.—JOHN W. OLMSTEAD, JEREMIAH PLYMPTON.  
“ 5.—EDWIN RAY, ALFRED P. PUTNAM.







