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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

OF THE
City of Roxbury,

FOR THE
YEAR 1866.



ROXBURY:
L. B. WESTON, PRINTER, GUILD ROW.
1866.

City of Roxbury.

IN SCHOOL COMMITTEE, May 4th, 1866.

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

High and Grammar Schools.—Messrs. H. G. MORSE, MERRILL, BRONSON, MONROE, CRAFTS, NUTE, and WILLIAMS.

Primary Schools.—Messrs. TUCK, HOBBS, JAMES MORSE, WARREN, and WALDOCK.

December 12th.

ORDERED, That the several Reports be committed to Messrs. RAY, MERRILL, HOBBS, and WILLIAMS, 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.*

REPORT.

IN closing their labors for the year 1866, the Board of School Committee of Roxbury present to the citizens their Annual Report.

It has been the constant aim and effort of the Committee so to advise and direct in all matters relating to the educational interests of the city, so far as they have legal authority, as to secure the highest practical and permanent good.

The continual increase of the number of children applying for admission to the Public Schools from year to year, has been well sustained, calling for a larger measure of school accommodations, and involving a proportionate expenditure of public money. Notwithstanding the efforts made in this direction, nearly all the schools remain in a crowded condition.

The entering division of the High School, designed to accommodate about fifty pupils, has over seventy, under the charge of Miss SARAH A. M. CUSHING, whose labor consequently is greatly increased.

In consequence of the sale of the stone building on Dudley street, known as Octagon Hall, the Dudley Grammar School building was, during the Summer vacation, remodelled and enlarged by the addition of a third story, containing two rooms, and in all respects very greatly improved. New and more suitable furniture has been substituted for the old and incommodious seats and desks, giving to the rooms an air of pleasantness and comfort. In all of its appointments the *new* Dudley is a fitting home to its meritorious occupants. Nearly all the seats in the building are now occupied, leaving no room for the promotions to be made in March.

The Washington, Dearborn, and Comins Schools are also full, while each sustains a flourishing colony, though from necessity located too far away for their convenience and profit.

The Primary Schools likewise are over-crowded, some of them having from sixty to rising of eighty scholars in a room, —quite too many for their own comfort, and more than one teacher can properly instruct.

Several new divisions have been opened during the year, and immediately filled, leaving no provision for the usual spring influx. The school on Munroe street has been relieved by a new division, recently organized in the upper room of that building, which is designed also for the accommodation of Grammar School scholars of the lower grade, who are now compelled to go a greater distance than children of their age should, especially in cold or stormy weather. Parents living in that vicinity have long thought themselves entitled to consideration in this respect, but the Committee, owing to adverse circumstances, have not been able until now to grant even this partial relief.

The new Primary School-house now in process of erection on Smith street, containing eight rooms, will afford ample accommodations for that part of the city for some time to come. But the pressure in other sections will demand early attention.

The Committee have, for the past two or three years, felt that the erection of a new Grammar School building in Ward Five, could not much longer be delayed; and they are now of the opinion that it should be done the coming year. This will fully meet the wants of that locality, and also afford permanent relief to our present Grammar Schools. Should the next Board make formal presentation of the matter to the City Council, we hope it will meet with a prompt and favorable response.

We do not sympathize with the feeling expressed by some that "Roxbury pays too much for the maintenance of her Public Schools," or that any of her intelligent tax-payers will

ever grudge the means required to give them a thrifty and honorable existence. Acting upon this conviction, the Committee have ever endeavored, as wisely as they might, to devise and carry out plans best calculated to give them strength and efficiency. Good School-houses, properly located, well cared for, and enough of them, competent and faithful instructors, fairly paid, are in their opinion indispensable to such a result.

Education, the "handmaid of religion," of that "righteousness that exalteth a nation," and "bulwark of republican liberty," has here, as elsewhere in Massachusetts, and throughout New England, been well sustained in the past, and they believe will continue to receive a hearty and liberal support.

The Principal of the Washington School having resigned his position, the present incumbent, Mr. L. M. CHASE, was elected to fill the vacancy, and entered upon his charge at the beginning of the term in September. Thus far the Committee are much pleased with their choice, and they congratulate the patrons of that school on having at its head a gentleman of such eminent ability.

To the able corps of special teachers of Music, Drawing and Conversational French, a teacher of Elocution has been added, the high character of whose testimonials leads us to hope for beneficial results in the improvement of Reading and Vocal Gymnastics in the High and Grammar Schools.

The recent examinations of teachers, nearly all of whom are graduates of our High School, have recruited the list of approved applicants, which had from appointments and removals from the city been more than usually reduced.

The rank taken by these young ladies is alike honorable to themselves and their Alma Mater. If they shall be as successful in teaching as they have been in learning, they will indeed be fortunate.

It has been the policy of the Board, in selecting teachers for the Primary and Grammar Schools, to favor those applicants who are graduates of our High School, and who have passed a satisfactory examination before the proper committee, as an

incentive to greater diligence in their preparatory studies. But they most reluctantly confess that this course has not proved as satisfactory in all respects as they hoped, and are inclined to the opinion that hereafter it will be better to give all competitors an equal chance. Teachers living in the city with their parents have more or less temptation to allow personal and domestic affairs to interfere with a proper discharge of their public duties. They seem to think themselves *entitled* to an election, and therefore what was given them as a favor is now claimed as a right. Consequently, the good effects looked for do not in all cases appear. For this their friends may be more at fault than themselves.

An Evening School has been organized by the Board, in accordance with the Statutes of the Commonwealth, which makes it the duty of the School Committee to take charge of all the Public Schools. It has been placed under the immediate charge of a special committee, who intend by the employment of competent instructors to afford suitable facilities for obtaining a practical knowledge of the common branches. The sum of five hundred dollars, the same as in former years, has been appropriated to its maintenance, and we bespeak for it the active sympathy of the people.

The Committee are happy to observe that truancy, hitherto one of the most potent evils against which they have had to contend, is being rapidly abated under the vigorous treatment of the City Marshal, Mr. JOSEPH HASTINGS, and his aids. But in some of the worst cases it has been found impossible to obtain conviction, in consequence of the reckless interference of parents in behalf of the offenders. Probably some of those parents will have to serve out a sentence for the crime of perjury before the truant laws can be fairly enforced.

It is, however, gratifying to know that the attempt of the boys to run away from the public schools only transfers them, on conviction and sentence in the Police Court, to another, in which the rules for moral and mental improvement are quite as rigidly enforced. The Truant School at the Alms-house was

re-established, under the supervision of the Overseers of the Poor, nearly two years ago. Its object is to benefit all boys of this class. It is under the immediate charge of the Agent of the Overseers, Dr. IRA ALLEN, whose long connection with the School Committee renders him peculiarly qualified for the situation. An excellent teacher is employed, and the same studies are taught as in the public schools. The school-room is pleasant and comfortable. The dining-hall and sleeping apartments are kept scrupulously neat, and the large bath-tub in the basement invites the boys to their weekly ablutions. A suitable play-ground is fitted up for them, and enclosed by a fence, which is carried a little higher than their ambition or agility will permit them to climb. The watchful and kind-hearted keeper, Mr. YOUNG, omits nothing necessary to their reformation or comfort.

From year to year the Committee have found their labors multiplied in proportion as the schools have increased. They believe it would be better if their number was increased to fifteen, and the term of service lengthened to three years. This would probably involve a change in the City Charter, which it is thought is not now in harmony with more recent legislation on the subject. They recommend the City Council to take the necessary steps to effect the desired end, during the next session of the General Court. Much might be said in favor of this proposition. The radical changes to which the Board is annually exposed, through the ambition of individuals for office, the mutations of party politics, so unwisely allowed to influence in the choice of men for the position, and the necessity for a longer experience than one year affords in order to the highest degree of usefulness, may be cited. But the plan has been too long in successful operation, in most of the cities and towns of the State, to require elucidation or defence.

The progress made by our schools, as compared with that of former years, is very satisfactory. The teachers are competent and generally devoted to their calling, and the Commit-

tee take pleasure in commending them to the confidence and sympathy of the public.

Early in the year their salaries were raised to a point which, to the Board, seemed just and equitable. The demand of the age for vigorous and modern methods in teaching seems to have inculcated the idea that middle life must of necessity fix the bounds to the teacher's usefulness, and consequently they are dismissed from the profession to which their best years have been devoted, illy prepared to enter the arena of business life. Many, if not most of them, have families or other friends depending on them for support. It is but natural, therefore, that the rate of compensation allowed them should bear some just ratio to the capital employed and the relations they sustain.

The following Reports of the Chairmen of the Examining Committees, and the Statistics prepared by the Secretary, give more particular information in regard to the condition of the schools, and will well repay a careful perusal.

EDWIN RAY,

Chairman of the Board.

Roxbury, Dec. 12, 1866.

REPORT

ON THE

HIGH AND GRAMMAR SCHOOLS.

THE undersigned, in compliance with the vote of this Board, has the honor to submit the following report of our High and Grammar Schools.

The several divisions of these schools were examined at the close of each term during the year — in February and July by their respective local committees, and in May and November by a special examining committee appointed by the Chairman of the Board.

The HIGH SCHOOL, according to the reports of its examiners, still maintains its former creditable and excellent condition, and, it is believed, was never in a better state than at the present time. There has been no change in its teachers during the past year. The whole number of scholars belonging to the school during the year ending July 21st, 1866, was one hundred and seventy-six. The number admitted from the Grammar Schools, at the examination in July, was seventy-six, the most of whom were admitted without conditions.

The instructors are all earnestly devoted to their work, are possessed of admirable qualifications, and seem determined to leave nothing undone which may serve to render this school an honor to the city. In their instructions, they do not limit themselves to the text-books, but strive to unfold each subject in such a manner as to give the pupils freedom of thought and intellectual strength. The examiner of this school in May says of the First Division: "The text-books in this room furnished literally ONLY the text of the real instruction given." In speaking of the school generally, he remarks: "The entire school impressed the examiner as a marked credit to the city. The business of instruction is carefully systematized, the teachers work harmoniously together,—each strengthening the hands of the others,—and all branches appear to be intrusted to those of good competency for their work. The best evidence of this is the readiness of the pupils in furnishing satisfactory reasons for what is done at each step of their progress. The boy preparing for business life, or the girl who desires a really solid and valuable education, can each attain them here."

French and Drawing are taught as heretofore — the former by Madame de MALTCHYCE, and the latter by Mr. C. F. NUTTING. The value of Madame de Maltchyce's services has been attested by several years of highly successful labor as a teacher of the French language in this school; and Mr. Nutting has proved himself a thoroughly competent instructor in his art.

This school, as a whole, is one of which Roxbury may well be proud. It originated in a manifest want of the community. It has been conducted with ability and success, and has proved of great usefulness to our citizens, although its advantages have not been enjoyed to the extent which the interests of education require. If parents in this city intend to fit their sons for college, they will of course send them to the Latin School; but if they destine them for business life, they should by all means send them to this school, and see that the full course of study is completed.

The supply of pupils must come mainly from our Grammar Schools, and these schools should be so managed and instructed, and the course of study so ordered, as to make it possible for every boy of fair capacity, who attends regularly, to go to the High School at the age of thirteen or fourteen years. Some may ask if we would have the Grammar Schools kept merely to fit boys for the High School. We answer, no; but that the best instruction that can be given to boys in the Grammar Schools till they are thirteen or fourteen years of age, is the very best preparation for their admission to the High School. And the conditions of admission should be made to meet this requirement.

As an encouragement to the pupils of this school, we think it would be well to grant diplomas to such of the graduates as shall pass a satisfactory examination in all the required studies.

The DUDLEY SCHOOL (for Girls) is represented by its examiners as being in a very satisfactory condition. The Third Division appears to have suffered somewhat from the absence, during seven months of the year, of Miss TUCKER, whose sickness deprived the school of her efficient services for that length of time. It was feared that the second class of the First Division would suffer from the temporary absence of Miss ALLEN; but the examining committee express themselves highly satisfied with the appearance and progress of the class.

High praise was awarded for the general excellence of the recitations in Arithmetic and Geography, and especially in Reading — in which last branch of study, it is but fair to say, the Third Division received great commendation.

One criticism, however, was made upon some of the reading heard in this school, which exposes a fault that we think common to much of the reading in our Public Schools. We give this in the words of the examiner: — “The reading might have been improved by being less sedate and measured. The life of the pieces, in some instances, was destroyed, by the deliberate precision of the reader, and one’s attention was drawn

to the exactness with which every word was uttered, and care taken that every comma should have its time to have 'the one counted,' as was taught in the old books. So that the impression left on the hearer's mind, was not that the spirit of the piece was grasped by the mind and uttered by the voice; but — what an effort it must be to be so prim and precise!"

The general appearance of this school is admirable. The scholars have an air of animation and interest that speaks volumes for the happy working of the school-machinery, and both teachers and scholars seem to unite in their labors with harmony and spirit.

The WASHINGTON SCHOOL (composed exclusively of Boys) has undergone many changes in teachers during the year. Mr. JOHN KNEELAND, for a series of years the popular principal of this school, resigned at the commencement of the Fall term, and Mr. L. M. CHASE, of West Newton, was selected as his successor. The Committee feel that in Mr. Chase they have a competent and energetic instructor — one who will not permit the school to retrograde, but will, through his efficiency and determination, bring it up to even a higher standard than it has ever before attained.

The divisions in which a change of teachers has taken place have suffered to some extent on account of such changes. In the Sixth, perhaps, it was the most apparent, as Mrs. DROWN, for many years its efficient and successful teacher, was peculiarly adapted to instruct and govern boys of this age; and it was a source of regret to the Committee, as well as to the pupils, that she felt obliged to resign her charge. It is hoped, however, that the present teacher will soon be able to bring the division up to its former standing.

The other divisions are generally in a good condition, and the pupils are making commendable progress in their studies; except that the Fifth, at the last examination, was found somewhat deficient in several branches. The pupils in the second class of the First Division, and in the Second Division, are spoken of as showing a good degree of proficiency, and as

being under the care of faithful and devoted teachers. The examiner, in speaking of the school generally, says: "The attendance has been greatly improved, and the pupils seem to be under proper discipline, both in the school-room and in the yard. These results are due to the oversight and energy of the principal, Mr. Chase, who has given evidence of success as a disciplinarian, but whether he will succeed as well as an instructor, time will show. So far as the examiner had an opportunity of witnessing the results of his labors, he was highly gratified."

The DEARBORN SCHOOL is made up of thirteen divisions, one of which was formed at the commencement of the Spring term, under the instruction of Miss WOOD, formerly of the Yeoman Street Primary School, and for want of room in the Dearborn School building, has been taught in the George Street School-house. Miss HAY, the highly accomplished and successful assistant in the First Division, resigned her position during the Fall term, and Miss MARY A. SPINNEY has been appointed to fill the vacancy. It is believed the selection of her will prove a good one. Miss DUDLEY, in charge of the Second Division of Girls, also resigned during the Fall term, and has been elected to a similar situation in one of the Boston Schools, with a higher compensation; and Mrs. BURRELL, formerly head-assistant of the Washington School, was selected to fill the place, and is proving herself as thoroughly competent to teach girls as boys.

The several divisions of this school are reported by their several examiners to be making commendable progress, and generally to be under the charge of competent and faithful teachers. But we would suggest that some of the teachers should learn to go outside the mere language of the text-books, both for the matter and the manner of their instruction; for it is only by so doing that the best and most satisfactory results can be obtained.

The principal of this school is eminently qualified for the position he holds, and is faithfully devoted to his work. As a

disciplinarian, his equal cannot easily be found. Possessed of sound judgment and discretion, always strictly just and conscientious, he manages this large and not easily governed school in a manner highly creditable to himself, and to the full satisfaction of the Committee.

The COMINS SCHOOL (for Boys and Girls) is under the charge of Mr. D. W. JONES, as principal, and a large corps of assistants. The examiners generally report it to be doing well. The school appears to have been particularly unfortunate during the past year, in the large number of changes in its teachers, and in the absence of several of them at various times. It need hardly be said that all these irregularities were unavoidable, but they were none the less unfavorable in their effect upon the school, and made the duties of the principal unusually hard and trying. Every substitute, and every new teacher, at the beginning of her work, labors under disadvantages which spring from unfamiliarity with the ground and the pupils, and from which no amount of experience in other fields of labor can relieve her at once.

Under these circumstances, we think that much credit is due to the principal, and his assistants, for the good results they have obtained. Favorable mention was made by the examiners of the good order and cheerfulness that generally prevailed, and the evident earnestness and faithfulness of the teachers was commended.

Much attention is given in this school, as in several of the other Grammar Schools, to instructing the boys of the First Division in the writing of business letters, and the drafting of notes, checks, &c. The effect of this kind of teaching has been found to be excellent. Aside from the evident advantage to the pupils of gaining so much useful knowledge, it gives a pleasant variety to the labor of the school-room, and helps to stimulate all to more cheerful and vigorous exertion.

The FRANCIS STREET SCHOOL appears from the reports made by the examining committee to be in its usual good and interesting condition. The examiner, in his report of its state

at the close of the Summer term, says: "The school comprises an unusual variety of ages, and the classes are therefore considerably multiplied. Yet the teacher seems well fitted for her peculiar work, and possesses the sympathy and confidence of her pupils." The same examiner speaks of the school-room as having "an agreeable, homelike appearance, which cannot but have a good effect upon the scholars." The discipline is spoken of as not very rigid, yet the relations existing between teacher and pupils are "so pleasant," that no advantage is taken of it. Good order is maintained, and the scholars take a lively interest in their studies and recitations, and the school gives evidence of good progress and careful instruction.

Vocal Music has been successfully taught in our schools during the year. At the commencement of the Fall term, Mr. CHARLES BUTLER, for several years the successful and popular teacher of Music in the High and Grammar Schools, resigned his situation on account of ill-health, and Mr. O. B. BROWN was appointed to fill his place. Mr. Brown comes highly recommended to the Committee, and they feel assured that this branch of instruction will not be permitted to suffer under his care, and that he will prove a worthy successor of Mr. Butler.

Physical Exercises have been practised in nearly all of the divisions in the Grammar Schools. They relieve the pupils of much of the *ennui* of the school-room, and it is believed that even more time could be devoted to them without any diminution in the mental acquirements of the pupils. If you would develop the scholar's mind, you must not neglect to exercise his body. And certainly grace of manners, ease of motion, and much that is attractive and pleasing in the physical nature of man, depend in a great measure on well-directed exercises of this description.

On the whole, we feel safe in saying that our schools are in as good condition as they were a year ago. We think, too, that they will compare favorably with the Public Schools in the neighboring cities. And yet, while few of the scholars

fail to accomplish what is expected of them in the knowledge of their books, many, we fear, leave school in ignorance of those better things which depend for their implanting upon the character and example of the teachers. Hence the care that should be used in selecting for teachers such persons as are kind-hearted and truthful, whose manners are unexceptionable, and whose habits and temper can always be patterned after with safety by the children.

Our Grammar Schools are gradually growing out of the idea that the work to be done in them is merely to prepare scholars for the High School. Parents and teachers have come to think that this is not their only object, but rather a thorough and complete instruction in the important studies assigned to them. And certainly the chief end and aim of our Grammar Schools should be to make our children well informed in those studies, an acquaintance with which is absolutely necessary in the management of the affairs of life, and which form the basis of all thorough education.

Much attention is given to Penmanship, a most important art, the study of which it will not do to neglect or even slight in our Grammar Schools. In most of them it is taught in an admirable manner. There are, however, lower classes to be found in some of our schools where the writing-books are not very creditable. As soon as pupils are transferred from the Primary to the Grammar Schools, they should be made to review what they have learned in writing, and in all their writing exercises they should be required to follow strictly the style and form of letters which they have been taught.

Of all the branches taught in our Grammar Schools, Arithmetic is perhaps taught as well as any other, and more time is probably given to teaching it; and yet some of our teachers do not produce the results to be desired. The great fault seems to be in the aim of teachers to obtain what some would consider a "brilliant" recitation — that is to say, one chiefly distinguished by the rapidity with which pupils go through

the processes and give the results. This requires a vast amount of drilling on what is totally unnecessary to a substantial and practical knowledge of the subject. This kind of drill, we are happy to believe, is not universal, and, we trust, not general, even. In teaching arithmetic, the object in view should be to get from the pupil an *intelligent* solution of the question. The teachers should not think it sufficient that the scholars repeat the process until they remember perfectly how it is performed. The essential thing is for the pupil to be taught to *reason for himself*, and not to rely on any rule or particular form given in the book. When this branch is taught as it should be, there will be little occasion for pupils to steal answers to be given at recitation.

It is to be feared that the attention of the Principals of our Grammar Schools is too much confined to their First Divisions. It seems natural that they should wish to bestow the most of their time on those who are engaged in the highest and most difficult studies, and who at the end of the year are to be qualified for admittance to the High School. They no doubt feel that their reputation, in a great measure, depends upon the success of their pupils in obtaining admission to the High School without conditions. And yet the Principal of a Grammar School should be acquainted with every scholar. If he is confined to his own division, all of those pupils who leave before the last year of the course never come under his care. His aim should be to know the abilities and defects of every scholar in school, and, if possible, to discover the first appearance of faults, that they may be corrected, and to know whom to urge forward and whom to keep back. In order to do this, he will often be obliged to leave the instruction of his advanced pupils chiefly to his head assistant, and divide his time more equally among the several divisions.

How far our system of Public Schools supplies the educational wants of all classes in the community, the rich as well as the poor, is a question of much importance. Our schools are and have been from their establishment free to the children

of all, high and low, black and white, and every man is taxed for the purpose of maintaining them, whether he may or may not see fit to avail himself of the privileges they afford. Private schools will probably find patronage, more or less, in every wealthy and highly-educated community. But our Public Schools, as they become elevated and improved, will take the place of private schools in educating the children of the larger tax-payers as well as the lesser; and as the number of large tax-payers who send their children to the Public Schools increases, so the appropriation of funds for the support of these schools will be more liberal.

Our schools are open at all times to all who feel an interest in visiting them. It is the desire of the Committee and the teachers to coöperate with the parents and guardians in the endeavor to make their children good sons and daughters, kind and forbearing to the inmates of the household, gentle, amiable and courteous to all. It is the teacher's duty to train up the young under their charge in habits of honesty, industry, neatness and purity; to teach them to speak the truth without fear, and to be just, self-sacrificing and generous; to refine their tastes and develop their noblest faculties, so that they will not be attracted by low or sensual pleasures; and to instil into their minds the principles of religion and morality. Education is for the whole man. It is a preparation for the temptations, cares, and duties of life. It forms the character, and gives a right direction to the human powers. While it engages the mind, it must not neglect the will, the temper, and the heart. Its great aim should be to teach the young how to govern themselves, to regulate and direct their affections, and to use all their faculties for the glory of God and the good of mankind.

For the Committee,

MOODY MERRILL.

Roxbury, Dec. 12, 1866.

ANNUAL REPORT

UPON THE

PRIMARY SCHOOLS.

THE Committee appointed to examine the Primary Schools of Roxbury, and report thereon, were Messrs. TUCK, HOBBS, JAMES MORSE, WARREN and WALDOCK.

In consequence of pressing duties of a business nature, the Chairman was unable to prepare the Report, and at his request the undersigned consented to relieve him. The examinations made in May and November were reported upon by the members of the Committee, and from these reports are prepared in substance what follows.

The whole number of Primary Schools is 49. None have been discontinued during the year. One has been organized in the Monroe Street School-house, which is intended to relieve the crowded condition of the other school in the same building, and also to furnish Grammar School instruction for some children in that section of the city, who, by reason of the distance from the Grammar School-houses, are unable to give that constant attendance which is necessary to secure the advantages. One other School is to be organized in George Street.

Following the order of the schools as arranged by the Committee, it appears that at the May examination the George Street School was in an excellent condition, with competent teachers; but at the November examination the school was not in so good condition, owing to an interruption caused by the negligence of the Superintendent of Public Buildings in not putting the furnaces in order during the Summer vacation. Divisions Three and Four were very much crowded, there being 163 pupils in them.

The two lower divisions of the Yeoman Street School were also reported as too full for good, efficient work; but with this difficulty, and comparatively inexperienced teachers, they were meeting the expectations of the examiner. In the First Division some elements existed which compelled the committee to pronounce it not quite up to the standard of other schools of the same grade. The Second Division had made good improvement, was in excellent condition, and always bore a pleasant appearance.

Of the Eustis Street and Avon Place Schools it is reported that little could be criticized unfavorably, and much could be commended. The teachers had devoted themselves to their work with great fidelity and earnestness. They seemed conscious of the fact, and to expect that the results would be appreciated. "It is essential to the highest usefulness in any department of the world's work, that those who labor should take pleasure in doing it with their utmost ability, that they should be conscious of having done so, and that they should desire those to whom they are responsible, and for whom they have labored, to know it." By another member of the Committee, one of the lower divisions of the Eustis Street School, in the early part of the year, was found not properly organized, and quite disorderly, from the fact of its having had three or four teachers. At a later examination, under the charge of a new teacher, permanently assigned to it, possessed of energy, ambition, and with an interest in the welfare of her division, it had attained a position satisfactory to the examin-

er. The Local Committee of the Avon Place Schools has, in his several reports, called the attention of the Committee to the percentage of attendance and tardiness. A natural inference is that the teachers put heart into their work, study to interest their pupils and render the school attractive, and that parents, appreciating such devotion, are ready to coöperate earnestly with them.

By the report of the Local Committee of the Vernon Street School, one division is considered a model of its grade, while the other three can be greatly improved by increased energy and zeal, and more careful study of methods of instruction and discipline. The same committee, in a later report, finds his hints have not been unavailing, and a commendable degree of improvement discernible. All the teachers are reported as "competent," by another examiner, and their cheerful readiness to act upon any suggestions for the benefit of their schools, shows a spirit worthy of all praise, and which, if wanting, would augur little good for any substantial progress.

Although the locality and access to the Sudbury Street School-house are not of the most pleasing character, yet once within the rooms, and they are found to be among the most light, airy and cheerful of any in our city. These qualities seem to be imparted to the schools, and render the Committees' visits always pleasurable. They are reported in excellent condition, with competent and faithful teachers, and filled with happy, industrious and cheerful children.

There are three divisions in the Franklin Place School. In one a teacher had been recently appointed, having been transferred from another school. This division is small, but the teacher not abating her zeal in her vocation, nor wasting her time, had prepared a series of general questions for oral instruction upon Geography, and other subjects, which had been learned by her scholars. The answers to these were given with great animation, with accuracy, and with understanding. The effect of an exercise of this kind, voluntarily undertaken by a teacher, not required by the rules, is extreme-

ly beneficial, as well to the order and discipline of the school, as to its cheerful aspect. Another division was found to be composed of a very large number of very small children, requiring all the energies and all the time of the teacher, to give the scholars even the regular and required exercises. Yet she had secured excellent order, the essential of every good school, and her pupils were not lacking in their studies. The Third Division was also small in number, and entirely satisfactory in its condition. In all of these divisions the order was good, and the appearance of the children neat and tidy. The reading showed more than ordinary attention to emphasis, and bringing out the sense. The singing was sweet and expressive—music as well as noise. “Good and rare exercise in spelling words by the sounds of the letters instead of their names.” The reading and spelling in the lowest division were good, and the examiner queries whether a class of this age might not read with better emphasis.

The Mill-Dam School is one that labors under many disadvantages, and always has. It is always a subject of animadversion—a miserable house, more miserably located, badly ventilated, ungraded, isolated. A teacher here, however good, labors under so many difficulties, that if she accomplishes anything, she is entitled to all credit. The examiner says the school was not in condition to be reported on, by reason of a hot fire and bad air.

The Orange Street School-house is subject to pretty much the same criticism. If anything, the location is worse than the Mill-Dam. It is hemmed in by houses and factories, to the exclusion of the sun, if not almost light. But the several reports represent the schools as in good condition, the teachers animated, and the scholars making good progress. It is to be hoped that the site of this house may be discontinued, and that future committees may not be obliged to use the stereotyped phrases of condemnation annually indulged in. It is due to the teachers and pupils to provide them with better accommodations, and a disgrace to the city to continue the present.

The Tremont Street School has been established but a year or two, and was opened to relieve the excess from the other schools in its vicinity, Cottage Place and Smith Street. It has now more scholars than it can accommodate, several being obliged to sit upon the teacher's platform. In the main, the school has been satisfactory. It is reported to be in as good condition as could be expected. The room, in a private house, is low-studded, ill ventilated, and over crowded with pupils, being some seventy-five. A large share of the teacher's attention has been devoted to order and discipline, somewhat at the expense of instruction in studies; but it was thought good results had been obtained, and as much done as could reasonably be expected from any teacher in such a room with so many pupils. Object-teaching and physical exercises had been attended to somewhat, and with happy results.

Notwithstanding the efforts which have been made by the Committee to relieve the crowded condition of the Cottage Place Schools, some of the divisions are now far too full to enable any teacher to give her pupils the time and attention which parents have a right to expect and demand of our public schools. At the May examination there were eighty-four in each of two of the divisions, the average number of desks now furnished Primary Schools being fifty-six. It is useless to expect the utmost progress in such cases. The percentage upon examination for promotion to the Grammar Schools must be low, or else labor to the injury of health must be imposed upon the ambitious and deserving teacher. The work of the Primary School comes upon the Grammar, and neither does its appointed duty. The examinations found the divisions generally in a gratifying condition, though the adverse criticisms of "fair" reading and spelling,— "reading in too low a key,"—"reading might be much improved by attention to emphasis and articulation,"— show that want of attention, by reason of so many pupils, might account for the defect. At any rate, we are charitable enough to hope such to be the case, and so attribute it.

There are upon Smith Street two divisions of Primary Schools. The extract from the report on Avon Place was made as also applying to this school. The reports upon this school show an improvement, both in order and in recitation. The examination for promotion by the principal of the Grammar School was in a high degree satisfactory. A more cordial and pleasant feeling seemed to exist between teacher and pupils.

As an off-shoot or colony from this school is the Parker Street School, which occupies a shop on the corner of Parker and Washington Streets. No place more ill-suited could be found; but the only alternative presented to the Committee was this or no school, and they accepted the former. But it may be doubted whether any good has been accomplished by opening such a school. Parents have been willing to send their children there, and in number more than could be accommodated, and to relieve it and equalize the numbers in the Smith Street and this School, children have been put into either division of the Smith Street which had the space, without reference to the grade of the scholar. Scarcely any terms are too strong to characterize the unfitness of the room for school purposes. The examiner reports that he found it in a deplorable condition, on his first visit,—the stench of poisoned air was appalling, though somewhat alleviated, upon his subsequent visit, by keeping open the back door.

Happily we are soon to be relieved. A handsome and spacious eight-room building is nearly completed for the accommodation of this, the Smith, and Tremont Street Schools. This is intended to meet not only the present, but the prospective wants of this vicinity.

The average age of the pupils in the Francis Street School is somewhat higher than in schools located in the more populous parts of the city. The school is always visited with pleasure by the Committee. A very happy and kindly relation seems to exist between pupils and teacher—a sort of family arrangement, which does not result in discipline and order of

the strictly military character, and yet it by no means interferes with the proper progress of the scholars in their studies. The reading was excellent, and other exercises worthy of commendation. The school being limited in numbers, enables the teacher to give to every pupil personal attention and thorough drilling.

At the first examination of the Heath Street School, one of the divisions was reported in a condition far below the standard which our reputation and requirements demanded; but upon a subsequent examination there was no occasion for any but commendatory criticism. The disturbing influence was local, and the teacher had removed it, and shown her ability to take charge of the school with credit. The other division, on both examinations, merited the examiner's approval.

The Centre Street School stands reported as in a very satisfactory condition, as regards order and scholarship, in both divisions. It is largely attended by an intelligent and interesting class of pupils. The teachers are experienced, industrious and attentive to their work. Good proficiency in the reading and spelling departments was exhibited. The situation of this school is not happily chosen, and the difficulties and dangers which attend access to it are something that demand a remedy. The rooms are pleasant after they are reached, being well open to the sunlight. But they are not large enough for the number of pupils who attend the school, and the examiner feels that there must be frequent want of ventilation, or unsafe exposure, as regards the air of the room.

The lower division of the Edinboro' School is in a commendable condition. The teacher is ambitious, interested and vivacious in her method of introducing her pupils to the rudiments of knowledge. She enlists their attention fully, and does much to relieve the natural tedium of the school to the youngest minds. This is shown, especially, in the interest with which the pupils engage in object-lessons, and the spirit with which they recite in concert. In making the entrance to the path of learning pleasant, much is gained. The upper

division is under the charge of a teacher who has gained the affection and sympathy of her scholars in no ordinary degree. There was striking evidence that school was made a pleasant place to them. The examination in this, as well as the lower division, showed less desire to push the children forward in their studies, than to awaken generally their intelligence, and gain their interest in school. This impressed the examiner as fully as important as a progress which filled fast their tender minds with facts which had for them the lack of pleasant association.

As was stated before, it has been found necessary to organize a new school on Munroe Street. The school now kept there has been one of great difficulty for the teacher, and only one of rare ability is able to manage the class of children who attend there. Such a teacher has been obtained as not only secures good order, but inspires the scholars with zeal in their lessons and spirit in their recitations.

The Winthrop Street Schools are reported generally as attaining good results, and as sustaining a well-earned high reputation. With perhaps a little laxity of discipline in the Elm Street Schools, they meet the approbation of the Committee. The May examiner says of the first division, that it was pleasant, the room neat and well ventilated, the scholars in excellent spirits, accurate, prompt and earnest in answering questions, the deportment highly creditable; and he states himself equally pleased with what he saw and heard in the second division.

From this brief summary of the various reports, it will be seen that the schools are substantially in an excellent condition;—that they have maintained the high reputation they have heretofore borne. Faults exist, have been made apparent by the examinations, and have been alluded to in the reports. But it is not deemed advisable to parade in public the particular individual who may have been delinquent. The suggestion from the committee has in all cases been sufficient to obtain

the ready acquiescence of any teacher to remedy any deficiency. Want of order is the rare exception. Under our regulations, the teacher is required to govern by persuasive and gentle measures as far as practicable, and it is believed that these are for the most part made the rule of action; but the frayed end of a rattan, occasionally seen, would seem to indicate that, in her definition of the word "practicable," the dusting of a boy's jacket now and then with the rattan, was the only true and effective persuasive measure. The attention of the Board has not been called, during the year, to any case of undue or severe, or in fact any corporal punishment, and it is thought that, in our schools, it is seldom resorted to. The discussion created by a recent case in one of our neighboring cities has brought the subject more prominently before the public, and our teachers, ever alive to what is of practical value to our schools, will doubtless avail themselves of the truths elicited, and, so far as in them lies, make it to be true that corporal punishment is not necessary to secure good order and correct deportment.

The importance of the utmost care in selecting teachers for the Primary Schools, cannot be too often urged upon the attention of the Committee. Here are required the most gifted minds. Here is given the bent which may last, not only through the school life, but the whole life of the pupil. The minds of these little children are in the highest degree susceptible, and the slightest influences produce lasting effects. No one can be a successful teacher in the primary department, who has not a strong love for children, who does not give her whole soul to her duties, and strive her utmost to render her school pleasant and attractive. She must be ever upon the alert to awaken the child's interest, ingenious in devising methods to sustain it, vivacious in her manner of imparting instruction, always cheerful, entering with life into all their joys, soothing their little sorrows, sympathetic, bestowing praise here, chiding there, but always encouraging. We think we have seen schools wanting in some of these. We think

we have seen teachers whose sweetest smile and most elastic step were not when crossing the threshold of the school-room, but that of the City Treasurer. Teaching, to them, is a dull, monotonous routine of daily strife for bread and butter, with no life or soul beyond that. Their own comfort is before the school's progress. It is in such we see the harsher methods of discipline resorted to. It is with such a teacher that

“The boding tremblers learn to trace
The day's disasters in her morning face.”

The teacher should have constantly in mind, that the sole object of intrusting youth to her charge, is not to learn and to repeat the assigned daily task from the text-book. The school is not alone to instruct the intellectual side of the child's nature. Not to touch here upon the physical education, which has been so much discussed of late, and to which allusion is made elsewhere, we would call attention to the moral instruction; that conveyed not so much by word of mouth, by homilies, by illustrations, as by the constant and daily example of the teacher — by that silent influence of mind and character which not only every teacher must necessarily exert, but which every human being must exert to a greater or less good or evil result. It is said that by constant intercourse, the features even of the countenance acquire a resemblance, and no one could copy a handwriting for any length of time, however marked his own style might be, without imperceptibly adopting some features of the original, to the modification of his own. So these young scholars, with their tender minds, for so many hours in the presence of the teacher, whom they somehow have been taught to look upon as knowing all things, and as doing all things right and never wrong,—a perfect pattern,—must necessarily adopt something of her style.

If she is petulant, cross, scolding, evincing an inability to govern herself, deficient in good manners, in delicacy of feeling and sentiment,—so far forgetful of herself as to be unladylike, to give vent to *only* fitful flashes of temper,—her influence is

baneful. She is not fulfilling the position of instructor of youth.

“Manners make the man.” Good breeding, gentleness, courtesy, politeness, the amenities of social life, as illustrated by the most refined and intellectual, should shine forth in the habits, behavior, conduct and deportment of every teacher. The closing of the door, the handing of a pencil, the morning salutation to the pupil, the slightest actions even, act upon the pupil and react upon the teacher. They illustrate character, are character, and must have a forming influence.

The care, then, which the teacher must exercise to make her example as an instructor of morals aid her as an instructor of the intellect, must be constant and watchful. The force of example is all-important in the formation of correct moral habits.

In nearly all the schools of this grade, physical exercises and object-teaching have had a fair share of attention; but the latter has not received the share its merits deserve. Want of time is urged by some as an excuse; but we do not think such an excuse valid, and we think a proper trial will so convince the teacher. We feel sure a spirited exercise in this branch would so enliven the school, that the pupils would enter upon their other lessons with increased zeal, prepare them better, recite them quicker, and thereby secure to the teacher the required time. We would urge upon the teachers of the Primary Schools a thorough trial of the system of object-teaching, and that they should visit schools where this is made a special exercise and study.

There are other suggestions which might well be made in a public report, and to which the attention of some teachers has been drawn; but the limits of a paper of this kind would hardly warrant it.

As we have implied already, the labor of the teachers in this class of our schools is not underestimated or undervalued. We are aware that it is more difficult than in schools of a

higher grade, more wearing to the nervous system, and that the teachers need all the encouragement that can be given them. Parents, especially, should interest themselves in the teacher, and aid her by their sympathy and coöperation. Without this, these schools cannot attain the excellence which we are all striving to secure for them.

For the Committee,

GEO. M. HOBBS.

Roxbury, Dec. 12, 1866.

STATISTICS

OF THE

SCHOOLS FOR 1866,

ENDING DECEMBER 31.

The whole number of teachers is 98.

The number of Pupils in all the Schools is 5089, being an increase over last year of 352 Scholars. Average attendance in all the Schools, 4580; or 90 per cent.

The number of Pupils at the High School is 182, an increase of 32 over last year. The School has four Teachers.

There are five Grammar Schools. The number of Pupils belonging to the Grammar Schools is 2070, an increase from last year of 101. Number of Divisions, 40; average number to each Division, 52. Number of Grammar School Teachers, 40. One new Division was formed during the year, at the Dearborn School.

The number of Primary Schools is 50, an increase from last year of two — Munroe and George Streets. The number of Pupils belonging to these Schools is 2837, an increase of 219. Average to each School, 56.

The salary of the	Principal of the High School is	\$3000
“	“ Teacher of the 3d Division, Miss Cushing,	1500
“	“ “ 2d “ Miss Tincker,	700
“	“ “ 4th year Class, Miss Gragg,	600
“	“ Principals of Grammar Schools, male,	2000
“	“ Principal of the Dudley School, female,	1000
“	“ “ Francis St. School, “	700
“	“ 1st and 2d Assist'ts in Grammar Sch'ls, each	550
“	“ other Assistants after first year,	500
“	“ Primary Teachers, first year,	400
“	“ “ second year,	425
“	“ “ after,	450

The salaries of the Principals of Grammar Schools were advanced this year \$200. Assistants of Grammar Schools and Primary School Teachers, each \$50.

The cost of maintaining our Public Schools the past year is \$75,774.46, an increase over last year of \$12,752.84. Of this sum, \$53,643.27 is paid for salaries, \$4,478.75 for fuel, \$500.00 to Latin School, \$375.80 to Evening School, and \$16,776.64 for incidental expenses and repairs. Average cost per scholar, \$14.89, an increase from last year of \$1.59.

The examination of Candidates from the various Grammar Schools for admission to the High School, in July, was as follows,

Dudley School, average per cent.,	. . .	79
Washington “ “ “	. . .	59
Comins “ “ “	. . .	67
Dearborn “ “ “	. . .	66
Francis St. “ “ “	. . .	61

In November, sixteen of the Pupils of the High School, who had been continuing their studies for the fourth year, were examined in their qualifications to become Teachers in our Public Schools. The results varied from 77 to 97 per cent., being the highest percentage ever attained at any examination. Average per cent., 87.

SCHOOL COMMITTEE, FOR 1866.

ELECTED AT LARGE.

WILLIAM A. CRAFTS, HORATIO G. MORSE,
J. WARREN TUCK.

ELECTED BY WARDS.

<i>Ward</i> 1.—FRANKLIN WILLIAMS,	JAMES MORSE.
" 2.—B. F. BRONSON,	GEORGE WARREN.
" 3.—T. R. NUTE,	GEORGE M. HOBBS.
" 4.—GEORGE H. MONROE,	JAMES WALDOCK.
" 5.—EDWIN RAY,	MOODY MERRILL.

SCHOOL COMMITTEE, FOR 1867.

ELECTED AT LARGE.

WILLIAM A. CRAFTS, HORATIO G. MORSE,
JULIUS S. SHAILER.

ELECTED BY WARDS.

<i>Ward</i> 1.—FRANKLIN WILLIAMS,	JAMES MORSE.
" 2.—IRA ALLEN,	WILLIAM SEAVER.
" 3.—TIMOTHY R. NUTE,	GEORGE M. HOBBS.
" 4.—GEORGE H. MONROE,	BENJAMIN H. GREENE.
" 5.—EDWIN RAY,	MOODY MERRILL.

SUMMARY OF THE SCHOOLS.

Schools.	Location.	Teachers.	Average number belonging	Per cent. of attend.	Average age.	Present number	Local Committees.
High School, (Both Sexes.)	Kenilworth Street,	Samuel M. Weston, <i>Principal</i> . 2d Division, Maria L. Tincker, <i>Assist.</i> . 3d " Sarah A. M. Cushing. Ex-Seniors, Mary F. Gragg.	30 42 55 14 —	92 91 92 85 —	17 16½ 16 17 —	32 47 72 31 —	Crafts, Merrill, Bronson.
GRAMMAR SCHOOLS. DUDLEY SCHOOL, (Girls.)	Bartlett Street,	Sarah J. Baker, <i>Principal</i> . Julia P. Brooks, <i>Assistant</i> . 2d Division, Jennie S. Leavitt. 3d " Clara B. Tucker. 4th " Helen J. Otis. 5th " Eliza Brown. 6th " Mary L. Gore.	44 44 50 44 52 53 —	96 95 90 91 89 88 —	14 13½ 12 11½ 10½ 9¾ —	47 55 52 51 62 62 —	H. G. Morse, Hobbs, Monroe.
WASHINGTON SCHOOL, (Boys.)	Washington Street,	Leverett M. Chase, <i>Principal</i> . Anna M. Williams, <i>Assistant</i> . 2d Division, Harriet M. Davenport. 3d " Mary E. Johnson. 4th " Mrs. M. A. Whitney. 5th " Louisa J. Hovey. 6th " Mira Pond. 7th " Harriet A. Lewis.	48 53 53 49 54 57 54 —	96 93 93 93 89 89 91 —	14 12½ 12½ 11½ 10½ 10½ 9¼ —	47 57 55 47 63 64 56 —	Tuck, Monroe, Williams.
			368	92½	11½	389	

SCHOOL REPORT.

DEARBORN SCHOOL,
(Both Sexes.)

Dearborn Place,	a William H. Long, <i>Principal</i>	44	94	14 $\frac{1}{2}$	45	Merrill, Jas. Morse, Waldoek.
	Mary A. Spinney, <i>Assistant</i>	47	92	13 $\frac{3}{4}$	45	
b2d Division, Philena W. Rounseville.		48	90	12 $\frac{1}{2}$	47	
b3d " Sarah S. Adams.		52	90	12	52	
b4th " Sarah H. Hosmer.		52	90	11	55	
b5th " Frances H. Bredeen.		52	92	10 $\frac{1}{2}$	50	
b6th " Anne M. Backup.		46	90	14 $\frac{1}{4}$	49	
c2d " Harriet E. Burrell.		53	90	13	48	
c3d " Mary A. O. Valentine.		56	89	12	55	
c4th " Elizabeth A. Morse.		51	89	11	52	
c5th " Henrietta M. Young.		57	85	10 $\frac{1}{4}$	54	
c6th " Margaret E. Davis.		50	89	10	53	
a7th " Mary C. Bartlett.		44	88	10	54	
a8th " Lizzie M. Wood.		44	88	10	54	
		652	90	11 $\frac{1}{8}$	659	

COMINS SCHOOL,
(Both Sexes.)

Gore Avenue	Daniel W. Jones, <i>Principal</i>	51	96	14 $\frac{1}{4}$	47	Hobbs, Waldoek, Warren.
	a Anne H. Shurtleff, <i>Assistant</i>	46	94	12 $\frac{3}{4}$	48	
c2d Division, Elizabeth W. Young.		46	94	12 $\frac{3}{4}$	37	
b2d " Eliza C. Fisher.		52	95	12	50	
c3d " Almira W. Chamberline.		49	91	11 $\frac{1}{8}$	44	
b3d " Adeline May.		52	90 $\frac{1}{2}$	10 $\frac{1}{2}$	53	
c4th " Charlotte P. Williams.		52	91	10 $\frac{3}{8}$	45	
b4th " Florence E. Tilton.		56	87	10	53	
c5th " Sarah A. P. Fernald.		50	93	11	52	
b5th " Carrie K. Nickerson.		52	91	11	56	
c6th " Sarah R. Bonney.		54	90	10 $\frac{1}{4}$	54	
b6th " Dora O. Wait.		54	90	9 $\frac{1}{4}$	58	
c7th " Mary F. Drown.		57	88	10 $\frac{1}{2}$	55	
b7th " Emily B. Eliot.		57	88	10 $\frac{1}{2}$	55	
		671	91 $\frac{3}{8}$	11 $\frac{1}{8}$	652	

a Both Sexes. b Boys. c Girls.

SUMMARY OF THE SCHOOLS.—CONTINUED.

Schools.	Location.	Teachers.	Average number belonging.	Per cent. of attend.	Average age.	Present number belonging.	Local Committees.
FRANCIS ST. SCHOOL, (Both Sexes.)	Francis Street,	Sophronia F. Wright, <i>Principal</i> .	29	89	12	38	Nute, Crafts, Bronson.
PRIMARY SCHOOLS, (Both Sexes.)	WARD I. George Street, .	1st Division, Susan H. Blaisdell.	51	90	9½	55	H. G. Morse.
	2d " "	Mary M. Sherwin.	54	93	7½	57	
	3d " "	Clara L. Davis.	64	84	6	73	
	4th " "	Clara L. Hewes.	70	90	6	80	
	5th " "	E. Josie Page.	—	—	—	—	
	1st " "	Susan F. Rowe.	49	93	8½	47	Williams.
	2d " "	Anna M. Balch.	52	91	7½	50	
	3d " "	Ellen M. Oliver.	52	89	6	80	
	4th " "	Lizzie D. Ladd.	70	76	6½	80	
	1st " "	Mary F. Neale.	56	92	8½	47	James Morse.
	2d " "	Emma C. Wales.	59	91	7½	64	
	3d " "	Mary L. Walker.	59	86	5½	72	
4th " "	Clara H. L. Balch.	76	90	6	85		
WARD II. Vernon Street,	1st " "	Clara A. Carleton.	51	90	8½	57	Tuck.
2d " "	Susannah L. Durant.	45	90	8	48		
3d " "	Catherine F. Mayall.	51	82	7	59		
4th " "	Abby S. Oliver.	52	83	5½	54		
1st " "	Annie G. Fillebrown.	46	92	9½	43	Warren.	
2d " "	Olive E. Emery.	51	94	8½	48		
3d " "	Cornelia J. Bills.	54	87	6½	66		
4th " "	Mary E. Gardner.	63	90	6½	71	Bronson.	
1st " "	Eunice Atwood.	50	87	8½	54		
2d " "	Sarah J. Davis.	44	87	8	42		
3d " "	Emma Parker.	71	87	6	85		
4th " "	Adeline L. Reed.	42	96	8	38	Bronson.	

SCHOOL REPORT.

	2d		61	94	63	70	
" " "	1st	Abby E. Ford.	42	85	7½	44	Warren.
WARD III.	1st	Nellie Calkins.	45	90	9	52	Waldock.
" " "	2d	Martha H. Horn.	60	90	6½	66	
" " "	1st	Amelia F. Boston.	70	88	7	75	Crafts.
" " "	1st	Carrie L. Bicknell.	43	91	9	47	Nute.
" " "	2d	Anna M. Stone.	50	92	8½	56	
" " "	3d	Emma L. Culligan.	76	92	6½	83	
" " "	4th	Mattie L. Richardson.	80	94	6½	84	Hobbs.
" " "	1st	Josephine Maxfield.	50	89	8½	54	
" " "	2d	Anna M. Eaton.	58	90	7½	62	
" " "	1st	Anna E. Clark.	34	92	7	38	Crafts.
WARD IV.	1st	Elizabeth M. Hall.	52	92	8½	52	Waldock.
" " "	1st	Jennie B. Lawrence.	59	83	6½	75	
" " "	2d	Edna Jewett.	52	89	8	52	Monroe.
" " "	1st	Henrietta M. Wood.	56	90	5½	63	
" " "	2d	Mary Ann Morse.	32	92	9	34	Monroe.
" " "	1st	Emily L. Wilson.	47	89	7	50	
" " "	2d	Lillie H. Bowman.	—	—	—	—	Merrill.
WARD V.	1st	Martha Gerry.	56	89	6½	67	
" " "	2d	Almira B. Russell.	45	88	8½	55	Ray.
" " "	1st	Frances H. Brooks.	47	89	6	50	
" " "	2d	Eliza J. Goss.	34	84	8	34	Merrill.
" " "	1st	Annie E. Boynton.	46	90	7	55	
" " "	2d	Fannie C. H. Bradley.	59	81	6	64	Hobbs.
WARD III.	1st	Sarah E. Haskins.	—	—	—	—	
			2586	89	7	2837	

O. B. BROWN, Teacher of Music in the High and Grammar Schools, Salary \$350 per annum.
 BENJAMIN F. NUTTING, Teacher of Drawing in the High School, Salary \$400 per annum.
 M'LE DE MALTCHYCE, Teacher of French in the High School, Salary \$400 per annum.
 MOSES T. BROWN, Teacher of Elocution, Salary \$500.

JONAS PIERCE, Jr., Janitor of School Buildings, Salary \$1000 per annum.

NAMES OF MEMBERS OF THE SCHOOL COMMITTEE,

SINCE THE ADOPTION OF THE CITY CHARTER IN 1846.

AT LARGE.

George Putnam, 1846, 48, 56, 57, 58, 59, 60, 61, 62, 63, 64.
Cyrus H. Fay, 1846, 48.
Samuel H. Walley, Jr., 1846, 48.
George R. Russell, 1847.
Thomas F. Caldicott, 1847.
George W. Bond, 1847.
John Wayland, 1849, 50, 51.
William R. Alger, 1849, 50, 56.
William Hague, 1849, 50.
Theodore Dunn, 1851.
Thomas D. Anderson, 1851.
Horatio G. Morse, 1852, 53, 54, 65, 66.
William H. Ryder, 1852, 53, 54, 57, 58.
William A. Crafts, 1852, 53, 54, 59, 60, 64, 65, 66.
Bradford K. Peirce, 1855.
Joseph H. Streeter, 1855.
John S. Flint, 1855.
Julius S. Shailer, 1856, 57, 58, 65.
Ariel I. Cummings, 1859, 61.
Edwin Ray, 1860.
William S. King, 1861.
John S. Sleeper, 1862, 63.
Franklin Williams, 1862, 63, 64.
J. Warren Tuck, 1866.

WARD 1.

Allen Putnam, 1846.
Henry B. Wheelwright, 1846, 47.
Horatio G. Morse, 1847, 48, 49, 50, 51, 55, 56, 57, 58, 59, 60, 61, 62, 64.

William R. Alger, 1848, 52.
 Bradford K. Peirce, 1849, 50, 51, 52.
 John Jones, 1853, 54.
 Joseph Bugbee, 1853, 54.
 Henry W. Farley, 1855, 56, 57.
 Franklin Williams, 1858, 59, 60, 65, 66.
 George W. Adams, 1861, 62, 63.
 William H. Hutchinson, 1863.
 George J. Arnold, 1864.
 John G. Bartholomew, 1865.
 James Morse, 1866.

WARD 2.

Thomas F. Caldicott, 1846.
 Joshua Seaver, 1846, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63.
 Alfred Williams, 1847, 48.
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 B. Frank Bronson, 1866.
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