This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

https://books.google.com



UC-NRLF
B 2 984 887

Digitized by Google

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA.
GIFT OF
Mass. Board of Educ.
Class



Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

306

40

TWENTY-THIRD ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-THIRD ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

LIBRARY OF THE UNIVERSITY OF CALIFORNIA

Digitized by Google

Digitized by Google

TWENTY-THIRD

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-THIRD ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.



BOSTON:
WILLIAM WHITE, PRINTER TO THE STATE.
1860.

Digitized by Google

L160
.B2
v.23

Digitized by Google

TABLE OF CONTENTS.

1. Report of the Board of Education.
2. Report of the Visitors of the State Normal School at Framingham.
3. Report of the Visitors of the State Normal School at Westfield.
4. Report of the Visitors of the State Normal School at Bridgewater.
5. Report of the Visitors of the State Normal School at Salem.
6. Report of the Treasurer of the Board.
7. Report of the Secretary of the Board.
8. Abstract of School Committees' Reports.
9. Abstract of School Returns.
10. Index.

17860

Digitized by Google

Digitized by Google

LIBRARY OF THE UNIVERSITY OF CALIFORNIA.

TWENTY-THIRD ANNUAL REPORT OF THE BOARD OF EDUCATION.

In answer to the demands of law, the Board of Education respectfully submit their Twenty-Third Annual Report to the legislature.

To all the interests committed to their care during the year, the Board have designed to be practically faithful, according to the requirements of the statutes of the Commonwealth. In the discussion of important subjects, in the arrangement and division of labor, they have appropriated time, and the results of much critical observation for the attainment of larger benefits than have previously been realized in the preparation of mind for the responsible positions it is to occupy in the service of the State. The assurance they have from many sources, that they have wisely and judiciously deliberated, is their abundant reward.

NORMAL SCHOOLS.

These institutions, having more particularly the direction and supervision of the Board than other departments of the great system of education, occupying as never before the attention of the State, are sustaining the reputation they have previously earned, and exhibiting increased evidence of the wisdom of those through whose influence they were founded, and of the liberality by which they have been sustained and encouraged. No appro-

Digitized by Google

priation of the State returns a larger dividend of real, efficient wealth, nor accomplishes more successfully the object for which it was made. Their graduates are eminently useful, and deservedly popular as teachers, the majority of them bringing to their work, as they do, the culture, ability, and accomplishment of a thorough training, and a vigorous intellectual and moral discipline. The demand for their labors is greater than the means of supply, which is one of the most significant interpreters of the public estimate of their practical efficiency.

The Normal School at Salem, the last established, is under the direction of Alpheus Crosby, as Principal, and seven assistant teachers, four of whom are mostly paid from private funds. There is also a teacher of music, who graduated in February last, and has since been a member of the advanced class. Besides the time occupied for class drill on one of the days of the school week, ten minutes are appropriated each day to concert singing, with much profit and pleasure.

During the year, a greater number of pupils than ever before has been in attendance, the total increase being forty-three.

For the want of accommodation, the Board of Visitors, at the suggestion of the Principal, have determined as soon as practicable to reduce the number of scholars to 120, which rule will doubtless prevent many from enjoying the advantages of the school who will seek them. A large proportion of the graduates for the year have been engaged as teachers, and are accomplishing the noble purposes of the State in their education.

The Normal School at Bridgewater has for its Principal Marshal Conant, a most diligent and enthusiastic teacher. With him are associated as assistants three others, not less earnest than himself — Miss Eliza B. Woodward, and Messrs. Boyden and Copeland, the latter a graduate of the school. On the 16th of March last commenced the fifty-third term, at which time a class of thirty-five members were admitted, making in all ninety-nine, as many as the school room would accommodate. From various causes, however, as the failure of health, engaging in other necessary business, and the lack of requisite qualifications in applicants for admission, the number is diminished to eighty-two. The school is exceedingly prosperous, and promises more, if possible, for the future than hitherto. Most of

Digitized by Google

the graduates for the year have been employed as teachers, or are now engaged in the work, and commanding a liberal compensation for their labors. Their positions respectively are both gratifying to them, and an encouragement to the State.

The department of music is under the direction of Mr. Blanchard, as hitherto, who visits the school for the purposes of instruction once a week, and is commendably successful, under all the circumstances, in his work. The intellectual and moral condition of the school is full of promise, and it is successfully doing its special work.

The Normal School at Westfield is in the charge of J. W. Dickinson as Principal, and four assistants, the sexes being equally represented. The music is under the supervision of Asa Barr, and lessons are given twice per week.

The whole number of pupils during the year is one hundred and eighty-three, an increase over that of the last year of fourteen. Of the character of this school, and of its usefulness, the Board are assured, in the fact that all of its graduates of last year, or nearly so, are engaged as teachers, and in that also of the continually increasing number of its pupils. What has been said of the others in regard to promise for the future, may be said of this, so that the State may safely anticipate, it is believed, a permanently larger good through its instrumentality.

The Normal School at Framingham has for its Principal, Geo. N. Bigelow, and with him are associated three female assistant teachers. But one of these has been in the school more than one term, though a second was previously connected with it. The school is for females only, and has seventy pupils. The whole number of graduates for the year is thirty-four, and of these twenty-four are now engaged as teachers, and the others would probably be, were it not that many committees and districts have strong preferences for *experienced* teachers. More applications are made for those of this class than can be honored. The increase of the school during the year is highly encouraging, being thirty-five per cent. Mr. Blanchard has charge of the department of music, and each class has two lessons per week.

While, therefore, the Board are gratified in the present unequalled prosperity of these institutions, they deem it proper to say that a larger appropriation of means would essentially add to

Digitized by Google

their usefulness and dignity. As a result of their flourishing condition in respect to the greatly increased number of pupils, there is urgent need of more liberal accommodations requiring a considerable expenditure, for which the legislature will be requested to make provision.

For specification and detail in regard to them, the legislature are directed to the subjoined reports of the Visitors of the respective schools.

PUBLIC SCHOOLS.

In examining the statistics and history of these for the year, the Board find much to encourage them and awaken their gratitude. The generous appropriation made by the last legislature for the increase of the common school fund, is a significant expression of their just appreciation of their value, and is a matter of mutual congratulation, while it excites the admiration of all in other States, who look to the education of the masses as one of the important causes of permanent prosperity and peace. The amount raised by tax is annually increasing, and that of voluntary contribution marks the interest of the people in them as the safeguards and benefactors of the young. There has been an increase of teachers during the year, with qualifications, it may be believed, higher and better than at any time previous, which is itself a guaranty, all things else being equal, of their superior prosperity and usefulness. The whole number of scholars in the public schools is somewhat less than in the previous year, the reasons for which the Board are unable accurately to determine. The number between the ages of five and fifteen is also less than that of last year, which shows the possibility of a more faithful training of those in attendance, if considered in connection with the increase of those employed in teaching.

That the highest measure of the usefulness of these institutions, which are at once the pride and glory of the State, is attained, is not probable; but that there are gradual approximations to it may not be for a moment doubted. The Board are firm in the conviction that a more perfect organization of the system of education, by the abolition of school districts, and the committal of its interests to the officers of the respective towns, would greatly facilitate the work, and allow an economy in the use of

Digitized by Google

funds not now possible where they exist. Though such a system is not made obligatory throughout the State, it is to be hoped that the respective towns will decide this matter, with a result worthy of its magnitude and consequence.

The moral considerations embraced in the proper training of the young are also urged with a greater interest than before, and will issue, the Board are confident, in beneficially practical results. Conflicts and agitation are no detriment to moral health when a *proper* spirit governs in them, and the standard and culture will doubtless in this respect rise higher, until both will compare more favorably with intellectual attainments sought and already possessed. If it is true that "knowledge is power," it is equally so that goodness only can direct it to the noblest practical issues; hence the necessity of requiring in teachers and in schools the recognition of those moral elements which are at once the assurance of stability and success. It is therefore a matter of devout gratitude that increasing attention and interest are canvassing their claims, and insisting upon an observance of them. Thus are our public schools eminently faithful in their appropriate work, and promise abundantly for the future.

For tabular statements concerning them, and the appropriations by which they are sustained, you are referred to the ample report of the Secretary of the Board.

TEACHERS' INSTITUTES.

These great instrumentalities in the work of education have sustained the high reputation during the year they had previously earned. The best available talent is employed in them, and with special reference to the wants of those who are to *repeat* the instructions to the children committed to their charge. They are critically suggestive, awaken true aspiration and prompt to noble emulation.

Nine of these have been held during the year. In the spring five — at Billerica, Dedham, Hardwick, Wellfleet, and Webster. In the autumn four — at Townsend, North Brookfield, Great Barrington and South Hadley Falls. Five days and evenings are spent industriously in each of them in the attainment of their objects, and in the realization of anticipations cherished.

Digitized by Google

COUNTY ASSOCIATIONS.

Though these are comparatively private institutions, and for the benefit of teachers and scholars in the respective localities entertaining them, they receive the encouragement of the State upon certain conditions, and are of great interest and profit to those who commit themselves to their culture. Each county association receives the sum of $50 per annum on compliance with the provisions of the statute.

AGENTS OF THE BOARD.

Agreeably to the authority vested in them by law, the Board have employed two agents for the current year—one permanently, Rev. B. G. Northrop; the other, Gen. H. K. Oliver, occasionally.

They have been eminently industrious and useful in the responsible positions which they occupy. For a particular account of their duties the legislature are referred to the report of the Secretary of the Board of Education.

STATE SCHOLARSHIPS.

The sum appropriated to this important branch of education is not annually expended, because of occurring failures. Twelve scholarships, the regular number for each year, have been filled, with *other* vacancies created by resignation or failure, so far as applicants were qualified. Of those who entered college in 1858, two failed to hold the required rank in scholarship, and one has since resigned. Of the class admitted in 1857, but one has failed during the past year. And of that preceding, all were successful. At the last commencement eleven graduated, one having previously resigned.

Of this number, how many are now teaching, the Board are not advised.

Though all desirable has not thus far been secured by this noble experiment, the gradual approximation to it should be a sufficient encouragement to a faithful continuance. The attainment of twelve *living* teachers annually for our High Schools, and other places of public instruction, is worthy of patient and persistent search. For details in regard to the disbursement of the appropriation made for State Scholarships, the legislature are

Digitized by Google

directed to the report of the Treasurer of the Board. And for a complete and thorough knowledge of every department of the great system of education, which is the safeguard and glory of the State, the Board commend to the legislature the elaborate report of their Secretary.

NATH'L P. BANKS.
ELIPHALET TRASK.
ALONZO H. QUINT.
HENRY WHEATLAND.
ARIEL PARISH.
C. C. FELTON.
W. A. STEARNS.
R. TOMLINSON.
E. O. HAVEN.

Digitized by Google

Report of the Visitors of the Normal School at Framingham.

During the past year the Normal School at Framingham has continued to fulfil the object of its establishment, in preparing young women for the career of teachers. The number of scholars has been greater than before, and the work accomplished by them, in the short time to which the course is limited, has given good evidence of the fidelity of the teachers and the zeal and industry of the pupils. During the year the number of young women admitted to the school has been 57; the number of graduates, 34; persons dismissed, for various reasons, 15. The number in the senior class at present is 15; in the second class, 19; in the junior class, 31; the whole number belonging to the school, 70; present during the term, 65. The average age of the school, $19\frac{2}{6}\frac{3}{5}$ years; of the senior class, $20\frac{2}{15}$; of the second class, $17\frac{17}{19}$; of the junior, $19\frac{2}{31}\frac{7}{1}$.

The number of towns represented in the school, 47; towns in Massachusetts, 39; States, 5; Counties, 10. Barnstable County has sent 1; Hampden County, 1; Hampshire, 1; Essex, 2; Franklin, 2; Plymouth, 2; Suffolk, 3; Norfolk, 5; Worcester, 14; Middlesex, 30.

Of the States, Maryland has sent 1; Connecticut, 1; Vermont, 2; New Hampshire, 5.

The occupations of the parents are as follows: clergymen, 4; grocer, 1; lawyer, 1; shoemakers, 3; express-man, 1; market-man, 1; physicians, 2; printer, 1; tobacconist, 1; shoe and leather dealer, 1; bank officer, 1; provision dealer, 1; watchman, 1; carriage-maker, 1; sea captain, 1; lumber dealer, 1; ship owner, 1; mechanics, 3; livery stable keeper, 1; wheelwright, 1; teacher, 1; manufacturer, 1; furniture dealers, 2; no profession, 1; mason, 1; daguerreotypist, 1; merchants, 11; farmers, 24.

More than two-thirds of the graduates of this year are either employed in teaching or have schools engaged, and more applications have been made for teachers than the whole number would supply; but, in many cases, the school committee have insisted on obtaining persons who have already had practical experience. This requisite has necessarily excluded those graduates, what-

Digitized by Google

ever may be their qualifications, who do not possess, in addition to the successful completion of the required course of study, and the teaching exercises in the Normal School, the experience derived from having been trained in the conduct of a school.

Five graduates of the year returned for the purpose of continuing the advanced studies, particularly in the languages. They have devoted themselves to the Latin, French and German; and such was the progress they made, that several of them have been found competent to give instruction in these languages, in the schools to which they have been appointed.

The library has been increased during the year by donations from the Hon. Charles Sumner; Messrs. Brown, Taggard & Chase of Boston; Professor Crosby, Principal of the Normal School at Salem; N. I. Bowditch, Esq., of Boston. But the want of more books of reference is keenly felt; and the Committee earnestly hope that the means may in some way be speedily provided for largely increasing the library.

The Committee have more than once referred to the difficulty of making the school-house comfortable in the cold weather. Its situation on the top of a hill,—most agreeable in the heats of summer,—exposes it to the winds and storms of winter, producing a degree of discomfort which it is impossible entirely to remedy by the present means of warming the building. The Committee have taken measures to procure double windows, which will materially lessen, but not wholly remove the difficulty. The house needs besides extensive repairs, as the plastering has fallen in several places, and it has not been painted since it was built.

Several courses of lectures have been delivered during the year: one of seven lectures, by the Rev. B. G. Northrup, on Mental Philosophy; another by Miss Francis S. Cooke, of the Female Medical College in Boston, on Physiology; another by the Rev. Mr. Russell, of Salem, on Botany. The Secretary of the Board gave a lecture on "America before its discovery by Columbus;" Gen. H. K. Oliver, one of the agents of the Board, gave one on "The Allurements to Learning;" and the Rev. I. C. Fletcher, author of "Brazil and the Brazilians," addressed the school at two different times, on the condition of the countries through which he has travelled.

The Committee regret to report that at the close of the summer term three excellent teachers, Miss Anna C. Brackett, Miss

Digitized by Google

Frances Merritt, and Miss Lois T. Caswell, resigned their places in the school. The Committee filled the vacancies thus created by the appointment of Miss Nancy J. Bigelow, Miss Elizabeth G. Hoyt, and Miss Frances E. Wadsworth.

Serious apprehensions were entertained that the withdrawal of so large a part of the corps of teachers would impair the efficiency of the school. It would not have been surprising if a great temporary detriment had been experienced by so important a change, however well qualified the successors might prove to be in the end. The Committee deem themselves fortunate in having secured the services of the three ladies above mentioned. They have carefully examined the school after an interval of nearly a term, attending the recitations of the several classes, and listening to the teaching exercises, and it is only justice to say that the performances were highly satisfactory in the several departments. An excellent method, great thoroughness on the part of the teachers, and zeal and devotion on the part of the pupils, were apparent in all the exercises; and the order of the school was excellent. It is due to Miss Hoyt to mention the fact that, having been strongly urged to accept an appointment elsewhere, on a salary considerably larger than she receives at Framingham, she has disinterestedly refused the offer.

C. C. FELTON.
A. H. QUINT.

Report of the Visitors of the Normal School at Westfield.

The Visitors of this school take pleasure in presenting a report of continued progress and improvement in the institution. The number of pupils has been greater than during any previous year of its existence, and, it is believed, greater than has ever been connected with any Normal School in the State in a single year.

In 1856 the whole number was . . .	162
1857 " " " " . . .	157
1858 " " " " . . .	169
1859 (the present year,) . . .	186

In the last report it was stated that some *fifteen* applicants were refused admission for want of room; and we have now to add

Digitized by Google

that, at the last examination of candidates, between thirty and forty persons made application for membership who were deterred from coming on account of the large numbers desiring admission.

During the winter session of the past year the number of pupils in attendance was *one hundred and forty-five*, and during the summer session the number was *one hundred and thirty-five*.

The inconvenience experienced with these large numbers will be readily inferred from the fact that the study-hall of the school building will not comfortably accommodate one hundred pupils. Nor do the contracted accommodations in the recitation rooms produce less inconvenience than in the study-hall, since with increased numbers the classes become larger; or, if we attempt to reach the difficulty by subdivisions, the number of classes is disproportionately large for the number of teachers employed.

The present term has commenced with about one hundred and forty scholars.

We beg leave, therefore, to request the attention of the Board to the wants of the school in regard to enlarged accommodations, with the hope that speedy relief may be afforded.

The estimate in which the people hold the Normal School may be inferred from the demand made for the services of the graduates. Mr. Dickinson, the principal, says: "I have not been able, this fall, to supply one-half the demand." Wherever Normal teachers have been most employed the people seem most desirous of securing their services, and from the same places come the largest number of persons to qualify themselves for teaching. The evidently increasing sympathy of the community with the institution, and the favorable impression made by the Normal teachers upon the people where they labor, afford evidence of a most hopeful and gratifying character, of the increasing usefulness of this feature of our educational system.

Some changes in the corps of teachers have recently occurred. Mr. Greenough, who has been connected with the school during the past three years, and has rendered very valuable service, has retired from his post for the present to complete a collegiate course of study. Mr. Philo M. Holcomb, a recent graduate of the school, is employed as an assistant. Miss Emeline Parsons, a member of the last graduating class, fills the vacancy occasioned by the withdrawal of Miss Halladay. Mr. William B. Green and Miss D. C. Chamberlain still remain, and afford valuable aid

Digitized by Google

in their departments. Col. Asa Barr has instructed in vocal music, and Mr. John A. Martin has given a course of lessons in penmanship. Rev. J. L. Russell, of Salem, has delivered a valuable course of lectures on Botany.

The number of admissions during the year has been: of young women, 67; young men, 22—89. Of these, 34 had taught before entering the school.

The number in attendance during the summer term was: young men, 46; young women, 99; total, 145. Winter term: young men, 36; young women, 99; total, 135.

Number in attendance during the year, 186.

Number who completed the course of studies: young men, 7; young women, 17; total, 24.

Number in the advanced class, 10; senior class, 32; middle class, 63; junior class, 53.

Average age of those admitted: young men, 21 years; young women, 17 years 6 months; average age, 19 years 3 months.

Number who received State aid: in February, 66; in July, 82; total, 148.

Of the parents of those who entered during the year 1859, there were: farmers, 58; mechanics, 22; merchants, 3; lawyer, 1; clergyman, 1; physician, 1; secretary insurance company, 1; farmer and lumber merchant, 1.

Of those in attendance during the year:

Hampden County furnished	78	
Franklin " "	18	
Berkshire " "	27	
Hampshire " "	16	
Worcester " "	18	
Essex " "	6	
Middlesex " "	2	
Bristol " "	2	
From Massachusetts,	—	167
Maine furnished	8	
New Hampshire,	2	
Vermont,	3	
New York,	6	
From other States,	—	19
Total,		186

Digitized by Google

The students' library, commenced two years ago by Mr. Adams, a pupil, has increased to about 500 volumes of valuable books, which furnish important aid as books for reference and general reading. Its increase depends upon the efforts of the pupils and generosity of the friends of the school.

The public examinations in February and July were attended by large numbers of citizens residing in the vicinity and strangers from a distance, to whom the exercises appeared to give great satisfaction. From both public and ordinary daily exercises, it is evident that the school is doing good service for the cause of education in the State. Both teachers and pupils are earnest in their work, and aim to gain clear and comprehensive views of the teacher's vocation.

A. PARISH.
WM. A. STEARNS.

Report of the Visitors of the Normal School at Bridgewater.

This institution is doing well and truly its appropriate work for the State.

By its efficiency it is commanding an increasing respect from those best acquainted with it, and is consequently adding to its measure of usefulness. Its instructions are thorough, its discipline imperative, but kind, and its regularity and order such as best subserve its interests, and secure the moral and intellectual health of its pupils.

Its promise for the future is therefore abundant. It is under the judicious superintendence of its Principal of last year, Marshal Conant, and assistants, Albert G. Boyden, Eliza B. Woodward, and Warren T. Copeland, the latter taking the place of Elizabeth Crafts, who was employed from December to February 15, but was obliged to retire because of failing health.

At the time of the last report of the Visitors, the total attendance upon the school was eighty-nine, arranged as follows:—

In senior class, 8 young men and 8 young women; middle class, 20 of the latter and 11 of the former; junior class, 27 females and 13 males; graduates, 2. Whole number, 57 females,

Digitized by Google

32 males. Before the close of the term, February 15, one of the senior class left for the purpose of teaching, and did not return. One young woman of this class failed in scholarship, and did not receive a diploma. The others, 14 in number, completed their course, and graduated February 15. March 16th began the fifty-third term of the school, at which time a class of 35 members entered, making in all 99 pupils, thus arranged:—

Senior Class,	19	females,	7	males.
Middle "	25	"	13	"
Junior "	12	"	23	"
Totals,	56	females,	43	males.

Of this number one left for the sea, and two others, by the advice of the Principal. Another was obliged to leave, because of failing health, and at the close of the term another from the same cause, and still another, by request of friends.

The number of graduates of this term was 22, 15 females and 7 males. One continued, to add another term to her course; two others were approved as *probably* able to teach, and from another was withheld all approbation. Failing sight compelled one of the middle class to leave, and want of funds another. September 21st was admitted a class of 17 pupils, making in all in the school, 82. In senior class, 24 females and 12 males; average age at entrance, $18\frac{8}{9}$, and $21\frac{8}{13}$ years. Twelve young women had taught of this class, and four of the young men.

Number in the middle class, 7 females, 20 males.
Average age at entrance, $18\frac{1}{3}$ females $20\frac{1}{3}$ males.
Number in this class having taught, 6 females, 6 males.
Number in junior class, 10 females, 7 males.
Average age, $18\frac{7}{10}$ females, $18\frac{3}{7}$ males.
Number having taught, 4 females, 2 males.
Graduates, 2 females.

SYNOPSIS.

Number of pupils now in senior class,	36.	Males, 12,	females,	24
" " " middle "	27.	" 20,	"	7
" " " junior "	17.	" 7,	"	10
Graduates,	2.	–	"	2
Number of pupils in school,	82.	Males, 39,	females,	43

Digitized by Google

Number who have entered during the year:—

March 16,	35.	Males, 12,	females, 23
Sept. 21,	17.	" 7,	" 10
Totals,	52.	Males, 19,	females, 33

Of this number now in school, 16 were males, and 28 females.

Number of pupils connected by terms with the school during the year:—

In the 53d term,	99.	Males, 43,	females, 56
54th " 82.	82.	" 39,	" 43
Totals,	181.	Males, 82,	females, 99

Number who have graduated during the year:—

Feb. 15,	14.	Males, 7,	females, 7
July 26,	22.	" 7,	" 15
Totals,	36.	Males, 14,	females, 22

Of the last graduates all the young men are teaching, and twelve of the young women. Of the previous class, four of the young men are teaching, two have engaged in business, and one is preparing for college. Six of the young women of this class were teaching during the summer. Calls for teachers, says the Principal, have never been more pressing upon us than now.

The counties and towns which have furnished the two entering classes of this year, are:—

Plymouth County, 18. Plymouth, two; North Bridgewater, three; Hingham, one; Rochester, two; Bridgewater, four; Mattapoisett, two; East Bridgewater, three; Middleborough, one.

Suffolk County, 3. Boston, two; East Boston, one.

Bristol County, 4. Easton, one; Taunton, one; Berkley, two.

Barnstable County, 1. Brewster, one.

Norfolk County, 6. Medfield, one; Stoughton, one; Dorchester, one; Sharon, one; Randolph, one; Roxbury, one.

Worcester County, 6. Sterling, four; Webster, one; Charlton, one.

Middlesex County, 4. Ashby, two; Woburn, one; Stowe, one.

Essex County, 1. Lynnfield, one.

Maine, 1.

Digitized by Google

Occupations of the parents are: farmers, 21; mechanics, 3; clergymen, 4; sea captains, 3; physician, 1; expressman, 1, and 11 are deceased.

The whole number who have received aid from the State during the year, is 107, sixty-two females and forty-five males; amount paid them is $1,000.

Course of studies prosecuted is substantially the same as last year. Four lectures on Botany have been given recently by Rev. Mr. Russell, of Salem, much to the interest and instruction of the school.

Instruction in music is given as usually, by Mr. Blanchard, weekly; each class receiving two lessons on the day of his visit. The Visitors regret to say that less interest is manifested in this department than in any other of the school, not however by any fault of the teacher or Principal. All pupils have not a love for music, and where this is wanting, efforts to teach will be comparatively unavailing.

The lyceum of the school is doing its appropriate work, and its lectures are said to be productions of genuine merit.

During the year the school has received from publishers, as gifts, 200 copies of arithmetical works, and has purchased 100 on other subjects, besides dictionaries, lexicons, concordance, philosophies, Encyclopœdia Americana, four volumes, and Forbes' Dissertation on the Progress of Natural Philosophy, and last, not least, the Visitors and teachers are happy to acknowledge a generous gift to the library, from Professor Crosby, of nearly one hundred volumes of Rees' Encyclopedia, for which they are duly grateful.

The Visitors are persuaded that this institution is doing a great work for the Commonwealth, and judging from the testimony of those longer acquainted with it, they are of the opinion that its usefulness has never been so extended and perfect, and is therefore abundantly worthy of its generous sympathy and patronage.

The entire appropriation of funds for the year has been $3,660. Of this sum, $60 was for lectures on natural history.

A large number of pupils could receive instruction in this school without additional expense to the State, if the building were enlarged. Indeed, this is entirely too small for the purposes to which it is devoted. By a plan proposed and submitted to the Visitors for examination, it appears that the present building could be sufficiently enlarged at a moderate expense.

Digitized by Google

The addition proposed would render the rooms ample and commodious, in the most economical manner possible; and inasmuch as it would extend the advantages of the school to a much larger number, without additional expense for instruction, and inasmuch as the building is inadequate even for its present purposes, we earnestly recommend to the legislature to make the appropriation required for this object.

Respectfully submitted.

R. TOMLINSON.
E. O. HAVEN.

Report of the Visitors of the Normal School at Salem.

The Visitors of the Salem Normal School are happy to renew to the Board their assurances of the prosperity of the school under their inspection. The number of pupils, as will be seen by the statistics below, has uniformly, during the year, exceeded the limit proposed in the construction of the building, and temporary accommodations have been furnished in cases where it seemed very undesirable to turn away applicants. The number, however, can never profitably much exceed that of one hundred and twenty, and opportunity is thus offered for improving the character of the education afforded by proper discrimination as to admissions. It is felt that such as give to the State the best promise of usefulness ought to have the prior claim. Acting upon this principle, the course now requires a fair and continued compliance with its standards, and time alone is not considered to entitle any pupil to promotion.

It is a matter for congratulation that the overrunning numbers arise in a very great degree from the attraction found in the character of the school. Under the care of Professor Crosby and his excellent assistants, there are exhibited a wise government, comprehensive course of study, and thorough instruction, which commend themselves to the public.

The statistics of the school are as follows:—

1. Whole number of pupils since the opening of the school, September 13, 1854, ... 444

Digitized by Google

2. Class admitted March 8, 1859, ... 52
Average age when admitted, $19\frac{3}{13}$ years.*
Class admitted September 14, 1859, ... 34
Average age when admitted, $19\frac{7}{17}$ years.*
Whole number admitted in 1859, ... 86
Average age when admitted, $19\frac{1}{4}\frac{3}{3}$.*

3. Of the pupils admitted in 1859, Salem has sent 20; Lowell, 11; Lynn, 7; Gloucester, 4; Marblehead, Middleton, North Andover, and Somerville, 3 each; Andover, Fitchburg, Malden, Melrose, South Reading, and West Newbury, 2 each; Berlin, Beverly, Boston, Chelsea, Chilmark, (Naushon Island,) Haverhill, Hingham, Lawrence, Medway, Milton, North Reading, Rockport, Sheffield, Swampscott, Tewksbury, Topsfield, and Woburn, 1 each. From other States, Gorham, Me., Lee, N. H., and Philadelphia, Pa., have sent 1 each.

4. The occupations of the parents of the pupils admitted in 1859, have been stated as follows: farmers, 16; boot and shoemakers or dealers, 12; farmer and shoe manufacturer, 1; carpenters, 7; merchants, 6; laborers, 4; sea captains, 3; painters, 2; provision dealers, 2; teachers, 2; teamsters, 2; baker, bleacher and dyer, cabinet maker, carriage driver, clergyman, dry goods dealer, expressman, grocer, gunsmith, hatter, jeweller, leather dealer, line and twine manufacturer, machinist, merchant tailor, milkman, morocco merchant, overseer in grading streets, pattern manufacturer, plumber, sail maker, shipwright, superintendent of State almshouse, tinsmith, town clerk, watch maker, wood and coal dealer, wool stapler, and worker in hair, 1 of each occupation.

5. Of the class admitted in March, 8 had previously taught school; and of the class admitted in September, 15; total, 23.

6. The class graduated February 9, 1859, . . . 19
" " July 28, 1859, ... 22
Whole number graduated in 1859, . . . 41

7. Whole number of graduates of the school, (eight classes,) 168

* Higher than ever before.

Digitized by Google

8. In February, 1859, 36 pupils received State aid, and in July, 1859, 34; number of different pupils who have received aid during the year, 52.

9. Number of pupils in school the present term:—advanced class, 16; senior class, 37; middle class, 43; junior class, 35; total, 131. During the spring and summer term the number of pupils was 139. These numbers, which are larger than ever before, exceed the number which was contemplated in the establishment of the school, and for which provision was made. At the same time, the standard for admission has been rising, and the average age of those admitted increasing.

10. The instructors in the school are the same as at the close of the last year, except in the department of music. The list is as follows: Alpheus Crosby, Martha Kingman, Elizabeth Weston, Sarah R. Smith, Olive P. Bray, Ellen M. Dodge, Mary E. Webb, and Gertrude Sheldon; and Sarah M. Eaton, teacher of music.

11. Additions to the library during the last term: text-books for use in general or class exercises, 350; books for general reference and reading, 1,134; total, 1,484. Additions during the preceding term:—text-books, 890; books for reference and reading, 246; total, 1,136. Total for the year, 2,620. Additions have also been made the present term, which it will be more convenient to include in the next report. These additions have all been made without expense to the State. Among the donors of books included in this report, have been G. Andrews, Esq., and Hon. A. Huntington, of Salem; Rev. S. C. Jackson, D. D., of Andover; N. I. Bowditch, Esq., Hon. J. D. Philbrick, and Messrs. Bazin & Ellsworth, Brown, Taggard & Chase, Crosby, Nichols & Co., R. S. Davis & Co., Gould & Lincoln, and Hickling, Swan & Brewer, of Boston; Professor C. C. Felton, of Cambridge; N. Hills, Esq., of Danvers; C. G. Burnham, Esq., of Haverhill; Mrs. R. S. Howland, of New Bedford; Messrs. Sanborn & Carter, of Portland; Messrs. D. Appleton & Co., A. S. Barnes & Burr, and Ivison & Phinney, of New York; Messrs. E. C. & J. Biddle, and Peck & Bliss, of Philadelphia; the American Peace Society; and the Secretaries of State, of the Board of Agriculture, and of the Board of Education. Many valuable pamphlets have also been received, during the year, through the kindness of school com-

Digitized by Google

mittees and other friends of the school and of education. These are carefully preserved, with a systematic arrangement, in a separate department of the library. We solicit a continuance of these favors, from year to year.

12. Many additions have been made, during the year, through the kindness of friends, to the Cabinet of Natural History; and some to the apparatus of the school. Of these a more particular report may be given hereafter.

The school is now in great need of further special aid from the State. The furnaces, which were placed in the building at the time of its erection, are now so nearly worn out, that it is with great difficulty and with increased expense for fuel, that they can be made to answer the required purpose for the present season. It is entirely out of the question to use them another winter. A special appropriation for this purpose is imperatively necessary; and when made, should contemplate larger furnaces than the present, both for economy and comfort. We commend, with this work, the completion of the cellar floor. Means are also needed for painting the interior of the building. As nothing has been done in this respect since it came into the possession of the State, in the fall of 1854, the need, which is unpleasantly exhibited upon inspection, may be easily inferred. Prior applications for this purpose having been deferred, it is to be hoped that one will now be successful.

Still further means are needed for apparatus, and also for the furnishing of another room for books, pamphlets, &c. It is not perhaps known that not a dollar has ever come from the State for this purpose, at Salem. All the apparatus now in use is the result of private generosity. It is certainly not too much to ask that a reasonable sum should be received for the purchase of what seems most necessary. In view of this, as of the requests for the preceding appropriations, it may not be out of place to remark, that the generosity of individuals has provided the larger part of the excellent library which is still increasing from similar sources, has originated and is enlarging a Mineralogical Cabinet, and that the present teaching of the school is in part sustained at private expense to make it worthy of the numbers and character of the institution.

Digitized by Google

The following improvements upon the school building have been made in the course of the year:—

(1.) Additional library shelves and cabinet cases have been made.

(2.) The window sashes have been painted without and varnished within; and the tinned part of the roof has been painted.

(3.) An improved arrangement has been made of the north-east rooms in the lower story.

By withdrawing money from the current expenses of the school, (which ought, in strict justice, to be returned to them,) these improvements have been made without debt, special appropriation, or extra expense to the State. They have cost $362.47.

During the year a new impulse has been given to the study of Botany in the school, from the admirable lectures of Rev. John L. Russell, of Salem. The importance of a knowledge of this science to the agriculturist, the horticulturist, and to other occupations in society, seems to require that some attention should be devoted to this study in our Normal Schools, sufficient at least to give the pupils an appreciation of its use and importance in the great economy of life.

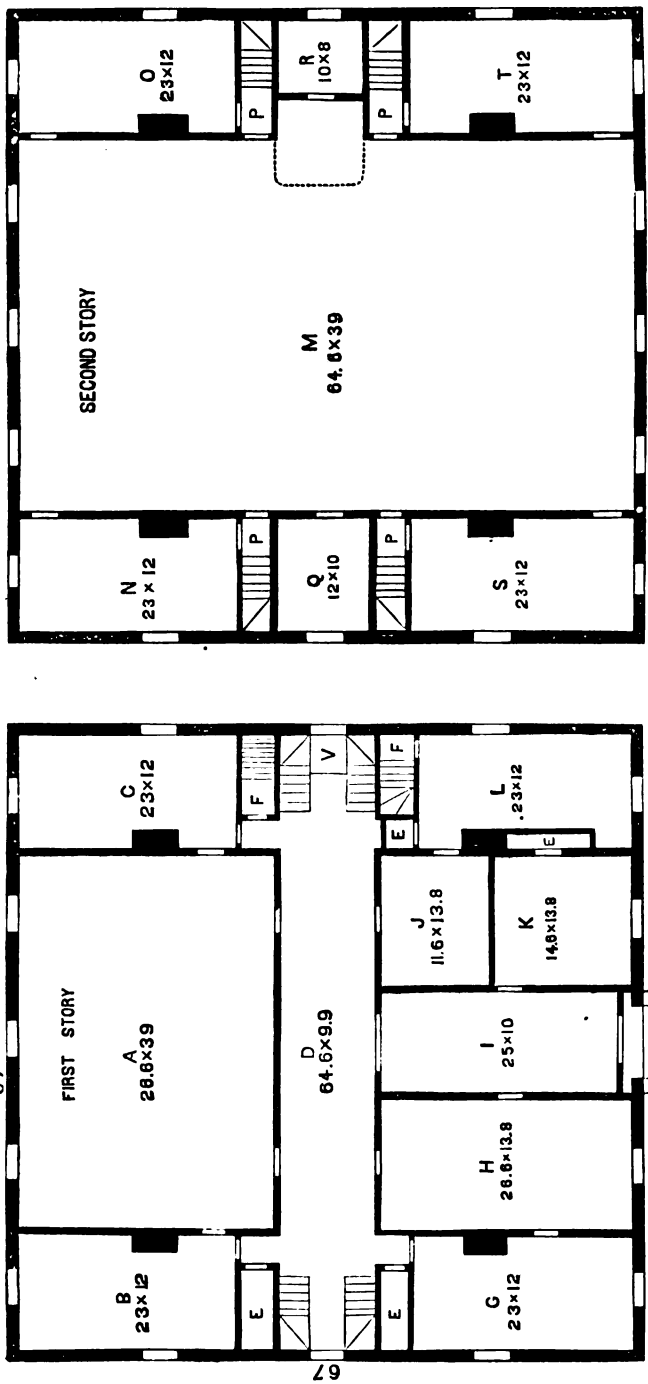
Rev. B. G. Northrop has delivered several lectures on Mental Philosophy, which were highly appreciated. Lectures have also been delivered by the Secretary of the Board; by Gen. H. K. Oliver; Dr. Lowell Mason; Professors Hermann Krüsi, Forrest Shepherd, and Sanborn Tenney; and Messrs. J. Batchelder, C. G. Burnham, A. R. Dunton, W. W. Silvester, C. Walker, H. Whitall, and others.

Plans of the spacious and commodious building occupied by the school, from drawings recently prepared, are given on the next page.

Respectfully submitted.

A. H. QUINT.
H. WHEATLAND.

Digitized by Google



The STATE NORMAL HALL, at Salem, Ms., is a Brick Building, sixty-seven feet square. I, Entrance Hall; K, Reception Room; D, Long Passage; J and L, Dressing Rooms; A, Lecture Room; B, Apparatus Room; C, N, O, S, T, Recitation Rooms; E, E, E, E, Closets; F, F, Cellar Stairs; V, Water Tank for Closets below; G, Cabinet of Natural History; H, Library; M, Principal School Room; P, P, P, P, Stairs connecting the two Stories; Q, Room for Books of Reference; R, Teachers' Room.

Digitized by Google

TREASURER'S REPORT.

Digitized by Google

Dr. THE MASSACHUSETTS BOARD OF EDUCATION *in account with* GEO. B. EMERSON, *Treasurer.* *Cr.*

ON ACCOUNT OF THE TODD FUND.

1858, Dec. 31,	To cash paid A. Parish for instruction in music,		$50 00	1859. January 6,	By balance from last year's account,	$201 48
1859, January 3,	" " "		125 00		By cash from the interest of the Todd Fund,	714 00
" March 22,	E. R. Blanchard "		50 00		By balance due the Treasurer,	9 52
" April 29,	" " "		50 00			
" June 9,	" " "		50 00			
" July 1,	A. Parish "		75 00			
1858, August 30,	E. R. Blanchard "		75 00			
" Nov. 27,	" " "		50 00			
1859, October 31,	" " "		50 00			
" Nov. 10,	" " "		50 00			
" Dec. 15,	" " "		50 00			
" Dec. 13,	Salem Normal School, "		150 00			
			$925 00			$925 00

ON ACCOUNT OF APPROPRIATION FOR STATE AID.

1859, January 26,	To cash paid G. N. Bigelow, Framingham,	$500 00	1859.	By balance of last year's account.	$2 57
" February 5,	H. Wheatland, Salem,	500 00	Jan. 25,	By cash received from State Treasurer,	2,000 00
" March 16,	M. Conant, Bridgewater,	500 00	July 1,	" " " "	2,000 00
" February 7,	A. Parish, Westfield,	500 00			
" June 22,	G. N. Bigelow, Framingham,	378 00			
" July 1,	A. Parish, Westfield,	500 00			
" July 16,	H. Wheatland, Salem,	500 00			
" July 25,	M. Conant, Bridgewater,	500 00			
		$3,878 00			
	Balance,	124 57			
		$4,002 57			$4,002 57

ON ACCOUNT OF APPROPRIATION FOR SCHOOL-HOUSE AT FRAMINGHAM.

1859, Dec. 21,	To balance in the Treasurer's hands,	$130 24	1858.	By balance in the hands of the Treasurer on rendering last year's account,	$130 24

Digitized by Google

ON ACCOUNT OF APPROPRIATION FOR STATE SCHOLARSHIPS.—[EACH SCHOLARSHIP BEING $100 A YEAR.]

1859, May	10,	To amount paid G. W. Bachelder, of Salem, C. H. Carpenter, of Holyoke; A. J. Lathrop, of Watertown, and D. A. W. Smith, of Newton, of the Class of 1859,	$400 00	1858.		By balance in Treasurer's hands, on rendering last year's account,	$2,400 00
		Stephen W. Driver, of Salem, Charles A. Nelson, of Cambridge, Silas D. Presbury, of Taunton, Thomas Sherwin, Jr., of Dedham, Francis M. Weld, of Roxbury, Wm. C. Wood, of West Roxbury, and C. Wistar Stevens, of Cambridge, of the Class of 1860,	700 00	1859. Jan. 25, Dec. 19,		By cash received from State Treasurer, " " " "	2,400 00 2,400 00
		J. W. Boyden, of East Boston, and I. G. Cowdry, of Woburn, of the Class of 1861,	200 00				
		A. E. Davis, of Westford, F. L. Hosmer, of Framingham, J. E. Hudson, of Lynn, Class of 1862, all of Harvard College,	300 00				
		J. C. Claflin, of Hopkinton, J. P. French, of Holyoke, Alph. B. Nichols, of Brookfield, Edward A. Spooner, of North Brookfield, and J. H. L. Ward, of Abington, of the Class of 1859,	500 00				
		Horace Cannon, of Wareham, George Dexter, of Worcester, E. O. Shepard, of Amherst, F. E. Tower, of Petersham, Class of 1860,	400 00				
		Edwin A. Adams, of Medway, Franklin C. Flint, of Shrewsbury, Josiah H. Hunt, of Hawley, D. T. Nelson, of Milford, C. G. G. Paine, of Royalston, and Wm. A. Richards, of Plainfield, Class of 1861,	600 00				
		J. W. Brown, of Abington, Marcus F. Dickinson, Jr., of Amherst, Wm. B. Graves, of Leominster, Willard T. Leonard, of Taunton, Austin P. Stockwell, of Hadley, Class of 1862, all of Amherst College,	500 00				
		Henry F. C. Nichols, of Williamstown, of the Class of 1859,	100 00				
		B. F. Hastings, of Lenox, and Edward P. Nichols, of Haverhill, Class of 1861,	200 00				
		Henry B. Crossett, of Cheshire, and John H. Goodhue, of Natick, Class of 1862, of Williams College,	200 00				
		Obed C. Turner, of Attleborough, of the Class of 1859,	100 00				
		Orville Hinckley, of Barnstable, Class of 1860,	100 00				
		Charles G. Pope, of Barnstable, Class of 1861, of Tufts College,	100 00				
			$4,400 00				
		Balance in hands of the Treasurer,	2,800 00				
			$7,200 00				$7,200 00

Digitized by Google

Dr. THE MASS. BOARD OF EDUCATION *in account with* GEO. B. EMERSON, *Treasurer*—Continued. *Cr.*

ON ACCOUNT OF APPROPRIATION FOR STATE NORMAL SCHOOLS.

1859.	To amount paid, in quarterly payments, for George N. Bigelow's salary,		$1,500 00		1859.	By balance in Treasurer's hands on rendering last year's account,	$727 71
	For Assistants' salaries,		1,182 46		Jan. 25,	By cash received from State Treasurer,	3,000 00
	For insurance on School-house,		60 50		April 16,	" " " "	4,500 00
	For F. S. Cooke's lectures,		16 81		July 1,	" " " "	3,500 00
	For fuel, making fires, &c.,		298 97		July 30,	" " " "	3,500 00
	For incidental expenses,		89 47				
	Expense of Framingham School,			$3,148 21			
	To amount paid for A. Crosby's salary,		$1,500 00				
	Assistants' salaries,		1,339 64				
	Insurance,		32 00				
	Fuel, making fires, &c.,		369 14				
	To the Aqueduct Co.,		50 00				
	Book case,		100 00				
	Incidental expenses,		399 22				
	Expenses of Salem School,		$3,700 00				
	To amount paid for expenses of the previous year,		88 45				
				$3,788 45			
	To amount of M. Conant's salary,		$1,500 00				
	Of A. G. Boyden's salary,		1,000 00				
	Of other Assistants' salaries,		687 02				
	Paid for books,		154 42				
	Paid for insurance,		33 75				
	Paid for fuel,		118 29				
	Expenses of Bridgewater School,			$3,493 48			
	To amount paid for J. W. Dickinson's salary,		$1,500 00				
	W. B. Greene's salary,		899 50				
	Other Assistants' salaries,		1,066 54				
	Fuel, &c.,		133 96				
	Expenses of Westfield School,			$3,600 00			
Dec. 13,	To amount paid Rev. J. L. Russell for lectures on the Physiology of Plants, given in each of the schools,			240 00			
				$14,270 14			
	Balance,			957 57			
				$15,227 71			$15,227 71

Digitized by Google

RECAPITULATION.

Dr.				*Cr.*		
1859, Dec. 21,	To balance on account of Todd Fund,	$9 52		By b	on account of State Normal Schools,	$957 57
	in Treasurer's hands,	4,002 86			State Aid,	124 57
					State Scholarships,	2,800 00
					Framingham School,	130 24
		$4,012 38				$4,012 38

E. E.

GEO. B. EMERSON, *Treasurer.*

We have examined the foregoing accounts, and find them correctly cast and accompanied by satisfactory vouchers.

ARIEL PARISH.
HENRY WHEATLAND.

BOSTON, ecember 21, 1859.

Digitized by Google

Digitized by Google

UNIVERSITY

TWENTY-THIRD ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

Digitized by Google

TO THE BOARD OF EDUCATION.

GENTLEMEN:—In presenting the Twenty-Third Annual Report of the proceedings of this department, and the fourth and last that I shall have the honor to prepare,* I desire to tender my sincere thanks to the members of the Board of Education by whom I have been so cordially sustained in all the labors and duties of my position. I shall ever bear in mind pleasant recollections of my personal and official intercourse with you.

During my term of office I have visited all sections of the Commonwealth and the greater number of the towns on the mainland, and I have every where found teachers, committees, and the people at large, ready to co-operate in support of measures calculated to increase the power and extend the influence of the public schools. And I am now more than ever before led to admire the wisdom, and reverence the memory of the men who founded the public school in America. It has already become the basis of American government, industry, and civilization, and the efficient supporter of good morals and Christianity.

Its power is appreciated on the other side of the Atlantic. In Great Britain, in the central states of the continent of Europe, and in the Russian Empire, the free school has either been introduced, or its introduction has been considered favorably by those in authority.

It is a cheering fact that for a generation, at least, there has not, in Massachusetts, been any abatement of interest, or any proof of a disposition to avoid or lessen the pecuniary burdens which the public school imposes. Each year has witnessed an increase of appropriations made by the people themselves, and each year has found the public schools better prepared for the work of education. The statistical summary for the year 1858–9, is in most particulars gratifying.

* The Secretary was re-elected, and at the request of the Board of Education, he will continue in office for the present and prepare a supplementary report, for the use of committees, based upon the Revised Statutes of 1859.

Digitized by Google

Number of towns in the Commonwealth,	333
Number of towns making returns—all except Belmont, which was incorporated within the year,	332
Number of Public Schools,	4,444
Increase of Public Schools for the year,	23
Number of persons in the State between five and fifteen years of age,	220,379
Decrease for the year,	2,925
Number of scholars of all ages, in all the Public Schools, in summer,	204,925
Increase for the year, of attendance in summer,	5,133
Number of scholars of all ages, in all the Public Schools, in winter,	211,388
Decrease for the year, of attendance in winter,	6,810
Average attendance in all the Public Schools, in summer,	160,108
Increase for the year,	5,466
Average attendance in all the Public Schools, in winter,	166,520
Decrease for the year,	9,006
Ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals,	.74
Number of children under five, attending Public Schools,	10,903
Decrease for the year,	1,467
Number of persons over fifteen, attending Public Schools,	23,607
Increase for the year,	6,713
Number of teachers in summer—males, 394; females, 4,612; total, 5,006,	5,006
Increase of males, 11; females, 102; total increase,	113
Number of teachers in winter—males, 1,629; females, 3,568; total, 5,197,	5,197
Increase of male teachers in winter, 31; female teachers, 86,	117
Number of different persons employed as teachers in Public Schools, during the year—males, 1,669; females 5,575,	7,244
Increase for the year,	60

Digitized by Google

Average length of the schools, seven months and seventeen days.	
Increase for the year, four days.	
Average wages of male teachers per month, including board, ...	$48 90
Decrease for the year, ...	97
Average wages of female teachers per month, including board, ...	19 02
Decrease for the year, ...	61
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel and care of fires, ...	1,390,382 34
Increase for the year, ...	49,130 31
Income of surplus revenue and of similar funds, appropriated only for Public Schools, . .	7,852 47
Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools,	29,309 41
Decrease for the year, ...	6,014 70
Income of local funds appropriated for academies and schools, ...	41,043 62
Amount received by towns and cities as their share of the income of the State School Fund, . .	46,761 12
Amount paid by the towns and cities for superintendence, ...	44,865 99
Aggregate returned as expended on Public Schools alone, exclusive of the expense of repairing and erecting school-houses, and of the cost of school books, ...	1,519,171 33
Increase for the year, ...	44,682 45
Sum raised by taxes, (including income of surplus revenue,) for the education of each child in the State, between five and fifteen years of age—per child, ...	6 34
Increase for the year, ...	30
Percentage of the valuation of 1850, appropriated for Public Schools, (2 mills and 34 hundredths,)	.002–34

The law requires each town to raise by tax at least $1.50 per child between five and fifteen, as a condition of receiving a share of the income of the State School Fund.

Digitized by Google

Three hundred and thirty towns—all except Southwick which has a local fund for the support of its schools, Belmont which was incorporated within the year, and Bernardston—have raised more than $1.50 per child between five and fifteen.

Number of towns that have raised the sum of $3 or more, per child between five and fifteen, . .	287
Increase for the year, ...	9
Number of incorporated academies returned, .	63
Average number of scholars, ...	3,932
Amount paid for tuition, ...	$74,223 93
Number of private schools and academies, . .	691
Estimated average attendance, ...	18,903
Estimated amount paid for tuition, . . .	$333,940 09

From these statistics it appears that there is a decrease in the number of children, between five and fifteen years of age, of 2,925; indicating a loss of more than twelve thousand in the population of the State.

The average attendance remains the same, there having been, however, a considerable gain in the summer and a corresponding loss in the winter.

The attendance is the true test of the value of the schools, and it has been the great object of my labors to secure an improvement in this respect. There has been a gain of four per cent. during the last four years, and it is quite likely that the year 1859–60, will show a further improvement. The average attendance ought to be at least ten per cent. greater than it now is.

It is gratifying to observe that the attendance of children under five years of age is 1,467 less than it was last year, and that there has been an increase of 6,713 of those over fifteen years of age. From these facts we are permitted to infer that the power of the schools has been exerted upon classes of children and youth better qualified to appreciate the advantages of education.

The appropriations made by the towns are nearly fifty thousand dollars larger than they were in 1858, and the total expenditures for public schools, exclusive of school-houses and school books, exceed a million and a half of dollars. The average appropriation to each child, is $6.34, being a gain of thirty cents for the year, and an increase of eighty-six cents over the average of 1854–5.

Digitized by Google

Nine sessions of the Teachers' Institute have been held during the year, viz.: at Billerica, Dedham, Hardwick, Wellfleet, Webster, Townsend, North Brookfield, Great Barrington, and South Hadley. Eight hundred and forty-eight persons were numbered as members, and of these three hundred and ninety-four are known to have been engaged in teaching, and two hundred and fifty-nine had previously attended institutes. The average attendance was less than in 1858. This decrease is due in part to the presence of a supposed infectious disease in one of the towns at the time the institute was in session, but chiefly to the circumstance that most of the meetings were held in towns not centrally situated, nor surrounded by a dense population. There is no diminution of interest; and the classes of teachers who have been present were not inferior in character and attainments to those who have been connected with the institutes in former years. The expenses for the year are three thousand one hundred and fifty dollars, or three hundred and fifty dollars for each institute. Thirty-four lessons and lectures have been given in each institute, and the teachers have also delivered lectures upon the subject of education in seventy-one other towns. The practice of employing the lecturers in towns near to those in which the sessions of the institute are held, was introduced three years since, and it has been continued with uninterrupted success to the present time, and without adding materially to the expenses of the department.

The instruction in the institutes has been given by Messrs. Lowell Mason, William Russell, George B. Emerson, Hermann Krüsi, Sanborn Tenney, B. G. Northrop, Dana P. Colburn, and the Secretary of the Board of Education. I have given sixty-eight lectures and addresses upon the subject of education, and for that purpose have visited fifty-two cities and towns. Rev. Mr. Northrop, who has been employed during the year as agent, has labored with his usual zeal and success. He has made 190 visits to 143 different towns, not including 24 visits to the Normal Schools. He has travelled more than ten thousand miles and delivered 271 lectures, including 20 given in the Normal Schools and 28 in Institutes. He has also delivered addresses before eight Teachers' Associations, and visited and addressed 202 public schools. He has therefore delivered four hundred and eighty-one public addresses during the year.

Digitized by Google

When Mr. Northrop's salary was fixed at sixteen hundred dollars, in addition to what he might receive as a teacher in the institutes, it was expected that his income from both sources would amount to two thousand dollars. He will have received at the close of the present year the sum of $1,922.85. Mr. Northrop abandoned pursuits which yielded him two thousand dollars a year, and it seems just to make an appropriation to meet the deficiency.

H. K. Oliver, Esq., has been employed three months, and his labors have been eminently successful. He visited thirty towns, delivered forty-six lectures, and also spoke in a large number of schools of which he kept no account.

The result of the combined operations of the institutes and the agencies is, that during the years 1858 and 1859, 282 of the 333 towns of the Commonwealth have been visited and one or more lectures delivered in each. In many instances two, three, or even four visits have been made to the same town for the purpose of meeting special demands for assistance.

The amount of capital invested and the number of laborers employed in manufacturing in Massachusetts have led me to give special attention to the relations of this great pursuit to the system of public instruction. In public addresses to the inhabitants of towns engaged in manufacturing, I have endeavored to show the connection existing between good schools, the regular attendance of pupils, and the prosperity of the towns and cities themselves.

The soundness of these views is generally admitted, but in many towns, where manufacturing is a secondary interest, and where the business is conducted by individual owners, who do not act in concert with each other, there are evidences of sad neglect of the schools, and children are employed in the mills in violation of the laws of the Commonwealth. The number of towns where such neglect exists is not large, but yet sufficient to demand careful consideration. It is also confessed that the intellectual and moral character of the operative population has deteriorated within twenty years; but this change is not due to any unfavorable change in the character of the native population of the State, but to the circumstance that foreign born persons have been introduced in great numbers into nearly all the mills. This deteriorating process has, however, been already arrested in some degree in such towns as Lowell and Lawrence, where the agents generally

Digitized by Google

act upon the opinion that intelligent laborers are at once the most trustworthy and the most profitable. Schools for adults have been established, and whenever changes are made the most intelligent laborers whose services can be secured are employed. If every manufacturer in the State would pursue a similar course, the ignorant operatives would seek to improve themselves, or, at least, would make efforts for the education of their children. It often happens that a manufacturer is moved by sympathy with the real or assumed poverty of parents, to employ children who ought to be in the schools. This course is unwise, however creditable it may be to the hearts of those who listen to parental appeals. It is better for the public both to support and educate families of children than permit them to labor in the mills and neglect the schools. Whenever ignorance becomes hereditary, the public is burdened for generations with a degraded, brutal, vicious population. Such evils are easily prevented, but seldom or never eradicated. The path of duty is plain. Gather the children into the schools, educate them, and contribute whatever may be needed for the support of the families to which they belong. Let this policy be pursued for twenty years and such ignorance as leads to brutality, such ignorance as burdens the manufacturer with the weight of an inefficient operative population, such ignorance as prepares youth for the reform schools, will be materially diminished, if not unknown. In most of the smaller manufacturing towns no means are provided for the efficient execution of the laws which exist. A wise economy requires the appointment of officers whose duty it shall be to encourage, and in extreme cases, to compel, the attendance of children, and to enforce the laws which regulate their employment in the mills. In many towns there is a just public sentiment, and the employers, in common with others, lament the neglect of the schools by the operative classes; and yet no efficient means have been adopted to arrest the evil. I, therefore, earnestly appeal to the towns to take effectual means for the execution of the laws which exist; and in order that the facts which I am now considering might not be disputed nor even questioned by any, I prepared a letter and a series of questions addressed to manufacturers and agents for the purpose of supporting my own casual observations by the experience of practical and intelligent persons, or, on the other hand, of relieving my mind from the errors into which I had fallen.

Digitized by Google

The answers seem to me important, and I therefore introduce the circular, the series of questions, and the replies with which I have been favored. The answers are printed in order without a repetition of the questions.

OFFICE OF THE SECRETARY OF THE BOARD OF EDUCATION,
BOSTON, June 16, 1859.

SIR,—I take the liberty to inclose a series of questions, prepared for the purpose of gathering information concerning the influence of education upon the character of the laborers employed in manufacturing. The nature of the inquiry is more distinctly indicated in the questions themselves. Should you concur with me in opinion that the investigation on which I have entered is important to the State, I shall be glad to receive such answers as your experience may suggest. I shall also esteem it a special favor to receive your reply by the 15th of July next.

I am, very respectfully,
Your obedient servant,
GEO. S. BOUTWELL,
Secretary of the Board of Education.

1. What have been your opportunities for acquiring a knowledge of the business of manufacturing, and of forming an acquaintance with the operatives employed?

2. What is your opinion of the relative profitableness of employing ignorant or intelligent laborers in the mills, and what are the reasons for the opinion you entertain?

3. What is your opinion of intelligent laborers, as compared with ignorant laborers, in respect to honesty and morality?

4. In what ways and to what extent do owners suffer from dishonest operatives?

5. Considering only the best interests of the child, at what age may he be employed in the mills; and while less than fifteen years of age, how many months each year should be spent in school, having regard to the total value of the life of the individual as a laborer in the mills?

6. What are your views generally as to the importance to manufacturing communities, including employers and operatives, of the thorough education of children in such communities?

7. What proportion of your operatives can not write their names?

8. Have such operatives been members of our common schools?

9. Do ignorant or intelligent operatives secure higher wages when the work is paid for by the piece or job?

10. What is the quality of the work of intelligent operatives, as compared with that of those who are less intelligent?

Digitized by Google

[From Ichabod Washburn.]

Worcester, July 13, 1859.

1. From having employed from ten to one hundred and fifty men and boys during the last thirty-eight years.

2. Intelligent laborers invariably are the most profitable, because their better judgment will secure a better product, for which they feel a responsibility which ignorant men cannot so fully appreciate.

3. Intelligent men are more truthful, honest and moral than the ignorant.

4. From eye-service, deception and unfaithfulness, to an extent exceeding the difference of wages paid the two classes.

5. Certainly not less than twelve years, nor less than three months' schooling during the next four years.

6. Education I deem to be equally important to the manufacturer as to other classes.

7. Should think about fifteen per cent.

8. Should think not any of them.

9. None of our work is done by the piece or job.

10. Nearly in proportion to their intelligence.

[From S. Adams, Agent Dwight Manufacturing Company.]

Chicopee, July 11, 1859.

1. Twenty-five years' experience.

2. Decidedly in favor of intelligent laborers. They are more easily controlled, learn more readily, are more skilful when learned, more ambitious to acquire property, and, withal, they make better men and women, for their employers as well as society.

3. The intelligent laborer is generally more honest, more truthful, and, in most respects, more moral.

4. By thieving, wastefulness, carelessness, and the general disposition to idleness. The extent of loss cannot be easily measured.

5. From thirteen to fifteen years old, a child might commence work in the mills, at some light work, but should be kept at school fully four months in each year.

6. It is highly desirable that both the employer and employee should be as thoroughly educated as our grammar and high schools can make them. For the employer, a still better education is desirable.

7. Forty-nine and a half per cent.

8. No. Are mostly, and, I may say, wholly foreigners.

9. Intelligent operatives generally make the best wages.

10. Generally much superior.

Digitized by Google

[From E. BLAKE, Agent Chicopee Manufacturing Company.]

CHICOPEE FALLS, July 11, 1859.

1. I have worked inside of cotton mills eighteen years, (Methuen, Lowell, and Manchester, N. H.,) and have had charge of four mills twelve years.

2. Intelligent hands are the most profitable, and it varies according to the quality of the work which they are performing.

3. If their intelligence is turned in the right channel, then they are decidedly better. But should it not, then it would be reversed in a greater degree.

4. The ways are many. The extent cannot be definitely computed. It would vary according to circumstances.

5. No child should be put to hard labor under fifteen years, in cotton mills or out of them, but some employment (steady) to develop the powers of the child (light work but busy) about half the time. But if children are to run the streets until fifteen years old, &c., working in the mills or elsewhere would be the best for them.

6. It is my opinion now that it should be insisted upon that all children and youth should be taught to read, write and cipher.

7. About two-thirds.

8. The greater part of them have not.

9. I have known some who could not read, write nor cipher, that would do their work with great speed and skill. ("Intelligent" is a very broad word.)

P. S. It is impossible to answer your questions without many qualifications coming in to give the right impression (or facts) as they should be. There are circumstances which essentially alter cases.

[From T. L. DUNNELL, Agent Dunnell Manufacturing Company.]

1. Twenty-five years occupied in the practical details of calico print-works.

2. Intelligent laborers are, of course, the most profitable. Nobody will controvert this.

3. Am sorry to say my experience teaches that honesty and morality are by no means in the ratio of intelligence.

4. Should think from petty thefts. Am of opinion that they suffer very little through their operatives' dishonesty.

5. If with his father or a considerate overseer, ten, or even eight years; otherwise, not under fifteen—four to eight months' schooling, according to mental and bodily constitution. Some learn more out of than in school, but these are few.

Digitized by Google

6. A solid, practical education indispensable to the progress of an industrial community.

7. Not over seventy-five per cent. can write their names, but a large proportion are foreigners.

8. No.

9. Intelligent.

10. Better.

[From EZEK. SAUNDERS, Agent.]

GRAFTON, July 2, 1859.

1. A connection, as owner and agent, for the last twenty-five years.

2. About twenty per cent. in favor of the intelligent laborers, inasmuch as that class will perform more work, and require much less looking after than the ignorant.

3. If any difference in respect to honesty and morality, should say that the intelligent laborers have the most of these qualities.

4. By their pilfering small quantities of cotton, starch, small tools, &c., but not to any great extent, for where there is a system in the business of manufacturing there is not much opportunity for the operatives to pilfer from the owners.

5. Twelve years of age; from that age to fifteen, six months in each year should be spent in school.

6. The success of manufacturing, and the prosperity of manufacturing communities, depend, in a great measure, on the education of the children in such communities.

7. Fifty per cent.

8. Suppose not, being mostly foreigners.

9. Do not make any difference.

10. As a general rule, should say that the quality of the work of intelligent operatives is better than that of the ignorant.

[From WILLIAM B. WHITING.]

NEWBURYPORT, June 30, 1859.

1. My opportunities for acquiring a knowledge of manufacturing, and becoming acquainted with the operatives, have been good. Entering a cotton mill at eleven years of age, I have been almost constantly engaged for more thirty years, in different capacities, in several of the best cotton mills, machine shops, &c.

2. There can be no doubt that intelligent laborers are relatively more profitable than the ignorant. Intelligent persons, respecting themselves, and claiming the respect of the world, will always endeavor, by diligence and a willing acquiescence in necessary regulations, to merit the good

Digitized by Google

opinion of their employers and the community; will secure, by the same means, the respect and confidence of their fellows, and oftentimes exert a conservative influence in periods of excitement of great value pecuniarily and morally. Such persons usually have an object in life for which to strive, and deny themselves. Their leisure hours are spent in preparation for the same end, instead of being wasted in the streets or worse places, to which the ignorant resort because they know of nothing better, rather than from viciousness.

3. As conscience,—or a sense of right and wrong, of just dealing and correct morals,—is more of an acquired than of a natural faculty, we look for integrity with more confidence among the more intelligent.

4. Owners suffer from dishonest operatives by small pilferings chiefly, but to what extent is difficult to determine.

5. No child ought to be put at work steadily until at least twelve years old. I think the present State law requiring three months' schooling in the year, if faithfully carried out, would give sufficient relaxation to insure the health of any child between the ages of twelve and fifteen not constitutionally defective. Probably, a good share of the sickly looks of factory operatives is to be charged to close packing in ill-ventilated homes, rather than to the want of good air when at their work. It may as well be borne in mind that comparatively few Americans labor as mill hands for any great number of years. The females, who are largely in the majority, becoming the wives of mechanics and overseers in the towns to which they resort for work; or, returning to their native places, settle down with a farmer, exchanging the care of looms for that of a dairy. The males, becoming of suitable age, apply themselves to some mechanical pursuit, so that few grow old as operatives.

6. All persons ought to be so far educated as to enable them to transact the ordinary business of every-day life. They should be able to compute readily, to write legibly, and to make bills, receipts, &c., legally and properly. Whatever may be added to this would doubtless be beneficial to the operatives personally, and the community in which they reside, but I cannot see that the employers would be benefited much thereby. If our legislators would establish in manufacturing towns schools of design, in which children who show aptitude for drawing might be taught to design patterns for calicoes, lawns, shawls, &c., and also schools where youth could be taught chemistry, as applied to arts and manufactures, the education could not be too thorough for the interests of both employer and employed.

7. Sixteen per cent. of our operatives make their mark.

8. Probably some of the younger ones have been members of the public schools. Almost all are foreign, or of foreign parentage, chiefly Irish.

Digitized by Google

9. There is no difference in this respect, or if any does exist, it is generally in favor of foreign operatives, (English and Scotch,) who have been trained to their business at home, but who are generally ignorant of all else.

10. This question is closely related to the preceding, and may be answered by saying, that to make a perfect workman at any merely manual art, no book education is at all necessary.

In the foregoing answers I have considered the operatives as distinct from the overseers and their assistants, who are selected for their intelligence from the best of the operatives.

[From FRANKLIN FORBES, Agent.]

LANCASTER MILLS, CLINTON, July 4, 1859.

1. I have been agent of the Lancaster Mills nine and a half years, and have thus long been in personal communication with them.

2. Undoubtedly intelligent laborers are more profitable. They sooner learn their business, acquire greater skill, perform more and of a better quality.

3. I declare in favor of the intelligent laborer, though with some hesitation.

4. By wasting material, by imperfect performance, by representing more work done than is done, by appropriating to themselves more or less of the property of the mill.

5. Ten years—six months in school.

6. Undoubtedly both parties would be highly benefited.

7. About one-quarter part.

8. Most have not.

9. The intelligent, other characteristics being equal.

10. Higher.

[From SAMUEL FAY, Superintendent Lowell Manufacturing Company.]

LOWELL, July 13, 1859.

1. Have been in the employment of the manufacturing companies in Lowell for twenty-one years, and for seven years past the superintendent of the Lowell Manufacturing Company.

2. The exact difference in the value of services not easily calculated, but the labor of intelligent persons is decidedly more profitable. In some departments others cannot be employed. Intelligent persons are more generally influenced by motives that lead to habits of industry, economy and ambition, to promote the interests of their employers.

3. With few exceptions, dishonest and immoral practices are confined to the ignorant.

Digitized by Google

4. Principally by petty thefts, but I think, not to an extent to seriously affect the interests of the owners of the mills. The same may not be quite true with fine cotton mills.

5. I think no child under twelve years of age should be employed in mills or shops, whether the same be owned by individuals or corporations, and all children under fifteen years of age should be required to attend school at least one full term of eleven weeks each year. If, however, only the physical condition is regarded, I would say that a healthy child of ten years of age may be employed without injury, if the work be light.

6. It is as important that children in a manufacturing community should have the advantages of an education as in any other, whether the interests and happiness of the children are considered, or the best interests of all the inhabitants of the place.

7. Nearly twenty-eight per cent.

8. So far as I am informed, they have not.

9. Job prices are established for such work as requires skill, as well as close attention, and the most skilful generally make the highest wages. The more skill required the greater the difference in favor of the intelligent.

10. The work of intelligent operatives is always better than that of the ignorant.

[From ARTHUR L. DEVENS.]

WARE, July, 1859.

1. I have for nine years been the agent resident at the mills of a manufacturing company, employing constantly upwards of six hundred hands.

2. Intelligent laborers, that is, those of fair mental capacity, quickness of perception, &c., understand more readily the use of machinery and take better care of it, and generally get off more and better work, and hence more profitable.

3. Have not noticed any decided superiority in these respects in intelligent over ignorant laborers.

4. Chiefly by petty offences, neglect and carelessness of machinery and work, thinning cloth, &c., &c.; seldom any actual theft.

5. Most children at the age of twelve years, provided three months of the year are spent at school until they are fifteen.

6. The general welfare and good order of the community, and their own future success and prospect of advancement, doubtless depends much upon the education of the children.

7. About forty per cent.

8. No.

9. Generally the intelligent operatives.

10. Generally better.

Digitized by Google

[From Eben. Hobbs.]

Waltham, July 15, 1859.

Dear Sir,—In answering the interrogatories contained in your circular, I propose to give you some historical facts in relation to the Waltham factories, together with my own experience, during the forty years I have had the charge of them.

The Boston Manufacturing Company was incorporated in the year 1813. The principal object had in view at first was the erection of a mill for weaving by *water-power*, a thing unknown at that time in this country. The gentleman that started the project was an educated man and a true philanthropist. He had spent some years in England and Scotland, and had witnessed the ignorance and depravity of the operatives generally in the manufacturing districts he had visited. To avoid these evils, he impressed on his colleagues the importance of taking measures early to secure that attention to education and morals which he believed to be the corner-stone of any permanent success in the business they had undertaken. Before a spindle was started, or any certainty of success could be obtained, the Manufacturing Company erected a school-house large enough to be divided into two apartments—one for the children of the families collected about the establishment, and the other for evening instruction to the adults employed in the mills. These schools were kept for a number of years at the expense of the company, and were not put under the care of the town committee until, by the exertions of Hon. Horace Mann and his associates, the town schools seemed to be superior to those of the company.

As soon as it was ascertained that the business would prove to be a successful one, the company made a grant of five hundred dollars for the purchase of a library for the use of the operatives. A few years subsequent to this, a society was formed by the influence and coöperation of some respectable citizens of the town, in connection with the factory operatives, called the "Rumford Institute for Mutual Instruction." The company favored the objects of this society, and erected a hall for their use, and deposited the library in it on condition that it should be open to their operatives at a very small fee. An annual donation to this institution has been made by the company up to this time. The library now contains between three and four thousand volumes. Meetings for debate and a course of lectures have been held during the autumn and winter months to this time. The effects of this action of the company has been perceptible in the character of the population, not only of the operatives, but in that of the town at large.

Many of the operatives that have been born in Waltham since the factories were started have, under the influence of these advantages, become overseers, superintendents or agents of mills in other portions of the

Digitized by Google

country; and in other departments of life, have risen to be members of our State Legislature, members of Congress, and, in one instance, Governor of the State.

I make these statements to give you my views of the effect of education on the character of a manufacturing population.

You are aware that during the last fifteen years there has been a gradual change in the character of the working-people of Massachusetts by the immigration of foreigners. All hard labor on farms, railroads and mechanics' shops is now performed by imported laborers. The work of the house, washing, cooking, &c., is in the same condition—so is it also in the factories. Foreigners have come to us, they are here without the means of support and must therefore be employed. These circumstances have caused a change in the character of factory operatives; and in reply to your inquiry in relation to those that cannot write, I should say that a large majority of the adults that arrive here from abroad cannot write their names. Of those that come over when young, or have been born here of foreign parentage, and had the advantage of our common schools, a large majority do write. Of those belonging to New England families, all, with very few exceptions, can and do write their names on receiving pay for their labor.

In answer to your question in regard to the age a child may be employed in the mills, I should say, never until it is twelve years old; and from that time until it is fifteen it should have twenty weeks' schooling per annum, at least.

The work in a cotton factory is generally paid for by the piece. Some of the processes are much more difficult to perform than others, and require the most intelligent workmen. To this class an opportunity is offered to obtain the highest wages. I would remark, however, that it is not always the best educated persons that obtain these situations, as it sometimes happens that persons that can neither read nor write seem to be as intelligent and quick-witted as those that have had the advantages of our common schools. These, however, may be considered exceptions to the general rule. Education and good morals, I am sorry to say, do not always keep company. Waste of time and materials used in the manufacture are perhaps the most common modes of dishonesty. The taking and carrying away of articles from the mill is not practiced to any extent. An enlightened and educated person would probably be more relied upon in these cases than an ignorant and unambitious one. As a general thing, the enlightened and educated operative makes higher wages, is more observant of the rules and regulations of the place, and is much more satisfactory to the community of which he forms a part.

P. S. I have inclosed the regulations for the tenants of our houses, and those for the operatives when they enter the employ of the company.

Digitized by Google

[From Linus Child.]

Lowell, July 12, 1859.

1. I have had charge of a manufacturing corporation in Lowell for the last fourteen years, in which are constantly employed about one thousand operatives.

2. It is more profitable to employ intelligent than ignorant operatives. An intelligent operative will do more and better work than an ignorant one for the same amount of compensation. Hence their employers derive a greater profit from their labor.

3. As a general rule my observation has been, among a large class of operatives, the more intelligent are the more honest and moral. There are, of course, individual exceptions to this rule.

4. In various ways. Such as want of fidelity in their work—in the waste and destruction of property, and indirectly purloining the property of their employers, and in every way in which they can secure any advantage to themselves at the expense of their employers. This is a very serious evil and is very extensive, and frequently very great labor and expense are required to check it.

5. To answer this question correctly, I desire to make some explanation. If a child can be kept at school constantly, and properly trained and cared for, and considering only the best interests of the child, I would not have a child employed in a mill at all under fifteen years; and for at least two years after I would have the child spend at least four months in each year at school, or in some out of door employment. Yet if children under fifteen years should not work in mills and should spend their time in idleness, not attending school, such a course would be more injurious to the child than working in mills. I would not at any rate have children employed in manufacturing establishments, under twelve years of age; and from that age to fifteen, not more than from four to six months in each year. If the law were imperative that children should not be employed in mills at all under fifteen years, the interests of mill owners would not suffer. Small children are employed in mills not at the solicitation of mill owners and managers, but by yielding to the earnest solicitation of parents, that they may derive some profit from the labor of their children. Parents say they cannot support their children without they can find employment for them. But in my opinion the importunity of parents ought not in any case to be yielded to under twelve years of age.

6. The importance of a thorough education of children in manufacturing communities cannot be over-estimated.

7. One-fourth.

8. Generally they have not, except in the case of very young children.

9. They do.

10. It is much better.

Digitized by Google

[From GEORGE L. DAVIS, Agent of Machine Shop, North Andover.]

NORTH ANDOVER, ——, 1859.

1. Have been in business since 1841.

2. We prefer intelligent help, because they more easily manage, or more readily understand our work.

3. Intelligent men are much more honest and moral.

4. By deception and theft.

5. Not less than fifteen years. Should spend all his time except what is necessary for vacations.

6. There should be a continued school, as in large cities, and children under fifteen years should be compelled to attend.

7. One out of seventy-five.

8. Most all.

9. Intelligent.

10. Forty per cent. better.

[From ISAAC HINCKLEY, Superintendent Merrimack Manufacturing Corporation.]

LOWELL, July 16, 1859.

1. I have had charge of this company's manufacturing works for nine years.

2. Intelligent laborers are worth more than ignorant laborers at same pay by day or by job, for several reasons, the most prominent of which are:— they produce more and better work from the same machine; they keep their machines cleaner and more judiciously oiled, whereby the machines make more and better work with less of cost for oil and for repairs; they make a better quality of work with less waste of the material.

3. The comparison is in favor of the more intelligent portion.

4. We suffer serious loss from neglect of duty on the part of some of our people, but little from flagrant dishonesty. Amongst over two thousand, some are always found addicted to petty thefts of remnants, waste, oil, &c., but the losses are small.

5. We employ no children, and I am therefore unable to speak from experience upon this point. I think that no child should be employed in a mill before arriving at fifteen years of age; provided that his circumstances allow of his attending school. But mill life is preferable to street life, viewed morally or physically.

6. I think it important to the welfare of a manufacturing community that children should be kept in our public schools until fifteen years old. But I doubt the expediency, in view of the interests of employer or employed, of giving to the mill operative a thorough education in the true meaning of the term.

7. Of twenty-one hundred and one names upon our June pay-roll, nineteen hundred and fifty-six signed their names, and probably a portion of the residue were able to do so.

Digitized by Google

8. The non-signers were generally foreigners.

9 and 10. These questions have been incidentally answered above.

P. S. At present, the demand for intelligent labor is greater than the supply. This fact has caused, within a few years, a great change in the relative proportion of taught and untaught operatives employed in the mills at Lowell. At the relative market price of the intelligent and of the ignorant, the latter are employed most profitably in those mills which make heavy goods.

[From WILLIAM S. SOUTHWORTH, Agent Lawrence Manufacturing Company.]

LOWELL, June 30, 1859.

1. I have been agent at the mills of this company about ten years last past—spending a large portion of the working time of each day within the mill yard.

2. I have no doubt that it is more profitable to employ intelligent laborers. From my own observation I form the opinion that there is a higher sense of moral obligation, and therefore more honesty, fidelity, and general regard for the interest of employers, also more industry and quickness in learning the business, neatness in their work, and less wastefulness with the intelligent laborers as a general rule, than with the ignorant.

3. If in their general education principles of morality have been inculcated—as in our public schools and in families where the value of a general education is appreciated, such principles usually *are* instilled—more honesty and morality are found among the intelligent. Indeed, in all cases the ignorant are more exposed to be led astray by evil communications and evil example, than the intelligent. I have observed that when demagogues have found it for their interest to persuade the *dear* people that are employed in the mills that their employers are exacting, over-reaching and oppressive, the minds and the morals of the ignorant are usually more readily poisoned, so that they not only mentally but also expressly plead this as an excuse for acts of dishonesty towards their employers.

4. The owners of these large establishments suffer to a great extent from this cause. I will not hazard a conjecture as to the extent. The greatest loss is from the purloining of the various articles employed in our works—cloth, yarn, cotton, oil, &c., in small quantities, that can be secreted and carried away about the person. The quality of the work is affected by dishonest neglect or wilful slighting of it. The property of employers is wasted. Dishonest day-hands are mere *eye servants*. It is obvious that the more extensive the works, the better is the facility afforded to practice dishonest acts, and the more easily is the *elastic* conscience quieted in committing them.

5. At less than ten years of age children should not be employed regularly in the mills. They should be in school or in healthful out-door exer-

Digitized by Google

cise. From ten to twelve they may be employed at light work in the mills in rooms of moderate temperature, well ventilated, ten or eleven hours in the day without damage to their physical condition, if they are of healthy constitution. But they should be in school fully *half* of each year. From twelve to fifteen, children should be in school fully *one-quarter* of each year —and more if their early advantages in school have not been good.

6. You perceive from the above answers that I deem a thorough education in all the branches taught in our public schools (below the High School perhaps) of all the children in manufacturing communities,—including in such education, of course, instruction in the principles of morality and religion,—to be of the highest importance, both to owners and operatives.

7. I find upon the pay-roll of this company for the monthly payment of the present month (June) the names of 392 males, of whom 56 made their mark, and 1,292 females, of whom 566 made their mark; that is, $14\frac{3}{10}$ per cent. of the males and $43\frac{86}{100}$ per cent.. of the females—$36\frac{2}{10}$ per cent. of the whole who probably cannot write. These are mostly foreigners.

8. Very few of them, and such are chiefly persons who are young and will go into school again.

9. As a general rule, intelligent persons earn more at the same job work than the ignorant. Intelligent persons are usually put upon branches of work that yield higher wages.

10. Other things being equal, the intelligent operative usually produces a better quality of work than the ignorant. But in some kinds of work, where little judgment and knowledge are required, an ignorant person who has by nature a mechanical turn, and is strong and active, will excel both in quality and quantity of work produced, his weaker, duller, clumsier co-laborer, who has more general intelligence.

LOWELL, June 30, 1859.

The number of replies is not large, but the intelligence of the writers, the opportunities they possess for minute and accurate knowledge of the subjects discussed, and the general agreement of opinions exhibited, give to their views the weight of authority.

From these replies I deduce the following propositions:—

I. That only about seventy per cent. of the adult operative population are able to write their names.

II. That much the larger part of the operatives were born in other countries, and that a small portion only have been trained in the public schools of the United States.

Digitized by Google

III. That among a large number of persons and upon an average, trustworthiness in labor and honesty in the custody of property, are proportionate to the intelligence of the operatives.

IV. That by the substitution of foreign-born for American laborers there has been an intellectual and moral deterioration of the operative population, and that this unfavorable change has been arrested in a few places only.

V. That ignorant labor is always expensive labor.

VI. That the amount and quality of the work performed are proportionate to the intelligence of the laborers.

VII. That in the manufacturing towns schools for the education of adults should be established.

VIII. That children under twelve years of age should not be permitted to work in the mills while the schools are in session, and that laws should be enacted and rigidly enforced in regard to those who are more than twelve years of age.

These replies and deductions deserve careful consideration. Massachusetts is a manufacturing State, and the number of operatives within our borders is certain to increase. We have thus far acted upon an erroneous idea. The law has assumed that it was safe to bestow less attention upon the education of those employed in manufacturing, than upon the education of those engaged in agriculture and the mechanic arts.

If we consider only the pecuniary advantages of education, I know not that any distinction should be made; but, in a moral aspect, we could regard with comparative complacency a degree of ignorance among farmers which would excite apprehension and alarm, if observed among mechanics and manufacturers. The former are isolated and comparatively free from temptation. They dwell in the country and are subject to the influence of rural scenes which temper and chasten common life. If their labors are not more arduous than those of the mechanic or the manufacturer, their duties are continuous, and they are seldom able to command even a single hour daily of complete relaxation. The laborers in mills and shops usually dwell in large towns and cities. Temptation is on every hand; and he is but a poor observer of the ways of men who does not know that deviations from the path of virtue bear a relation,—not often a proportion,—

Digitized by Google

but yet a relation, to the opportunities for wrong-doing. There are also two adverse influences always operating upon the laborer in the mills. His vocation during the ten or twelve hours of daily labor requires his undivided attention; this intense mental and physical action is followed by two or four hours of leisure that he is to spend in the midst of excitement and temptation. Under such circumstances he needs all the safeguards which a moral training can furnish, and he needs, morever, a love of study that shall give occupation and variety for his leisure hours.

Intense, continuous, unwearied labor, either physical or mental, especially when the laborer is not in free and full communication with nature herself, through the influence of the earth, the water, and the air, is often followed by depression, by coarse amusements and artificial stimulants, which soon degenerate into dangerous excesses.

As in some languages there is no word which expresses the true idea of home, so in our manufacturing towns there are many persons who know nothing of the reality. Of this class are multitudes of children and youth. In the agricultural districts such cases are rare; and I cannot doubt that much of the moral and intellectual health enjoyed by the agricultural population is due to this circumstance.

It is also possible that we have not sufficiently and philosophically considered the connection existing between the health of the body, the power of the mind, and the keenness of the moral perceptions; and hence many cases of apparent moral obliquity might be traced to disordered intellects caused by the imbecility, disorganization, or abuse of the physical powers. Farmers are not often injured physically by their vocation; while the operatives in mills are constantly subject to the deleterious influences of overheated, dusty work-rooms, and to the not less deleterious influences of small, ill-ventilated sleeping apartments.

The farmer is always secure in his home, and he is also guarded in health and morals by the circumstances of his life; but the corresponding wants of the operatives in the mills must be met, as far as practicable, by physical, moral, and mental training. The public schools are the only means that can affect the whole population. If the view taken be correct, can any policy touching the welfare of the State be more unwise than that legis-

Digitized by Google

lation, which, by its language and requirements, admits that the education of the operative classes is of less public concern than the education of those destined to other pursuits?

The legislature alone is competent to provide a remedy for existing evils and to guard the State against impending dangers; and I trust that the time is near when the employment of children under twelve years of age will not be permitted, while the schools to which they properly belong are in session, and when those between twelve and fifteen years of age shall be required to attend school from fifteen to eighteen weeks annually.

The greater number of manufacturers will welcome these changes. In Lowell, and in many other places, a public sentiment already exists, in favor of reasonable measures calculated to secure the operatives against the evils of ignorance. In many manufactories the services of children are not desired, and whenever and wherever needed, the proprietors find the training of the schools admirably adapted to prepare the children for the labors of the mills. In my interviews with manufacturers I have conversed with one only who denied or even questioned the value of the training which the public schools furnish. This person denied the right of the State to interfere in behalf of the education of children, and openly avowed his determination to employ those whose parents were poor, even though the law were disregarded. But his conversation teemed with complaints touching the character of the children in his service. They were addicted to falsehood, untrustworthy in their labors, they sometimes left upon the pretext of ill-health, and after a few days he would hear that they were at play in the streets, while their parents supposed that they were at work in the mills. Of the whole number in his service only one had been with him a year, and the average time was less than four months. The juvenile habits of which this man complained were the natural results of the irregular lives led by the children; and really, though not designedly, encouraged by their employer. As a remedy for the evil, I advised the complainant to employ boys whose teachers would certify that for a year or more they had been constant and punctual in their attendance at school. Nor do I doubt that boys who had been so trained would meet every reasonable expectation of their employers in regard to constancy and fidelity. In the

Digitized by Google

city of Lowell, which I visited for purposes connected with this inquiry, only a small number of children are employed in the mills.

On the first of October, two hundred and fifty-one children were at work in the mills of fifteen corporations. In the year 1858, the committee gave 227 certificates to children who were employed in the mills; in 1857, 240; and in 1856, 315 were granted. Hence it is apparent that the law is generally regarded in that city. But there should be no exceptions. The owners of factories are more concerned than other classes and interests in the intelligence of their laborers. When the latter are well educated and the former are disposed to deal justly, controversies and *strikes* can never occur, nor can the minds of the masses be prejudiced by demagogues and controlled by temporary and factitious considerations. Each party will understand and appreciate its relations to the other, and the business will be prosecuted by all with due regard to a common interest in its prosperity.

Many safeguards for the protection of property may be provided, but none will be found so effectual as the honesty of those to whom it is intrusted. The testimony is uniform and conclusive that intelligent laborers are more trustworthy than others. This fact is due in part to the higher moral sense of the educated classes, and in part, no doubt, to the influence of those considerations which are intellectual, and exert only a limited control over the character itself. While the honesty that is the result of considerations which affect the mind only, is not to be confounded with morality, nor raised to an equality with it, it is yet true that the world ought gladly to accept those observances of right which have their origin in purely mental conceptions of the wisdom of virtue and the folly of sin.

Ignorance is an obstacle to progress. If perfection in manufactures has not been reached,—and this certainly must be assumed, —then the entire intellectual power of those engaged in the business should be cultivated, as well with reference to the safe, expeditious, and productive use of machinery, as to improvements and inventions. Whenever those who use machinery are highly educated and intelligent, individuals will appear to suggest improvements and devise new methods; and in any event intelligent laborers are already prepared to contribute their skill and

Digitized by Google

experience in aid of inventions and projects designed to save labor. Processes for saving labor are more numerous and successful than is generally supposed. In carding cotton, the result which would require the hand labor of five thousand persons, is secured by machinery and the labor of one person. Machinery enables a girl to spin as much yarn as could have been produced by six hundred and forty women upon hand wheels, and the product of the joint labor of a man and a boy is equal to the results of the unaided labor of two thousand and four hundred women. Formerly a hand-loom weaver would produce eight yards of cloth per day, but with the power of machinery, a girl can weave from 120 to 180 yards, and each will be composed of twice as many threads as were used in the coarse fabrics of other times. A girl ordinarily attends four looms, and occasionally six; but the greater task is never attempted by any but the most intelligent operatives.

Every manufacturer and every resident of a manufacturing town is called to consider the advantages of an intelligent, and the evils of an ignorant laboring population. Where the laborers are intelligent the moral standard will be elevated, the productive power and wealth of the people adequate to every want; schools, libraries, lectures, churches, will exist, and the rights of person and property will be respected. Ignorance begets ignorance, and each generation falls below its predecessor in all the qualities that dignify and adorn social life. The ordinary claims of morality are disregarded, methods of labor are pursued without interest and without improvement, the returns to each individual gradually diminish, large masses of children and youth are indifferent to mental and moral teachings; and, finally, the weight of ignorance, incompetency, and immorality becomes so great as to oppress and dishearten the friends of learning, progress, good order, and law. Whenever a town is controlled by an ignorant and vicious populace, its resources diminish surely and rapidly. Its labor is unproductive, taxes are burdensome, unnecessary expenditures are made, capital is insecure, and consequently it is transferred to other places; the best citizens find new homes, and all property depreciates in value. Manufacturing towns are more exposed to these evils than the agricultural villages and districts; and I therefore make an appeal to them. As a general thing, suitable provision is made for the support of the schools; but too often,

Digitized by Google

in the manufacturing towns, the children do not avail themselves of the opportunities which the public tender. Among the foreign population there are many who do not properly estimate the advantages of education, and there are others who fear the influence of our public schools upon the religious opinions and character of the young. Much may be done for the removal of this ignorance by the influence of teachers and school committees, and the labors of persons interested in the welfare of society. It cannot be assumed of any teacher that he has performed his whole duty, if he neglects to make himself acquainted with all those who ought to be under his charge. This being done, it is easy to establish personal relations with the families of the neighborhood, which shall render the presence of the children in the school an habitual, daily occurence. Efforts should be made, also, to satisfy those who are separated from the majority of our inhabitants by a difference of opinion in religion, that it is no part of the purpose of the school system to undermine one faith or to build up another; that the schools are educational and not religious institutions; but that the school in every Christian commonwealth must recognize the authority of the Bible, the mission of the Redeemer, and the government of the Supreme Being.

The schools are for all; and the liberality of the law is such that none are necessarily excluded. We are one people; whatever differences of opinion may exist, our destiny is the same; and the public school is the agent, authorized by the State, to prepare each generation for the labors of life and the duties of citizenship.

In the month of June last, I issued the following circular and series of questions:—

OFFICE OF THE SECRETARY OF THE BOARD OF EDUCATION,
Boston, June 20, 1859.

SIR,—The connection between ignorance and crime is attracting general attention; but I do not find in the published reports of the reformatory and punitive institutions of this State such information as will justify a definite opinion concerning the moral influence of education upon our people. The importance of the subject induces me to ask you to institute careful inquiries

Digitized by Google

of the persons in your custody, in order that accurate answers may be obtained to the questions herewith transmitted. I am aware that such inquiries will be attended with labor and perplexity; but relying upon your interest in the subject, I offer no apology for this communication. You will at once appreciate the importance of accuracy and completeness in the information which you shall furnish. You will not, of course, include in your returns any persons who may have been charged with crime, but who shall not have been convicted.

I hope to receive your reply by the 20th of July next.

Very respectfully,

GEO. S. BOUTWELL,
Secretary of the Board of Education.

1. Of what institution are you Warden, Superintendent or Master?
2. How many persons are confined or detained therein?
3. How many are males?
4. How many are females?
5. How many were born in Massachusetts?
6. How many were born in other parts of the United States?
7. How many were born of parents who were not born in the United States?
8. How many are under twenty years of age?
9. How many were orphans before arriving at the age of fifteen years?
10. How many were constant attendants upon, and received a systematic training in, any school for the term of three months each year for the period of seven years?
11. How many received such training for the period of five years?
12. How many received such training for the period of three years?
13. How many received such training for the period of one year?
14. How many never regularly attended schools of any sort?
15. How many were addicted to occasional or frequent truancy?

I have received returns to the foregoing inquiries from the officers having charge of the punitive and reformatory institutions of the State, and I desire to express my thanks for their active interest in the subject of my inquiries.

The results of these inquiries are embodied in the following table:—

Digitized by Google

Of what Institution are you Warden, Superintendent or Master?	How many persons are confined or detained therein?	How many are males?	How many are females?	How many were born in Massachusetts?	How many were born in other parts of the United States?	How many were born of parents who were not born in the United States?	How many are under twenty years of age?	How many were orphans before arriving at the age of fifteen years?	How many were constant attendants upon, and received a systematic training in, any school for the term of three months each year for the period of seven years?	How many received such training for the period of five years?	How many received such training for the period of three years?	How many received such training for the period of one year?	How many never regularly attended schools of any sort?	How many were addicted to occasional or frequent truancy?
State Reform School, Westboro', .	555	555	None.	328	95	307*	553	307	153	104	122	94	82	442
State Industrial School, Lancaster,†	98	None.	98	55	28	35	98	51	12	20	19	28	19	79‡
House of Correction, Essex County,	78	50	28	11	26	53	6	31	18	13	16	9	22	35
" Hampden Co., .	53	39	14	10	14	29	5	8	16	10	9	5	13	3
" Bristol County, .	106	73	33	38	17	56	17	19	49	10	7	6	34	25
" Worcester Co.,§	104	94	10	31	16	57	14	12	31	11	25	18	19	19
" Dukes County, .	2	2	None.	1	None.	1	None.	None.	None.	None.	None.	None.	2	-
" Berkshire Co., .	51	42	9	22	12	17	11	7	19	5	3	3	12	9
" Barnstable Co.,	5	3	2	2	None.	3	None.	1	1	None.	4	1	None.	2
" Nantucket Co.,.	None.	-	-	-	-	-	-	-	-	-	-	-	-	-
Jail and H. of Correction, Franklin,	13	11	2	7	3	3	2	3	2	2	None.	None.	9	8
" " Hampshire,	20	14	6	14	3	5	7	3	11	2	2	4	1	8
" " Middlesex,‖	196	155	41	39	15	152	22	83	67	23	39	35	22	42
Jail in Suffolk County, . . .	79	73	6	24	20	35	58	9	22	28	19	1	9	28
" Bristol County, . . .	19	14	5	5	6	8	2	5	8	1	3	2	5	7
State Prison,a	491	491	-	169	141	Unk'n.	57	46	215	99	88	50	42	197
	1,870	1,616	254	756	396	761	852	585	624	328	356	256	291	904

* For Notes *, †, ‡, §, ‖, a, see following pages.

Digitized by Google

It is undoubtedly true, as stated in the letters accompanying the returns made by the officers of several institutions, that the answers of the convicts are, in many cases, partially erroneous; but it is quite certain that most of them would claim all the early privileges and advantages that they enjoyed. If the returns are to be qualified, we must assume that the criminal class as represented in these institutions, is not as well educated as it appears to be. And such is the opinion of the officers.

In the discharge of my duty in the prosecution of the inquiry on which I have entered, I think that I ought not to neglect to call attention to the fact that the foreign population contributes a disproportionate number of persons to the ranks of the exposed,

* Of these forty-four are children of one American and one foreign parent.

† STATE INDUSTRIAL SCHOOL FOR GIRLS,
LANCASTER, July 14, 1859.

Dear Sir,—You can readily understand the difficulty of securing absolutely correct answers to the questions contained in your circular, when our chief source of information is the child herself. A *strict* construction of the words *constant attendants*, in Nos. 10, 11, 12, 13, would have cut off the whole company. The numbers that I have appended were nominally sent for these periods to school; but the attendance was interrupted in nearly every case by the carelessness of parents or the inveterate habit of truancy of the children. There are but a few of our girls, (say half a dozen of them) that had made any progress in even the most rudimental branches, such as reading, writing and spelling, before they came to us. Some of them prove to be quite apt scholars and two are now enjoying the bounty of the State in other institutions of learning. With sincere respect, your obedient servant,

BRADFORD K. PEIRCE.

Hon. GEO. S. BOUTWELL.

‡ All that ever attended school.

§ WORCESTER, July 11, 1859.

Dear Sir,—Please find with this the answers to the questions you proposed. They were obtained by Mr. Carter, the Master of the House of Correction in this city, by application to the prisoners themselves, and from the records of the prison. But in justice to you I must express the opinion that the answers, *so far as they came from the convicts themselves*, can be regarded only as an approximation to truth. They can not be taken as reliable. But a small portion of the persons committed here, are known to the officers when they are sentenced. Many of them labor to conceal from their friends all knowledge of their arrest; and consequently they give names other than their true ones, and assume characters to match their names. This consideration, you will readily perceive, prompts them to an effort to mislead as to the place of their birth, their parentage, and the whole course of their lives. I have taken the liberty to make these statements, lest in using these statistics you should place a reliance upon them, to which all who are in any manner connected with the prisons, must feel that they are not entitled. Very respectfully, J. S. C. KNOWLTON, *Sheriff*.

Hon. GEO. S. BOUTWELL, Boston.

‖ MIDDLESEX COUNTY, SHERIFF'S OFFICE,
July 22, 1859.

Dear Sir,—I have the honor to inclose answers to your inquiries, in relation to persons convicted of crime in this county, which are, I believe, as accurate and full as can be obtained.

Digitized by Google

dangerous, and criminal classes. I do this, not for the purpose of uttering complaints, or of exciting prejudices and hostility against any portion of our fellow-citizens; but rather to arouse the people of the State to the importance of making effectual our system of public instruction. Of the 555 boys who were inmates of the Reform School at Westborough, 248 were of American descent, and 307 were either foreigners, or the children of parents born in other countries. Of the 98 girls at the Lancaster Industrial School, 35 were born of parents who were not born in the United States. At the time the returns were made, there were in all the jails and houses of correction 726 inmates, and of these 419 were either foreigners, or born of foreign parents, while only

I gave personal attention to it, and noted carefully the answers of each prisoner, and you have the result. The only point of doubt in my own mind is as to the construction of "systematic training" in the 10th and the following questions. I found it so difficult to make many of the poor fellows comprehend it, that the answer refers rather to the first portion of the question "constant attendants" than to the other, and it is perhaps fair to presume that the one includes the other. I find quite a prominent peculiarity in the answers of the Irish, especially females, viz.: That the schools many of them attended, were devoted much more to instruction in needle work and household matters, and religious exercises, than to the branches taught in our schools. I have included such in the number of attendants, although it must not be inferred always, that a tolerable education even was the result of such attendance. Yours truly, JOHN S. KEYES.

Hon. G. S. BOUTWELL, *Secretary Board of Education.*

a MASSACHUSETTS STATE PRISON, CHARLESTOWN, November, 28, 1859.

Dear Sir,—In a communication to the authorities of this Prison, bearing date June 20, 1859, you propound sundry questions, to which I presume you have already received answers under the hand of Wm. Pierce, Esq., the Clerk of the Institution. As it naturally fell to my lot to take the laboring oar in furnishing this information, allow me to add,—what must be directly to your purpose,—that the convicts, with few exceptions, appear to have left school very young. I feel safe in saying that the average age at which they bid adieu to the school room, could not have exceeded twelve years. In prosecuting my inquiries, I uniformly proposed the question as to how old the convict was when he left off going to school, and was surprised to receive for answer in such an overwhelming majority of instances, nine, ten, and eleven years—rarely more than thirteen. On pressing him more closely, I should usually gather the additional information, that he ran away from home at that age, or was compelled to leave school for the purposes of labor, &c., &c. Of course there is a limited class of exceptions. We have a few men of somewhat more culture, though even in such cases, there seems generally to have been some marked defect in training.

Allow me, in conclusion, to thank you, dear Sir, for the profitable labor to which your questions have subjected me. My knowledge, touching these particular facts in the history of the erring ones with whom I have to do, would hardly have been so thorough but for the occasion thus furnished. I shall look with great interest for the results of your investigations as to the "connection between ignorance and crime." I think you must reach the conclusion that the relations between the two are startling.

I am, dear Sir, yours very truly,

J. RICKER, *Chaplain to the Mass. State Prison.*

Hon. G. S. BOUTWELL.

Digitized by Google

307 were Americans, according to the distinction that has been regarded in these inquiries. Of the 491 convicts in the State prison, 181 were not born in the United States; but the returns do not show how many of the parents of the 310 remaining were born in other countries. The statement of these results ought not to bring odium upon the foreign population of the State, but it ought to excite all good citizens to make provision for the education of the children of foreigners, that they may rank intellectually and morally with the descendants of the settlers and earlier inhabitants of the Commonwealth. This analysis of the criminal returns furnishes additional reasons for the careful education of the operative classes in the manufacturing towns.

It is an important fact that but few of the criminal class are well educated. The letter of Rev. Mr. Ricker is valuable in this connection. Of 1,870 persons whose early training is disclosed by these returns, 34 per cent. claim to have been in school three months each year for a period of seven years; 18 per cent. were in school three months each year for a period of five years; 19 per cent. were in school three months each year for a period of three years; 14 per cent. attended school three months in a year for only one year; and 15 per cent. were never members of any school. Of the whole number, 904, or nearly 50 per cent., were, as appears by their own admission, guilty of truancy.

We cannot deny that there exists an intimate connection between ignorance and crime. The nature of this connection it may not be possible always to comprehend and disclose. Often, no doubt, criminal tendencies and criminal habits, early formed, lead to truancy and persistent neglect of the schools; and in such cases the work of reformation is a part of the process of education. In these instances common schools may not always be equal to the work. I am, however, of opinion that in a number of cases so great, that the exceptions need not be noticed, the criminal character is developed in consequence of neglect of mental and moral training. It cannot be asserted that the schools are always competent to furnish this training; but they are the chief reliance of the public. Irregular juvenile habits are the fit, and almost necessary preparation for a life of crime. Whenever a child is permitted, for insufficient reasons, to be absent from school a single day, he is, in some degree, unfitted for a life of virtue and success. If this non-attendance be equal

Digitized by Google

to one day in a week, the child wastes at least one-half of his educational opportunities, and he is likely to prove incompetent, mentally and morally, for the ordinary duties of life. If a boy is addicted to the crime of truancy, he has entered already upon a course which, if continued, must end in disaster and ruin.

When it is considered that the criminal class is the most expensive class, that the influence of criminals is always pernicious to the young, and that the chief public means of limiting and diminishing crime is the school system, we cannot overestimate the duty of bringing all the children of the State under its influence. Much may be done by parents and teachers, but it seems to me that the school committees may perform a work of great practical value, by holding meetings in the several school-houses, and presenting to parents those considerations that shall lead them to see the value of the training which the schools are able to give. A single meeting in a neighborhood will exert a healthful influence for an entire generation. Further, they may even visit those parents who are neglectful of the means of education, and by kindness, and entreaty, and argument, induce them to exert their parental power and make personal sacrifices to secure the education of their children.

The best test of the utility of schools is to be found in the statistics of attendance. These statistics indicate the moral as well as the mental condition of the children, other things being equal. The attendance might be higher in the city than in the country, and yet, owing to other circumstances, the moral condition of the latter be superior to that of the former. But if two towns are similar in business, wealth, and natural resources, their relative moral character, during a period of fifty years, will answer to the daily average attendance of the pupils upon the schools.

The average attendance in the State for the year 1855–6, was 70 per cent., and the average attendance for the year 1858–9, was 74 per cent. This increase is gratifying, but there is yet great room for improvement. I would gladly call the attention of the people of each town to their own condition in this particular, and the statistics appended to the Report of the Board of Education furnish all needed information. Wishing, however, to make prominent the distinctions existing, I mention those towns in

Digitized by Google

each county in which the average attendance is highest, and those also in which the average attendance is lowest.

Suffolk.		**Berkshire.**	
Chelsea,	.80-86	Peru,	.83-52
Winthrop,	.58-50	Lenox,	.47-67
Essex.		**Norfolk.**	
Nahant,	.88-06	Billingham,	.93-52
Newbury,	.52-78	Milton,	.63-24
Middlesex.		**Bristol.**	
Boxborough,	1.02-66	Raynham,	.85-32
Westford,	.61-88	Pawtucket,	·46-49
Worcester.		**Plymouth.**	
Barre,	1.02-47	Marion,	.98-71
Webster,	.48-21	Hull,	.53-12
Hampshire.		**Barnstable.**	
Greenwich,	.87-69	Orleans,	.84-05
Northampton,	.56-58	Sandwich,	.58-31
Hampden.		**Dukes.**	
Southwick,	.88-00	Tisbury,	.90-30
Palmer,	.60-55	Chilmark,	.55-64
Franklin.		**Nantucket.**	
Erving,	1.14-10	Nantucket,	.77-46
Buckland,	.68-21		

The discussions that have taken place during the year assure me that a portion of the people of the State have not true ideas of the constitution, duties, and powers of the Board of Education. It is now nearly a quarter of a century since this department of the government was established, and it is not, therefore, strange that general, accurate knowledge of the nature of the organization should have been lost. To be sure, every thing important may be found in the laws of the Commonwealth, and in the proceedings and Reports of the Board itself; yet a few persons only, in comparison with the whole population, have time and inclination for the necessary inquiries. Under these circumstances, it seems to me just and proper to present a condensed view of the constitution, duties, and powers of this Board; and

Digitized by Google

the consideration that this is my last Annual Report, enables me to discuss these topics with a freedom which I might not otherwise be able to command.

The governor and lieutenant-governor are, by virtue of their offices, members of the Board. The eight other members are appointed by the governor, with the consent of the council, one appointment being made each year, and each for the term of eight years.

The Board is, therefore, at once popular and conservative in its constitution; and it is difficult, even now, after all the experience the State has had, to suggest a plan better calculated to secure a representation of the people, a wise regard to the interests of education, official authority at once progressive and moderate, by which measures may be introduced and sufficiently tested, and in fine, a school system organized and made effective in every section of the Commonwealth, by the influence of example deduced from the experience of the people themselves, and the requisitions of salutary law, whose avoidance would be a manifest injury to those who deny its jurisdiction. Such, indeed, is the wisdom of the system, that it has been accepted by other States.

After a connection of many years with the government, I am prepared to say that it has, as I believe, been the settled purpose of every administration to secure in the Board of Education, a fair representation of leading interests and opinions without giving power to any; and the record of the names of the members has always been a sufficient guaranty that they could never agree in support of a plan or scheme dangerous or detrimental to the interests of the State. They receive no compensation for their services; and their personal expenses, which are paid by the State, have never amounted in the aggregate to two hundred dollars a year. The Board have no control over the school fund, nor are the members in any sense responsible for its custody or investment. The legislature is accustomed to make specific appropriations each year for the support of the Normal Schools, State Scholarships, and other general educational objects; and these appropriations are expended under the direction of the Board of Education, but of course, in conformity to law, and subject to the system of accountability imposed upon other agents and departments of the government. In financial affairs the Board is

Digitized by Google

powerless and entirely dependent on the will of the legislature. Its authority in educational matters is exceedingly limited and cannot give the least uneasiness to any honest, intelligent person, however sensitive he may be concerning the liberties of the people.

The four Normal Schools are controlled by the Board, whose power is analogous to that possessed by committees in regard to the schools of their respective towns. The teachers are appointed, the books prescribed, the length of the daily and yearly sessions fixed, and the examinations conducted by or under the authority of the Board. To the same department, also, is confided the duty of selecting the young men who are annually admitted to college upon the foundation established by the State. There is usually a legislative grant of a thousand dollars a year to each Normal School for the aid of deserving, destitute pupils, not merely as a charity, but to equalize the expenses of attendance. The distribution of this fund is confided to the Board. They have power, also, to appoint a treasurer, secretary, and agents, whenever the existence of these officers is authorized by law. The Board of Education are also authorized and required to make to the legislature a detailed report of their doings, with such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the most practicable means of improving and extending it, as their experience and reflection shall dictate. They are also required to prescribe the form of school registers, the blanks for returns, and to transmit abstracts of these to the legislature. Upon this view neither the assertion nor the denial of the dangerous character of this department of the government is of value to any body. The truth is seen by all who accept the facts. There is not in the Board of Education any power of legislation, any authority to expend a dollar of money, unless first appropriated by the representatives of the people, any right to appoint a teacher, prescribe a book, or dictate a condition in any public school of the State. Neither is there authority to control a school committee, to limit or extend their powers, which are fixed by law, to inflict a penalty on a committee, or teacher, or district, or school, for violation of, or non-compliance with the statutes of the Commonwealth. Nor has it happened, as far as I know, that, by any Act of the legislature, has power

Digitized by Google

been taken from the people or the towns, and given to the Board. By the legislation of twenty years new institutions have been created, new State agencies employed, and, in some instances, the direction of these has been confided to the Board, but nothing has been acquired by encroachments upon the rights of municipalities or the people.

On the first of June, 1857, the school fund was valued at $1,642,164.22. On the first of June, 1858, it amounted to $1,522,898.41, and on the first of June, 1859, to $1,523,319.33, and the income for the last year was $94,486.60.

The apparent decrease of the capital of the fund from 1857 to 1858, was not due to any change whatever in the value of the assets in the custody of the State treasurer, but to the operation of a law passed in 1858, chap. 158, sect. 9, by which he was required to estimate all stocks belonging to the Commonwealth at their market value.

The State is a principal owner of stocks in the western railroad, and the school fund is interested to the amount of $376,500.

There are two funds, the Western Railroad loan sinking fund, which, on the 31st of December, 1858, had a capital of $1,361,487.24, and the Albany sinking fund, which possessed a capital, on the 31st of December, 1857, of $529,686.10, created for the purpose of redeeming the scrip issued by Massachusetts, and by the city of Albany, to aid in the construction of the road. When the scrip matures, the funds will be sufficient for its redemption, and the Western Railroad Corporation will then be in possession of a great thoroughfare which will have cost about ten million of dollars, and yet it will be represented by only about five million of stock. Assuming that the business and expenses of the road will then correspond to the experience already had, each share of stock will be worth about two hundred dollars.

Regarding these facts as a reasonable basis for estimating the value of the stock, it had been so estimated by the treasurers and auditors of the Commonwealth for many years. In 1857 the value of each share was estimated at about $135, but under the operation of the statute of 1858, the value was reduced, on the first of June of that year, to one hundred dollars. Hence the apparent decrease in the capital of the school fund; but all who

Digitized by Google

understood the financial affairs of the State knew that there had been neither depreciation nor loss of a dollar.

The income of the school fund is divided into moieties, and one-half is distributed among the cities and towns, in proportion to the number of children in each between five and fifteen years of age. The amount thus distributed and payable July 10, 1859, was $46,120.21, equal to 21 cents for each child.

In many minds the distribution of this small sum by the State is connected with the municipal duty to elect and pay a superintending school committee. The two measures are associated historically, but they have no natural nor logical relation to each other. By this small annual distribution, the State secures returns from every town, without which there would be no *system* of schools in the Commonwealth. It may be said generally, and without disparagement to any, that there is not, in the separate towns, the power to support, for a period of years, a system of good schools. Every community is stimulated, encouraged and instructed by the knowledge which the returns furnish. When a town finds itself at the foot of the county, or far below the average of the State, the people are stimulated to make new efforts in behalf of their schools, and these efforts are always crowned with some degree of success. But isolate a town, and were it not for these returns, each town would be isolated in a good degree, and the people are not likely to be as well informed of what is doing in other places, and hence they are likely to degenerate into negligence and habits of false economy. Nor is it true that the State imposes an unnecessary duty upon the towns by the law which provides for the election of a superintending school committee.

The committee is a municipal necessity, and not merely the fruit of an edict of the government. The law recognizes the necessity, but does not create it. It cannot be assumed that any town would proceed to establish schools, and appropriate money for their support, and not also elect one or more persons, and authorize them to employ and examine teachers, and give directions generally concerning the education of the children. The powers of this committee would be analogous to the powers now possessed by the superintending committee. It is not necessary to extend this argument, and my reason for introducing it is the hope that the people in a small number

Digitized by Google

of towns, where prejudices exist against the school committee system, may see that it is a necessity of municipal life from which no community can escape, until it is prepared to abandon all methods of public instruction. And hence the injustice of instituting comparisons between the amount received from the State, and the amount paid for the services of school committees. The income of the school fund, distributed among the cities and towns, has no more connection with the services and charges of school committees, than it has with the support of paupers, or the repairs of highways. The school fund is the property of the people of the State, and not of the cities and towns, as such; and it is for the people, through their representatives, to prescribe the uses to which the income shall be devoted.

Thus far the State has wisely left the burden and control of the schools with the towns. It was never intended to make the school fund a substitute for municipal taxation, but its income was to be used for the encouragement of education, and for the advancement of learning in those institutions which are not within the scope of municipal action. The other moiety of the income of the school fund is appropriated to general educational purposes, as follows:—

I. For the support of the four Normal Schools, the sum of fourteen thousand and five hundred dollars. If to any this sum seems large, I am able to assure such that, as far as I have been able to ascertain, there is no other government, either in this country or Europe, that is educating as large a number of teachers at so small a cost. It ought also to be known that many of our teachers, both men and women, are laboring in the Normal Schools for less compensation than they ought to receive, and less than has been again and again offered to some of them by the managers of other schools. The system itself, as tested by the experience of Massachusetts, needs no longer to be defended. It has educated a large number of successful teachers, it has been an efficient agent in awakening the public interest in common schools, and in elevating the public sentiment to an appreciation of the business of teaching. This work the schools are still doing, and never before, within my experience, has the demand for graduates of our Normal Schools been as great as during the past year.

Digitized by Google

II. For aid to attendants in the State Normal Schools, the sum of four thousand dollars.

III. For the support of forty-eight State scholarships, the sum of four thousand and eight hundred dollars. These two measures illustrate, dignify and adorn the policy of Massachusetts in regard to education. If she had chosen to confine the advantages and opportunities of learning to the wealthy classes, she might have done so, by leaving poverty and ignorance to an unequal and not doubtful struggle against wealth and the advantages which wealth may command. But never for a moment has this ancient Commonwealth regarded such measures with favor, or looked complacently upon the aristocratic distinctions which they are calculated to promote. On the other hand, her policy, at once wise and parental, has contemplated the education of the humblest child of poverty and neglect, that all may enter the field of life and labor with equal chances of success.

But since 1853, the bounty of the State is no longer limited to the advantages which the public schools of the cities and towns are able to furnish, but it is now possible for young men of talent to obtain a collegiate course of education with small cost to themselves. Most towns in which high schools have been established are already benefited by this appropriation.

In every community there are youth of talent and hope, who, having no money, are yet stimulated to prepare themselves for college, and a part secure the object of their hopes. Under such circumstances, those who fail to obtain scholarships are better prepared for the work of life. Is it not something to the sons of poverty in a thousand neglected homes, that the State, like a generous parent, beckons them from their abodes, and invites them to partake of the learning of her colleges and university?—That from her own deep sympathy and abundant resources she places them upon an equality with the children of wealth?—That she recognizes learning as the chief means of establishing a perfect democracy, in which each citizen possesses the intelligence that raises him to the sovereignty of equality in a nation of citizens?

Nor are the benefits of this appropriation confined to the young men who obtain scholarships. As the students upon the State's foundation are obliged to maintain a good moral character, and a rank in the first half of the classes to which they respectively belong, they carry a healthful, intellectual and moral influence

Digitized by Google

into the colleges themselves, which has already led the officers to speak of the measure in the language of commendation. When the young men are graduated, they are bound to teach in the public schools of the State, if they have opportunity, or else to refund the money to the treasury. As it is the general purpose of the Board, other things being equal, to give the preference to those who intend to pursue the profession of teaching, it will no doubt happen that many will become successful teachers of high schools, and thus amply repay the State for all the outlay incurred.

The pupils in the Normal Schools are not persons of wealth, but those rather on whom the hand of necessity has already been laid. Some are supported by loans, some by the savings of previous labor, and some by the proceeds of daily toil, while pursuing their studies. There are always young men and women to whom the small sum distributed by the State is a relief to anxiety, a mitigation of labor which they can not safely perform.

IV. For the support of agents, a sum not exceeding four thousand dollars. The actual expenditure under this head for the year 1859, has been less than the appropriation, and the expediency of the measure has been fully considered in former Reports.

V. For Teachers' Institutes, the sum of four thousand two hundred and fifty dollars. The actual expenditure in 1859 was three thousand one hundred and fifty dollars.

For County Associations of Teachers fifty dollars to each.

For the Massachusetts Teachers' Association, three hundred dollars.

For the American Institute of Instruction, three hundred dollars.

VI. For the support of certain Indian Schools, six hundred and nineteen dollars.

VII. For salaries and expenses, viz.:—

For the salary of the Secretary of the Board of Education, two thousand dollars; for his travelling expenses, four hundred dollars, the expenditure amounting in the year 1859 to $298.64.

For the salary of the Assistant-Secretary of the Board of Education, one thousand and five hundred dollars; for the expenses of the members of the Board of Education, two hundred dollars, the expenditure amounting in the year 1859 to $191.10.

Digitized by Google

VIII. For postage, printing, advertising, stationery, meteorological observations, and incidental expenses, five thousand and five hundred dollars.

The appropriation, heretofore made to the New England Female Medical College, terminates this year, and it is not therefore necessary to consider it with reference to the future.

As these appropriations are made annually, the legislature will make such changes as may, from time to time, be desirable; but I do not myself entertain any doubts of the policy itself. These appropriations are not for the direct support of the public schools, but every school in the Commonwealth is to-day in the enjoyment of privileges and advantages that are traceable to the policy of the State in relation to Normal Schools, Teachers' Institutes, and Associations of Teachers, and to the labors of agents and lecturers among the people. This policy is intimately connected with the establishment and existence of the school fund, and it cannot with safety be abandoned.

It is a cheering fact in the public sentiment of the State, that the Act of 1859, providing for the increase of the school fund to three million of dollars, is every where received with approbation. This unanimity in the legislature and among the people, is an assurance that Massachusetts will adhere to her long tried policy in regard to the public schools themselves, and in regard to those measures which are calculated to improve the character and advance the qualifications of teachers, elevate the public sentiment, and unite the whole people in generous and intelligent efforts in behalf of popular education.

The laws of 1859, abolishing the district system and transferring the duty of selecting teachers from the prudential to the superintending committees, having been repealed by the same legislature, at its autumn session, there has been but little opportunity for testing the new system. The history of the proceedings of the legislature of 1859, furnishes abundant evidence of a desire to promote the interests of learning, and the passage of the measures in question was in harmony with that desire.

When the committee on education were considering the expediency of abolishing the district system, I expressed the opinion that the people were not prepared to accept the change without serious opposition in some counties. I was myself unwilling to

Digitized by Google

make an educational measure the subject of public controversy in the State, and much more unwilling to connect our educational policy, as a Commonwealth, with the fortunes of any political party. Under these circumstances, I could not advise the passage of the law, yet I did not for a moment doubt the patriotic and laudable purposes of the committee, or the real wisdom of the change contemplated, if the people were prepared to accept it. And I am now constrained to declare, as the result of extensive correspondence and interchange of sentiment with the people of the State, that their attachment to the district system is not as strong as I formerly supposed, and that a large majority are prepared to accept its unqualified abolition. It may not, however, be wise to legislate upon the subject immediately; but I deem this a fit occasion to invite the inhabitants of the towns, where districts still exist, to take the matter into their own hands and reconstruct their school system upon a basis which will admit of economy, progress, and efficiency. I entered upon the duties of the office I now hold with some faith in the district system; my observation and experience have destroyed that faith entirely. It is a system admirably calculated to secure poor schools, incompetent teachers, consequent waste of public money, and yet neither committees, nor districts, nor towns be responsible therefor.

It is unquestionably true that the best schools are found where the district system does not exist; and the charge, in a few instances made or suggested, that there has been no improvement for twenty-five years, is limited in its origin and in its truthful application to those towns which are divided into districts. Whenever a town has established the municipal system, and adhered to it for two years, there has never, within my knowledge, been a serious effort in favor of the restoration of the district system. These facts are so encouraging and so conclusive that they ought, without argument, to convince the most sceptical. The great object of the people is the establishment of good schools at the least cost, and they have no interest in the district system when it fails to secure these ends.

Practically, the district system denies the value of experience. Each year sees a new prudential committee man, and each term a new teacher. The experience of a year is rendered valueless by the election of a new committee; and the teacher labors for a single term, commencing without a knowledge of what the pupils

Digitized by Google

have previously accomplished, and ending without an interest in their future.

Under these circumstances, it is not strange that district schools are kept, term after term, and year after year, without an appreciable increase of power.

The quality of the school depends upon the character of the teacher; and the character of the teacher depends upon accident, or the caprice, prejudices, or convenience of the committee-man. Each teacher brings into the school his own ideas of teaching, and after two, three, or four months, he goes away and his place is taken by a stranger, who introduces new methods, without the judgment of any body concerning their relative value. The successive terms of school in the same district have not, usually, any personal or educational connection with each other. Each term is an experiment which proves nothing but its own failure or comparative success; and it does not even furnish, either in its failure or its success, a basis for future operations.

The district itself is a questionable organization. More frequently than otherwise it has no legal existence; and whenever a vote authorizing the levy of a tax is resisted, the courts usually find it difficult to sustain the proceedings of the district.

There are in the cities and towns of Massachusetts three distinct school systems. First, the municipal system. Where this exists the towns erect and support the school-houses, and confide to the superintending committees the selection of teachers.

This system exists in eighty or a hundred cities and towns, which together probably contain more than one-half of the population of the State, and, in the character of their schools, they are far in advance of the rest of the Commonwealth.

In the second class, about fifty in number, the towns erect and support the school-houses, but the territory is divided into districts, and the power to select teachers is confided to prudential committees.

The third class comprises those towns whose territory is divided into districts, and in which each district is charged with the duty of selecting its teachers and providing a school-house.

In most towns where this system exists the districts are too numerous, the school-houses are poor and inconvenient, and the number of pupils is insufficient to constitute a good school. Districts containing less than twelve pupils each, may be enumerated

Digitized by Google

by the hundred. It is quite likely that in the sparsely peopled sections of the State, a necessity for small districts occasionally exists; but it is a manifest public right to require pupils to travel from one to two miles to school, according to circumstances, rather than incur the expense of sustaining small, and, of course, poor schools. Moreover, the interest of the family is the same. A good school, even though the distance be considerable, is infinitely more important than the immediate neighborhood of a poor school. These small districts are tenacious of existence, and the only means by which they can be destroyed is for the towns to assume exclusive jurisdiction, including the burden of the houses, and then, from time to time, as occasions arise, pass judgment upon the expediency of continuing schools for the accommodation of a small number of persons who may often enjoy better educational advantages elsewhere. And in behalf of weak districts, whose pecuniary means are inadequate to the erection of suitable school-houses, I appeal to the towns and ask them to re-assume a burden which they ought never to have thrown off. To the town the erection of a school-house is usually a small matter; to a weak district it is often a burden far greater than all its other public contributions combined.

The district system is an obstacle to the establishment of graded schools. There are many villages, in towns where the district system exists, that are divided into districts, which, if united, would furnish pupils for a school of two, three, or four departments. In all these cases there is great waste of money and of teaching force. The object of our school system is to get a competent teacher into every school; but the district and the prudential committee systems are the best security which the public can take, that that object shall never be attained. Admit that all the inhabitants of a district are disposed to do what is right and proper, and what are the chances of success? Rotation in office is the law of their public action. This is often a necessity. Each citizen feels the burden of the duties, and he therefore claims that others shall bear their share. Often there is a public sentiment which at once demands for, and concedes to, every man, the right to hold the office in turn. In either case, the one all essential requisite of experience is wanting. And though the prudential committee may be a good citizen, a good farmer, a good mechanic, or a professional man in regular standing, he yet lacks knowledge

Digitized by Google

of the business which he is to transact. His acquaintance with teachers also is limited; and he finds, moreover, that the towns in which the prudential system does not exist, having always a committee competent to make contracts for a year in advance, have secured the services of the most competent persons. Thus, by the unnecessary multiplication of districts and schools in the sparsely peopled towns, the small number of pupils in each school, the lack of experience in prudential committees, and, on the other hand, the existence of superior schools, the payment of higher wages, the larger experience of committees where the municipal system exists, there has arisen a difference between the towns of the Commonwealth which admits of no other explanation than that suggested in this Report. Nor ought the statement of the fact to be omitted, that the course pursued occasionally, where the district system exists, is open to the gravest objections. District meetings are not generally attended by even a majority of the voters. It therefore happens that it is possible for a minority to elect the officers and control the policy of the district. Hence it is true of nearly every town, that once at least in its history, the organization of a district has been seized by a small number of men who entertained schemes inconsistent with the welfare of the schools. Assembled by concert, in the shades of evening, in a dimly lighted house, they have proceeded, without serious opposition, to consummate their schemes; and a prudential committee, in their interest, has been elected, who at once makes a contract with a relative, friend, or favorite, without regard to the intellectual or moral welfare of the children who are to be members of the school.

Nor, under such circumstances, is it often in the province of the superintending committee to resist the scheme, or to redress the grievance. These evils come from the exceptional and anti-republican character of our school districts. There is no other department of government in the Commonwealth, or under its authority, in which it is possible for a single person, acting in the name of the people, to proceed without consultation, without deliberation, without agreement, and bind his constituency in matters affecting their nearest rights and dearest privileges, and all without regard to any influence or opinion but such as proceeds from his own whims, passions, prejudices, or errors.

Digitized by Google

Nor can it be assumed that the district system is, even in the least degree, a promoter of popular liberty. It does nothing for education that might not be better done by other agencies; and, as a system, it exerts no influence, not even in the most remote degree, over the civil or political fortunes of the people. Experience is a great teacher, and neither the district system nor any system analogous to it, exists in the larger number of American States, and yet popular liberty is not confined to Massachusetts. Moreover, at least half of the people of the State have voluntarily abandoned the district system, and are not aware of any loss of liberty.

Nor is it true that more interest in schools is manifested where the district system exists, but the greater interest is observed where good schools are found. The quality of the schools and the interest of the people act and re-act upon each other. A generous and intelligent public interest renders the establishment of good schools necessary and easy, and good schools are calculated to widen, strengthen and deepen the interest of the people. Therefore it is absurd in reasoning, and false in history, to assume that a system under which poor schools are the rule, and good ones the exception, is adapted to increase the interest of the people in learning, or in the institutions thereof.

In concluding this part of my Report, I earnestly invite the inhabitants of the towns where the district system still exists, to make faithful trial of the municipal system, for the period of two or three years. And be it every where understood, that the abolition of the district system, whether by a law of the State, or the action of the towns themselves, works no concentration of power in the hands of any body outside of the respective municipalities interested. The legislature takes nothing, the Board of Education takes nothing, but the towns reclaim and exercise certain authorities, and perform certain duties, primarily, originally and always their own, until they saw fit to transfer them, temporarily and for certain purposes, to the districts, whose existence even was due to, and always dependent upon, the action of the towns. The re-assumption of these duties and authorities is entirely consistent with the original policy of the Commonwealth, which regarded the towns as the responsible managers of the common schools. Nor can there be any safer depositary of this power. If any where under the canopy of heaven, and among men, there is a perfect

Digitized by Google

democracy, it is in a New England, a Massachusetts town meeting. There, in the light of day, and in the presence of the world, where the power of each man, without regard to social, sectarian, pecuniary or industrial distinctions, is equal to that of any other man, the people proceed to legislate upon all their municipal concerns. And is there one of higher moment than the management of their public schools? And is there danger to popular liberty when the power to take the initiative in the selection of a teacher is transferred from the evening meeting of a minority of a school district, to the inhabitants of a whole town assembled in the light of day to legislate upon all matters of local and municipal importance?

It is a principle in our government that whoever contributes to the public burdens, has a right to be heard by himself, or by his representative, in the expenditure of the public money; and it therefore follows, that as long as the schools of a town are supported by the taxation of all its citizens, each citizen has a right to a voice in the expenditure of money for educational purposes. This voice must be heard in the choice of a committee authorized to select the teachers, or it cannot be heard at all. The superintending committees are chosen by the people, one-third each year, and therefore there is annually an opportunity for the expression of public sentiment. Under the municipal system the entire responsibility is upon the committee, and under the pressure of this responsibility, with a large and constantly enlarging experience, there can be but little doubt of their disposition or their ability to meet every reasonable expectation. Led to retain those teachers who have succeeded, and forced to put aside those who are comparatively incompetent, the standard of qualifications would be gradually elevated, and the schools proportionately improved.

I have been thus earnest and minute in this exposition of the evils of the district system, in the hope that the inhabitants of those towns where it still exists may be led to make a trial of the municipal system, which, I am persuaded, will render their schools at once more valuable and more economical. It is practicable for many, even of the smaller towns, to consolidate their most populous districts, establish graded schools with two or three departments, the higher of which shall furnish training equivalent to that usually given in good English High Schools, without much addition to their present appropriations.

Digitized by Google

Several High Schools in Massachusetts are now in charge of women, and the success already attained indicates their fitness for more general employment in this wide field of labor. The smaller towns can afford to pay the wages usually obtained by women of the highest qualifications and largest experience; and the abolition of the district system will prepare the way for the establishment of schools of a higher grade, in towns where the present system renders such schools impossible.

No town can afford to neglect the establishment and maintenance of a good system of schools. All material prosperity is connected with intelligence and virtue, and the community that neglects the training of its youth in the virtues and sciences of modern civilization, will be overwhelmed by the accumulated evils of ignorance, poverty, and crime.

GEO. S. BOUTWELL, *Secretary.*

Boston, December 21, 1859.

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

ABSTRACT

OF

SCHOOL REPORTS.

Digitized by Google

*** The following Extracts from Reports of School Committees relate to:—

1. The District System and District Schools.

2. Attendance.

3. Miscellaneous Topics.

Digitized by Google

DISTRICT SYSTEM AND DISTRICT SCHOOLS.

ESSEX COUNTY.

AMESBURY.

A word may be said in this connection, on the employment of teachers. An examination of an hour or two by the superintending committee can do but little in satisfying them respecting those qualifications which are important in moral discipline and instruction. Care should be taken by those who recommend instructors as candidates, that they do not confine their estimate to a bare view of their intellectual acquisitions. Prudential committees also have a moral responsibility here, as they often engage their teachers before they have passed examination, and the subsequent inspection of the mental acquirements of the individual may leave no room for his rejection. Experience only, can test and develop the power of training the young aright, and for the schools of higher grade, where tact and judgment seem eminently necessary, it is better that none should present themselves, except such as have proved their competency in a more limited sphere of labor.

When we take the highest view of school instruction, remembering that it has for its object the same result which is aimed at by the parental teachings; that moral effects of great importance will follow these means in the direction of evil, if not of good; that children in the public school are laying the basis of a development in body, and mind, and heart, which will be abiding—then we shall be ready to respond to the call for improvement. Let parents think of the end, and of the agencies to be employed, and when they have fully appreciated these, indifference will give way to interest, and interest beget enthusiasm in behalf of the means of public education for the young.

School Committee.—CHARLES F. FOSTER, DANIEL WORTHEN, Y. G. HURD.

Digitized by Google

ANDOVER.

It is understood that our present legislature have passed certain laws increasing the labors of the superintending school committee; one, making it their duty, after July 1st, to hire all the teachers for the schools; and another, obliging them to provide school books, and sell them at a price which will simply cover the cost.

As to the former of these duties—the selection of teachers—we hope to act without partiality, and with a view to the best good of the schools; giving the preference to teachers raised in Andover, or now residing here, in case they are equally well qualified with those applying from abroad, and of this number, employing those who are, in our judgment, best fitted, all things considered, to instruct the different schools. We despair of making a selection from the large number of candidates, that will be satisfactory to all. But we think that the people will be best satisfied in the end, and certainly our own sense of duty will be, if we make that selection which, according to our best judgment, will result in the greatest benefit to the children and youth, whose interests are so largely committed to our hands.

We trust that those among us who propose to continue teaching, and who may be conscious of any deficiencies in their education, will so perfect themselves in this respect, that the committee will have no reason to hesitate with regard to applying to them. It seems to us that, especially in the winter, none should be appointed to instruct the older class of scholars, who are not qualified to carry them forward successfully in all the studies required for admission to the High School. This class of scholars have suffered heretofore, in some instances, because their teachers were unable to give them correct and clear explanations of some principles in arithmetic, and of more still, in grammar. When teachers are weak and uncertain upon such matters, it is wholly out of their power to go on before their pupils, and inspire them with interest, and lead them into the fields of definite knowledge. They cannot draw out, and marshal, and drill, a company of scholars upon ground where they feel that they have a very uncertain footing themselves.

School Committee.—James H. Merrill, George Foster, H. S. Greene.

NORTH ANDOVER.

One of the most serious hindrances to the elevation of our schools, is the constant change of teachers. Before much if any progress is made

Digitized by Google

by the pupil in a single study under the teacher, he comes under the instruction of another, who rather *reviews* him in what he has already mastered, than advances him in what he is ignorant. We state our honest conviction, when we assert, that so far as we can judge from the examinations, many of the scholars are no farther advanced in their studies at the close of the winter term, than they were at the end of the summer term, yet we pay a third more, if not twice the wages to a gentleman, than to a lady, to bring about this result. To state the matter clearly, for the benefit of some shrewd financier—we pay nearly twice the amount in the winter for instruction that we do in the summer, without getting an equivalent. Under our present system, there is no possible remedy for this serious waste of money. The few older scholars of the several districts require the aid of male teachers in the winter.

Again, some of the schools are so small in the number of scholars, that there is not stimulus enough to sustain the child's interest in his books, even through a short term. We have heard parents say that their children had more schooling than they could patiently endure, so wearied and indifferent did they become before the end of the school. We have visited schools as small as fifteen scholars. We did not think it strange to see some of them asleep; we indeed wondered that any were awake, so monotonous and lulling was the hum of the recitations. There was nothing to arouse the least desire to excel. The most animated and efficient teacher could not inspire and sustain, with so few pupils, the necessary interest for their improvement. It will be asked, is there any remedy for this evil? We answer, it can be met by making the children feel the importance of a knowledge in higher branches than the district school is required to give. To read, write and cipher is at the basis of all education; but if a child supposes that to pronounce words distinctly, write his name legibly, and solve problems in Interest correctly, is all his mind is capable of doing, he will soon fall into the fatal error that his education is completed. His ambition will languish; the standard of his attainments be lowered, and the influence of his scholarship check rather than aid the efforts of the teacher.

Such are some of the difficulties in the way of elevating the standard of education in the town. We have stated them plainly, because we believe they furnish a strong argument for the establishment of a High School. This is the remedy we earnestly recommend to the consideration of every candid and intelligent citizen.

Had we a High School, we could intrust the care of all the other schools to female teachers, through the year. The advantage of this plan would be great. The smaller scholars, by far the majority that attend school the entire year, would suffer no interruption in their

Digitized by Google

studies by the constant change of teachers. They would have before them as a stimulus, a higher grade of school for which to fit themselves, whilst the older scholars, instead of leaving town or seeking a private school, could pursue the higher branches, such as algebra, geometry, botany, astronomy, &c.

Social life, too, suffering more than our words can tell from the want of that culture which a High School always imparts, would receive an influence that would refine and elevate the moral and religious condition of the town. Whilst we are writing, our attention is called to a bill presented to the legislature, which provides for the establishment of High Schools wherever the number of inhabitants is two thousand.

We trust our town will not defer this important matter till it is compelled by law to consider it. We would recommend that the experiment be made for a single year. We now spend $3,000 for education,—$2,300 public tax and $700 private. With this amount, or even with $2,300, if a room was furnished, both a High School and the District Schools could be supported.

To those who live in the outskirts of the town, and on that account would object to our plan, we would say, that the teacher of the Private School has informed us that some of his most punctual pupils are from the remotest districts. It is absurd for any man to suppose that a building for a High School could be put within a few rods of his door. Wherever it was located, some would necessarily have to walk or ride a distance, but they should remember that every blessing has its disadvantages ; and to make some sacrifice of personal comfort for so great a public good as a High School, would be small compared with the benefit they would reap. To this conclusion the committee come with great unanimity of feeling, after a careful examination of all the circumstances and of all the arguments pro and con; that a High School is economical, practical, and absolutely indispensable to any elevation of the present standard of the schools.

School Committee.—CHARLES C. VINAL, L. H. COBB, F. SPOFFORD.

SOUTH DANVERS.

Though, as before said, the schools of the town are generally in a good condition, yet it should not be claimed that all of them have attained so high a standard as we can reasonably require. By reference to the detailed accounts it will be seen that in the opinion of the committee there are some schools not quite up to the standard established by their own previous reputation. Among a variety of causes always and everywhere existing, more or less unfavorably affecting the

Digitized by Google

prosperity and usefulness of a school, whether public or private, is that of a frequency in the change of teachers. Sometimes, of course, a change of teachers must be expedient, and too often unavoidable, yet it always operates more or less unfavorably to the school. Even when the retiring teacher is succeeded by one more competent, the immediate evil is not slight; and nothing except grave deficiencies in the incumbent can warrant the sacrifice which his removal involves. It should be considered that much labor and time are required merely to adjust the working relations between a new teacher and the school. Each teacher has methods of training peculiar to himself; and always at the transition of the school from the old to the new, its attention is diverted from study, and its prosperity is temporarily arrested. Moreover, before a teacher can render himself truly efficient, he must, to some extent, form the acquaintance of each pupil, learn his disposition, temperament, and the measure of his powers, secure his sympathies, and enlist his heart as well as intellect in the duties of the school-room.

This evil is one of such long standing and great prominence, that the legislature has, chiefly for the purpose of establishing more uniformity in the management of schools, and greater permanency in the tenure of the teacher's office, remodelled the structure of the school committees—requiring them to be elected triennially, instead of annually—and transferring to them the authority of employing teachers.

Though this legislation casts upon the school committee a great accumulation of labor and responsibility, yet the very great hope that it inspires of prospective advantage to the schools ought to reconcile us to a cheerful performance of the additional duties. The last session of the legislature has been one of very great advantage to the interests of common schools, and we believe it will hereafter be justly memorable in the annals of education for the noble stand it has taken, and the efficient statutes it has enacted for the reform of several very great evils, which have confessedly been chained to the heels of our educational system, but which have for some ulterior reasons, well understood by those familiar with the peculiar constitution of town and district governments, baffled the moral efforts of the friends of education who have long sought their reformation.

In addition to the evils resulting from the want of uniformity attending the employment of teachers, by a dozen, it may be, different boards, in the same town, and the consequent precariousness of the tenure of the teacher's office, there has been the great evil of too frequent a change of text-books. The method of furnishing school books for our public schools has always operated badly, at best; but latterly, it has, in many large towns and cities, actually sunk into a shameful abuse, so much so, that the hand of the government has been laid upon it in such

Digitized by Google

a way as to give reason to suppose that hereafter the common schools, and through them the pockets of the people, are not to be continually subjected to the innate rapacity of book manufacturers.

In addition to the two statutes before cited, the legislature have enacted a statute entirely abolishing the school district system, and as this concerns an interest important to every inhabitant of the town, we cite it entire. As the questions of expediency and principle involved in this change have been so recently, so elaborately, and so ably considered, and presented to the town, by our predecessors, it would be deemed the merest supererogation for us to say more than that we agree to their reasoning upon this subject, and assent to their conclusions; and confidently hope and trust that this statute will prove of great advantage to the cause of common school education throughout our Commonwealth. It will be observed that this statute does not go into operation till the first day of July, 1860.

School Committee.—Sidney C. Bancroft, Charles H. Wheeler, O. Brayton, Fitch Poole, D. Webster King, John B. Peabody.

MIDDLESEX COUNTY.

ASHBY.

It will be noticed that the larger number of our schools are very small. Should some way be devised and adopted by which the number of districts could be diminished, we then might have longer terms, and, no doubt, better schools. In some of the schools, the number is so small, it really makes it lonely for teachers, and difficult to excite the ambition of the scholars. Giving each school about forty-five scholars, the number might be reduced to five or six districts. To be sure, some might have a longer distance to travel, but it would on the whole, be gain. We have nine school-houses, but if they were all moulded over, six good ones would not be the result. There is a great necessity of better buildings to accommodate our children. They should be commodious, well ventilated and supplied with blackboards, outline maps, globes, and all other needful apparatus.

We would suggest to the town the propriety of taking into *serious* consideration the abolishing of the school districts and the buying of the

Digitized by Google

school-houses, and building and owning just as many and as good ones as we may choose. Many reasons might be given why it would be advantageous, but they need not here be mentioned.

A defect in our schools is, want of system in the course of instruction. Studies are frequently not taken up in the order they should be. The primary books are hastily left for those more advanced, and spelling and reading and writing are neglected for the higher branches. In the eagerness to go through, little permanent good is accomplished. This defect may arise from the shortness of the terms of school. Little time is given to schooling, and there is a desire to go over much surface in this short space. It may arise, in part, from the incompetency of instructors. Not having a system of their own, never having learned one, they cannot impart it to others. Also the frequent change of teachers tends to the same faults; hence the importance of retaining teachers in the same school for a series of terms.

In conclusion, we would say to our townsmen, let this question come with peculiar power to each one, when we meet in our school meetings to transact the annual business of the districts; when we vote in town meetings to raise money to defray educational expenses,—"In what way shall I act to promote the best interest of all our public schools?"

Much information may be gained of what is being done in the State, by reading the Report of the Secretary of the Board of Education and Abstracts of School Committees' Reports, which are published annually, in one volume, and one of which is given to each district.

Let this interest in education, which is manifested in the Commonwealth, stimulate us to increased efforts to make all needful supplies and improvements in order that we may stand among the front ranks in those towns which have the best schools, and also that hereafter our children may have cause to say, "we bless the memories of those who gave unto us good advantages for mental culture."

School Committee.—LEONARD FRENCH, STEPHEN WYMAN, E. H. HAYWARD.

BEDFORD.

After much discussion and agitation the school committee, during the past year, have been intrusted by the town with the employment of teachers. And while that question is now settled, and forever settled, we trust, by the legislation of State, we flatter ourselves that the town has seen no cause to regret its action in this respect. We are confident that our schools have been taught with as much ability and fidelity, as in any former year. Especially do we feel that the

Digitized by Google

outer districts of our town cannot think we have been unmindful of their interests in the selection of teachers. We would bespeak for future committees a reasonable amount of confidence in the fidelity with which they may act towards them. With this business in the hands of prudential committees, as heretofore, the annual and semi-annual change of teachers has been the worst evil with which our schools have had to contend. Each agent would have some particular friend whom he was desirous of placing in school, and no matter how faithful a former teacher may have been, a change must be made.

Every teacher has his own peculiarities in teaching and government, and in a degree more or less on entering school, must make a revolution therein. But now, with more permanency in school committees, and the employment of teachers in their hands, we may hope for less change in teachers, and this evil will in part be remedied.

School Committee.—SAMUEL SAGE, JR.

BILLERICA.

To the districts we would say, be careful to select suitable and competent committee-men. The teacher is in "loco parentis,"—in place of the parent—and he has, or should have, like interests and sympathies. He should have qualifications and abilities to govern and instruct after the manner of a wise parent. The teacher should be one whom it is safe to leave to follow his own judgment and discretion. These qualities are the most essential requisites of a good teacher, and no sufficiency can be had without them. They are indispensable to the proper discipline, government, and instruction of a school. Without them he will fail, let him have what else he may. They will be constantly called into use for securing order and best results. A suitable teacher will have those, with sufficient *energy* and *animation* to interest and animate a school. There is nothing so encouraging and profitable in a school, as a live and wide-awake teacher; and nothing so discouraging as a dull and sleepy one. He should be able to stand alone, strong and upright,—without any extraneous aids,—showing no signs of weakness. If you would have a live and progressive school, you must have a live and progressive teacher.

Teachers have difficult tasks to perform, for, in season and out of season, they must study and labor for the good of their pupils; and they deserve, and should have, such sympathy and aid as they need. They should walk circumspectly in school and out of school, that no word of reproach be cast upon them. Let the district committee-men or whoever may have the duty to perform, see to it and secure efficient

Digitized by Google

teachers, for so they will find their best interests augmented and sustained.

More than half of your schools, for the past year have been very efficiently governed and instructed; the rest have been but partial failures. Wherever sufficiently wise and energetic government has prevailed, all has been well. It is not to be expected that in all cases the services of the best teachers can be secured for the small and short schools, and so partial failures are unavoidable.

School Committee.—Sewell Worthley, Daniel Floyd, Daniel Parker.

CARLISLE.

Having thus given a hasty and desultory sketch of our several schools, we beg leave to append a few brief suggestions, that we think may have a tendency to promote their usefulness hereafter.

And first, in reference to the selection of teachers. Primarily this duty belongs to the superintending committee; and with them, were it not for personal reasons, we should wish it might be left. But where, as in our town, it is transferred to the prudential committee, we would recommend that it should be discharged with more care and caution than has usually been accorded to it. Prudential committees should at least do whatever could be done, by the exercise of their best judgment, and by careful inquiry to ascertain the moral character of the candidate, his previous history, his success as a teacher, if he has ever taught, and what training he has had to qualify himself for teaching; and especially to determine from appearance, and all other practicable tests, if he has the maturity of judgment, and the self-control necessary to enable him to meet successfully the difficulties and responsibilities of the position he seeks.

School Committee.—B. F. Heald, Ebenezer Champney.

CHELMSFORD.

It becomes our duty to call the attention of the town to several points, which we think have a very great bearing upon the welfare of the schools. The legislature have passed an act making it the duty of the school committee to contract with the teachers, after the first of July next. This act passed both branches of the general court with a unanimity almost unparalleled, but we learn does not meet the approbation of many of our fellow citizens. Some have denounced it in strong terms, as wrong in

Digitized by Google

principle, as unconstitutional, and as tending to deprive the people of their liberties. Is there occasion for this excitement? Is the law a bad one? These questions, we think, are worthy a candid consideration, in connection with an intelligent view of the facts in the case.

This law was contemplated by the originators of the present system of managing the common schools of Massachusetts, which has been in operation more than twenty years. They saw defects in the former system, and devised the plan of managing the schools as other business is managed. Their plan was, that each town should elect three or more competent men to take the control of the schools; to appoint the teachers, with the power to dismiss or retain them, and to take the responsibility. The change proposed was so radical, that the legislature would not consent to adopt the whole of it at the outset. It was left optional with the towns whether the teachers should be employed by the school committee, or by the prudential committees of the several districts; and the matter was left in this form, because the change from the former system was so great, that public opinion must be gradually prepared for its completion, and the part of the plan then adopted, was more violently opposed by the voters of this town, than is the new law which we are now considering.

That plan is now completed, and will go fully into operation on the first of July; and as some doubts have been expressed as to the legality of contracts made by the town committee after that date, we have taken the opinion of the Secretary of the Board of Education, who is aided by the best legal counsel in the State, and his language is decisive upon this point. It is as follows:—"All contracts by prudential committees *must* terminate on the first of July." We have not, however, any desire to interfere with any contracts made by prudential committees for the summer schools, but shall endeavor to sustain the teachers employed by them with all our ability, to the end of their respective terms. We wish also that the prudential committees should draw the money for the summer schools, and pay the teachers as usual. We think, too, that the past experience of the town in regard to our manner of performing the duties devolving upon the school committee, should shield us even from the fear of any arbitrary exercise of power; and we take this opportunity to say that we shall wish in all cases to consult the wishes, as well as the interests of the several districts, in our selection of teachers for the winter schools, and shall desire the advice of the various prudential committees as to the amount of wages to be paid by us.

To the operation of the general arrangement now completed by the passage of the act under consideration, must be ascribed, in a very great measure, the vast improvement in our schools during the last twenty

Digitized by Google

years. During this time our town has doubled its annual appropriation for the support of the schools, and has increased investments in school-house property more than ten fold.

UNIVERSITY OF VIRGINIA.

A uniform and improved class of school books has been introduced, and an interest in the schools has been awakened which has shown itself in the increased number of visitors to the schools in term time and at the closing examination.

These increased facilities for the improvement of our children, and these agencies to stimulate them to acquire useful knowledge have come principally from the plan referred to. School committees have urged parents and other friends of the pupils to visit them, and the improvement in this respect, during the last twenty years, has been more than twenty-fold. The incomplete plan, we think, has been useful, and we hope the complete one will be more so.

We like the idea of giving the committee the entire control of the schools, *and of holding them responsible* for the success of the teacher. The difference between the incomplete and the complete plan of which we have spoken, is *this*—the former gave the power of appointing the teacher to the district agent, and the entire control of the schools, after they are set up, to the committee, with the power of rejecting such teachers as lack literary qualifications. The latter adds the appointing power to the other powers of the committee. Under the double management, the responsibility fell between the two classes of officers, and rested on no one. Under the same system, too, the prosperity of schools was often injured by an agent neglecting to re-employ a teacher who had secured the affections of the pupils, was popular with their parents, and fully approved by the committee, for the purpose of employing a friend. The effects of this were always mischievous. The pupils and parents were offended, and lost interest in the school, from a constant change of teachers, and the committee were always embarrassed in laboring to bring out the results of a good school.

We propose now to speak of a few specific objections urged against the new law by its opponents. It is said to give too much power to a few men. The entire control of the schools, including the selection of books and teachers, should not be given to one class of officers. Fellow citizens, how much of this plan shall we give up? Shall we repeal the law recently made, after a half-year's trial, and return to the double management of which we have spoken? This will lessen the responsibility of the committees, but not their control of the schools—and this control is most complained of by those who object to the new law. If the whole plan is given up, what shall be adopted in its stead? Shall all the legal voters in a district select the teacher by a majority vote, and in the same way decide what books shall be used in their school?

Digitized by Google

If you do not like this plan, would you have each district choose a committee every year, to select teachers and books, and report to their constituents? If this will not suit you, would you have the district choose an agent annually, and give him the control of the school, the district reserving the right to dismiss the teacher he may employ, if they see cause to do so? Or, would you modify the plan, by having a town committee to select books and examine the teachers? Some will doubtless say they prefer the plan which has been in operation more than twenty years, without the modification made by recent legislation. This is undoubtedly better than either of the others, but it is imperfect, and liable, as we have shown, to meet with obstructions in its practical workings. It is very evident that those who oppose the new law are by no means agreed as to what they want.

There are but two plans, entirely distinct from each other, each perfect in itself. One is, that the voters in each district should select the books for their school, and appoint their teachers by a majority vote. The other is that which will go fully into operation in July next. We prefer the latter to the former, or to any modification of the two that has been mentioned, and the following are the reasons for this preference:— 1st. It is in accordance with that generally adopted and strongly approved in managing other departments of business. 2d. Our experience as members of the school committee has thoroughly convinced us that this plan will greatly promote the interests of our schools. It simplifies the business of superintendence, and increases the responsibility of those who superintend, in a way which we think will result favorably to the schools. 3d. The framers of the Board of Education, all its prominent officers and agents, and men who have had most experience as members of school committees, or teachers, decidedly approve of the plan.

We have given our views upon this subject without reference to ourselves. Our term of office will soon expire, and we hope our successors will be so efficient and faithful as to render our common school system a more beneficial agency than it has ever yet been. While two of us continue in our responsible office, we earnestly solicit the hearty co-operation of our fellow citizens. We wish you to visit the schools, and to confer with us upon the best means of conducting them. Your suggestions will be respectfully received, and candidly considered. Your watchful care over the schools, the teachers and the committee, is desired.

School Committee.—B. F. Clark, J. C. Bartlett, John Parkhurst.

Digitized by Google

CONCORD.

Another reason why our schools are not as perfect as our theory supposes, is, that many of our teachers have not reached that standard of perfection which our theory requires; and so long as sisters and daughters, nieces and nephews are selected for teachers, this can hardly be expected. This is one of the difficulties with which committees frequently have to contend. When some family connection is selected by the prudential committee, if he or she is not approved by the superintending committee, it is apt to cause a difficulty between the committees. The prudential committee and his friends in the district, will watch with eagle eyes for any failing in the person who may teach the school, and will rarely be satisfied. And the result is, that the school is seriously injured. It often becomes a question of expediency with the committee, whether under such circumstances a teacher shall be approved or rejected.

We are happy to know that several young ladies from this town are fitting themselves for teachers in a Normal School. We hope the time is not far distant, when all our teachers shall have pursued a course of studies designed to fit them to teach. Then we may expect more system and more thoroughness in the course of instruction. Without well qualified teachers, all other means to improve the condition of our schools, will be of little avail.

The qualifications of our teachers, the past year, have been fully up to the standard of former years. Two of our best qualified teachers were induced by the offer of higher wages to become teachers in the schools in Boston. It was with much regret that we parted with them. The only consolation in the case is that our loss is their gain. Good teachers are always liable to be taken from us by those who can afford to pay a higher price.

School Committee.—Joseph Reynolds, William D. Brown, Minot Pratt.

DRACUT.

It will be seen by the following Act, recently passed by the legislature, that it becomes very soon the duty of the superintending committee to engage and employ the teachers in our public schools:

Be it enacted, &c., as follows:—

Sect. 1. The school committee of each town shall select and contract with the teachers of the public schools; and they shall require full and

Digitized by Google

satisfactory evidence of the good moral character of all instructors who may be employed, and shall ascertain, by personal examination, their qualifications for teaching, and capacity for the government of schools.

SECT. 2. This act shall take effect from and after July first, in the year one thousand eight hundred and fifty-nine. [Approved, February 26, 1859.

By this enactment, new duties are imposed upon the committee, the discharge of which must necessarily increase their labors, and may expose them to censure, however faithfully performed. Notwithstanding, in the opinion of the committee, the change will be productive of great benefit to all our schools. There may be an apprehension on the part of some districts, that their rights are to be taken from them, but it is not so ; it is, on the contrary, to give them their rights. Considering that it is the custom in some districts, for persons to serve in turn, as prudential committee, and oftentimes manifesting little or no interest in the selection of teachers, having no children, and as is often the case, employing a particular friend or relative, upon their first application, without any regard to their necessary qualifications, can it be expected, under such circumstances, that competent and judicious selections will be made? The superintending committee are better able to judge of their qualifications and fitness for the different schools, knowing their peculiar wants. Some teachers may be well adapted and successful in one school and not in another. Teachers have their peculiarities, and those peculiarities should be adapted to the wants of the schools, in order to be successful. Some schools need a strict disciplinarian ; others are easily governed by gentleness and love. Some require teachers of greater abilities than others ; so that it is evident that much care should be exercised in their selection. Also, the change will give the committee a larger number from which to make selections, and it will avoid frequent changes of teachers, which is so injurious to our schools. We have often thought that the teachers in town are among the best and most successful ; yet some of them have been overlooked the past year, and preference given to those out of town. We say emphatically, encourage our own teachers, and give employment to them if they are as well qualified and competent to teach as those from abroad. We say, then, in dismissing this subject, let there be a good feeling existing between the prudential and superintending committee, and let them consult together for the best interest of our schools, and we may hope that success and prosperity will follow our labors in the discharge of duty.

School Committee.—CHARLES B. VARNUM, GEORGE TAYLOR, L. F. JONES.

Digitized by Google

HOLLISTON.

In the present annual report the committee have nothing of unusual interest to relate respecting the schools. The system adopted by the town a few years since, when the larger district schools were graded, and a High School established, appears to be working satisfactorily, and is undoubtedly the best which we are able to introduce. And when this system shall have arrived at a higher degree of perfection, still greater advantages may be expected from it. It is hoped that nothing has occurred which will prove of permanent injury to any district, although in a few instances teachers were employed, who were not well adapted to occupy the situations in which they were placed. But it is gratifying to remark, that several efficient teachers have been employed in the same schools for the successive terms during the last two years. The teacher thus becoming intimately acquainted with the character, mental capacity and advancement of the scholars, is enabled thereby to labor with the more profit.

In the examination of teachers, the committee being desirous of raising the standard of qualifications, adopted the plan of using a series of printed questions,—thus making the examinations uniform and free from personal bias. This plan, although attended with some inconveniences, has proved very satisfactory in its results.

We should not omit to mention that our efforts have been cordially seconded by the prudential committees, and all intercourse with them has been characterized by courtesy.

School Committee.—O. B. Bullard, C. C. Jewett, A. Pond.

LEXINGTON.

Another law of greater importance devolves on the superintending committee the entire duty of hiring teachers. This change avoids some obvious embarrassments which were incident to the former arrangement. It increases the responsibility as well as the labors of the committee. It will be their interest and duty to pay due deference to the opinions and feelings of the inhabitants of the districts; yet they cannot thus put off the responsibility that will rest on them,—to employ and retain the teachers that are, in their opinion, best qualified to secure the essential aims of the schools. The committee will need, and earnestly hope to receive, the generous and forbearing judgment and friendly coöperation of the people in laboring for the best interests of the schools. Not for their own sakes, but for the sake of the schools, they deprecate any

Digitized by Google

attempt to draw these concerns into the field of local politics; the disposition to cherish into factitious magnitude the unfortunate incidents that may occur, to impede, rather than aid, the committee in their work, and to impute to wilful fault the errors which are incidental to our fallible nature. There is no lack of interest in the schools on the part of the people; it is unfortunate that this interest sometimes runs into channels which promote prejudice, division and unwholesome excitement, rather than the healthy and quiet progress of the schools. Every instance in which a hasty or unjust odium against a teacher, or others specially concerned with the schools, is communicated from parents to the pupils, contributes to undermine the proper regard for rightful authority, on which alone a healthy subordination can be based.

School Committee.—L. J. LIVERMORE, CHARLES TIDD, HOWLAND HOLMES.

LINCOLN.

No town can prosper any length of time, unless there is suitable provision made for the education of its children. "Knowledge is power," either for good or evil. Let us have knowledge if our money will procure it. Let us not be parsimonious in this matter, but be generous and noble in relation to it, being willing at all times to make generous concessions for the good of those who are soon to fill our places. Give to them such grants of money as will give to each all the schooling he may need. And in the future, let us place such men on the school committee as we can trust with the division of the school money, allowing them to expend the money in such manner as they may decide will give all the children of the town the most education. Let us not tie them to spend a certain amount of money in one section and a given amount in another section, but put the whole school money into their hands, and make them responsible to the town for the proper use of the same. Let sectional jealousy be no longer seen in this matter. Let us be magnanimous, philanthropic and generous on this subject, knowing no south, north, east or middle, but make suitable provision for all, eschewing selfishness, being willing to make large sacrifices for the general good. Our town is so situated that it is not possible for all to live equally near school, and it must of necessity be more labor and toil for some parents to convey their children to school than for others. To compensate them for that labor, as a general rule, they will find their children making greater proficiency in their studies. The child, appreciating thelabor, feels that it costs him too much to be lost, hence he makes a vigorous effort to learn enough to pay for the labor expended.

Exceedingly small schools your committee believe not to be profitable.

Digitized by Google

They are tedious, both to teacher and pupil. Having no classes, the monotony of the school-room becomes irksome to the child, the intellect loses a portion of its vivacity, and the child at best becomes a plodding rather than an energetic scholar. We believe we ought to recommend the appropriation of a small sum of money for the purchase of globes for the use of the schools. Without them, geography cannot be properly taught; by the use of them, the child would more correctly understand the action of the earth, and the relative situation of different places and countries, which could never be made clear to his mind in any other way. We would also recommend that outline maps be provided for all the schools where they have not been already furnished; and we hope the friends of the schools will see that they have them.

Again, we believe there is a constant and uniform disposition in all our schools to require too many classes. Children are allowed to have more studies than they can possibly understand. By this system the pupil learns the name of many sciences, but is thorough in none. We lack thoroughness. Let the child attend to but few studies. Let his knowledge be thorough and practical. If he can spend all his time profitably on one or two studies, give him no more. When he knows all about these, it will be soon enough to give him other and more difficult ones. By adopting this course, we shall lessen the classes in school, giving the teacher fewer, and more time to bestow on each; hence the teaching will be more thorough, efficient, and useful than it possibly could be by adopting an opposite course. There is also a disposition in our schools on the part of the pupils, to get into higher classes before they are sufficiently advanced for that promotion. We think this should be controlled by the committee. No child should be allowed a text-book which is beyond his understanding. Too many studies at a time tend to enfeeble rather than to strengthen the mind. Let the education of our children be so conducted that we may strengthen and enlarge the mind rather than weaken and contract it. Go step by step; study one thing this year, or until understood; another next, going no faster than the child can be made thoroughly to understand the ground over which he has passed. It is not wise to cram the pupil with too great a variety of studies, for the memory may be feeble. By so doing, we make it more feeble; dwarfing rather than enlarging the capacities of the child.

Let us then, by a judicious selection of studies, and application of our educational system, with the aid of good teachers, strive so to apply them, that we may be constantly enlarging the child morally, mentally and physically; so that when educated, we may find him well fitted for all the duties of life.

School Committee.—Henry C. Chapin, Lewis E. Smith, Charles Brown, James Baker, James Farrar, Jr.

Digitized by Google

PEPPERELL.

The committee express their high satisfaction with the Union School the past year. The teaching has been all that we expected, and from what we knew of the teachers employed, our expectations were of no ordinary character. The interest of the scholars and their real advance in the studies undertaken have exceeded our expectations, and we feel prepared to commend with confidence the general plan and working of such a school. We hope therefore, that you will instruct your committee to set up and provide for a Union School for a term of not less than eight weeks, at such a time of the year and at such a place as shall be best for the interests of the town, which shall be open to all the scholars of the town over thirteen years of age.

We recommend that the school be opened for scholars of thirteen years of age instead of fourteen, according to the recommendation of last year, because we have found there will be a necessity, in either case, of employing an assistant teacher; and making the door of admission wider by one year will probably add to the present number so as to make a school of one hundred members. These the committtee believe can be accommodated in the building where the school is held and can be properly cared for by two teachers. We hope the day is not distant when the attention of parents as well as teachers will be given seriously to this question of grading and classifying schools. It is said that we cannot have too much of a good thing, but we have too many schools in our town. Small districts save distances, but they make classes and waste time and money and school advantages. To a pupil in earnest, one mile of walking, or two even in snow and cold, are richly compensated by a school that shall furnish double the facility for learning. It may not be the time now to act, but when the old district fences are taken away by process of law, as they seem doomed to be shortly, what shall hinder making our ten school-houses into five double houses, or less, with two departments in each?

Why, for example, should not Nos. 7, 8 and 10 come together at a point near Hartwell's mill, put their three schools into two—one a Primary, the other a Grammar School? The advantage of a graded school is not for the older pupils principally; the younger children enjoy it and profit by it more than the older, for nearly all the instruction they get for the first two or three years, is received while occupied in the class. In our schools, as ordinarily arranged, the teacher cannot give over half an hour for such a class twice called, leaving the other five hours and a half wasted or worse. So long an imprisonment within school walls of unoccupied mind and body is barbarous treatment. But

Digitized by Google

if we are not yet ready for any such radical movements; if we feel that it will be the safest and the best for our children to walk in the tracks their fathers made when going to school, and to occupy as nearly as may be the seats on which they were so comfortable and progressive, may there not be something done in these ten school-rooms with their ten teachers, to alleviate the evil of multiplied classes? We think there may.

1. By keeping the same teacher, when a good one is found, at the same post. To class a school properly one needs to *know* the school, and therefore every new teacher is the inevitable forerunner of a certain amount of confusion.

2. By the co-operation of parents who shall confer with the teacher on the first day of school or before, concerning the attainments of their children, and shall not only give permission, but express the wish that they may pursue what studies and begin at what point in those studies their own interests and the best interests of the school may, in the teacher's judgment, demand.

3. By the assistance of the school committee, who ought, by literary qualification and personal acquaintance with the three or four schools under his care, to be able to accompany the teacher to the school room the opening day of the term, and give valuable suggestions as to the studies to be pursued and the classes to be formed. And in order to be able to do this it will be necessary for each member of the committee to remain in charge of the same schools during his term of service.

4. By giving the scholars less studies and longer lessons.

5. By making the variety of text-books in the same branch of study as small as possible. Take for example the study of arithmetic. It divides itself naturally into two parts—mental and written. One book is sufficient for each part. What book should be used for the mental, there would be no difference of opinion among those who have ever made the acquaintance of Colburn's First Lessons. What would be the best for written arithmetic may still be an open question, but the committee are confident that a book can be found that shall be a complete arithmetic, and the two combined shall be a complete series. Instead of this we have nine different text-books on arithmetic, the bantlings of one and the same author, and what is worse, the end is not yet. There were four or five births in this serial family last year, and we cannot tell what the next year will bring forth. We are suffering from the same difficulty in regard to the text-books for geography.

School Committee.—Edward P. Smith, Charles Babbidge, Charles Crosby.

Digitized by Google

SHIRLEY.

But money is not the first thing that is wanted to raise still higher the condition of our public schools. It is a deeper interest on the part of parents. They have not, as a general thing, come up to the mark, heartily, of educating the young. They have not personally interested themselves in the management and organization of the schools. They have not insisted with sufficient distinctness, on the order which is essential to the best progress of a school. Much time is wasted by the teacher, and consequently by the scholar in the matter of governing. It seems to me that most of the questions, pertaining to order and government should be settled at home by the parents. There should be a right public sentiment in regard to those annoying evils which have crept into our schools. If parents believed and positively expressed their belief that all whispering and communication, was an evil which must not be tolerated—if they should frown down all rude and improper conduct in relation to school-houses and their fixtures—if they would suppress all censure and careless expressions, in the presence of their families in relation to the merits and demerits of teachers, children would not be slow to conform themselves to public opinion. They would take pride in carying out the wishes of their parents and teachers. Would it were not necessary for teachers to expend so much of their time in enforcing obedience and order. It is for the parent at home, so to govern the child, as to impress upon his mind the importance of regularity and obedience. It is the duty of the parent at home to instil those sentiments and administer such convictions as will effectually check a rebellious and wayward spirit. These ought not to be carried into the school-room. Nought should be carried there but an unflinching adherence of right, a determination to obey wholesome and just regulations.

The hearts of parents, of all adults, ought to be in the work of training up the young, so that they shall receive the impulses that shall carry them onward in the right path. Let none flatter themselves that they have done their whole duty as it regards the public schools. There are vices there, which need correction, vices which a sound public sentiment can correct. Think not that the best superintending committee the State can produce, or the best teachers which the schools can furnish, will make our district schools what they ought to be. As well might a man with his single hand, attempt to stop the cataract of Niagara, as for two or three to attempt to turn back the tide of public sentiment.

School Committee.—SETH CHANDLER, SAMUEL W. SHATTUCK, CHARLES BROWN.

Digitized by Google

TOWNSEND.

There are several practical questions presenting themselves for solution at the present time, among which, are the following: the employing of teachers by district agents; the ownership and supervision of the school-houses by the town; the establishing of a High School; the alteration of district boundaries, and many others which we cannot name in this report, much less discuss. We will notice, and that briefly, but one or two of the above questions. First, *The employing of teachers by district agents.* The history of the past gives us the most ample evidence that the little democracies called districts, have been considered as among the primal elements of the body politic, and any attempt to pull them down has met with a jealous repulse; indeed it has been a serious question, whether it could be done with safety to the interest of education. The State has taken one step after another in this direction, until we now learn that the superintending committees throughout the Commonwealth, are by law required to employ all the teachers, thus rendering further disscussion on this point unnecessary for the present, and giving us a chance to experiment on this plan and test its virtue.

The principal thing to be feared is that it may destroy some of the interest which the people take in their public schools. It is to be hoped otherwise, and that this arrangement may be found favorable in all, as it certainly is in some of its aspects. Second, *The ownership of the houses by the town.* The fact that the district agents do not employ the teachers, as by the law above referred to, makes it more probable that the town sooner or later will be obliged to take the houses off the hands of the districts, and care for them as for other town buildings. It seems important that the subject should receive early attention, as some of the houses need immediate repairs, and no appropriate way is provided therefor. Several of the districts are now without an organization, and of course can do nothing to their houses, and the town can do nothing until they own them. Most of the houses throughout the town are in such a state, that a trifling outlay would bring them into a comfortable condition. In a large majority of cases they have been built new, or remodeled, within a few years, but not in such a manner as they should have been to secure permanent satisfaction. The house in District No. 9, is the only one that presents any thing like a true standard; the inside of this house is neatly grained and well supplied with blackboards, recitation seats, and other conveniences of the school-room. Our citizens desirous of elevating the character of their school-houses, will do well to give the one above named a visit, as with a few exceptions it furnishes a satisfactory model for districts of like necessities. In

Digitized by Google

almost all cases there is need of some repairs. The inside work should be neatly grained, the walls papered, and further provisions made for blackboards, recitation seats, and other fixtures of the school-room. The yards should receive consideration. In them should be placed trees and shrubbery, such as would ornament and render attractive the place set apart for the education of the young. In a word the school-room should correspond in point of neatness and taste to the dwellings of a cultivated community.

In many of our schools we still hear of profanity, of improper and unbecoming language. In some instances tobacco-chewing and smoking prevail to some extent. All of these ought to be discouraged or forbidden. We feel alarmed for those individuals who attend at this day the public school and practice any of these vices. No pains should be spared to clear the moral atmosphere of these pestilential evils. We hope that our public institutions of learning are improving in this matter; but it is still evident that there is a great work before us, and nothing short of eternal vigilance, will preserve and perpetuate our inheritance.

School Committee.—SAMUEL S. HAYNES, NEWTON C. BOUTELL, LEVI WALLACE.

WESTON.

In town meeting, last year, a vote was passed to dissolve the districts in town, if any existed. It has been a question whether, in a legal sense, there has been for many years past a division of the town into districts. It has been customary, however, to appoint the two school committees, the general committee and the prudential committee. There is, we think, no necessity for two distinct and separate heads to do one piece of work, and no advantage to be gained by the unnatural division. As a matter of fact, so far as the experience of your committee goes, though there has never been any disagreement between the two, yet they have seldom acted in concert; never having held a meeting for mutual counsel and advice concerning the discharge of their respective duties. If the duties are too onerous for the present number of the school committee, or the complaints preferred against them too numerous for them to bear; or if they fail to learn the wants and regard the interests of each and every part of the town,—the better way is, to add to the number of the committee from different parts of the town.

School Committee.—C. H. TOPLIFF, NATHAN HAGAR, EDWIN HOBBS.

Digitized by Google

WORCESTER COUNTY.

ATHOL.

Small Districts.—In an able address which was given last season in our town hall by the Secretary of the Mass. Board of Education, some most valuable suggestions were made upon this subject; and it was clearly proved that the policy which we are pursuing is detrimental to the interests of our schools, beside imposing a needless burden upon our tax payers. The committee would here say that they cannot believe that the policy hitherto adopted, is the settled policy of the town in relation to this important matter, for, so far as we can learn, this subject has always been before the town under circumstances that precluded a full, independent and honest vote respecting it. The committee have no more interest in this question than all other friends of education in town ought to have; and when we have recommended in obedience to the call of our constituents a feasible mode of relief, we have been pained to notice a disposition to introduce side issues, so that the matter should not stand upon its own merits. We are confident that we have at least two more districts in town than we need; that the schools would be better, and that the town might save one hundred dollars each year, if the number were reduced to eleven. It can never be good policy to give every small neighborhood in town a school because it would promote the convenience of a few families. The committee are not disposed to make any new recommendation upon this subject, but we should be false to the trusts reposed in us if we did not plainly express our convictions that so many small schools are in every respect injurious to the interests of education, and a waste of money. The proposal for the union of certain districts made last April, was certainly reasonable, for were districts Nos. 10 and 13 united, hardly a family would be more than one mile from the school-house, while the changes proposed in Nos. 8 and 11 were no more liable to the charge of injustice.

School Committee.—JOHN F. NORTON, GEORGE D. COLONY, D. C. O'DANIELS.

Digitized by Google

BOYLSTON.

The opinion often expressed by this and other committees of this town, that the whole business of engaging teachers should be in the hands of the superintending committee, remains unchanged and strengthened by added experience. That opinion, as far as we know, has been nearly universal among committees; has, for years, formed the basis of practice in many towns. And by the action of the present legislature is soon to be tested by all.

Most of the teachers, employed in our schools during the past year, have been so well known to us, either as scholars or teachers in our schools, that we could gain little additional knowledge of them by a special examination. It has rarely been the case in this town that any attempt has been made to assemble the whole committee for the examination of teachers. It has been usual for the prudential committee to present the candidate to the chairman, or perhaps sometimes to the nearest member, at such times as best suited his convenience, without previous notice. Whoever has been thus called upon, has doubtless performed the duty conscientiously, and to the best of his ability. But we think the better way, and that demanded by the spirit of the law, would be for the committee to appoint a time, and place, and all the members aim to be present, to witness, and according to their judgment, *act* in the matter. No individual, however qualified, should be obliged or allowed to perform the work rightfully belonging to the whole. If this mode was practiced, a teacher could rarely enter upon his work without in a measure becoming acquainted with the persons as well as the views of the whole committee.

In county and other associations of teachers, there has been of late, much discussion concerning the mode and authority for determining the qualifications of teachers. Their conclusion seems to be that competent committees of such associations should determine the matter, and the certificate of the association be the legal warrant to teach in any school of the grade specified in the certificate. Should this measure be adopted and become the law of the State, it would not hinder any exercise of intelligence and judgment to which town committees might feel inclined, in determining the fitness of any candidate offering with such certificate in his possession. But if performed honestly with a view to raise the standard of qualifications, it would doubtless, be a good measure. We have, in past reports, recommended that the Board of Education should organize a commission for the same purpose, accessible to each town. Any plan that would bring the youthful aspirant to the noble office of teacher in our towns, into com-

Digitized by Google

munication with the highest teaching genius and with the noblest ideals of the work in the land, should be hailed by every friend of education. A true examinator would discover not merely actual attainment, but capability, latent power, and susceptibility; he would open to the imagination the vast unconquered domains of knowledge, and enkindle desire for conquests in its rich fields.

The efforts of the legislature through its Board of Education, Normal Schools, Teachers' Institutes, and Associations, to provide a supply of well-qualified teachers, demand our approbation and commendation. We hope these efforts are to be continued and enlarged; that no expenditure needful to secure the requisite number, for all our schools, and the highest culture to each individual, will be deemed other than the dictate of highest wisdom. And we are sure that this town, and every other, that once secures a school superior in all respects, will think no sum misspent which is necessary to provide a constant succession of such.

School Committee.—H. H. Brigham, Geo. Forbes, D. T. Moore.

DANA.

The legislature has vested large powers in school committees, and they are held responsible in a corresponding degree to the Commonwealth, the towns, and the scholars, for the successful working of the schools in their several jurisdictions. Their duties are performed under the scrutinizing eye of all the inhabitants, of every family, and the result of their labors are reviewed by superior officers. True to democratic instinct, we are inclined to be jealous of those to whom we delegate authority. This propensity, if controlled by intelligence, is undoubtedly the chief defence of our free institutions; but without enlarged views, or governed by sordid motives, it becomes suicidal. Still there are those who manifest a disposition to circumscribe, or undermine, because they cannot directly overthrow that authority for the proper exercise of which school committees are held responsible; and by others there is not that respect for them, which, in the judgment of your committee, is necessary for their efficient action. A committee may be so baffled in its plans by a wrong headed and stubborn opposition, or a mistaken economy, as to neutralize or entirely destroy its influence; and thus the arm, though supported by legal authority, becomes utterly powerless. The law requires the committee to set the schools in operation under the charge of competent teachers, to be by them employed and examined, and the schools to be kept under their special oversight and direction, unless the town shall delegate to the

Digitized by Google

district the right to employ teachers; still the teachers employed by the district's agent must be brought before the committee for examination, and the committee cannot, if they would, throw off or ignore the responsibility they have assumed, but should exercise their discretion as to whether the teachers are every way competent to have charge of the schools for which they have been so employed. If the teacher in any case is not presented to the committee for examination at all, and by direction of the employing agent commences the work of teaching without the approbation or knowledge of the committee, or if he does not appear for examination until the time has fully arrived for the schools to commence, the committee is placed in an embarrassed position. In such cases, which are not entirely fictitious, they are forced to the poor alternative of violating their official, as well as conscientious duty, by certificating indifferently qualified, or unfit teachers, or else exercise what the agent, and perhaps many of the district, may regard as arbitrary authority, and withhold approbation to the teacher, and thus discontinue the school indefinitely on account of the difficulty of securing the services of suitable teachers at a seasonable time; thwart the plans of the district, retard the progress of the scholars, break up the harmony of the district, and create a jealousy between it and the committee, and nearly or quite waste the district's quantum of the public money, all through the carelessness of an agent, or his desire to afflict the district with a long, cheap, but worthless school. We have said that these are not supposed cases: they have come under the observation of all of us, and your committee, although they have not, and trust they never will be compelled to deal with an extreme case, they have not, during the past year, entirely escaped embarrassment from this source. Your committee would not urge a recommendation that the town at once should discontinue the practice of delegating the business of employing teachers to the districts, but they would predict, without intending any disrespect to any district's agent, that unless agents shall manifest more interest, and give greater importance to the responsibilities of their position, the time is fast approaching when every intelligent citizen will feel the necessity of placing the execution of this important duty in the hands of some individual or body who is held responsible for its proper and timely discharge. What other remedy can be applied to cure this evil? This brings your committee to the consideration of another matter, which in their judgment underlies the whole difficulty, and from which this inattention to duty proceeds, but it can only be hinted at without extending this report to an unpardonable length. That "the servant is not above his lord" is a truism, and is as applicable to human affairs now, as in more ancient times. He should be content if he is "as his lord" only. The zeal or interest felt

Digitized by Google

and manifested by the agent is, as a rule, a sure index of that of the district collectively. He will not be likely to rise above it; we should not expect it of him. The cause, then, of that of which we now complain is behind the agent; it is unquestionably to be found in the apathy and stupidity of the parents and other citizens of the districts on the subject; and here the corrective should be applied. Each citizen should realize the fact that he will justly be held responsible individually, in a measure, for the ignorance and immorality of the young around him, and act in view of that responsibility.

The degree of improvement made in any school generally corresponds with the measure of importance the patrons of the school attach to it; and this is discovered and expressed to the scholar, and others, in the frequent visits of parents and other citizens of the district upon their schools. This duty is too much neglected in some districts in this town; in others we have some praiseworthy examples of devotion to the interests of their schools. Other things being equal, it is an universal rule that in those districts where the inhabitants most frequently and systematically visit their school, the best schools are found. There should be some stimulant applied to the undeveloped intellect of the child, and motives presented to it to set it into motion in the right direction, and continue it in action; and what influence is more potent to the child, than the approbation and encouragement, or even the attention of the parent, and of those whom he is by instinct and association accustomed to regard as his benefactors and superiors? Should not the parent frequent the place where the character of his offspring receives its formation?

School Committee.—N. L. Johnson, E. W. Green, T. W. Johnson.

GARDNER.

The district agents, upon whom very much depends in their selection of teachers, have manifested a praiseworthy interest in the success of their schools, and some of them we know have spared no pains in endeavoring to secure experienced, competent, and efficient teachers for their several schools, and wherever they have succeeded in so doing, we feel confident that not only they, but the district, are well satisfied that it was effort put forth in the right direction.

School Committee.—J. M. Moore, C. K. Wood, W. H. H. Hinds.

GRAFTON.

By a recent Act of our legislature, our districts will not own their school-houses after this year; they will revert to the town, and will be

Digitized by Google

under the care of the town. This is an experiment, and there are many differing conjectures in regard to the result. We feel sure of one thing, that we shall have better and more uniform accommodations for our children. Nor will the law abate one jot or tittle from any especial improvements by districts and individuals which they may see fit to make.

In conclusion, we may say that legislative enactments cannot make or mar our schools essentially, but we as citizens can. Their results depend mainly upon ourselves. If we are deeply interested in them and exhibit, on suitable occasions, this interest; if we lend our support to the teachers, keeping them to govern and stimulate their pupils, if we are co-workers with both, we shall see a great and good work done without the assistance of law. Respect your teachers, invite them to your homes, get acquainted with them. Make them *your* friends, and be *theirs;* suggest, encourage, advise. Let the schools which are of the first importance, claim your first love and attention, and you will do your part towards hastening the time when "knowledge shall cover the earth as the waters cover the sea."

School Committee.—F. McIntire, J. J. Woodbury, William F. Wheeler, Levi Rawson, M. D.

HARDWICK.

Within the past year the town has been divided into nine school districts. All of these districts, except Nos. 5, 6, and 9, have been legally organized. Agents, chosen by their respective districts, have employed the teachers, with the exception of the unorganized districts. As the number of districts was reduced from eleven to nine, such a change was made in the boundaries of several that it becomes necessary to have the school-houses removed, or new ones erected, in order to accommodate the scholars embraced within their limits. This has not been accomplished, except in district No. 7. The accommodation of the scholars within the limits of these districts, requires the removal of their school-houses. If, in connection with the late law of the State, empowering school committees to employ all the teachers, the town would assume the school-houses, the evils arising from the persistent refusal of certain districts to accommodate themselves to the changes made in their location would be entirely removed. This is the surest and easiest way to remedy these evils. The success of our schools, and the prosperity of our educational interests, imperiously demand the removal of all disturbing forces, and the amicable adjustment of all those matters in which portions of the people in several districts are at

Digitized by Google

variance with the town. The importance of this is seen in the light of the value of our public schools to the community. It makes no difference what course the town may take in relation to this matter, as it respects the control of the school-houses, for the laws of the State evidently place them in the hands of the school committee. Is not our common school system an institution of the State? Does not the State exercise a control over it by their legal enactments, and through the agencies of committees which towns and cities are required to elect? The committee, in a certain sense, is the agent of the State. The laws of the Commonwealth make it the duty of the committee to see that a certain number of schools are maintained in town, one or more in each district. The districts are empowered by the same authority, as a corporation, to hold their school-houses for this specific purpose, that schools may be kept in them, and for no other—solely for the purpose of carrying into effect the common school system. Is not the conclusion irresistible, that the committee have the entire control of the school-houses? The town have no right even to pay a teacher from the funds appropriated to this purpose, unless he or she instructs under the authority, supervision, and to the acceptance of the committee. Is our legislation on the subject of education so loose and inconsistent, that when a committee are obliged to see that schools are maintained, the districts have the power to prevent it, by refusing their houses for this purpose? Such conclusions stultify both our legislation and courts. Let districts remember, that they hold their school-houses simply in trust for the purposes of education, subject to the control of the town's committee. We learn from a most reliable source, that the supreme court has decided, "that the committee may even take violent possession of the school-house against the district, and place in it an authorized teacher, in opposition to one supported by the district." What, then, are the relations of the committee to the schools? The law commits to their hands the direct supervision of them. They are responsible to the town for the prosperity of its educational interests, as far as this is connected with the conscientious and faithful discharge of their duty. They are to sustain and aid the competent and faithful teacher, by their frequent presence in the school-room, and their words of encouragement; and to inspire the scholars with an interest in their school by showing them that their course is observed, and their good conduct and progress in study are approved. They are to countenance well-doing, and discountenance the opposite course in both teachers and pupils. They are to keep a constant and watchful eye upon the school, its management and progress, and exercise a guardian care over all its interests.

Digitized by Google

Are not the interests of education the most important and vital with which towns are concerned? These are intrusted to the hands of the committee. Are not these interests too valuable and precious to be sacrificed to the feelings of teachers, or the caprice of the inhabitants of a district? The committee must be guided by their own judgment and conscience in relation to their duties to the schools, as the responsibility in this matter rests only on *them*. Of their *motives*, it is the prerogative of God to judge. When they accept the office, they are under a sacred moral obligation to perform its duties according to their best judgment. Such is their responsibility as the legal supervisors of the schools, and such the connection of their labors with the vital interests of the community, that their course should be looked upon with an eye of common charity. Let those who do not appreciate them throw over them the mantle of charity. These vital interests of education connected with their labors should not be sacrificed by a persistent course of opposition to them. If the committee are not sustained by the parents in their course, nor their labors appreciated by them, an unfavorable influence will be exerted upon our educational interests. Such is the connection of their labors with the public good, that people should be generous and tolerant towards them. The interests of the schools are promoted, not by hedging up their way with porcupine quills, but by exercising towards them that "charity not easily provoked, that thinketh no evil, that suffereth long, and is kind."

School Committee.—MARTYN TUPPER, GEO. J. SANGER.

HOLDEN.

The law of 1789, authorizing towns to divide themselves into school districts, Horace Mann "considers the most unfortunate law on the subject of common schools ever enacted in this State." This feature in our schools is being abolished in many towns deeply interested in the cause, and there is no reason to doubt that the district system will eventually be wholly done away with. As long as it remains in operation, just so long there will be great inequality in the amount of schooling which children receive in various parts of the town. The present winter, in district No. 2, the winter term was eight and one-half weeks, while in district No. 5 it was sixteen weeks. If the voters of the town feel that it is best to retain this system, we would respectfully recommend some more equal method of dividing the money. We can see no good reason why one district should be able to maintain schools so much longer than another, even when paying as high, or higher wages

Digitized by Google

for teaching. The only true principle is an equal amount of schooling to every child of the proper age in town.

School Committee.—J. H. Gleason, Newell Moore, J. H. Tilton, Willard Allen, D. F. Parker, A. B. Robinson.

LUNENBURG.

Your committee would recommend a different division of the town into districts, with an aim to graded schools; that numbers one and seven be united; that numbers four and six be united; that numbers five and nine be united. By this arrangement we should have six, instead of nine districts; which would enable us to employ a higher order of teachers, prolong and improve our schools. A common interest should supersede all private and personal feeling in the consummation of this scheme. When this end is attained, our children can enjoy the superior advantages of graded schools, in which the number of classes will be less, whilst the numbers in each class will be greater. By the better classification secured in these graded schools, will be avoided the too prevalent inconvenience in ordinary schools of multiplying classes, or bringing together scholars of different capacity in the same classes. In three districts, the school-houses are far behind the demand for educational purposes, unworthy the name, and should immediately give place to new structures.

There should also be peculiar care in the selection of teachers. Your committee would urge upon those whose duty it is to engage teachers for the several districts, the importance of greater care in their selections, that we be not pained in approving or constrained even to reject those presented for examination. On nothing else, perhaps, does the success of our schools depend so much as on efficient teachers. They should be competent and apt to teach; well versed in the elements of an education, and the best modes of managing schools. The Normal Schools and Teachers' Institutes are calculated to train such an order of instructors. Teachers rightly estimating their calling, will avail themselves of these aids. There is ordinarily great advantage in the employment of those fitting themselves for teaching as a profession; rather than some friend, some law, medical or theological student, whose main purpose is *the return*, with little or no aim to establish a high reputation as an instructor.

Your committee would recommend a more liberal appropriation for the purposes of education. For want of this our schools are short; so brief that some of them barely get into working order, before their funds are exhausted, and the term must close.

Digitized by Google

Writing is much neglected in our common schools. This art is of marked importance; and, scattered over a large territory so we cannot well attend a writing school at any central point, the common school is our only resort for improvement in this branch of education.

It would be pleasing and profitable to have music in our schools, for its good influence upon their order and the improvement of the pupils. Much useful information in reference to the various branches of ordinary business in life might be imparted in the common school. However important these and kindred topics are, yet others claim our present consideration; proper restraint by parents over their children, a due subordination of scholars to their teachers, and conformity to the rules and regulations of the school, are highly important. Where exists a want of proper restraint at home, children will be restive under wholesome government abroad; often be disaffected with their teachers, and desire to leave school. The tender hearted parents not unfrequently give a favorable hearing to these complaints, and withdraw their children without any, or at least, a due investigation of the facts in the case. In no way may they more effectually injure the school and child. For parents to presume a school of forty or sixty children, of whom some have ever been without restraint at home, can be and ought to be well governed and instructed without unpleasant feelings, is marvellous and preposterous.

It is desirable that our summer schools commence early in order to avoid the season to gather berries; and in any district where the scholars can attend, the winter term should begin early in the autumn. District number three has adopted this plan, by which are avoided two evils, that of leaving school in berry harvest, and the severe winter storms.

In closing, your committee would urge upon their fellow citizens an increased interest in education, and more frequent visitation of the schools; union, harmony and co-operation in all that tends to promote the interests of education.

School Committee.—WILLIAM A. MANDELL, JAMES THURSTON, SAMUEL HEATH.

PAXTON.

Another thing to which we would call the attention of prudential committees, is, that the candidates for teaching be early presented to the committee for examination. By such a course, embarrassment of the committee, and mortification on the part of the candidate and his friends, would often be avoided.

School Committee.—AMBROSE EAMES, WILLIAM PHIPPS, GEORGE S. LAKIN.

Digitized by Google

PETERSHAM.

School-houses.—A large number of these we have found to be in a very good condition; where the child can be protected from the wind and storms,—have a comfortable seat, and breathe the pure air. But we regret to say this is not true of them all. As we love our children and have so much interest in their future welfare, it seems hardly possible that we should be willing to subject them to the necessity of spending the successive days of a long winter, in a room where they must either freeze or roast, and where they must sit for several hours in the day, in such a position as seriously to impair their health. Yet, strange as this may seem, your committee have found some school-rooms, of which nothing better could be said. Reference was made to this in our last report, but since no improvement has been made, you will pardon us for again calling your attention to the same subject. We would recommend to every parent or guardian, to go with their children to the school-room and look after this matter for themselves. Certainly, the health of your child is of more consequence than money. The physical, moral and intellectual welfare of your children demand that you give attention to this subject. Every school-room should be made attractive; then will children feel a more lively interest in their school, and make greater proficiency in their studies.

School Committee.—J. SHEPARDSON, J. A. WILDER, HUDSON TOLMAN.

PRINCETON.

In placing our children at school for the purpose of having their minds stored with useful knowledge, we are not to lose sight of their physical welfare. If we would have them possessed of sound minds, we must see to it that those conditions are observed, which are necessary to give and preserve sound bodies. It would be sad economy, if, on the ground of expense, we should *neglect* any of those conditions, and suffer our children to become a prey to disease. A little expenditure of money may *prevent* disease, but it too seldom restores the bloom of health to the faded cheek; and can never bring back to us a dear object of our affections from the grave. It is a melancholy fact, that many of the diseases which prey upon the young, and supply the grave with the victims of premature death, have their origin in the vitiated air, or the overheated atmosphere which pervades the school-room.

Our school-rooms are generally too small, and all sadly deficient in ventilation. When the air in them becomes overheated, as it is liable

Digitized by Google

to be, daily, by the use of so much funnel, or when it becomes so impure as to be oppressive, the windows and doors are thrown open, and a fresh current of cold air is permitted to sweep through the apartment, over heated bodies, to be inhaled by lungs already debilitated by the action of a vitiated air of a high temperature.

The general system, with open pores, enervated by the influence of a bad atmosphere, is too weak to resist the chilling effects of such a sudden change. A cold is contracted in consequence, which, added to the already disturbed and weakened state of the animal functions consequent upon an *habitual* exposure to a bad atmosphere, prostrates the individual, or permanently destroys the natural vitality of the system, inducing all those frailties attendant upon a slender constitution.

The atmosphere in the school-room should be as uniform as possible, with regard to heat; and arrangements should be made for a regular supply of pure air from without;—but not in a direct manner, as through a window or door. It should reach the room in a modified temperature, so that when introduced, no sensible change should be noticed. There should also be a way provided for the free escape of vitiated air.

When we reflect that we are as much dependent for existence upon a wholesome air as upon wholesome food, and that impurities introduced into the blood, through the thin partition walls of the air cells of the lungs, are quite as detrimental as impurities introduced into the stomach, the importance of this subject will be appreciated. The design of pulmonary circulation, is, to afford the blood an opportunity to free itself from the impurities with which it has become impregnated in its general or systematic circulation. The pure air which is inhaled, is made the agent to bear away those impurities. If the expired air, which retains those impurities, be again received into the lungs *with* those impurities, it cannot serve its natural purpose, as it is already laden with vitiated matter, and, like muddy water, can lessen the impurities of that only which is more impure than itself.

We commend this matter to the consideration of the town, merely remarking, that the welfare of our children and youth who belong to our schools, will demand its consideration at no far distant day.

The Prudential Committee or School Agent.—This office should be intrusted to an individual who not only feels an interest in the school, but who is also willing to make a sacrifice, if need be, to procure good teachers, and serve the district in his capacity during his official term. The duty of procuring teachers is made, oftentimes, too much of a haphazard affair. The individual chosen as agent, feeling no particular interest in the school, determines to put himself to no trouble in any thing connected with his duties as agent. Accordingly, he employs the

Digitized by Google

first individual who applies for the school, whether he really thinks her or him suited to the situation or not; attends to all his other duties in the most summary manner; and manifests no farther interest in any thing connected with the matter.

School Committee.—JOHN A. MIRICK, EDWARD E. HARTWELL, ALPHONSO BROOKS.

SHREWSBURY.

It has been observed that a reasonable amount of money has usually been raised in town for the support of schools, and that no great change was immediately advisable, but on the contrary, more decisive efforts to carry out the present policy. Nevertheless, continual exertions have been made for several years to produce a radical change of system. A proposition has been before the legislature to annihilate school districts, to take away the discretionary power of towns with regard to school-houses and prudential committees, to force the whole school property on the towns, and to confer higher powers and impose greater duties on the superintending committees.

Your committee do not deem it just and proper to advocate, or to oppose, in a report, this, or any other plan, about which judicious people differ. It would be taking an undue advantage of their position, and lowering themselves to the station of partisans, where the favorers of an opposite theory could make no effectual answer.

The Board of Education, however, have not been so scrupulous. For years they have spread long arguments before the public in favor of dispensing with school districts, but have not offered one of the arguments in opposition. A body of men standing so high as the members of the Board of Education, should never be partisans. They should clearly give the arguments for their theory, and against it, so that the people, who are the final judges, and the best judges, can decide correctly. No one can object to their showing their opinion in the course of such arguments.

Mr. Sears, former Secretary of the Board of Education, in a long report in 1853, entirely devoted to the consideration of what he regarded as the present evils and inconveniences of the district system, quoted a portion of the preamble of the law passed in 1789, introducing the system, as properly applicable at that time. The extract is as follows: "And whereas by means of the dispersed situation of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has thence become expedient that the towns and districts in the circumstances aforesaid, should be divided into separate districts for the pur-

Digitized by Google

pose aforesaid. Be it therefore enacted, &c." He adds: "The population of towns has increased in a manner unprecedented in the history of the Commonwealth. Districts have been multiplied and brought into near vicinity with each other. Manufactures have brought hives of human beings together within very narrow limits, while numerous railroads are dotting the tracts of country through which they pass with countless villages.

Has the population of this town so rapidly increased? Have districts been multiplied, and brought into near vicinity of each other? Have manufactures brought hives of human beings together here? Are we not rather in the condition contemplated in the preamble?

Mr. Sears thinks that those towns which are behind now will increase, and that "It would be a part of prudent forecast to foresee the result," and adopt the new system now. By parallel reasoning, would it not "be a part of prudent forecast to foresee" that a boy five years old will become a man, to supply him with man's clothes, and force him to wear them now.

No one contends that cities and large towns need school districts. They can have graded schools. They do not need or want to meet to transact district business. They delegate powers. But should we give up our little town democracy, and elect a mayor and aldermen, because Boston does so, or because Shrewsbury *may* become a great city?

Mr. Boutwell, in his first report for 1855–6, goes into an elaborate argument for the abolition of the district system, but presents but one side. He proffers the same argument again in his last report, but he offers nothing new, nothing which the town has not heard over and over again.

The main duty of the Secretary of the Board of Education is to collect and disseminate facts in relation to public schools, and in estimating the cogency of his argument, it may be well to note the accuracy of the information he gives.

On page 45 of the school returns for 1855–6, it appears that Shrewsbury raised $1,500 for schools in 1855, had 295 scholars, with an average of $4.74.2 per scholar.* Had there been 300 scholars, with $1,500, the average would have been $5 per scholar, and of course it must have been more than $5 with only 295 scholars. It is well known that Shrewsbury raised $1,399 in 1855, for schools. Separated by only two lines from Shrewsbury is Taunton, which, it appears, raised $1,400

* The rank of Shrewsbury in the State and County Tables is given accurately in the Secretary's Report—the exact sum raised per child having been, as it states, $4.74.2. The same is true of Taunton. There was no error in the *result*, which is the essential matter; while there was an obvious and unimportant mistake in transferring or printing the figures which give the sums raised by tax, which mistake was easily corrected by referring to the preceding abstracts of the committee's returns as given in the Report.

Digitized by Google

only, with 2,922 scholars. This is incredible; it was more likely $14,000. Again, on page 53, it seems that Shrewsbury raised $1,500 in 1855, had 295 scholars, with an average of $4.74.2 per scholar. On page 15, however, where the average wages of teachers is shown or intended to be shown, the amount raised by Shrewsbury is correctly stated as being $1,399 for 1855; but just below Shrewsbury is Worcester city, where the average of the wages of male teachers per month reads only $18.15!* Who can believe it? In 1854 the average was $83.68, and in 1856, $91.94. In getting the average of the county, the average of Worcester city is reckoned in as $18.15, and so the average of the county is also wrong.

The accurate statement and arrangement of these figures by the Secretary is his main business, as well as that of the Board of Education, or at least, a most important branch of it. There is no hurry; a year is employed, or can be employed in the labor. The report has not been examined for mistakes; only those relating to Shrewsbury, or places so closely connected that they struck the eye, have been noticed. Now what are a man's arguments worth who gives one side only, and who makes such gross blunders in plain matters of fact?

It is worthy of notice that school committees are required by law to make minute and exact returns of many particulars relating to common schools by a certain time, to the Board of Education, and any failure in time, matter of form or of fact, deprives their towns of their portion of school money from the State for one year.

These statements with regard to school districts, &c., are made to keep the town informed of leading important items concerning education; to show the necessity of relying on one's own private judgment, after gaining all possible information; to discredit the practice of blindly receiving the assertions of any man or body of men who may be high in station, may receive large compensation, or who may really have superior endowments or acquirements.

Other laws are in agitation relating to common schools, with an apparant intention to centralize power in the hands of the superintending committees and the Board of Education, and to remove it farther from the people, the true source. This constant intermeddling, and jealousy of individual judgment and action, are likely to have a very injurious influence on public education.

But whether the school district system be finally abolished or retained, in thinly settled towns, whether a steady policy be pursued, or a continual change be made forward and backward, as the case has been in many instances, the friends of the human race should employ every

* The Returns of the School Committee give the average wages of male teachers as $81.15 per month. In the Secretary's Report there was, as will be perceived, the accidental transposition of *one* figure, either in copying or printing.

Digitized by Google

remaining facility for the advantage of common schools. No anger arising from the passage of injudicious laws or unwise regulations should weaken the zeal of the friends of education. Let us all adapt ourselves to circumstances, seize the most favorable points for action, and join heartily and harmoniously in forwarding the common cause. One man, indeed, can do but little; one town has but small influence; but each person has a talent to cultivate, a duty to perform for the public. The holy principles of liberty are to be diffused over the world by the aggregate of little mites cast in by single individuals. These principles can become general only in proportion to the prevalence of knowledge and virtue. In our own land vigorous exertions are required for freedom, to enforce the principles and practice of benevolence, charity, and justice, and to spread intelligence so that the wealth and resources of our vast and almost limitless domain may be fully developed.

The great West is open to our labors and our good. Not a young man or young woman of superior education and abilities can there fail to obtain profitable employment, and be raised to highly honorable stations. They are eager, in that region, for the ingress of persons of sagacity and knowledge.

This nation, with the blessing of Providence, will contain one hundred and twenty millions of people, within the lives of many that are now learning the rudiments of their education. The energies of the mighty republic will be directed by them. If their abilities and principles are adequate to the task, then will a community be seen of which we now can form no adequate idea; but if they are unworthy, this favored region will add to the black list of nations that have risen, become ignorant, corrupt, and enslaved, and have finally sunk into decay and nothingness.

Let us act worthy of our position, and with invincible constancy and resolution, pursue the even tenor of our way, and prepare the rising generation for the high station which awaits them.

School Committee.—George Leonard, Wm. H. Knowlton, Nathan Pratt.

SOUTHBRIDGE.

Each year brings its peculiar demands on their friends and guardians concerning them. By an Act of our legislature, passed during its last session, prudential committees are relieved of a part of the duties heretofore devolving upon them, and these duties are transferred to superintending committees.

The power to contract with teachers, which the law of the Commonwealth authorized the towns to give the prudential committees in their

Digitized by Google

respective districts, until the passage of the Act here referred to, is, by this Act, to be withheld from them after the first of July next, and thenceforth to be exercised by the superintending committees alone.

The citizens of this town voted at their last annual meeting that this power be withheld from them here on and after the date of that meeting, and instructed the town treasurer to recall all the school moneys remaining in the hands of district treasurers at that time; thus providing for the Act to take immediate effect here.

This Act, however, did not, as we understand it, supersede the necessity of there being prudential committees in the districts,—or officers of like grade and powers,—nor transfer from them to other parties all their duties and responsibilities. There still remain with them the duties of seeing that the school-houses are kept in suitable repair and properly furnished; of supplying them with necessary fuel; of providing seats for spectators on examination days; and of doing whatever else they can to promote the good of the schools in their respective districts.

Hereafter the public moneys, from whatever sources obtained, designed for school purposes, will remain in the hands of the town treasurer, until drawn from him on the order of proper officers to meet those expenses of the several districts, to pay which they may legally be used, —and not be passed into the hands of district treasurers, as they heretofore have been in this town. Yet it will be necessary, or if not necessary, certainly convenient, for each district to choose a treasurer annually to take charge of the funds belonging thereto, and disburse them for such purposes as it, through its proper agents, may direct.

School Committee.—W. W. Wilson, E. Carpenter, S. S. Parker.

UXBRIDGE.

Having thus commented upon the various schools in detail, endeavoring, as far as possible in the brief limits allowed us, to furnish our fellow citizens with a just and impartial statement of their various degrees of progress, we wish, before closing our report, to embrace this opportunity of entering our protest against what we are constrained to regard as the injudicious legislation of the past winter, upon the subject of our district schools.

First. We believe the law which takes from the prudential committee the right to employ teachers, to be unwise; because we think the present law the one best fitted to operate in restraining favoritism in the selection of candidates, the two committees mutually serving as a check upon each other; because we feel convinced that a measure like that which has been recently adopted, will have a strong tendency to dimin-

Digitized by Google

ish the interest of the inhabitants of the districts in their schools, and induce them to surrender entirely to the town committees, matters which they should regard as of great personal importance, and upon which they might exert a highly beneficial, individual influence; because we know that the new system must be attended with increased expense, the duties of the prudential committees having been small for each person, and generally gratuitously attended to, while all must expect that their combined services, though divided among a large number of men, will become the subject of public charge.

We do not regard with greater favor, the prospective legislation which looks to the total abolition of the district system. To us, it seems apparent, that its provisions cannot be carried out without great inequality and consequent injustice. We believe that it will introduce heart-burnings and dissension where good feeling and harmony have long existed.

We are aware that the change proposed has received the sanction of those whose ripe and constant study of all topics relating to education, entitles their opinions upon that subject to deep respect; we know that the district system is not without its faults, many and grave; but it is a system which is fast growing venerable with years, one with which the people are familiar, and to which they have become attached. The course which it is proposed to adopt, is at best but an experiment, and it does not follow of necessity that every change is an improvement. In avoiding Scylla, we may dash upon Charybdis—we may exchange the defects of the present system for deeper and graver errors in the one which it is proposed to inaugurate in its stead. By the terms of the recent Act, it does not go into operation until 1861. In the meantime, let us hope that the good people of the Commonwealth will testify their feelings upon the subject, by uniting in petitions for the repeal of a law, which, we believe, will prove so generally obnoxious.

School Committee.—George S. Taft, C. A. Wheelock, Richard D. Mowry.

WEBSTER.

Though the present legislature has passed a law making it the duty of the school committee to contract with teachers, yet we bespeak the active coöperation of the district committees with them in their efforts to advance the well being of the schools. As agents of the district, their advice will be cheerfully sought and their preferences consulted. The uniform courtesy of the past encourages us to hope much for the future.

School Committee.—J. L. A. Fish, F. D. Brown, George Hewes.

Digitized by Google

WESTMINSTER.

There is another point to which we wish to call your attention, which is this: it has been too much the custom of the prudential committees to delay engaging a teacher till just before the commencement of the school, by which time, generally, the best teachers have been secured, and consequently you have to engage an inferior one. Another evil is this, the teachers are brought forward for examination at the last moment—frequently only one day intervening between that and the opening of the school—and it sometimes happens that the committee will pass a candidate with whom they are not quite satisfied, rather than disappoint the district, and whom they would perhaps reject, if sufficient time intervened to admit of procuring another.

These objections have been obviated in many towns, by allowing the superintending committee to hire the teachers. But if prudential committees will bring forward their teachers in season, it would be much better.

School Committee.—Anson Spaulding, Frederic Allen, A. G. Williams.

WINCHENDON.

At the March meeting, 1858, the committee, quite unexpectedly, were instructed to employ the teachers for the year ensuing. Though the vote was far from unanimous, and the opposition in some districts was violent—so much so, that two of the agents refused to perform their duties—yet the committee are happy to be able to report that the results have been good. No teacher has made a failure, during the year, and the large majority have been very successful. When the duty of contracting with teachers was laid upon the committee, the agents in several districts had already made engagements with teachers for the summer term. These engagements were all ratified by the committee with one exception—that of the eleventh district—and it is quite probable would have been in that case, if the agent had not notified the person whom he had engaged, that her services were not wanted. In preparing for the winter schools, the new plan went into complete effect, and so far as we know, the result was satisfactory to the town generally. The feature of this plan which recommends it is this; it enables the committee to put the right person in the right place.

School Committee.—A. P. Marvin, Elisha Murdock, Isaac M. Murdock.

Digitized by Google

HAMPSHIRE COUNTY.

AMHERST.

In reviewing the state of our schools the past year, we find the same causes retarding the progress that have heretofore existed, and that have been so frequently alluded to in previous reports. Prominent among these is the frequent change of teachers. There have been, during the year, in all the schools, 31 terms, and 24 teachers; one has kept the same school three terms, five, two terms each, and eighteen, one term each—the average length of terms about $2\frac{2}{3}$ months. We need not wonder that so little progress is made. There can be no regular system in such circumstances, and much time is lost in teacher and scholars becoming acquainted with each other. We hope the prudential committee will endeavor to procure the best teachers, and keep them, if possible, several terms.

School Committee.—Moses B. Greene, Daniel Paine, Baxter Eastman.

CHESTERFIELD.

In reviewing the condition of our schools the question propounds itself: Can our schools be improved, and if so, how? To the first part of the interrogatory your committee have simply to affirm; to the second part we find ourselves under the necessity of being more elaborate. In the first place, we would remark that great—and if need be *greater*—care should be exercised in selecting teachers for our schools, particularly in regard to adaptation. To secure this, in the judgment of your committee, a more full understanding and hearty coöperation between the school and prudential committees, should obtain. We fear that the committees have failed hitherto to feel as fully as might be desired, the common interest that exists between them and their respective duties. To secure a better understanding between the two, your committee would suggest the propriety of an annual meeting of the two committees, for the free interchange of views on the subject of schools, and for mutual counsel and aid. In this way, we apprehend, may the wants and preferences of the patrons of the schools in our several school dis-

Digitized by Google

tricts, be better understood by the school committee, and harmonious and judicious action be thereby secured.

School Committee.—ALBERT NICHOLS, J. H. RICHARDSON, ELI A. SYLVESTER.

CUMMINGTON.

Our school-houses are notoriously bad. There is some difference in them, but not one of them is what a school-house ought to be. Several of them are miserable, dilapidated structures; patched, hacked, and so open that the winds of winter enter through a thousand crevices, to the great discomfort as well as danger of the pupils. We hope that, in connection with the reorganization of our districts, measures will be taken to remedy this great evil. Every school-house should, at least, be comfortable and attractive. Were our private dwellings in as dilapidated a state as our school-houses, we should forthwith have such a demand for lumber and carpenters as we have never heard before in Cummington. Why should not our school-houses be as pleasant as our homes?

The committee are of opinion that graded schools, wherever possible, are far more economical and efficient.

We think our schools are too short. Their average length is but a trifle over six months, leaving one half the year for vacation. There is certainly great loss here, especially by scholars under ten years of age. Their services are of little value elsewhere, while for purposes of education, no time of life is more valuable. We believe that every district should maintain a school at least eight months in a year. To accomplish this, we must add about one-third to the amount of money raised for school purposes.

School Committee.—W. W. MITCHELL, ETHAN CLARK, W. W. ORCUTT.

EASTHAMPTON.

Another obstacle to eminent success is the frequent change of teachers. In but a single instance has the same teacher remained in the same school through the year. These changes have sometimes been made with the hope that a change would be an improvement, but in others, while the district, like the poor man at the pool of Bethesda, has been waiting for their annual meeting to choose a prudential committee, some other town has "stepped in" before it, and a valuable teacher is lost to us, and a new one must take her place. This could be partially remedied if the town did not give to prudential committees power to engage

Digitized by Google

the teachers, but many doubtless fear that to withhold this power would bring in greater evils.

School Committee.—LUTHER WRIGHT, JR., SOLOMON LYMAN, E. A. HUBBARD.

GRANBY.

A serious disadvantage to the cause of education in town, arises from the smallness of the districts. A majority of the schools number not far from twenty scholars each; some of them being below that number throughout the year. The best that can be done in such, is to eke out the scholastic year to two terms of twelve or fourteen weeks each. That such long vacations are a serious drawback to the schools, needs not be argued. The only remedies, too, are apparent, either in consolidating districts or increasing appropriations. Could not something be done, by an earnest effort, to bring about the former?

For the School Committee.—S. M. COOK.

PLAINFIELD.

To some of the more prominent influences that retard the progress and militate against the best interests of our schools, we now ask your attention for a few moments. And first, as the prolific source of many, if not indeed of most, of the evils about to be enumerated, we would speak of our school districts, as at present organized.

As your committee in former reports have taken occasion to speak at considerable length on the various topics that now present themselves for consideration, our present purpose is merely to allude to them in order to awaken thought and interest, as the subject of school districts is before you to-day for action; yet the importance of the subject deserves more than a passing notice.

In speaking of the evils of our district system, we may, very likely, be charged with mounting our *old* hobby. Be it so; it is one that will never tire, and we believe should be ridden into—reform.

We are paying the wages and board of ten teachers, supporting ten school-houses and warming them, all to educate one hundred scholars. The aggregate of these items for the past year has been $799.23, exclusive of repair and use of school-house. Now with one-half this sum we can hire the best five of these teachers and board them, support and warm the best five of the houses,—thus saving one-half the expense and giving our children much better schools. But appropriating the same sum of money that we now do, we can employ superior teachers, and

Digitized by Google

increase the length of our schools to eight or nine months, and in this way double the efficiency of our schools.

The somewhat prevalent opinion, that a teacher of moderate attainments may be profitably employed to instruct a school of small children in the rudiments of science, is unfounded in fact, and productive of serious evil. The first principles of art and science should be correctly, faithfully, and systematically taught. No judicious person about to erect a lofty and magnificent edifice, intrusts the foundation to a mere tyro; a master mind and a master's hand are required to lay broad and deep the foundation, that the superstructure may rise securely and rapidly in all the just proportions of strength and beauty. This principle is beginning to be recognized and acted upon. In some of the cities of the State of New York, the teachers of the alphabet schools receive higher salaries than teachers of Primary Schools of a higher grade.

We have been accustomed to employ female teachers in all our summer schools, and in a large proportion of our winter schools. As a general rule, we believe females are more apt in imparting instruction than males. But the question has been suggested, whether the general practice of employing female teachers, almost to the exclusion of males, has not a tendency to discourage our young men from qualifying themselves for teaching. The subject is worthy of consideration

Another evil which may be directly traced to our numerous districts, is, that in many cases, if not in all, we are forced to employ such teachers as will work cheap. Now our best teachers are none too good; are quite too much confined to text-books, some of which are as faulty as the teachers. Far be it from us to derogate from the teachers' just praise, or undervalue their services. Theirs is too often a thankless and ill-requited task. True, some of our teachers are "not without honor," even "in their own country," and are still more highly esteemed in other towns.

And this leads us to remark, that it is a matter of deep regret that our best teachers cannot be uniformly employed in our own schools. This disadvantage, as we before said, results from the fact that we have, with so little money, to support so many schools. We know a case exactly in point, which will serve to illustrate our meaning and establish our position. A certain teacher is wanted in a particular district; but the district can pay only $1.50 per week, while the ability and attainments of the teachers will command, perhaps, twice that sum; and besides, good teachers are reluctant to engage in small schools, even at a fair salary. Thus by dividing our school money into so many small parcels, it is plain that we are giving our sister towns an undue advantage over us. We are, to use a phrase which forcibly expresses our meaning, "working on the short end of the evener."

Digitized by Google

In this connection we wish to allude to a mistaken idea and gross error in practice, which obtain very generally with teachers at the present day; and to which public attention has but little been directed. We refer to the "cramming system," as it is significantly termed. The applause attendant upon a good showing at the close of a school is, with teachers generally, a desirable and perhaps not altogether blameworthy object; yet some of the means to obtain this end are, to say the least, not advisable. Young children are persuaded and hired, flattered and pushed, to the utmost extent of their mental powers, to the utter neglect of their physical wants or necessities. This multiplying studies, overtasking and stimulating, may for a time make the child appear quite smart, almost a prodigy; but will, with hardly an exception, result in physical debility and chronic weakness of the mind; the reaction is almost certain; and though the boy is father to the man, precocious boys rarely become great men; but like the hare in the fable, find a halting-place, and suffer slow and steady to win the race. It is a rare case that one thus pushed in youth comes to the estate of manhood, possessing a sound mind in a sound body. This is not mere theory, unsubstantiated by facts; cases that have existed in our own town might be mentioned to establish the truth of our reasoning.

Again, it is not so much what we learn, as how we learn; not how much, but how well. Yet many teachers make it the prime object to lumber up the memory with names, dates, and facts, leaving the more noble faculties of the mind uncultivated and inactive. They deal too much in facts, too little in principles. We believe the grand object of school should be, to train the will, to educate the mind, and to develop all its powers in due degree, and to use it to habits of order, industry, application, and dispatch; in short, "to LEARN HOW to LEARN."

Once more; our small schools have affected teachers injuriously. They do not manifest that vivacious and energetic spirit, those habits of order, discipline, and dispatch, which have characterized them when teaching larger schools. We call to mind teachers, who, in time past, were able, without difficulty, to train a school of thirty or forty, who now labor hard and diligently to answer the calls of a dozen. The two-fold reason is obvious; the teacher, through force of habit, is unable to do nearly as much, while the pupil requires much more.

School Committee.—LEVI N. CAMPBELL, S. W. LINCOLN, E. A. ATKINS.

SOUTH HADLEY.

In conclusion, we would call the attention of the prudential committees to the importance of an early selection of teachers. We hope this

Digitized by Google

may be attended to at as early a day as possible, that they may be able to select from among those of known ability and experience, and that they may be presented for examination some days or weeks, even, before they propose entering upon their duties as teachers. Where this caution has been neglected, it has sometimes been found preferable to approve one, of whose abilities we might not feel *perfectly* satisfied, to risking the chance of securing another instead. We would again remind all in our belief, "that a school of ten weeks in charge of a thorough, competent instructor, is far preferable to one of fifteen weeks in care of an indifferent one."

Chairman of School Committee.—WILLIAM LESTER.

WESTHAMPTON.

The practice of securing teachers who may be hired cheap, that the schools may be long, should be abandoned in every district where practiced; and this is especially the prudential committee's work. If possible, give us teachers of energy and cultivation. We wish them in manners faultless as possible; their words uttered with promptness, fulness, and precision. The one word, cultivation—moral, intellectual, and physical—with love for, and aptness in teaching in one who intends to teach, is what we wish for. We need this, if we desire our children to possess it. They are creatures of imitation, and they will be continually assimilating more and more into the likeness of those with whom they associate, and their instructors especially. And we send them to school for this very purpose—that the teacher should make her knowledge the child's knowledge; her manners, the child's; and her every attribute of character, the child's. We say, then, to the prudential committees, secure, if possible, such persons for the instructors of our children. Good teachers, good pay, and good schools. *Versus*, poor teachers, small pay, long schools, and poor schools.

School Committee.—R. W. CLAPP, E. JUDD, Jr.

Digitized by Google

FRANKLIN COUNTY.

BUCKLAND.

We found the schools, on the whole, in a very good condition. The school-houses in some of the districts would be benefited by white-washing; and some of them need to be repaired and painted.

We should not only labor to make our school-rooms comfortable, but their external appearance, with the yards around, should be pleasing and attractive.

We are confident that many of the smaller districts in town might be united with advantage.

Some of the districts are so small that they are able to have but one term in a year. In some of these cases, two and three districts might be united in one, and the distance not be greater than many of the scholars in some of the districts have to travel now.

The schools would not be so large, but that one teacher could take charge of them in summer; and, in one case, would give a graded school in winter.

School Committee.—JOSIAH TROW, SAMUEL TOBEY, G. K. WARD.

BERNARDSTON.

No individual can duly appreciate the responsible position in which the examining committee are placed, until they have served on that board. If the school is a failure, the committee are frequently held responsible,—whether justly or otherwise. The teacher may have, in the judgment of the committee, all the necessary moral and literary qualifications, and yet, notwithstanding all the precautions of an examination, it may be found that he is unfit to keep a school, either through some inherent quality of disposition or temperament not revealed by examination, or some change of views arising subsequent to his taking charge of the school. He may be irascible,—take offence at trivial things,—or too docile and lymphatic to check a rising rebellion. If the district is blessed with a fortunate selection in their teacher, some

Digitized by Google

refractory pupil, aided by outside influence, may create disturbances and materially damage the prosperity of the school. Districts, like towns, may sometimes be divided into little cliques, and their disturbing influence is sure to be felt in the school. Whatever pleases one party is certain to bring down a shower of anathemas upon the head of the teacher from the opposing clique; and this want of union and co-operation on the part of parents is sure to dishearten the teacher, however competent and meritorious, and ruin a school.

Districts should be careful to select as their prudential committees, men of sound judgment, who are competent to judge of the wants of the district,—who will neither be warped by prejudice, or blinded by self-interest. The committee have no fault to find in this respect with the prudential committees of the past year, and the caution may be deemed unnecessary; but they believe it among the possibilities that an unwise choice might be made when divisions occur, or each voter is anxious to shrink from all responsibilities pertaining to schools. Notwithstanding all the prudence that the prudential committees may exercise in the selection of a teacher, and although endeavoring to do the best they possibly can for the interests of the school, yet amidst the constant changes necessarily occurring year after year, it would not be strange if now and then a teacher should be engaged who would not be in every particular competent or satisfactory. What shall be done under such circumstances? Why, evidently the best policy, when the future interests of the school are considered, is to bear with patience and fortitude the infliction, and endeavor by frequent visitations and kind words to strengthen him. Instead of indulging in a fault-finding spirit, and listening to reports daily transmitted by pupils from the school-room, exert your influence to induce your children to respect his authority and obey all reasonable requirements. By a hearty coöperation of parents, a very ordinary teacher may be transformed into an efficient and successful one.

In conclusion, your committee would suggest to prudential committees to employ no teacher, if possible, who has not an established reputation. When a teacher has closed a school successfully, it would be wisdom on the part of the district to engage that teacher for another term, for he knows better what is for the interest of the school than a stranger. Frequent changes are injurious to our schools. In order to secure the services of successful teachers, they must be liberally remunerated for their toils, and sustained by parents. Treat them with respect and kindness if you would render their tasks easy and pleasant.

Your committee designed to call the attention of two districts in town to the condition of their school-houses, but lest they weary your patience with the length of their report, they forbear, trusting that the

Digitized by Google

inhabitants of those districts will take the hint and apply the necessary repairs.

School Committee.—Wm. Dwight, H. B. Butler, B. S. Burrows.

CONWAY.

We have observed that in very few instances a session *begins with the teacher of the preceding one*,—that there is an almost continual changing of teachers. This greatly embarrasses the working of our school system. It must indeed be admitted that an incompetent teacher should be superseded by a better. But in case a teacher has done really well, has evinced intelligence, skill, industry, and right moral characteristics, it is in almost all cases a decided detriment to a school to change. The experience of one session is a very valuable preparation for the next. A thorough acquaintance with the mental and moral traits of the pupils, and their stage of real advancement in the various branches, is exceedingly important to enable one to instruct successfully, to adapt himself to the peculiarities of each scholar and call out his powers into the most efficient action. And on the other hand, the pupils will—other things being equal—learn much more readily under a teacher whose method of government and instruction they are familiar with, than under a new one. A new teacher, almost as a matter of course, introduces a new order of things. Scarcely has this become well established, and the school accommodated to it and prepared to work in harmony with it, before another teacher is on hand; a revolution of course follows, a new system of things is inaugurated, only in its turn to give place to a third, and so on indefinitely. This perpetual building up and pulling down may be a very pleasing feature in the play of baby carpenters, but it sadly detracts from the efficiency of our school system. One permanent teacher of the right stamp will undoubtedly do a vast deal more in developing, training and furnishing the intellect of a school, than a succession of teachers equally well qualified.

We earnestly commend this matter to the consideration of all concerned. Let the selection of the teacher be made on the right principle, having respect, above every thing else, to qualifications, and not mainly, as is apt to be the case, to consanguinity; and then let the teacher, having passed successfully through the ordeal of one session, be retained, if possible, for another, and as long as entire competency for the place shall be exhibited.

School Committee.—J. Clary, R. A. Coffin, A. J. Chaplin.

Digitized by Google

CHARLEMONT.

Turning now to the schools we remark, in a general way, that there is an art in governing and in teaching—an art which is partly natural and partly acquired. Art is itself nature cultivated. Our schools have suffered for want of this cultivated nature in the teachers. The State has provided schools to cultivate the art of teaching. It is done in those schools. Teachers who have been taught how to teach in the State Normal Schools, are, generally speaking, of more value than other teachers. We in Charlemont have received little benefit from the State schools because we have not employed teachers who have been qualified by them. Such teachers do not come to Charlemont in pursuit of a school, and the district committee man does not go in pursuit of them, but employs one who offers at his door, or some relative, or friend of his friend. It happens all right once in five or six times.

By this system the town of Charlemont and the rising generation have been a most magnificent loser for the last ten years. It is a high estimate when we say the children have made just half the progress which they ought to have made. Here are $6,000 raised by tax in ten years in the town of Charlemont. The town school fund, the State school fund, the gratuities in board of teachers and in school books, are by estimate $2,000. The time, board and clothing of the children while going to school, may be put down at $3,000 a year, or $30,000 in ten years. The wear and tear of school-houses may be estimated at $100 a year, or $1,000 in ten years; total $39,000, have been expended for schools in Charlemont in ten years; all, except the trifle from the State fund, has been paid by the tax paying people of Charlemont. The committee's estimate is $3,900 a year for ten years last past, expended in Charlemont for educating the children of Charlemont. The committee are ready to show any doubting or curious inquirer that this estimate is a candid, moderate one. If the children have made just half the progress which they would have made had they been taught by the most accomplished teacher, then just half this amount has been lost to Charlemont.

There have been other most serious losses that cannot be estimated in this account of dollars, such as mental habits of idleness, distaste of study by the slow unstudied lessons of the not understood reading, arithmetic, grammar. A most solid loss this to the mental habits, and mental estimate by the child of his own powers—from which nine in every ten will never recover, stultified by the teacher—whose own mind has passed through the same withering, and thus the blasting loss descends.

Digitized by Google

Something of loss there must also be in the mind and heart of each child—for not interested in the lessons, he will be working at something which will interest.

Habits by the child of looking at the lesson, conscious of no powers to understand enough to be interested, and assigning his own want of capacity as the cause, is really the most heart-rending loss of all these losses—for the parent having endured the same experience, quietly acquiesces in the child's incapacity, and so is the poor child crusted over with two layers of incapacity, through which he will rise only by the special aid of his Creator. His accidents of life, the manners of society in which he happens to reach the age of twenty, have kept his mind like a Chinese foot in a tight shoe. This too low estimate by the child of his powers of acquisition, crushes his ambition and his application.

There are some deductions to offset this view of this Charlemont loss in education, such as these: 1. Ripe teachers will cost more. Thus the length of school must be abridged, or more money must be raised. 2. No committee, town or district, is always sure to employ a teacher who knows how to teach and to govern well. Not the half who attempt it have the art in any tolerable perfection.

Again, this estimate is made on the assumption that our children are trained to make a perfect economy of time and application in study hours. But such application is hardly desirable, and certainly not attainable. School teaching falls no farther behind perfection than farming, and the losses in money are no greater in proportion to the investments. But losses as to the estimate of time, as to the working habits of the mind, and as to the child's estimate of his own ability to learn, and as to his moral habits,—these are the great losses, and fall heavily on the progress of the following generation. The committee are not applying these losses to Charlemont alone. They have reason to know that the children of Charlemont have made as good use of their opportunities and are as promising as the children of any town in the county.

In hope of a remedy to these losses of time, money, and mental energy in education, the general court of the last winter have transferred the responsibility of employing teachers from the district to the town committee. This change may secure better teachers, but not so much better as some of those who changed the law expect.

School Committee.—Aaron Foster, Nathan B. Ballard, William A. Hawks.

Digitized by Google

DEERFIELD.

The committee are of opinion that our school system is nearly as good as it can be. We only need to carry out the plan of a graded school in South Deerfield, to unite some of the smaller districts, to have our school system very much to our mind. But a good system will not alone secure good schools. Though the town may be liberal with their money, and the school well arranged, still there is a great deal for the people of the several districts to do for themselves. We cannot have good schools without an active and earnest spirit on the part of the people in behalf of the schools. If this interest exists, it will manifest itself in several ways.

1st. In providing a suitable school-house—one that shall be neat, convenient and comfortable. There are still, we are sorry to say, a few left, which do not answer this description; they are old and out of repair, and the custom is to patch them a little from year to year, so as to perpetuate the evil.

The out-building, which is indispensable to every good school, will receive due care in a district of interested people. It is a matter which very nearly concerns the health and morals of the pupils. In some cases none is provided; in others it is in an unhealthy proximity to the school-room, even under the same roof, which is a great error. In others, their condition is such as to be a disgrace to the scholars and the district.

2d. In providing suitable furniture and apparatus. There are some schools very deficient in blackboards. A globe is a great assistance in the study of geography. A suitable one can be procured for two or three dollars. But one Primary School in town has a globe. Outline maps are a pleasant and useful appendage to a school-room. For these things the town makes no provision; if they are procured, it must be done by interested persons in the several districts.

3d. The people of the town can render good service to the schools by coöperating with the teachers and the committee, in maintaining the discipline of the schools. Where pupils are upheld at home in acts of disobedience at school, it is one of the most serious obstacles in the way of success. Where parents are simply indifferent as to the conduct of their children, they fail of their duty to the school. A wise and interested parent will do all in his power to coöperate with the teacher in all reasonable means to sustain good order in the schools.

School Committee.—JOHN F. MOORS, P. K. CLARK, DEXTER CHILDS.

Digitized by Google

ERVING.

We think that more care should be taken than sometimes is, in the selection and employment of teachers. It is the infliction of a very great wrong upon the scholars and upon the whole community, to employ incompetent, and inefficient teachers, to take the charge of our public schools. Cheapness of wages, should not be the first thing taken into the account, in the employment of a teacher. If the blessing of a good school, is sacrificed to the questionable advantage of a long one, a grevious wrong will be committed upon all interested in the school. Let good teachers be employed, if you would have good schools. Better have a school two months with a good teacher, than three months with a poor one. And by a good teacher is not meant, solely, a person qualified in literary attainments. Neither is it every good man or woman that will keep a good school, in case their literary attainments are equal to the task. A teacher should possess a marked, energetic moral character, should love his employment, and should have some knowledge of human nature, as well as of books. He should have a faculty to govern by teaching, and not depend upon the rod or the rule. Hard words and threats, and all punishments in word or deed, which tend to destroy self-respect in the scholar, or confidence and love to the teacher, should be avoided. Without love for their employment, and an elevated moral character, it cannot be expected that teachers will succeed well. Dr. Channing once said, "It is more essential to the prosperity of a school that it have a good teacher, than it is to the prosperity of a nation that it have good rulers." Say the school committee of another town: "Three elements are necessary to make a a good teacher, and no good teacher can be deficient in either of them. First, a thorough knowledge of the branches to be taught. Second, aptness to teach. Third, love of the employment. No good teacher can be deficient in either of these; no one who is not conscious of the possession of them all, should ever offer to teach. He should engage in some other employment for which he may be better adapted."

These remarks are made for the purpose of impressing more deeply, if possible, on the minds of those whose business it is to employ school teachers, the responsibility of their office. Let them not engage a teacher without first satisfying themselves, as far as they are able to come at the facts in the case, that he is such a teacher as the school needs.

School Committee.—Eli Moody, James Moore, Orville Mason.

Digitized by Google

HAWLEY.

In the last annual report of the school committee, they took occasion to remark upon the great waste of money in supporting so many small schools. We do not propose to repeat the arguments which were then made in favor of uniting the small districts; we only desire to call the attention of our fellow citizens to the fact, that the evil still exists, and for aught that we can see, is likely to exist, until the town apply the remedy. It is believed that any competent teacher would prefer a school of twenty-five scholars for the same compensation, to one of four or five, or any number less than the former. In the small schools, discipline is often entirely neglected, as it is not deemed necessary to have much order or system where so few are to be benefited by it.

It is also true, as a general rule, that the small schools are the most backward. We confidently believe that each scholar in a school of thirty or forty, will receive as much benefit by the expenditure of a given sum, as in one of four or five.

School Committee.—JOHN VINCENT, B. E. SMITH, J. G. LONGLEY.

NORTHFIELD.

There is one other point, and one only, gentlemen, to which, at this time, we desire particularly to call your attention,—one on which, oftentimes, hangs the whole destiny of the school. You anticipate us, when we refer to the judicious selection of teachers. On this, you will all agree with us, depends, more than on any thing else, and perhaps more than every thing else, the prosperity of our schools. How very important is it, then, that the individual to whom is intrusted this responsible duty, should exercise a wise discretion, and secure, under the circumstances, the very best talent in his power, forgetting all favoritism, and acting for the best good of all interested. Legally, gentlemen, you have made it the duty of your superintending committee to furnish teachers for the several districts in town for the coming year. But believing, as we do, that it is best, and always more satisfactory for districts to manage their own affairs in their own way, we would most decidedly decline this additional responsibility. But your committee, believing that their acquaintance with the character of the schools and the ability of teachers might enable them to aid the prudential committees somewhat in the selection of competent teachers, would suggest the propriety of consultation between town and district committees in all matters pertaining to the best interest of the school; for they are but

Digitized by Google

arms of the same body, and should be animated by the same spirit—an earnest desire to confer the greatest good upon the children in whose behalf it is their duty and pleasure to act. No prudential committee should act hastily, and engage the services of the first young lady or gentleman that may present themselves; but satisfactorily ascertain, if possible, what grade of teacher the school requires, then make their selection in reference to its wants, bearing in mind always that on his selection depends in no small degree the weal or woe of a whole community.

School Committee.—CHARLES POMEROY, M. S. MEAD, WM. D. HASTINGS.

ORANGE.

In regard to our school-houses, most of them may be said to be comfortable; though some are far from being the most wisely adapted to their purpose. If in particular instances, some have not a little indication of neglect and dilapidation, they at most have not that appearance of neatness and taste necessary to render them inviting; and with some their localities are rather forbidding, with little around them to attract and interest the scholars. As a town, however, we are gradually making improvement in this particular. During the past year district No. 3, animated by a commendable spirit and desire to avail themselves of higher advantages for education, have erected an elegant house, which for beauty and convenience is surpassed by very few in our town. This speaks well for the enterprise of the district and its regard for its permanent prosperity. And other districts in the vicinity are now agitating the question in school meetings, whether they also do not need to make improvements in their houses.

In their last year's report, your committee alluded to the unequal division of the territory of the town into districts in regard to the number of scholars residing in each, and of its unhappy effects in affording to some districts only very limited means for education. It appears to your committee, that if those concerned could satisfactorily effect such a change as to lessen the number of districts, by uniting three districts into two, or four into three, or into a less number, the scholars would derive much greater benefit from the money expended. During the past year the average attendance upon the four district schools south of Miller's River, was as follows: District No. 9, 13 $\frac{1}{8}$; district No. 10, 7 $\frac{1}{2}$; district No. 11, 14 $\frac{1}{8}$; district No. 12, 11 $\frac{1}{4}$, making the total average attendance of the four districts, (all contiguous to each other,) only 46 $\frac{1}{4}$, which number of scholars required four teachers

Digitized by Google

during each term to instruct. Where all are taxed alike for the support of schools, and all children have equal claims for privileges of education, however impracticable it may now be to afford to each scholar its rights by re-arranging the districts, still we hope the time not far distant when these evils may at least be lessened without injury to any.

Whether our schools shall effect the great good which they might, is a question that rests chiefly with parents to decide. Teachers must not only faithfully discharge their duties, but each member of the community must take such interest therein as to create in the public mind a pervading conviction of their great importance. Parents do not always manifest that wisdom and consistency of practice in regard to the best interests of their children, which is seen to characterize them in the management of their secular affairs. No agriculturist would think of hiring a laborer to take the charge and management of his lands, or his herds and flocks upon his farm, without occasionally visiting the scene of his operations, and know something as to the faithfulness and skill of his workmen. But, are there not as great and vastly more important interests at stake in the work with which the teacher of our youth is intrusted, in training and moulding the pliant mind? If parents rightly viewed the importance of these interests, it would bring them occasionally into the presence of the school, that they might obtain some personal knowledge of its practical workings. Where parents frequently visit the school-room, though only for a brief hour, it not only impresses the scholar with a higher sense of the importance of the school, encourages the teacher, and stimulates the scholar, but affords to the parent more reliable information as to its actual condition, than could be obtained through reports of scholars.

In this connection we would say, that notwithstanding citizens give their influence to sustain the order and wholesome regulations of our schools, yet, if in some instances, there could be more combination of effort to discountenance what they know of wrong in the scholar, whether around or within the school-room, and disapprove the course of those who would play the truant, they would essentially aid the success of their schools. When scholars shall find no one outside of the school-room to sympathize with them in acts of misdemeanor, and all parents shall hold their children accountable for their conduct while at school, many sources of existing evil will be removed, and scholars' complaints about teachers will be less frequent, and the teachers' labors far less difficult of performance.

School Committee.—Levi Ballou, R. D. Chase, Hiram Woodward.

Digitized by Google

SUNDERLAND.

We desire to refer briefly to the discharge of the duties of prudential committees. So long as they employ the teachers of our schools, the position is not only laborious, but very responsible, having as much to do perhaps in the prosperity of our schools, as the duties performed by the general committee. The success of a school depends mainly upon the qualifications of the teacher who has charge of it. Not literary qualifications merely are necessary, but a love for the work, the ability to govern and secure the love of the school, an amount of tact, of ingenuity, of patience and perseverance, such as is not possessed by mortals in general,—these are qualifications of the highest importance, and for the want of which nearly all our failures occur. In the examination of teachers, opportunity is afforded to judge of but little, except mental attainments. It is therefore of the greatest importance that committees exercise extreme caution in selecting teachers, those who possess, in some degree, these qualifications.

To be a well qualified and successful teacher, is a very high and difficult attainment. To be able to regulate and control from thirty to fifty uneasy and restless spirits—to keep them busily employed during the hours of study—to explain and illustrate in a proper manner the various subjects continually arising in the school-room—to restrain and control the unruly and turbulent—to encourage and animate the timid and dull—to be sufficiently dignified to command respect, and at the same time so friendly and familiar as to gain the good will of the pupils —all these and others so important to be possessed by the person who proposes to assume the responsibilities of the teacher, are qualities rare and valuable.

Our teachers, with their many trials and perplexities, so inseparable from their vocation, need the sympathy and coöperation of parents. This coöperation may be manifested in various ways, not the least of which, perhaps, is occasionally visiting the school; or the want of it may tell very powerfully upon the school, by carelessly dropping remarks in the hearing of scholars that are calculated to weaken confidence in the teacher on the part of the pupils. We believe that many parents do their children and their schools great injury, without designing it, by such remarks thoughtlessly spoken. One excellent teacher who labored very successfully against many obstacles, informed the committee that such remarks had reached him from nearly every family in the district, which had greatly discouraged him.

School Committee.—Elihu Smith, Albert Montague, Avery D. Hubbard.

Digitized by Google

WENDELL.

In the next place, this report suggests the propriety of calling attention to the condition of the school-houses. Many of these need much repairing, or an entire remodeling. This might be done at a comparatively trifling expense.

A suggestion will be allowed in relation to the employing of teachers. It is believed that only the best should be employed, even if it be at greater expense. The superintending committee cannot be responsible for the full qualifications, or for the success, in every case, of the teacher. Often they have no means whatever, of learning the essential qualifications of those who present themselves for examination. There may be a readiness to answer the questions proposed, and really, a general acquaintance with the studies taught in our schools; while yet they may have no aptness to teach or to govern, and a general indolence utterly unfitting one for a teacher. But the superintending committee, in many instances, have no means of knowing any thing about these defects of character or qualifications.

School Committee.—JOHN HUNT, A. JENKINS.

HAMPDEN COUNTY.

AGAWAM.

And here permit us to digress a moment, and look for what seems to us the cause, to a large extent, of the well known deficiencies in many teachers of public schools. It lies, we believe, very much in the manner in which teachers are often procured. Little or no interest is manifested often in the district meeting in which the prudential committee is chosen; and not unfrequently some one is elected to this office, who is as little a judge of the qualifications of a teacher, as he is of the classic merits of Tasso, or of the incomparable grandeur and sublimity of Milton, and who hires the first one who applies; and the school commences often, under the guidance of one who is, to say the least, very poorly qualified for the work of teaching. Whereas, every one who is appointed to this responsible and important office ought to

Digitized by Google

be capable of inspecting the school, and of passing an enlightened judgment upon its state and merits. The duties of the district committee are sometimes onerous, his services are gratuitous, and to save time and expense, he is tempted to employ the first applicant, without regard to qualifications; or he has some relative whom he wishes to place at the head of the school. And thus sinister motives and selfish ends are liable to enter into the account, while the great interests of the school are committed to the tender mercies of chance. Would you think of employing a man to purchase for you a valuable horse, for which you expect to pay a high price, who knows nothing of the points in which the value of that most noble animal mainly consists? Would you employ a blacksmith to make a watch for you, the beauty and perfection of whose mechanism depend so entirely upon the skill of the maker? Yet, too often, such teachers are employed, lacking the skill and the culture to fit them for their service. They are brought in contact with that mysterious and subtle essence, the youthful mind, plastic and susceptible as it is, on which are made impressions that will outlast the fleeting moments of time, and that, like the undulations made by the pebble when it falls into the smooth and placid lake, must go on enlarging their circle over the boundless ocean of the soul's spiritual life. To lay down a system of rules, by which to influence and control a school, and to possess the wisdom and energy to carry them into successful practice, is a talent never bestowed upon inferior or ordinary minds. Perhaps the recent action of the legislature on this subject may contribute, in some degree, to remedy the evils to which we have alluded; but the evils lie with the people, by whom alone they can be corrected. Public opinion must demand a high order of teachers; and public liberality must furnish the means to obtain them.

School Committee.—Addison Parker, Samuel Flower.

MONSON.

A word before we part with our old and tried friends, the prudential committees.

If it be true that our present legislature has passed a law which, after July next, transfers the duty of selecting teachers, from the prudential to the superintending committee, we shall most sincerely regret the change. Such an arrangement might be very convenient and satisfactory in our cities and large villages; but in towns embracing a large territory sparsely populated, we think its working must be unsatisfactory and evil. That the superintending committee, from their acquaintance with teachers might often make a better selection than is made, may be

Digitized by Google

quite true. This however might be as well accomplished by suitable conference on the part of the two committees. But on the plan proposed there is room for jealousies and fault-finding on the part of the districts, especially if any teacher fails to satisfy. And the means of ascertaining the wishes of the district now furnished in the prudential committee, will be in a measure cut off. It is always found that he who is at the trouble of looking up and engaging a teacher, is interested in his or her success. And thus by rotating the office in the district, all in their turn have opportunity to learn to appreciate the difficulty in finding perfect teachers, and have their interest especially awakened in the school. And there are few men who will wish to assume the additional burden, as superintending committee, thus to be imposed upon them; and more especially if they are to be charged with the task, as in some cases they have already been, of going through the district to find a boarding place for the teacher; to buy a few cords of wood and get some one to fit it for the stove; to procure a little chalk for the blackboard, a water pail and dipper, a broom, and such like matters.

But it is easy to see that if suitable men are elected as superintending committee, there may be some advantages in the new arrangement. An inefficient and unsatisfactory teacher will be much less likely by any favoritism to find a chance to make a second experiment of his dulness, and a more uniform standard of instruction will prevail; and the superintending committee will not be obliged to wait for a notice from the district, till the best teachers are employed, before they ascertain that a prudential committee is not appointed, or if appointed refuses to procure a teacher.

The superintending committee desire to say, therefore, to all prudential committees, if we must part by and by, please give us your co-operation *officially* as long as by permission of law you can, and your sympathy and aid personally, which there is no law to prohibit. And it is of the highest importance to the districts that they consult freely with the superintending committee in relation to teachers, and all the interests of the school, as in this manner only can they be adequately advised of their wants.

Superintending School Committee. — C. C. Kittredge, Marcus F. Beebe, T. G. Colton.

PALMER.

The law very wisely provides that prudential committees shall be every way auxiliary to the general committee, and advise together in reference to the welfare of the schools. They occupy a responsible

Digitized by Google

position and the character of the schools depend somewhat upon their characters. If they are vicious and incompetent, they will give but little attention to the competency of the teachers they employ, and their example—always contagious—is dangerous to the young who are necessarily brought more or less under their influence. If they are possessed of "ugly" and unruling blood, they can keep a district in a perpetual turmoil, and neutralize the efforts of the very best teacher that ever taught a district school. Districts should sedulously guard this office and see that only virtuous and high-minded men fill it—men of responsible character. Most of the districts have been fortunate in this respect having secured the very best men for the position, and who have aided us considerably in our labors, as well as the teachers. There has been one marked instance of the opposite—where our efforts have been retarded and our directions set at defiance—but the warfare was found to be an unequal one and hastily abandoned.

The moral effect of school-houses is a subject that receives but little attention by our districts, and still it is worthy of a close attention in the building and repairing of school-houses. Without entering fully into the merits of that question—it must be obvious to the most ordinary apprehension that the school-house is in some degree, an educator. All sensible objects produce an impression upon the mind, and when made upon the minds of youth, are lasting. Images that have proportion, fitness and beauty, become a standard of taste, and in subsequent life, are recalled and imitated. If the school-house is carelessly constructed, dirty and neglected; if it is in a dilapidated condition and has an air of repulsiveness, this inevitably becomes a standard—and helps to create a false and imperfect taste, and not only is this result experienced, but study in such a place becomes irksome, and children dislike to attend school. In a neat and beautiful school-house, it is a pleasure to study, and the school becomes attractive and profitable. In the school-house at Bondville there were crowded together during the winter, forty scholars. The house is small, without any ventilation, and whenever the committee visited it, the air was fetid and noxious. As a natural result there was a great amount of headache and sickness on the part of teacher and scholars. Colds were almost constant. We regard the house as a hot-bed of consumption. It is altogether insufficient for the purpose, and ought to give place to a new and more commodious one. The same is true of some other districts, though not to so great an extent. The school-house at the depot is a discredit to the citizens of the district—a reproach to their taste and liberality. The entrance is hacked up, and the most disgusting and obscene images stare out from every side at the visitor. We have repeatedly experienced a feeling of shame as we have conducted visitors

Digitized by Google

and strangers within its walls. The present wants of the district demand imperatively a new house, leaving out of view entirely its moral bearing upon the education of children.

School Committee.—ANDREW D. BULLOCK, GAMALIEL COLLINS.

RUSSELL.

As our districts are now arranged, and by our mode of dividing the school money, the various schools in town are (and have been in years past) of very unequal length. The length of the different schools the past year has varied from four and a half months to eight and a half, which gives the children in some of the districts nearly double the advantages for acquiring an education, that those of others enjoy. It is a matter of right, that every child in town should have as nearly equal advantages as can be practicable. Some children have to go much farther to attend school than others; but as this is unavoidable, they certainly should have the privilege of attending as long as those who live in thickly settled districts.

The shortest schools have been in the smaller districts, yet these districts draw from two to five times as much money per scholar, as district No. 2. No. 1 draws three dollars and twenty-six cents per scholar, and has kept a school seven months and a quarter during the year—three and three quarter months in summer, and three and a half months in winter.

No. 2 draws two dollars and twenty-one cents per scholar, and has kept two schools eight months and a half each, during the year—four and a half months each in summer, and three and three-quarter months each in winter.

No. 3 draws nine dollars per scholar, and has kept a school four months and a half during the year—all in the summer, with a vacation of one week.

No. 4 draws three dollars and thirty-three cents per scholar, and has kept a school seven and a quarter months during the year—three and a half months in summer, and three and three-quarter months in winter.

No. 5 draws six dollars and fifty cents per scholar, and has kept a school four and a half months during the year—one month in summer, and three and one-half months in winter.

No. 6 draws four dollars and eighty-three cents per scholar, and has kept a school five and a half months during the year—three months in summer, and two and one-half months in winter.

The question we would now bring before the town, is, how will you equalize the length of the schools?

Digitized by Google

It has been suggested that we unite those districts which lie contiguous, so that instead of having six, we would have but three or four. One plan is, to unite the Paper Mill and Depot Districts, the West River and Holmes Districts, and the Shurtleff and South Quarter Districts. This would give us but three districts and four schools. There are three very good school-houses in town, which, if removed to the proper point, would accommodate the three divisions. The school-house in district No. 1 is too small, and the houses in districts No. 3 and 4 are out of repair.

It is manifest to every one, that the only objection to uniting these districts is, that some of the children will be obliged to travel quite a distance to school. But if they go farther, they get more schooling, and with less expense to the town.

But we understand that the legislature has passed a bill this last week, to abolish entirely the district school system. If this be true, (as it probably is,) it will be for the town, or their committee, to say where schools shall be kept. In view of this, would it not be well for the town to appoint a committee to appraise the several school-houses in town, and pay to each district the value of its house? Then to remove such of said houses as may be necessary to accommodate schools at three points in the town, so as to secure the attendance of fifteen scholars or more.

School Committee.—N. D. Parks, E. A. Russell, D. S. Bronson.

WESTFIELD.

The design of our school system is to give every child an opportunity to acquire a good education, and to afford to the children of the rich and poor, of those living in thinly inhabited districts, and of those gathered in villages, equal advantages.

By the present arrangements of the districts, and by our mode of distributing the money, though the small districts draw almost twice as much money per scholar as the large ones, yet the schools are not more than two-thirds as long. Owen district, drawing eight dollars per scholar, has been able to sustain a school four months, while Main Street, receiving only three dollars and sixty-seven cents per scholar, has had a school ten months. It is manifest to any one who will examine the subject, that by consolidating the districts the advantages of the children living in the remote parts of the town, can be more than doubled.

In the Day district there are only nine scholars; they have had a school five months. In the Owen district directly north, and on the same

Digitized by Google

road, there are seven scholars, most of them belonging to one family; they have had a school four months. The Day district has a very poor house, scarcely habitable; the Owen district has a good house, which is not used, for the parents of the children prefer to have the school in their own house. If now, this school-house was removed to some central point, and the two districts united, with the money they now receive they would have a school nine months in the year.

In the Middle Farms district there are nineteen scholars, and in the East Farms ten; each has a school of five or six months. If one of the houses was removed to a central point, they might with the same money have a school nine months.

In the Sacket district there are eleven scholars, and in the Town Farms district thirteen; each has a school five or six months. One has a good house, the other almost none. If the good house was removed into the neighborhood of Mr. Shelly, and the schools united in one, it might be open nine months in the year.

In order to give the children in their several districts equal advantages with those in other parts of the town, they must either receive an annual appropriation of two hundred and fifty dollars more than they now receive, or else they must be united in the manner we have proposed.

The great objection to such a union will be that some of the children will be obliged to travel about a mile and a half. Is it more exercise than good scholars need? There are many that walk a greater distance every day to attend the high school. Will not the parents be willing to subject themselves to the inconvenience of carrying their children to school in bad weather for the sake of increasing their advantages?

In very small schools there is less ambition and life than in larger ones. If you would inspire children with a proper zeal, the school should be so large that the classes shall contain not less than two scholars each.

School Committee.—E. Davis, M. L. Robinson, H. B. Lewis, L. F. Root, S. Fowler.

WILBRAHAM.

There is a great want of apparatus in our school-rooms. There is not a globe in one of them. It is almost impossible for the teacher to convey to such children as now study geography, correct elementary ideas without a globe; and it is a fact, that many of your scholars who recite geography glibly have no distinct idea of the meaning of the words which they recite.

Most of the schools are poorly provided with blackboards. They are too small—not more than two scholars can work at them at the same

Digitized by Google

time. They are not furnished with trays for chalk. For want of a better place, the chalk is frequently kept upon the teacher's desk—making it a slovenly place; nothing can be kept clean upon it with the chalk. The boards are inconvenient of access and frequently over the seats of the smaller scholars, which are covered with chalk dust.

We earnestly direct your attention to these things. Your committee would be very much ashamed to take any member of our State Board of Education into three-fourths of the school-houses in town.

The school registers for the past year are a disgrace to the parents. We wish they could be engraved and every parent supplied with a copy. We happen to know about a school of fourteen scholars among the Hoosac mountains, where snows are an apology for black marks, if they are here, and only twelve marks tardy and absent were made during the last winter term of three months. In this town four children in one family were marked absent to the amount of one hundred and fifty days.

We know of another school of about thirty scholars in the hilly part of Worcester county where only ten tardy marks were made in the register during the whole term, while in this town one boy was marked tardy eighty-two times in sixty-five days. Last year the number of children in town between the ages of five and fifteen was 450. The average attendance was two hundred and sixty-nine or fifty nine one hundredths—but little more than half. It is simply absurd to expect teachers to benefit your children under such circumstances.

School Committee—O. Marcy, Walter Hitchcock, C. D. Warner.

BERKSHIRE COUNTY.

ALFORD.

It has been the uniform practice of this town to authorize the prudential committees to select the teachers, and your committee are of the opinion that much evil has resulted from the practice. The prudential committee, in good faith, presents to the town committee a teacher for whom he has a partiality, and who would, in his judgment, answer for

Digitized by Google

the school. Upon examination, the town committee regret that the candidate fails to answer the reasonable requirements of the law, and now the question arises, what shall be done? The committee in such case have to choose between two evils, and in making their selection frequently choose the greater, approve the candidate, and the initiatory steps are taken towards, at least, a partial failure in the usefulness of the school. The term commences, the committee visit the school, and find a failure even greater than anticipated, and now must again choose between two evils. Fellow citizens, is it wise to adhere to any system which presents only a choice between evils? Would it not rather be the part of wisdom to adopt a system that should allow a choice between two better propositions, and enable us to choose the best?

The statute contemplates a degree of permanency in the town committee, and should the power of selecting the teachers be left with them, they might, in most cases, secure the services of competent teachers from term to term, and thus avoid the evil,—a too frequent change.

"One reason why we should retain our teachers as long as may be, is, that where human affections are perpetually interrupted, the heart imperceptibly acquires a cold indifference in its social affinities. The young child learns not to love an object liable to be lost at any moment. But let time be allowed; let the affections be permitted to entwine around the teacher, and the moral influence is worth very much to the future character of the child. What is there more pleasant than to meet in later years of life, one who was daily with us in our youth, patient, gentle, and anxious to shape and mould us into intellectual and moral beauty? The faithful teacher, once interested in his pupils by long acquaintance, retains that interest to his dying day. These considerations should have great weight, and induce us to sustain liberally, and encourage kindly, those whose influence may be made to effect so much good."

The law places the supervision of the schools in the hands of the town committee, and they would prove recreant to the trust reposed in them, should they fail to do faithfully the duty which the law imposes. Your committee have not been unmindful of their duty for the past year, but cannot report that advancement in the schools which they have desired. In entering upon the discharge of their duties for the current year, they propose to profit by the experience of the past, and faithfully and impartially to do their duty. Fellow citizens and friends of education, shall we have your sympathy? Will you be co-workers with us in endeavoring to raise the standard of our schools high, that they may be emphatically intellectual and moral light-houses in our midst? Will you visit our schools frequently, and encourage and

Digitized by Google

animate both teacher and pupil by your presence, sympathy and friendly greeting?

School Committee.—WILLIAM FITCH, E. K. WILLIAMS, HENRY PEASE.

FLORIDA.

It is a matter of congratulation to be able to state, that the town the past year, with one or two exceptions, has been fortunate enough to secure the services of good teachers. As the town last spring delegated to the prudential committee the power to select teachers, they have taken a lively interest in the welfare of the schools in their respective districts; leaving their different vocations, and taking the earliest opportunity to secure the services of the best teachers within their reach, obtaining, in some instances, those who had taught in town before; which labor they have performed, free of any charge to the town.

School Committee.—JAMES GIFFORD, IRA D. BRADLEY, A. D. CLARK.

GREAT BARRINGTON.

In most of the particulars included in this table, great differences will be perceived in comparing the several districts—the whole number of scholars varying from eight to one hundred and thirty-four, and the average attendance, from five and one-fourth to seventy-five, while the ratio of attendance ranges from fifty to ninety-three per cent. of the whole number, and the expense of teaching per scholar, from $3.07 to $13.17. This last discrepancy is obviously very great. It should, however, be remembered in this connection, that in those districts where the whole of the money apportioned has not been expended, the real cost per scholar is somewhat less than appears from the table, while, in districts where the amount was insufficient, the true cost is greater than appears. But the variation thus produced would not be very material.

In the districts having the largest number of scholars, the expense to each scholar is much less than in those with small schools. This is a matter which it is impossible to equalize, and it must be considered that there are some compensating advantages pertaining to the large schools. If, by any change in district lines, or by the union of some districts with others, some of the smallest schools could be enlarged, without too great a sacrifice of convenience, we think that the interests of all concerned would be promoted. Better teachers, better schools, and greater economy would, in our opinion, be the result. Extremes are to be

Digitized by Google

avoided. A school of six or eight scholars is too small, while one of seventy-five, and at times reaching one hundred, is quite too large for a single teacher.

School Committee.—Lewis Green, Isaac Seeley, Samuel B. Sumner.

HANCOCK.

Again, we cannot be too careful in the matter of hiring teachers. A stranger comes into town and wishes to procure a school. The district committee send him to the town committee, and of them he obtains a certificate to the effect that he is qualified, as far as an acquaintance with certain books is concerned, to teach a certain school. Not being well posted in respect to the cranium and the bumps, they cannot know whether he will do well or no. The committee visit said school, and, it may be, find things not as they should be; the committee not wishing to break up the school, commence the work of reformation, which goes on slowly to the end of the school term. Here is a loss—a paying for something which we do not receive—which is any thing but a good way of doing business; and the loss of money is of little consequence in comparison to the many evils arising from such a system of teaching. We must know what we are about, in regard to this matter, and must not let unskilful hands attempt to play the harp where tones—where living tones—are left forever in the strings.

To prevent evils and difficulties from arising in this direction, your committee would suggest, that in all cases where the district committee are not personally acquainted with the applicants for schools, that they require of them recommendations from reliable sources, that such applicants are good teachers, or possess requisite qualifications to become good teachers.

And your committee further suggest, that the services of Normal students, or Normal graduates, be obtained generally, for the very reason that the services of a person acquainted with a business are worth much more than the services of one who is wholly unacquainted. We hope to see much improvement in our schools in the future.

School Committee.—W. H. Gardner, A. P. Viets, Dwight Smith.

HINSDALE.

Closely connected with this subject are the duties of the prudential committee. It is a matter of no small importance who shall be the teachers of our schools for a single year. This committee exercise a

Digitized by Google

controlling influence over the success of the schools. True the superintending committee have a veto power, but its exercise is always odious, through every grade of office, from the president of the United States down to a town school committee.

There has been a harmony of feeling and action between the prudential and superintending committees, except in one instance, and this strongly reminds of an anecdote told of a man, who, having had some difficulty with his wife, sought counsel of his friend, and, with apparent solicitude, inquired what he should do about living with her. His friend, after making up his best opinion, says, "I think you had better abide with her;" upon which, he immediately declares, with an oath, "I will not." So our committee-man, after seeking our advice, in apparent good faith, treated, by his course of action, our counsel with equal contempt.

School Committee.—CHAS. D. SMITH, L. C. CLARK, HARLOW SPRING.

LEE.

The district schools have all been taught both summer and winter by females, a feature in our schools that we notice with pleasure. The scholars in these schools are mostly young, and experience abundantly proves that women are better adapted than men to enlist the sympathies and awaken the energies of the tender mind. Another advantage incidental to employing female teachers, is that the same teachers can be employed successive terms in the same school, and we are gratified to be able to say that in a majority of our schools there has been no change of teachers through the past year. Change in itself is an evil, and nowhere more so than in our schools. It takes no little time for a teacher to become acquainted with the proficiency, capacity, and disposition of scholars, classify accordingly, and establish authority. And on the other hand scholars have to learn, with every new teacher, new laws, and submission to the same, and new modes of teaching; for every teacher has a mode of governing and imparting instruction peculiar to himself. So that it stands to reason that permanency in our teachers is in itself desirable. In accordance with this view, we have, with few exceptions, found our schools in better condition at the second visit than at the first, and the second term of the same teacher, the more successful one, and when a district has been so fortunate as to retain a teacher for a series of years, the result has been most happy.

School Committee.—S. A. HULBERT, ALEXANDER HYDE, J. B. WHITING.

Digitized by Google

MONTEREY.

In choosing our prudential committee, we should have a care to select only those who are intimately connected with the school; such as furnish children, consequently interested, and anxious to procure the services of a good teacher.

Let us suppose that at this meeting, you appoint an uninterested man prudential committee. Is it not easy to follow out the result? He may be a farmer, and ere he exerts himself in looking up a candidate for the ensuing summer's school, he commences his spring work, He becomes exceedingly busy, and he may even forget the fact that the district are depending upon him for a teacher, till he is reminded of it by some one casually inquiring who he has engaged. It is getting late. and the best teachers are engaged, but that is nothing to him. He incidentally hears that a certain young lady, somewhere, has expressed a desire to take the school in his district. The school is to commence on the following Monday, and the committee meet for examination the Saturday previous. He must see this young lady immediately, and accordingly makes said young lady a call. He knows little of her moral character, and nothing of her ability to govern, or qualifications for teaching. He knows not, even, if she ever taught, and what has been her success, if she has. He is surprised that she asks him two dollars and a half per week—can't give but a dollar and seventy-five, possibly, and expresses alarm lest he offend his district, should he venture to give such enormous wages. He fails to convince the young lady that her services are worth less than two dollars and a half per week, and takes his leave with the remark, that he will consult his district; but on his return home, he hears of young lady No. 2, who might possibly keep. He searches her out, and finds her to be just the person, willing to take the school at his own price, and he goes on his way, rejoicing that he has made such a bargain! Saturday arrives, and the teacher presents herself for examination. She passes through the "ordeal," and is found sadly deficient. But two days elapse ere twenty-five children, more or less, assemble at the district school-house to witness the advent of their new "school-ma'am."

The committee feel her inability to teach, but it is too late to procure a new candidate. A friend touches one elbow, and remarks that the questions may be new to her, and that she was evidently much embarrassed. Another friend jogs the other elbow, and suggests that those who pass the best examinations, are not always the best teachers; that she would feel exceedingly mortified, should she fail to receive a certificate, and as the school is somewhat backward, she might possibly "get along."

Digitized by Google

The committee reluctantly give her a certificate, and, as is too frequently the case, the district receives no equivalent for her summer's wages.

Put in none but good, responsible men prudential committees, or do away with the prudential committee system altogether. Take every precaution to expend the school money in such a manner, that your children may receive the greatest possible benefit. Cheapness and economy are not one and the same. Squander no more money by engaging inefficient teachers. Appropriate more to your schools, hold out better inducements, get the best teachers, and keep them as long as practicable. Teachers have no excuse for not being thoroughly qualified for their business. The State has four schools devoted exclusively to qualifying them, and makes a liberal allowance for all those whose pecuniary circumstances would not admit of their attendance. Exercise your right in demanding that teachers shall qualify themselves previous to entering a school.

There should be a better understanding between the superintending and prudential committees. The most commendable efforts of one are easily defeated by the other. It is the duty of the prudential committees:—

1st. "To give all information and assistance to the superintending committee that may enable them better to discharge their duties."

2d. "To cause the candidate to appear before the superintending committee, at such time and place as they may have appointed for examination."

3d. "To ascertain whatever, by diligent inquiry, he can respecting the moral character of the candidate, her success as a teacher, and what means she has taken to qualify herself for teaching."

4th. "To give the superintending committees due notice of the time when the school will begin, and when it will close, that they may visit it according to law."

5th. "To give the superintending committee the earliest information of any danger from any cause which may threaten to impair the usefulness of the school."

6th. "If the district owns a school-house, he is to keep it in good repair at the expense of the district. This does not require a previous vote of the district, directing or requiring the committee to put the house in proper order. If a window-pane is broken; if a window-blind loses a hinge or a fastening, or a door is without a latch, or the plastering has fallen from the walls, or the room needs whitewashing, or is tight, and without a ventilator, or the seats need repairs to make them comfortable, or if the windows have neither blinds nor curtains,—in all these, and all similar cases, it is the duty of the prudential com-

Digitized by Google

mittee to repair the injury, or supply the defect. So in regard to shovel, tongs, andirons, chairs, brooms, mats, door-scrapers, sink, water-pail, dippers, or tumblers, &c., &c. Emphatically, if the school-house be without an appendage which modesty and decency require, and which may prevent unchaste thoughts and indecent exposures from maturing into an unchaste life, it is believed to be the immediate duty of the prudential committee to supply it."

For all the above purposes the prudential committee has the whole credit of the district at his command. Their property is at his disposal. He must make these provisions, and the district must pay for them. They cannot prohibit him by any vote. He derives his power from the law, and the district cannot repeal a statute of the Commonwealth.

Let the superintending and prudential committees be actuated by one common spirit, work together in one common cause, and consider themselves only different members of the same body.

School Committee.—Lucius A. Freeman, Jonathan Townsend, James M. Rewey.

WINDSOR.

Another thing to be mentioned is, that more strict attention be exercised by prudential committees in the selection of teachers, that greater care should be taken in order to secure such teachers as have been known to have given satisfaction where they have taught formerly; and in such cases if the school should be shortened by paying an experienced teacher a little above the ordinary wages, it would often be of great advantage; for it is well known that a good school of eight or ten weeks is of far greater benefit than a poor one of twelve or longer. We would advise the prudential committees to secure the services of teachers for the succeeding term, where they have given satisfaction, and to continue the term by subscription where possible. The continuing of a good school a few weeks is often of more benefit than many terms of twelve weeks or more.

School Committee.—T. C. Perry, E. W. Hume, G. R. Ford.

Digitized by Google

NORFOLK COUNTY.

BELLINGHAM.

A review of the state and progress of our schools during the past year, has suggested some reflections which we wish to present for your consideration.

The aggregate length of all the schools for the year, is fifty-seven and three-quarter months— at a cost of $1,225.78. The length of schools in summer, is twenty-eight months. The length of schools in winter, is twenty-nine and three-quarter months. The number of months taught by male teachers is twelve and one-quarter. The number of months taught by females is forty-five and a half. The whole number of scholars attending school in summer, is two hundred and eighty-two. The whole number attending in winter, is three hundred and twelve. The general average attendance in summer, is two hundred and twenty-three. The general average in winter, is two hundred and eighty-two.

Most of the schools in town, have, we think, made very good progress. The teachers generally, have proved themselves competent, and shown a good degree of interest and fidelity in their work; in some few instances our expectations have not been met. Partial failures have occurred, but these have resulted from causes entirely beyond the power of your committee to control. In all cases there has been perceptible progress, notwithstanding the complaint, sometimes made, that money has been wasted.

It would be an easy task to present a full statement of facts, including the history of each school, and thereby show that failures are more or less the necessary results of the working of our present system of education.

But, perhaps a brief consideration of some of the causes of such failures, may rather aid us to secure better results in future. Very many of these are connected directly or indirectly with the old district system, and its antecedents. Under this, your committee not only find themselves so straitened, that it is not always possible to discharge the duties required of them, but powerless to make arrangements which they believe the best good of the schools demand. As a consequence, we are sometimes complained of. One thinks we fail to do our duty; another, that we overdo it. Of such we do not complain, but simply

Digitized by Google

say, that while we prefer no claim to infallibility, we have endeavored to serve you conscientiously and faithfully, according to our own best judgment, under existing circumstances. We sometimes expect failures from the beginning, but for want of authority to change the order of things, cannot prevent them. It has been said here, in town meeting, that the "powers of the general school committee are nearly unlimited!" and the impression prevails in the community; hence it is claimed, that they can secure whatever of order, system and results, they may desire in the schools. But in practice, we have found it far otherwise. Under the existing arrangement, we constantly meet insurmountable difficulties, which under different circumstances, might be removed.

That changes here are exceedingly desirable, all, who have attempted the supervision of the public schools among us, can fully testify, and it may be seen by any who have not, if they will examine facts and statistics. It needs no argument to prove that the largest and most difficult schools should secure the best teachers, but such are not always employed by prudential committees; nor has the general committee any power to change the order. A person is engaged for one school, and no other; we can make no transfer, however beneficial it might prove. So also in regard to the unequal distribution of scholars in the different schools, and the consequently great inequality of advantages furnished to scholars in different parts of the town. The whole number of pupils attending the centre school, the past winter, is seventy-one. The whole amount of money appropriated for the same, $221.71. The whole number of pupils attending in district No. 5, twelve. The amount appropriated for the same, $66,45; a much larger amount per head to the smaller number certainly, but at the same time furnishing them very much inferior privileges. The less favored must be content with much shorter schools, and generally with inferior teachers. A good teacher can command a better position than district No. 5, and higher compensation than it can offer, and he is sure of employment elsewhere; or, if by any possibility, such an one is secured, it is much more difficult to awaken the interest, and maintain the mental enthusiasm requisite to secure the desired results among so few. It is easier to teach twenty-five scholars than five.

The constant change of teachers, is an obstacle to success worthy of note. Most of our school terms are short, and yet we seldom find the same teacher employed a second time. Some persons can enter a new school, learn the character, habits and acquirements of the pupils, organize and begin the work in a few days; but such are few. It is often said that children lose during vacation nearly all they had learned in term time; and it is equally true that some teachers spend a large

Digitized by Google

part of a term in gaining the requisite knowledge to begin to teach. Real progress in such cases must be very small. It is impossible that a stranger, other things being equal, should succeed as well as one whose previous acquaintance fits him to begin at once.

Again, the employment of strangers, young and inexperienced, is very undesirable, especially in the larger schools. The four male teachers employed the past winter, in the most important places, were all young. When they applied for approval, your committee felt deep regret and solicitude; but as each brought a certificate of good character, and possessed literary qualifications of a high order, they could not refuse to approve them. The result proved better than we feared. All proved their competency to instruct, but, in one case, the discipline was a failure. We do not expect to obtain first rate teachers in all cases; they are rare. Every work must have a beginning, and we must here abide by the law, and take our portion of the risk. Sometimes beginners are good, but they had better commence in smaller schools, where they may the more easily succeed, and where the risk is less; and not in the larger, where the best only will be likely to succeed. The best teachers make the least use of books; not that they discard the principles and rules laid down, but they have mastered these, and so blended the elements with their own thoughts, that the book is unnecessary. And this acquisition qualifies them to illustrate better the subjects taught. This is highly important, but few beginners can do it; they must follow the beaten track.

In the examination of strangers, your committee labor under serious difficulties. It is an easy matter to decide whether a man knows enough to teach; it is another thing to judge whether he has the tact to impart what he knows to others; and it is quite a different thing to guess, even, that he can govern well. Some suppose that any one can teach, whose knowledge exceeds that of his scholars. But scholars, apparently among the best, sometimes make poor teachers. They are familiar with the books, and their stock of knowledge is considerable, but they are not educated, and are unfit for educators. He who has little or no mental training, cannot train others, until the general law "that like will produce its like," is abrogated. Nor is it certain that the truly educated have the requisite disciplinary talent. Good order is absolutely necessary to progress in education, and wholesome discipline is equally so to the full development of the educated. The no government theory is here an utter absurdity.

Let any one visit two schools, the one under the wholesome discipline of law, the other not, and he will mark a wide difference in the whole appearance of things; and if he watches the progress, he will find results still greater. In one there is a deep and absorbing interest in

Digitized by Google

all,—they are earnestly at work. The teacher is energetic and efficient, the pupils diligent and prompt. They have an object in view, whose importance they feel, and whose attainment leaves no place or time for roguery or indolence. In the other he sees the reverse. The teacher displays little interest and less efficiency; he is not alive in his work, and it is impossible for him to rouse his pupils to earnest activity in theirs; hence indolence or sport become master in spite of him. If a class is called out to recite, it may be only to exhibit the spirit of dulness personified in their ability to blunder. In the first, order and quiet harmony prevail; the teacher moves about with noiseless vigilance; he says little, but every word is law, heard and obeyed. He is quiet himself, and his example is contagious. His is not, however, the quietude of inaction, but of intense concentrated energy, bent on one purpose, to do his duty to himself and his charge. He is the master spirit there, and failure is impossible. The other is a scene of confusion. The teacher, inspired perhaps by the spirit of the age, moves about with noise and bluster; he talks much, but multiplying words hinders their efficiency. He makes greater effort than the other to excel, but the extra exertion only displays his impotence. Children are imitators, and the noisy teacher must not expect them to improve on his example. The mightiest forces of nature are silent in their operation. The lightning may rive the oak of a hundred summers, but the soft and gentle beams of the sun will dissipate every trace of the storm which winged the bolt with power. There is a power in the expression of the human countenance, however inexplicable, more potent to govern than all other powers given to man. It has conquered the ferocity of the lion and the savage, even when used by the victim writhing in their grasp. Of this power every teacher should be master. It is not the fierce and savage look, but the mild, firm expression, which checks the wayward spirit, and convinces the reason. It is the authority of love, the soul's deep affection in the fulness of its purpose to bless in all its mandates, speaking through the eye. To win is better than to drive. To most parents, corporal punishment is very objectionable. If they would cultivate this love and govern accordingly, such punishment would be less needed. Let each teacher use it as the main element of power in governing his pupils, and he will hardly fail to secure their love, obedience and improvement. It is, however, a rare attainment, and hence the importance of employing teachers practiced in the art. As the selection of teachers belongs to the prudential committees, we urge that they spare no pains to engage those of established reputation; especially for the larger schools.

We do not ask you to abolish the district system, but we suggest that it may be improved, so as to secure more uniformity in numbers in the

Digitized by Google

schools, and a nearer equal distribution of advantages. The town should be districted anew.

We live in an age of progress. When some of us were boys, the farmer was content with his old, rickety, wooden plough, patched here and there with bits of tire and scrap iron, tacked on with stub nails, to resist the grinding soil; for then he could get no better. But he scorns to use it now. The genius of progress has turned him out an incomparably better implement, to lessen the toil and cost of cultivation, and augment the profits, in harvest; and every thing must be improved in the same ratio. He must have the best tools, high bred stock, and so on, to the end of the chapter. We commend him for it; but, in training the young mind to think, reason, gain character, to qualify it for its unending mission of duty and responsibility, shall we say that no improvement is necessary or possible? Is the old, shackly, wooden plough well enough here? We leave the subject here, believing that "a word to the wise is sufficient."

School Committee.—JOSEPH T. MASSEY, GEO. N. TOWNSEND.

BRAINTREE.

Comparing the condition of our schools with that of former years, there is certainly no cause for discouragement, but much for rejoicing. The ability and efficiency of the teachers have been fully maintained; the scholars have, in most cases, shown a disposition and aptness for study, and the general character of the schools has been steadily improving. How, indeed, retaining our present system, they could be made very much better, we do not see. So much of praise is rightfully due to them, and we cheerfully award it. But duty compels us to go farther, and present the reverse of this picture. It is a fact which should not and cannot be concealed, that we do not economically expend the liberal appropriation which the town annually makes for the support of its schools. The fault is not with our teachers or scholars, but with our system. Given, a district school where all the scholars of the district, from five to twenty years of age, and of all grades of capacity and acquirement, are taught in one school-room, and by one teacher, to find how that teacher can bestow his labor so as to do full justice to himself and to the scholars under his charge, is a problem which we should be glad to have solved for us! Doubtless, some schools will flourish better than others, under such a system. This is the case in our own town. But when we see a school really making decided improvement in spite of this drawback, we think how much better it might do under a different state of things.

Digitized by Google

In short we need graded schools, and until we have them, at least one-quarter of our yearly school appropriation will be as good as wasted. It is no extravagance to say, that with three-fourths of our school appropriations for the past year, and the schools well graded, more might have been accomplished, than with the whole sum as now expended.

Happily, even while we are making these comments, the legislature has done for us what we had neglected to do for ourselves, and a law now stands upon our statute book, (which takes effect in 1861,) forever abolishing the school district system in this Commonwealth. We venture to say, that no act of that legislature will more redound to its credit in future time, or exert a more wide-spread and salutary influence upon the interests of the people of this Commonwealth. Although the time for giving effect to this law is somewhat distant, we feel assured that the step once taken will never be retraced, and that the days of the school district system, as it exists in our own town and elsewhere, with all its attendant evils, are numbered.

As one result of this law, our readers will doubtless rejoice with us, that this constant topic of school committees, both past and present, will, with the system upon which it has been based, at last find an end!

We had purposed to say a word as to the selection of teachers—of the importance of securing the best talent within our means, in this department—of the great advantages to be derived from retaining such teachers as have been tried, and found equal to their high vocation —of the danger that favoritism rather than fitness, may have weight in this matter. But here, again, the legislature, as if anticipating our special wants, has come to your and our relief, and, after July next, the task of selecting teachers for our schools, will devolve upon the general school committee.

That all the evils connected with the present system, will be removed at once by this measure, is not to be expected; but your committee may be allowed to hope, in behalf of their successors, that such use will be made of this new, and somewhat delicate, authority committed to them, as shall justify, so far at least as this town is concerned, such a radical change in the mode of selecting and contract ng with teachers.

School Committee.—Asa French, Elias Hayward, Dennis Powers, Noah Torrey, A. Mason, N. L. White.

CANTON.

Your committee believe that there are some radical defects in the school system, as at present constituted in this town. To call your attention to some of these defects, and to suggest such remedies as

Digitized by Google

have commended themselves to their judgment, will be their earnest purpose in this report. One of the most glaring of these defects, and one whose disastrous effects upon the progress of our schools, it needs but a moment's consideration to appreciate, is the constant change of teachers. This evil was adverted to in the able report of your committee of last year, and is again urged upon your attention here, under the conviction that more good can be accomplished by persisting in the cause of reform in a single direction, than by the suggestion each year of an entirely new set of evils to be remedied, while those already suggested still remain.

So fully impressed are the minds of your committee with the magnitude of this evil, that it is their opinion, based upon actual observation, that at least one-eighth part of the entire appropriation of the town for school purposes is rendered of no avail by this pernicious practice. And yet it is believed that this is not the most disastrous result of this evil. The exchange of one teacher who has been tried and found qualified for his or her arduous vocation, for one of a different sex, of whose antecedents the committee can at best know but little, and that little in many cases to be obtained from such questionable authority as letters of recommendation furnished by persons no better known than the applicants themselves, is an experiment which, involving, as it does, the success or failure of a half year's schooling, cannot be too carefully avoided.

But, granting that the second teacher may be in all respects as well qualified as the first, it is a fact conceded by every one whose experience has made him at all conversant with the business of education, that there are just about as many ways of teaching as there are teachers; and that a teacher, to teach successfully, must teach in the way peculiar to himself. His aim should be to reproduce himself in the minds of his pupils; and, just so far as he fails in doing this, he fails in his vocation. The youthful mind is imitative; and how important it is that it should have, in that which is constantly before it, the right subject for imitation! Under the present system, no sooner does one teacher's cast of mind or style of thinking begin to produce its effects upon the minds of his pupils, than, presto! another mind controls them. The plastic clay, in the hands of a new potter, is made to take a new form; and former impressions are obliterated. As, in acquiring the art of penmanship, nothing retards the establishment of a settled handwriting so much as a constant change in the style of the copies, so, in training the mind to think and the heart to feel aright, which we hold to be the true province of education, nothing can be more fatal to the formation of correct habits of thought and feeling, than a constant change of the controling mind and heart held up for imitation. As

Digitized by Google

any a poor invalid, in the hope of regaining that health which has been denied him, but ignorant of the physiology of the human frame, is led to adopt one course of treatment after another without pursuing any with that steadiness of purpose which would have insured success, until at last, discouraged in mind and exhausted in body, he yields his shattered constitution an easy prey to the fell destroyer, so many a youthful mind thirsting after knowledge, but ignorant of the most accessible approach up the hill of science, is told by one guide to take this route, but just as he has begun to ascend, he is directed by another guide who has superseded the former, to pursue a different route, either of which patiently followed, which is not permitted in his case, could not fail of bringing him to the summit, until at last, weary and faint, he begins to regard as the only result of all his labors the fatigue they occasion,—gradually learns to distrust all guides and every path to knowledge, and yields but too willingly his energies to the pursuit of butterflies along the smooth but declining highway of ignorance and vice.

Another evil, of less magnitude, but yet an evil, is the practice of authorizing prudential committees to contract with teachers. It would seem that the committee whose duty it is to pass upon the qualifications of teachers, should have the authority to contract with them, in order that their qualifications may be ascertained before the contract is made, instead of afterwards, as has been the case heretofore. Under the system which has been in vogue here, it not unfrequently happens that teachers are engaged for months previous to the time for commencing their labors, and do not present themselves for examination until just before that time arrives. To refuse such teachers a certificate, when found incompetent, involves the necessity of seeking a new candidate at a late hour, when generally the best teachers are engaged; while it has en found that most of those teachers who have failed to keep good schools have been the very ones who, in the absence of any contract, would never have been engaged after an examination. In the one case, the rejection of a candidate is the annulling of a contract already made, and that too at the eleventh hour; while in the other, it is merely a refusal to contract with any who may be suspected of incompetency.

Again: it is a principle well understood among business men, that competition tends to furnish a better article for a more reasonable price. Why not apply this principle to the procuring of our teachers, by having all applicants examined, and out of the whole number the best selected, —the member of the school committee from each district having the nominating power?

The discussion of this question has, however, been rendered less necessary at this time, as will be seen from the following statute, which takes effect on and after the first day of July next:—

Digitized by Google

SECTION 1. The school committee of each town shall select and contract with the teachers of the public schools; and they shall require full and satisfactory evidence of the good moral character of all instructors who may be employed, and shall ascertain, by personal examination, their qualification for teaching, and capacity for the government of schools.

SECTION 2. This act shall take effect from and after July first, in the year one thousand eight hundred and fifty-nine.

The purpose of the committee in introducing this subject, has been to urge upon the town, in addition to the reasons already given, the confusion that must ensue, should they see fit to instruct prudential committees to contract with teachers up to the time when this statute takes effect.

School Committee.—EZEKIEL CAPEN, NATHAN TUCKER, J. MASON EVERETT, JOSEPH W. WATTLES, JOHN FANNING, JAMES S. SHEPARD, SAMUEL B. NOYES, ASA SHEPARD, JESSE FENNO.

DEDHAM.

An Act has passed the legislature of the present year, which imposes upon the school committee the duty of selecting and contracting with the teachers of the public schools as well as of inquiring into their character and qualifications for teaching. This law is to take effect from and after the first day of July next. The whole responsibility of employing teachers is thus devolved upon the school committee. While this will constitute a very considerable additional duty to those already intrusted to the committee, it is hoped that they will exercise it in such a manner as to justify the policy of the statute and the wishes of the people. To effect this, however, they must receive the coöperation of the parents, and complaints, if any are to be made, should be made directly to them, and they will endeavor to give all who prefer them a careful and candid consideration. In this way only can harmony between teachers and pupils—a condition necessary to the success of every school—be preserved.

School Committee.—ALVAN LAMSON, M. M. COLBURN, C. S. LOCKE, ERASTUS WORTHINGTON, EBENEZER P. BURGESS, EBENEZER F. GAY.

FRANKLIN.

School Districts.—A few words on this point. At the present time quite a number of our districts labor under a disadvantage from the small number of pupils in their schools; and consequently, under the

Digitized by Google

present system of appropriating the school money, their terms of school are very short, even when supplied with teachers at the very lowest rate of compensation. Our best teachers will not engage such schools. We think some remedy should be devised to meet these cases, and would suggest the propriety of uniting some of the smaller schools. By this means, longer terms could be enjoyed, better teachers secured, and more efficient and satisfactory progress would be made.

By referring to the statistical table, it will be found that the cost of educating pupils per week differs greatly in the respective districts; increasing proportionately as the number of pupils decreases. Now is it judicious to continue a system that, in its practical workings, brings the tuition of pupils from three to four times higher in one section of the town than in another? If the benefits derived from these schools were at all in proportion to the expense, there would be less cause of complaint; but it is a fact that our most backward schools are found among those that pay the highest tuition per scholar. We think it quite time for the citizens of the districts in question to consider these matters.

On the other hand, districts No. 1 and No. 3 are near the other extreme, numbering from seventy-five to ninety pupils in each; their accommodations for school are not what they should be. Both schools should be graded. These districts might unite and establish a school for the more advanced pupils, and the primary departments be accommodated as heretofore in the school-houses now used, and which would be amply large for the purpose. Until this, or a similar course, be adopted, the schools in their present crowded condition will suffer in consequence.

School Committee.—WALDO DANIELS, WILLIAM B. NOLEN, SEWALL FISHER.

MEDFIELD.

The circumstances which usually embarrass a committee, where teachers have been selected and engaged by others, were not unfelt by us.

Local influences and personal relations could not be wholly overlooked. The positions for which the several teachers were best fitted, could not be determined by the committee with reference, solely, to their requisite qualifications for them.

But happily, such causes of embarrassment are now removed by the recent enactment of a law requiring the school committee to select and contract with, as well as examine the teachers to be employed in the public schools, after the first of July next. We regard this measure as of great importance to the schools, and as absolutely necessary to the

Digitized by Google

free action of the committee in discharging their duty; and, if there be that public confidence in the ability and integrity of a committee, which an election to the office implies, we see no good reason for dissatisfaction with the measure, on the part of the citizens.

Chairman.—CHAS. C. SEWALL.

RANDOLPH.

The town of Randolph, so far as your committee have any knowledge upon the subject, has ever been willing to appropriate for school purposes all the money that judiciously expended, may be necessary to thoroughly prepare its youth to fill well any station in life, to which in the natural course of events they may be called; and this the town is required to do in the discharge of its duties to itself and to the common country, by the laws of self-preservation as well as by statute provisions. With this liberality on the part of the town, your committee conceive that their chief duty would be neglected, if all and every part of the money so appropriated, did not most effectually aid in the accomplishment of the desired object.

As our public schools are conducted at the present time, we cannot resist the conviction, that our children do not receive the full benefit of the money set apart for their education. The fatal defect in the present system is, that with the exception of the primary scholars, our children are necessarily exposed to the great evil of having strange teachers placed over them twice every year; in the summer when their winter teacher leaves them, and in the winter upon being dismissed from their summer school; and this too when to them, and consequently to the town, a change is most disastrous. In the education of our youth, nothing is more vitally important than competent, permanent teachers. To teach with any degree of success, the instructor must thoroughly understand his pupil, so as to enter into the very mind of the scholar, with all the ardor of a man determined to develop a man. To learn pleasantly and completely, the child must first learn the teacher, become accustomed to his ways and manners, and bound to him by every tie of respect and love, and thus be able to open to him unreservedly his whole mind, and to yield to him implicit obedience. Just so much time as is consumed in thus preparing the way for instruction is wasted every year, and with it is wasted the money, which under a different system our children would receive the benefit of. Can the town afford thus to waste the time of its children and the means for their instruction? Three weeks at least, are occupied at the commencement of the summer and winter terms of our schools, in each of the ten districts,

Digitized by Google

before the mutual relations of teacher and pupil can be so established, as to render the schools in any considerable degree profitable to the scholar. This also involves a pecuniary loss to the town of nearly forty dollars a year in each district, or four hundred dollars in all. If this was simply a loss of so much money to the town, the statement might find no place in this report. Its great importance to us is, that it is a wrong inflicted by the system we complain of, upon our children.

Again, under this system it is impossible to procure the services of such competent teachers as might be induced to instruct our youth, by a fair degree of certainty of permanent employment; such as have selected teaching as a life profession, and have by well directed efforts prepared themselves for their vocation.

Other qualifications than mere intellectual attainments, are necessary to constitute a good teacher; and if perchance these may be found, combined with the requisite knowledge, as your committee are happy to state is in a great degree the case with the teachers of the past winter, yet the town may not always be so fortunate in its contracts with young men, leaving our different colleges for a short time to teach a country school for pleasure or pecuniary profit.

School teaching is a profession, as much so as the three acknowledged ones, and requires as much as the others, a peculiar preparation other than a collegiate education; and of that profession, with the means and disposition of the town, we should have the best. Further, your committee have found in their examinations of the schools during the past year, that at times the attendance in the grammar department of some of our schools, has been quite small; upon some days there being no more than eleven or twelve scholars present. This occurring, as it does too often, either through the fault of the parent or child, discourages and disheartens the teacher, and to a great extent paralyzes his efforts. The learned secretary of the Board of Education in his last Annual Report well says: "A common district school ought to contain twenty pupils at least, and it will be much more profitable when it contains from thirty to fifty. This evil, arising from the paucity of scholars in the daily attendance upon school, can be remedied only by such an arrangement of the schools, as by enlarging the number of scholars under one teacher, to diminish the effect upon the master and school of the occasional absences."

Fully impressed with the correctness of these views, your committee would recommend that the present system be amended; and that the town employ three permanent male teachers, with such female assistants as may from time to time be deemed necessary. One to be located in district No. 10 for the accommodation of that section of the town. One in district No. 8 for the accommodation of those most convenient to the

Digitized by Google

school-house in that district, and one in East Randolph for the accommodation of that portion of the town. This arrangement will, your committee have no doubt, furnish ample accommodations, and far superior advantages, to the children of the town. Many now attend our Grammar Schools, who could most profitably remain in the primary department, and to too great an extent, our Primary Schools are converted into mere nurseries. If children under five years of age are admitted into our schools, it will become necessary for the town to employ females other than as teachers. By excluding this class of infant children from our schools, and thus permitting them to remain under the much more profitable guardianship of parents, who suffer them thus young to attend school, under a mistaken sense of duty, a larger number of older children can be instructed by the teachers in our primary departments, who are amply qualified to discharge to the utmost, every duty the town can thus impose upon them. These children as they become qualified, can, at the commencement of each term be promoted to the Grammar Schools, and there remain under a permanent teacher, until they graduate into the world, prepared for it. Thus an ever present incentive to exertion and noble striving is furnished to our youth; and who can overestimate its effect? Your committee deem the present a favorable time to inaugurate this change, as it will require no additional outlay for new buildings; and the buildings which the town will necessarily erect for the accommodation of the youth of East Randolph under any system, can be constructed with reference to the proposed change.

What can be opposed to the many patent advantages of this change? The objection on account of the increase of distance to be travelled is of no force. Here in Randolph, parents consider it a privilege for their children to attend the Stetson High School, though by so doing, the young aspirant for learning is obliged to travel a greater distance than any will be forced to travel, under the system proposed by your committee. The Secretary of the Board of Education in his last Report says: "It is within my own knowledge that youth of both sexes who live three, and in a few cases, four miles from a High School in one of the country towns, are regular and punctual in their attendance."

"When we speak of schools for children of five or eight years," continues the Secretary, "we cannot contemplate a daily walk, morning and evening, of four, three, or even two miles; but a walk of a mile or a mile and a half is not unreasonable." The Principal of the High School at Springfield mentions those of his pupils who were not absent or tardy once during the year, as living more than a mile from school. Are the children of our neighboring towns more hardy, or bolder in their efforts to become men and women than the youth of Randolph? With but one

Digitized by Google

or two exceptions, none of our children will be obliged to travel more than two miles, to receive their instruction from a competent permanent teacher, while a large proportion live within a mile of their respective school-houses. Even if it should become necessary for the town under the proposed system, to appropriate a larger sum for school purposes than it has heretofore been accustomed to do, still this consideration sinks into insignificance, when we consider the great benefits anticipated from the proposed change; but when we compare the school expenses during the last year under the present system, with the estimated expenses under the proposed alteration, it will be seen that the difference will not amount to a sum larger than is, as we have before seen, wasted by continued changes of teachers.

School Committee.—A. Loring Cushing, Oramel White, William P. Field.

STOUGHTON.

The agents of the several districts were generally fortunate in their selection of teachers; and the schools have probably enjoyed as great a degree of prosperity as can reasonably be expected under the present system of management. When we consider the ill feeling and jealousy arising, every year, on the question of dividing the school appropriations among the several districts, and the great damage to the schools which may result from the existence of such feelings; when we remember that we are, every year, incurring the risk of trying new teachers; and when we add to these great and unnecessary risks, those which necessarily belong to the administration of every school, and which cannot be avoided, we do not feel justified in expecting that the schools of the town can permanently attain a much higher degree of efficiency than they have already reached, without great and radical change in our school system. We regard the law which has recently been enacted by the legislature, conferring the power of hiring teachers on the town committee, as a great step in the right direction. And we propose to suggest such alterations in our local school system as seem to us necessary at the present time, to enable the people of the town to avail themselves of all the benefits contemplated by the law above mentioned.

There is one more reform which ought to accompany those we have already mentioned, in order to make the school system of the town perfectly adapted to its wants, namely, the abolition of the districts. Upon this subject we have much to say; but we content ourselves, at the present time, with presenting some extracts from the Sixteenth

Digitized by Google

Annual Report of the Secretary of the Board of Education, to which we would refer those who wish to see a full and most able discussion of the whole subject.

School Committee.—Frederic Capen, Silas S. Gifford, Thomas Wilson.

WALPOLE.

We feel that something has been gained during the last year. We regret and are ashamed that we have done so little. One of the most serious obstacles in the way of progress has been removed by the action of the legislature, in requiring the town committee to furnish teachers. Whatever opinions we as individuals may hold of the propriety of this change, the committee are agreed in this, that the most embarrassing questions which have come before us have arisen from the action of prudential committees in some of the districts,—action which, it is true, *legally* we could have controlled; but such control involved, practically, collisions, which it seemed to us, upon the whole, best to avoid. After the first of July, the whole responsibility of selecting teachers rests with the town committee. We assume the responsibility with diffidence, but with an honest purpose to do our duty without fear or favor, by engaging teachers of the highest attainments and character which the means placed at our disposal will allow.

For the School Committee.—F. D. Lincoln.

BRISTOL COUNTY.

ATTLEBOROUGH.

The school committee believe that a re-arrangement of districts is desirable and would conduce to the interests of instruction. Numbers twelve, thirteen and fourteen are small districts, and if their pupils could all be brought into two schools there would obviously be increased instruction, greater economy and efficiency. Each of these districts require new houses in order to give their pupils accommodations as good as the average of the town, and it is an inquiry worthy of consideration whether it would not be best to adopt such a plan.

Digitized by Google

Sixteen, seventeen and nineteen, are similarly situated; they would each be better served by consolidating their several sections into two districts and maintain but two schools. The advantage of such arrangement is obvious.

The same feasibility is applicable to eleven, twenty and twenty-two. They formerly constituted but one district, and they might even be reunited as before and all the pupils taught in one house. The advantage of bringing schools together when practicable is, that better classification can be attained, superior teachers employed and better supervision secured. Petty unimportant interests and diversities are put out of sight and strength secured by combination. Such a district will be able to maintain a commodious and becoming house at some central point not too far distant from any part. It is no disadvantage to children to walk a mile to school and even a greater distance is not so undesirable as too much subdivision. This is beginning to be felt and acted upon.

Twenty-three and five have coalesced; and eighteen and twenty-one are practically combined. There are other sections where districts ought to be united. Every year the question—shall the district be abolished? is introduced at town meeting. If a plan for bringing together contiguous regions in a practicable form were adopted, the advantage which the statute contemplated, in providing the opportunity to do away with the districts, would be acquired.*

School Committee.—J. D. PIERCE, C. F. WARREN, EDWARD SANFORD.

BERKLEY.

It is our conviction a change in the present arrangement of districts is desirable. And it may not be inappropriate for us to indicate what change. Such is the geographical situation of three of the districts, numbered 5, 6 and 7, that no essential change can be made in their boundary lines. The most that can be done is to add to each of them a few contiguous families from the other districts. But the remaining four districts, numbered from 1 to 4, inclusive, may be advantageously reduced to two. Such an arrangement would remove several families somewhat further from the school-house than they now are, but would give them, in return for this inconvenience, much longer schooling. The question with them would be, which is preferable, to remain as we now are, with three months schooling a year, or have the distance to and from the school-house somewhat increased, with *six* months schooling a year. If this question were submitted to us, we should,

*The above was written before the late law was enacted, but is allowed to stand as exhibiting the disadvantages under which the districts labor, and suggestive of what may be desirable in the future.

Digitized by Google

without hesitation, choose the longer schooling, though it be with the longer travel to and from school.

And there is another consideration, showing that now is a favorable time to make a change. Two of these four districts very much need, and must have, before long, new school-houses. Most manifestly it would be better to make the change before the erection of the new houses.

Moreover, the town may be required by statute regulation, (such a bill is now before the legislature,) to sustain schools in all the districts six months in a year. There is also another bill proposed, requiring towns to build and keep in repair school-houses. If one or both of these propositions should become legal enactments, (and if they do not the present session of the legislature, they may at some future one not far distant,) the town would be compelled to do one of two things—reduce the number of districts, or very much increase the school appropriation.

School Committee.—Daniel C. Burt, Daniel S. Briggs, Walter D. Nichols.

EASTON.

The prudential committees in the several districts, so far as we know, have generally discharged their duties in a faithful and impartial manner. And here permit us to suggest the propriety of selecting men for the office of district committee who will take an interest in the schools, aside from the privilege of employing some particular friend as teacher, whether qualified or not. Permit us also to suggest the propriety and the necessity of employing only able and experienced teachers for the larger and more difficult schools. Such changes have been made in books the past year as the wants of the scholars seem to demand.

School Committee.—Lyman White, Oliver Ames, 3d, Daniel H. Pratt.

FAIRHAVEN.

In an enlightened community, no argument ought to be needed to convince all, that the place occupied by their children while they are forming their characters, moulding their tastes, and cultivating their affections, should be attractive and refining in all its associations. Every thing that comes before the eye, as well as that which enters the ear, leaves its impress on the mind and enters into the sum of those influences, which in their combination, go to make men what they are in their social, civil and religious relations. If the surroundings are cultivated and refined, we shall see their reflection in the manners and

Digitized by Google

habits of the people; and so the contrary. It should be an object of special attention to place our school-houses in attractive locations; to construct them with that neatness of architectural beauty which shall foster the love of the beautiful in art as well as nature; and to furnish in them every needed facility for comfort and improvement. Let the place where every thing is expected to educate, exhibit in itself the grand features which we desire the youth of our town to exhibit in their maturity of character.

If this be the true view, we have a duty which cannot be done too soon, in providing better accommodations for at least a portion of our schools. In several of the districts the houses, besides being too small for the number in attendance, are so badly arranged that there is no suitable place for any class-exercise. The seats are so uncomfortable that the pupils become restive and irritable. The desks are so disproportioned to their occupants, they are obliged to assume an unnatural position to write at all, and of course fall into bad habits in spite of good instruction. With present accommodations many of your children are obliged to forego the benefits of the school, or suffer the evils of sitting in a strained and uncomfortable position in the tenderest period of life; to expose themselves to sudden transitions of heat and cold, oppressed at the head and benumbed at the feet; to breathe a vitiated air for want of proper ventilation, and, in short, to violate the physiological laws of their health and well-being, which, sooner or later, must be expiated by suffering the penalty; for God has wisely connected the observance of physical laws with the enjoyment of health, strength, and longevity, and their violation with pain, sickness, premature decay, and death. If any think this statement in any degree exaggerated, we urge them to visit the schools as we have done, and they may say, "The half was never told us." A report of our predecessors uses this language with great pertinence: "One need but read our description of the school-houses, which we have endeavored to give as correctly as possible, to convince him that a vast amount of time is almost thrown away, and in some instances worse than thrown away, in them; that a great portion of the money raised for the support of public education is actually squandered by being expended in them; that hundreds of children undergo as much real suffering, by being pent up in them, as from almost all other causes which bring pain upon the body and mind of the child. From this cause children hate their books, hate their school, hate every thing that has any connection with study, with acquiring knowledge; their natures become perverted, for children naturally love the acquisition of knowledge. In itself it is the most pleasing of all pursuits, and children would love it did we not connect with it and throw around it every thing that is disagreeable and repulsive."

Digitized by Google

Most of the school-houses of this town, besides being too small for the number in attendance, and poorly furnished with seats and desks, are unprovided with a heating apparatus that will diffuse an equable warmth through the room, and deficient in proper facilities for ventilation. We are united in the opinion that many of your children suffer every year, more from breathing a vitiated atmosphere, than from any other cause. It has been ascertained by experiment, that an average of adult persons breathes about thirty-six cubic inches of air at each respiration, and that this is repeated once in three seconds, or twenty times a minute, which makes twenty-five cubic feet an hour. The effect of respiration is to lessen the oxygen of the air, and increase its carbonic acid, which is an active poison. It produces the same effect as the burning of charcoal in a confined portion of common air. Respired air will neither support combustion, nor sustain animal life. In the "Black Hole of Calcutta," a room only eighteen feet square, with two small windows, one hundred and forty-six English prisoners were confined ten hours. Of these, one hundred and twenty-three suffered all the horrors of death by suffocation in the vitiated air, and the twenty-three that were yet alive experienced untold misery. How long it would require to produce a similar result in some of your prison-like school-houses, were it not for the crevices to let in air when the door is closed, we leave you to compute. Why restrict the supply of pure air which God has so abundantly provided? Why compel your children to inhale an atmosphere deprived of its vitalizing powers? Impure air is no doubt one of the most common and fatal causes of pulmonary consumption; and when it is hereditary, or arises from other causes, does much to hasten a fatal termination. Many languishing sufferers whose constitutions were undermined, not by hard study, but by the impure air they breathe, and the sudden changes to which they were exposed when fresh air was admitted to them, or they to that, might find the cause of all in the pent up school-room. Here, too, is one of the chief reasons why so large a portion of teachers lose their health and are obliged to abandon the profession. Your committee have been compelled to feel the grave importance of thorough ventilation in their visits to the schools; they have heard the teachers express their sufferings for want of better accommodations, and they have seen the effects of the impure air on the pupils. The whole system becomes languid, with a sense of fatigue. The brain acts sluggishly; the attention wanders, and can only be confined with difficulty. The child becomes so dull and stupid, he has no energy to study; time is poorly employed, or worse than lost, and the wonder of parents excited that their children learn so slowly, or that they dislike their school, their books, their teachers, and every thing connected with acquiring knowledge.

Digitized by Google

Now how shall these evils be remedied? How shall all the needed facilities for the most successful education be provided? Will the districts make the improvements required? or shall it be done by the town in its united capacity? If we can judge of the future by the past, then there is little to encourage expectation so long as the present arrangement continues. If a vote to repair or build could be secured in any district, it is probable the work would be done after some defective model, easily accessible, though perhaps the best known to those having the matter in charge. But from present indications, nothing can be expected after the most improved models. The waste of time and money, and the loss of patience and temper from the use of poor tools by the farmer and mechanic, readily convince them of the utility and economy of the best. But often, when we appeal to them to make a practical application of the principle to the education of their children, they cite us to the days of yore, or to some school accommodations inferior to their own, and so silence their convictions of duty in the matter.

If the districts do not and will not so provide for the schools as to meet their real necessities, there will be a loss of effort on the part of the teachers, and a corresponding proportion of the funds raised and expended. As the school system is a part of the government of the town, we suggest that the school-houses should belong to it, that the town may so adapt them to the wants of the schools it maintains, as to effect the desired end with the greatest efficiency and economy. We therefore recommend to the town to possess itself of all the public school property, and make such use and improvement of it as is contemplated by the law which empowers the town so to decide and proceed.

If the town abolishes the district system, it will not necessarily alter the number of school-houses, or remove them from their present locations. It will place them under the control of the town, to be kept in repair and rebuilt when necessary, at the common expense. The teachers would be employed as by law now provided, under the direction of your committee; scholars would attend the schools where they could be best provided for, and could be changed as their circumstances and the condition of the schools might require. The number of schools could be increased or diminished at different times, without the trouble and expense of districting the town anew. The trouble, and oftentimes the legal difficulties in raising taxes in districts would be avoided, and especially the perplexity of raising small sums for trifling repairs. In short, the amount of money raised and expended for educational purposes might be more equally bestowed, as different cases might require, so as to secure a greater equality of privileges than

Digitized by Google

is now possible. If any doubt the utility or economy of this arrangement, we refer them to the experience of those towns that have availed themselves of its benefits.

It is the opinion of your committee that the town would reap the same benefit as now enjoyed for hundreds of dollars less, or by an equal expenditure, derive greatly increased profit to all your children in their education.

School Committee.—W. W. Meech, Isaac Fairchild, Chas. Drew.

REHOBOTH.

Contracting with Teachers and assigning the different Schools to particular Teachers.—We do not propose to enter into any lengthy argument in respect to this subject, as it has been annually agitated. But we wish to bring before the candid mind a few suggestions, which, by illustration, may be readily compared with some of our schools the past year. It is well known that the committee have only the power to approve or reject candidates; not the power to assign a teacher to a particular school. When a teacher has appeared before the committee for examination, they have given certificates of approbation when they have had serious apprehensions as to his success in a particular school that he has been engaged for, while perhaps he might succeed in another. We would not be understood that a backward school would probably get along with an inferior teacher; on the contrary, it requires one whose tact and talents are superior. Our experienced teachers well understand that no two schools are alike in material; while the one requires certain traits in the character of a teacher, the other would succeed with a teacher of different qualifications. We might say much more, but the space will not admit.

And further, perhaps not one-half of the prudential committee ever enter the school-room, to visit the school, once a year. Can such a person be as competent to select such a teacher as is required for the school, as the school committee, who understand, or ought to, the requirements of each school? It may be said that the committee have the power to reject any candidate whom they may have some doubts about. That they have the power is not disputed; but in exercising it after a teacher is engaged, perhaps might cause more difficulty than if he was allowed to keep his school. If prudential committees would take more interest in, and obtain means to inform themselves as to the requirements of the schools, by applying their exertions solely for their advancement, we should have different schools in some districts. But we frequently find there exists a difficulty occasioned by something

Digitized by Google

entirely foreign and independent of the schools, which produces serious evil. There is a division in the district.

The party in power will engage, if possible, a teacher that they think will displease the other; consequently the other will be ready to complain of the doings of the party in power, if they should happen to engage the same teacher that they would had they been the majority. When a teacher is placed thus in such a position, and if not more than a common one, he will succeed but indifferently; all young teachers, especially beginners, should avoid such a district.

School Committee.—GEORGE H. CARPENTER, GEORGE W. BLISS, WILLIAM A. KING.

SWANZEY.

There are four or five of our school-houses which may be properly called good; of the remainder, two or three are in a fair condition. And we hope, knowing that the condition of the schools is much affected by the character of the school-houses, that soon there will not be a house in town really poor. In district No. 7, a house has been erected during the year. It is well built, well planned, convenient for the purposes of instruction, sufficiently commodious, and an ornament to the district and the town. In district No. 8 they have a building, but it ought not to be called a school-house. The committee do not recommend that a new house be built there, but that the district be discontinued, divided and annexed to the adjoining districts. It would be no disadvantage to the district as a whole, but rather a benefit; and it would certainly be an advantage to the whole town, from the fact that the amount of money now appropriated for the support of that school would add nearly a fortnight to the length of all the schools. Districts Nos. 3, 4, and 5, in the east part of the town, deserve some attention. The whole number of scholars in the schools in those districts during the past winter has been only forty-five. Cannot those three districts, with advantage to all, be formed into two? It seems to us that the town should contain no more than eight school districts.

School Committee.—JOB GARDNER, Jr., EDWARD F. GARDNER, SETH BROWN.

WESTPORT.

But the legislature of 1859, also further provided that on and after the first of July next the school committee should select and contract with all teachers of public schools in this Commonwealth. This power

Digitized by Google

has in most country towns been divided between the school and prudential committees: consequently the result has been, the responsibility was also divided. Such a system must necessarily be attended with greater or less evils. We do not feel disposed to argue this subject at length, but simply desire to call your attention, for an illustration, to the real, actual business transactions of life, where dollars and cents are to be taken into account. Every one will admit that it is highly important to fix the responsibility in each department as definitely as possible, in order to secure a successful and economical operation of the same.

School Committee.—Ezra P. Brownell, J. B. Parris, P. G. Lawton.

PLYMOUTH COUNTY.

CARVER.

By a late law of the legislature, which takes effect on the first of July 1859, the power of contracting with teachers is to be left unconditionally in the hands of the school committee. Hitherto it has been optional with the several towns to leave this power with the superintending committee, or to transfer it to the prudential committee. This we think is as it should be, and any law depriving the towns of this right, we regard as unjust and oppressive. Knowing what the universal sentiment of the people of this town is, upon this subject, we shall not take advantage of the Act, but shall allow the prudential committee to present their candidates as usual, if they choose. Although the duty of contracting with teachers, is a very important one, yet we think it may safely be intrusted in the hands of the gentlemen who compose the prudential committee throughout the town.

School Committee.—S. Freedom Jenkins, E. Tillson Pratt, Nath'l S. Cushing.

DUXBURY.

Your committee forbear making any suggestions regarding the evils connected with the present district system, as prospective legal provision

Digitized by Google

has been wisely made by the legislature to ameliorate, if not entirely to remove them; and we trust when the time arrives that will render it expedient and necessary for the town to act upon the subject, that care will be taken that our schools be so arranged as to provide for one or more in different sections of the town, of a higher grade than our children have heretofore enjoyed under the present district system, where those of a suitable age can have convenient and free access to them, which, in the opinion of your committee, can be done without increasing the annual appropriation made for the support of our public schools in years past.

School Committee.—G. B. Weston, Aaron Josselyn, H. B. Maglathlin.

EAST BRIDGEWATER.

So long as the district system is kept up, there can be no well-organized course of instruction. There is now no settled plan of regulating the processes of education, remaining substantially the same from year to year. There are ten prudential committees, which are changed every spring. Each of these ten committee men will have his peculiar ideas or notions respecting education. A part of the number will possess a good common education, and another part will not be particularly enlightened. But whatever their views may be, whether narrow or liberal, their action is controlled by them. But the next year ten very different men are chosen, with ideas of education perhaps exactly the reverse of those cherished by their predecessors. By carrying out their ideas respecting the schools, they either neutralize or destroy the good done by those in whose place they were chosen. The practical operation of this course is, that the school, in a particular district, possesses no uniform character. During one term, or one year, there may be as good a school as the system will admit of; while the next term, or the next year, the agent, teacher, and school, may be alike inefficient and useless. The money may be worse than wasted, for the scholars may be irretrievably injured in their morals, their manners, or their mental habits. In this town, as in many others, the prudential committees control, in great measure, the education of the children in the public schools; for by selecting the teachers, they determine the character of the instruction communicated. But who, upon reflection, would think of placing the control of his child's education, for twelve or fifteen years, in the hands of as many of his neighbors, each one exercising that power for a year. These twelve or fifteen men would be likely to employ somewhere from twenty to forty teachers, the services

Digitized by Google

of that number being often procured during twelve or fifteen years in one district school. But thus to change the control and plan of the child's education, every few months, for several years, would be as unwise as the course of a man who, having a large and expensive house to build, should, for variety's sake, change his architect some twelve or fifteen times, during the process of erection, and allow them to change their workmen two or three times as often as he changed his architects. His mansion, when completed by this variety of architects and workmen, would of course present a most symmetrical appearance, illustrating not the actual only, but many of the possible orders of architecture. No man of sound mind would build his house in this way. But is it of less importance how the children are built up in mental and moral culture? Abolish the district system then. Place the schools all in charge of a competent committee, who will be able to pursue a permanent, well-digested plan of regulating and supplying the wants of the schools, and who will possess much better facilities for the selection of teachers, and their quiet change, when needful; and the results of instruction, unless all experience fails, will be both valuable and hopeful.

School Committee.—P. B. Wilcox, Baalis Sanford, B. W. Harris.

HANSON.

That many of our schools at the present time are not productive of the beneficial results that ought to attend their operation, no one who is at all familiar with their condition and their practical working, and will compare them with the schools in other towns where like evils do not exist, can deny. The evil which more than all others now operates against the interests of the schools, is our present district system. This subject has been so many times called to your attention, that we do not consider it expedient for us to enlarge very extensively on this point. Such is the tenacity with which a certain class of men hold to old customs and habits, and so great their dislike to a change in the institutions to which they are accustomed, and which they so fondly cherish, that whenever any new system or theory is proposed, they stand ready to oppose it with the most determined obstinacy.

We are sensible of the impossibility of affecting this class of men by any appeal or argument in favor of a change in the present school district system, which is the one under which they and their fathers before them were educated, and is consequently as fit for the education of the young at the present time, as when they sought its benefits and privileges. But the enlightened and liberal minded portion of community acknowledge no release from the obligations upon them to improve

Digitized by Google

the public schools, and are aware of the necessity of the change before much improvement can be made in them. That it would be a wise action of the town, in the present unsettled condition of some of the school districts, to adopt some measures for ultimately effecting the proposed alteration, or accomplishing it at once, we have not the least doubt.

A law has recently been passed by the present legislative body of the State, taking the power of selection of teachers from the prudential agents, and transferring it into the hands of the superintending committee, imposing upon the latter the duty of contracting with teachers, which has heretofore been the peculiar duty of the former.

That this law will be speedily followed by another, abolishing the district system throughout the State, either at the present session, or at some succeeding one, there is good reason to affirm. Would it not be wise for the town, in view of the change which, sooner or later, it will be compelled to make, to anticipate the action of the State, and commence at once the work. That the number of districts in the town could, with far greater benefits to the schools, be diminished to at least two-thirds the present number, is self-evident. Some of the districts at present have hardly scholars enough to constitute a school, at least a profitable one.

The belief is a common one, that the fewer the number of scholars, the greater will be the benefit derived by such scholars, because each pupil will receive a greater share of the teacher's time and attention; which idea is unphilosophical and untrue; for experience proves that a common school, to be of the greatest advantage to its pupils, should contain at least from thirty-five to forty scholars. Now, if the number of pupils in some of our schools were increased by diminishing the number of districts, and the schools properly graded, by separating primary instruction from the higher branches, we should find thereby, from the increased means afforded the schools of securing the best qualified teachers, even without any increase in the amount raised by the town for the purpose, that our schools would take at once a higher standing, and be productive of far more important results.

The idea that the schools must be located so as especially to accommodate every person in town, is absurd. Some families, by any change which it is possible to make, will necessarily be removed at a greater distance from the school. But this, in a majority of cases, will be rather an advantage than an injury to the pupils. A walk of two, or even three miles, twice daily, would be no disadvantage to pupils, and in all instances where children are of suitable age to attend school at all, it would be highly beneficial to their physical health, and to a great extent a preventive to the many evils arising from the restraint

Digitized by Google

and confinement of the school-room. Indeed, there are no objections which any but the most selfish and perverse persons would not regard as trivial and wholly insufficient. Let the town, then, if they would have decent schools, see that they are provided with pupils enough properly to be called such, for a good teacher can as well take care of a school of forty as ten, if graded as every school ought to be, and provided with the necessary conveniences and accommodations. Let the schools, by all means, be graded.

School Committee.—THOMAS GURNEY, 2d, JOSEPH SMITH, GEORGE F. STETSON, Jr.

MIDDLEBOROUGH.

There are now too many districts in the town, (twenty-three,) for good economy and successful instruction. Some of them therefore might be advantageously united, and spacious and convenient school-houses erected, for which the children of the rising generation would bless the present guardians of society when they are dead.

School Committee.—I. C. THACHER, S. RICHARDSON, THOMAS WESTON, Jr.

NORTH BRIDGEWATER.

The school committee, in making their annual report, regret that they cannot bear such testimony respecting the prosperity of the schools as they would wish. They have endeavored to do their duty and maintain a faithful supervision of the schools; but they are by no means satisfied with the results. They do not mean to intimate that the schools of the past year will not bear favorable comparison with those of other years, but they have deep convictions that from year to year our schools, as a whole, are not of so high a character or of such intrinsic value to the community as ought to be expected and demanded. Every year we have some good schools, and every year we have others that are merely tolerable. With some laudable exceptions, there seems to be a want of purpose, enterprise, enthusiasm—the scholars do not move as by any vital force within—any distinct and earnest desire or expectation—any thirst for knowledge, and determination to have it; and besides, their moral and social culture is manifestly deficient.

We do not propose to inquire now into all the causes of failure, but shall content ourselves with mentioning one. We are in too many instances unfortunate in the selection of teachers. We cannot but think that this is a material point, when we consider the difference, and even

Digitized by Google

contrast, in the scholars of the same district under different teachers. Well, the remedy, you will all say, is in providing better teachers. But how shall this be done? This leads us to notice an infelicity in our mode of providing teachers, the embarrassing power of which is felt more or less by the superintending committee every year. Our present mode is to divide responsibilities between the prudential and superintending committees, giving to one the power of nomination, and to the other the power of confirmation, with the understanding that the superintending committee is to confirm all nominations of candidates with proper credentials and a competent knowledge in the branches of study provided by law. Experience shows that this is but a part of what is needed in a good teacher; and that this part proves of little value in the absence of some other things. Your committee could say much more on this subject from bitter experience; but will do no more than to express their deliberate conviction that one reform in the management of our schools preparatory to others, is to place the whole authority and responsibility in the appointment of teachers in the hands of the superintending committee.

School Committee.—Paul Couch, H. A. Ford, C. L. Mills.

PLYMPTON.

But while it is pleasant to speak of the favorable aspect of our schools, it is our duty to point out hindrances to their further progress. One of the greatest is a constant change of teachers. It is rather unusual for the summer and winter terms to be kept by the same teacher, although, in the most of our schools, both terms might be taught advantageously by competent female teachers. In addition to this, prudential committees seem to think the employment of a new teacher to be necessary to a proper exercise of the independence connected with their office. The result is, that nearly every term of school is taught by a different teacher from the preceding—differing in natural and acquired abilities, in manner of teaching and governing a school. A large portion of the first two or three weeks is occupied by the teacher and school in becoming acquainted with each other. The teacher is engaged in arranging the studies and classifying her scholars, according to their various intellectual qualifications, while the scholars are just as busy studying the character of the teacher.

The school is finally reduced to system and order, the work of the school-room progresses for a while with a greater or less degree of success, till suddenly the money is expended,—the school is closed,—the teacher leaves,—to be succeeded by a new teacher, at the com-

Digitized by Google

mencement of the next term, who has to experience the same round of difficulties and discouragements.

To obviate this evil, let great discretion be exercised in the selection of teachers, and when a good teacher is secured, let her be retained, if possible, for many successive terms. For, in most of our schools, female teachers may be employed for the winter term quite as profitably as males, if it is well understood that all disorderly scholars shall be expelled in a summary manner. Four of our six schools were taught the past winter by females as successfully as they would have been by the average of male teachers.

We call your attention to the condition of the school-houses. A good house is of the greatest importance to the welfare of the school. It should be comfortable and convenient—attractive, both in its exterior and interior appearance, and the walls of the school-room hung with maps and charts. The whole appearance of the house should have the effect to attract children, rather than to repel them. Our school-houses are of various grades, from the large and well-furnished house in No. 1, to those less comfortable in other parts of the town. There are school-houses in some districts which are decidedly shabby in appearance, very contracted in dimensions, and very inconvenient in their arrangement, and more uncomfortable than the stalls that a humane farmer provides for his cattle. The schools have long suffered in those houses; but we believe that a remedy is at hand. The last legislature passed an Act which will sweep every vestige of the district system away, and place the district property in the hands of the town. We believe this to be a great step in the right direction, for, as the amount of taxable property varies greatly in the different districts, it is much more democratic for the town to build and support the school-houses, than for the burden to rest on the several districts.

School Committee.—Isaiah Churchill, D. S. M'Lean, C. H. Perkins.

ROCHESTER.

In our judgment, the "district system," as now in practice in our town, is a decided failure.

The evil resulting from a division of a town into districts (and districts so small as ours) is the unjust distinction which it occasions in the character of its schools and the distribution of its school money.

The theory of popular education is founded upon the principle that the public security requires the education of *all* of its citizens; and as the taxes are levied equally upon all parts of the town, and as the object contemplated, which alone justifies such taxation, is the education of

Digitized by Google

the *whole* without distinction, nothing short of an equal provision for *all* should satisfy the public mind.

All parts of the town have an equal claim upon the benefit of the "school system," the administration of it not excepted. Any method, therefore, of dispensing the means of education, which in its operation prevents equality of privileges, should be regarded as an abuse, and, unless it is inevitable, be speedily corrected.

Your committee are satisfied that a town of the territory of our own should not be divided into more than six or seven school districts. The division of the school money into such small parcels necessarily gives but small amounts to each district: consequently second-rate teachers are likely to be sought, and short terms are unavoidable.

The town of Hanover, (one of the model towns on schools in Plymouth county,) having nearly as much territory as our own, and some thirty more scholars between the ages of five and fifteen, has but six school districts, and on an appropriation of $1,200 is able to maintain terms of three or four months each, summer and winter; the town *owning* the school-houses, and keeping them in repair at the common expense.

School Committee.—JOHN W. PHIPPS, J. WHEELER.

BARNSTABLE COUNTY.

BARNSTABLE.

Among the most serious hindrances to the advancement of the schools may be mentioned the miserable state of some of the school-houses. The houses in districts Nos. 8, 14, and 19, are totally unfit for the purposes for which they were designed. That a child shut up in one of these ill-ventilated rooms, breathing over and over again the vitiated air, should get sleepy and listless, is not strange. To expect an active and clear intellect against all these disadvantages, is expecting too much. But the injury does not end here. That consumption, scrofula, and the whole train of nervous diseases have their frequent origin in the school-room, is evident to the committee; and what is often deplored by parents as the inscrutable visitation of providence is nothing more than depriving children of breathing vital air to save a few dollars.

The moral effect upon the impressible mind of childhood is also very

Digitized by Google

important. The associations of the old and dilapidated school-house will never raise in the mind of the child an ennobling idea, but will degrade the moral sense, and destroy the love of the beautiful. That the school-house should be made pleasant and agreeable in itself, and in all its surroundings, to secure the love and respect of the child is as true as it is of our own homes.

School Committee.—GEORGE W. DOANE, JOHN M. SMITH, ASA E. LOVELL.

CHATHAM.

We have seen it stated in a recent report of an educational meeting, held in a neighboring town, that in canvassing the merits of the graded system, it was decided that upon the Cape it had proved a failure.

We are aware that objections exist among us which do not apply in thickly settled towns and inland villages, where scholars remain at school steadily until they have procured an education fitting them to go out into the world about their various duties, while with us, many at a very early age, during the summer season, are found employed at sea, and in the various duties to which they are called in the assistance of their parents.

At the same time, we opine that the fault or failure which is attributed does not exist in the system, but in the lack of thoroughness with which it has been inaugurated in most of our own towns. Although our own experience has been as yet but small, still we think we have seen enough of its practical workings in the regularity of attendance,—(a greater number of scholars than ever before attending school, our whole registers footing up seven hundred or more pupils against five hundred just previously,)—in the marked increase of interest, attention, and improvement manifested—to warrant us in saying, that with us, thus far, it is a perfect success. Without reflection or disparagement to other towns, we believe our schools are now upon a better footing than most of the towns of the Cape.

School Committee.—N. P. BROWNELL, GEORGE GODFREY, DAVID SMITH.

DENNIS.

We here repeat the suggestion made in our last annual report, that the prudential committee should exercise greater care and discrimination in the selection of teachers. We feel and know that much of the money expended upon our schools makes but poor returns, and we

Digitized by Google

cannot take all blame to ourselves, since we must approve such teachers, and such only, as are presented to us by our prudential committees.

School Committee.—J. C. HOWES, M. S. UNDERWOOD.

EASTHAM.

In regard to school-houses, we seem to have arrived at a point, when something should be done. We cannot let this matter alone much longer, if we would. The houses in districts 4 and 5, are very poor—unfit for school purposes—and cannot be expected to answer for such purposes any longer. And, now that the town is somewhat relieved of its burden of taxation, seems to be a favorable time to present this subject for your consideration. As to the best arrangement which can be made, under the circumstances, the question is still an open one. Various plans have been suggested. As districts 4 and 5 are the smallest in the town, it has been proposed by some, to unite them, and build one school-house. Again, as district 3 is also quite small, others have suggested that the three be united, and have one Grammar and two Primary Schools. Others propose the forming two districts, as at present constituted, of the three, building two houses. Another proposition is, to district the town anew, making three or four districts of the present five. We think this preferable to the others; and that we also adopt the system of gradation, as far as can possibly be thought practicable. We design to enter into no arguments on this subject at this time, but merely to bring the matter before you, hoping that your action in reference to it, may be such as will best subserve the true interests of education.

School Committee.—CHARLES L. HARDING, MYRICK CLARK, REUBEN NICKERSON, Jr.

FALMOUTH.

By enactment of the present legislature, to take effect after the 1st of July, a new and most important duty has been imposed upon the school committee; the appointment of teachers. The fitness of the teacher for his place, has a greater influence upon the school than almost all others combined. A mistake here is most unfortunate. As well might we expect a well disciplined and efficient army under an incompetent general, as a good school without a well-qualified teacher. To make the most of the material at hand by assigning to the different schools those of our teachers best adapted to their wants and condition, will require the most careful attention, and the committee can hardly expect

Digitized by Google

to discharge this duty without giving offence and exposing themselves to the charge of favoritism. The present members, therefore, ask your indulgence and coöperation in this, as well as the other duties that may devolve upon them, that by the united effort of all, we may secure and maintain an attractive and efficient means of education in our common schools.

School Committee.—Moses Rogers, George Ford, George E. Clark.

HARWICH.

In regard to moral culture, also, and the inculcation of good manners and good habits, there is a deficiency which, under the present system of things, can hardly be remedied. Few persons have an adequate conception of the immense amount of labor required for educating the twelve hundred scholars of this town. In the mixed schools—and all but one are mixed schools—the teacher (especially the female teacher) has an amount of physical and mental exertion to put forth sufficient to break down—as it often does—the strongest constitution. The removal of mixed schools is the one point to which our attention should be directed now. The public sentiment is ripe for it. The legislature has taken an important step towards it.

Several plans for this town are proposed. The most of our school-houses, though small, are convenient and comparatively new. These will answer an excellent purpose for Primary Schools. Scholars, however small, can get to any of them, both in summer and winter. In each of the six principal neighborhoods of the town schools of a higher grade could be established.

This plan would probably be too expensive,—requiring a great outlay for new buildings. Two large buildings for the whole town, consisting of about three grades, or apartments, furnished with all necessary apparatus, and conducted by well qualified teachers, (the present school-houses remote from them being retained for Primary Schools,) would accommodate all the scholars,—the distance which the larger scholars would have to walk being only an advantage.

If the town adopts neither of these plans, the school-houses of only two departments, like that of district 12, would be a great advance upon the present system. About half the schools in the town are large enough to have this arrangement, and are suffering immensely this day for want of it. The other half of the town would require two of the present districts united to make the desirable number of scholars.

We subjoin a remark of the committee on education of the last legislature:—

Digitized by Google

"According to the opinion of the best teachers, both in this country and in Europe, the number of scholars that can be advantageously instructed in a rural school by one teacher is about forty. When a school has but twenty scholars, the expense of their instruction is twice as much as it should be; and when it has but ten, it is four times as much. On the other hand, when the number of pupils under one teacher exceeds fifty, there is a corresponding sacrifice in the object sought,—the education of the pupils; and when it reaches to seventy or eighty, proper instruction is out of the question.

"The theory of popular education is, that the public security requires the education of all the citizens; and that it is just and expedient to tax the property of the people for the education of all the children of the people. As the tax is levied equally upon all parts of the town, nothing short of an equal provision for all should satisfy the public conscience. A large amount of money without any guaranty that it will be judiciously expended, will not make amends for the loss experienced by a family residing in an unfortunate district. It is both the interest and the duty of a town not to intrust such sacred interests to those who are either indifferent to them, or unskilful in guarding them.

"The legislature of 1859 has sought, by various measures that have already become laws, to increase the energies of our common schools, and has provided for the indefinite enlargement of the amount they will forever annually receive from the treasury of the State. It is proper and necessary to place them on a basis worthy of the country and of the Commonwealth, and that will insure the most beneficial results of which they are capable, as equally as possible, to its whole population."

School Committee.—SIDNEY BROOKS, NATHANIEL DOANE, Jr., CYRUS WEEKES.

YARMOUTH.

An evidence of the prosperity of our schools under the graded system is the increased amount of appropriations. It indicates the true regard with which they are held by our citizens. It is the largest sum ever raised in any previous year, so that with the interest derived from the local fund, which is expended in connection with the public money, we have about four thousand dollars for the support of schools.

It was also voted that the length of the school in each of the three school-houses in town, by the public money, should be equal. Two steps have been taken, therefore, which have important relations in respect to education. The graded system here has never been in full operation from the fact that, on the north side of the town, nearly one

Digitized by Google

half of the school has been private. (The effect of these schools on the graded system has been discussed in former reports.) The same is true of the schools on the south side, except that a portion of the time intervening between the public terms, there has been no school. It may be well to consider, in this connection, the fact that increased appropriations were necessary in order to sustain our schools. The salaries of teachers have nearly or quite doubled within ten years; nor do the teachers realize a net gain of the actual increase. Their expenses have increased in a ratio nearly equal to their salaries. Good salaries can be obtained elsewhere by those who have acquired a reputation for success, therefore such consideration must be paid our teachers as will induce them to accept situations when offered, and such also as will retain them,—pecuniary consideration should not always be paramount to all things else, yet, that great weight attaches to it, all will admit.

School Committee.—DAVID G. ELDRIDGE, ENOCH E. CHASE, FRANKLIN FEARING.

Digitized by Google

ATTENDANCE.

ESSEX COUNTY.

BOXFORD.

There are many other matters pertaining to our schools, claiming the serious attention of parents; and we again present to your notice, the irregularity with which many scholars attend school, and the habit of tardiness now existing among them. By computing from the school registers, we find that the whole amount of schooling afforded in town during the past winter, has been 15,414 days; while the amount of attendance has been only 12,332 days, showing a loss of more than 3,000 days from absence alone; or allowing one-fifth part for sickness and necessary absence, we find a net loss of 2,400 days, or more than six and one-half years during the winter terms. A loss of more than one-sixth part of the whole amount of money expended for the winter schools. A like computation concerning the summer schools will show very nearly the same results.

By referring to the school registers, we find there have been nearly fourteen hundred cases of tardiness by scholars in town, during the winter term of schooling. The amount of damage attaching to a school from this practice cannot be easily calculated. The waste of time, the loss of instruction, the annoyance caused to the teacher and other scholars, are not all. The delinquent acquires a habit of tardiness, not only in attending school, but in doing every thing, that is highly injurious to him, and from which he will be fortunate indeed if he ever frees himself. Some will perhaps say, they were not pleased with the school, that the teacher was not faithful, and they thought their children as well at home as at school. We know that teachers are members of the human family, and the same liability to err attaches to them as to others, and are not at all disposed to shield any from merited censure. But we believe parents know personally very little about this matter, but form their judgment of teachers principally from report—a personage who

Digitized by Google

does not always speak without prejudice, who is sometimes known to exaggerate, and who can rarely be implicitly trusted. By another reference to the school registers, we find children have been sent to school the past year in this town from about ninety different families. We suppose it safe to say there are one hundred and fifty parents in town who are personally interested in the welfare of children at school. Yet fourteen parents only, during the past year, have visited our schools, (excepting at their close,) to see for themselves how they were conducted, to judge for themselves of the merits or demerits of teachers, and of the progress their children were making. Few persons would intrust their young animals to the care of another, for three or four months, without inquiring of the keeper for their welfare. Are children of less importance than animals? It will perhaps be said that there is a school committee whose special business and duty it is to look after the schools, and why need parents trouble themselves about it? It is true that the school committee have duties to perform in the matter, but there is a responsibility resting upon parents in the education of their children that they cannot put upon another with impunity. And while the committee are the guardians of the school, they can do little without the aid of parents. How many difficulties that have proved highly injurious to schools, might have been hushed in the beginning and hardly been known, by a few judicious words spoken in a spirit of kindness by a parent. How many teachers might be urged to greater labor and faithfulness by a little encouragement from parents. How many roguish, headstrong children would be curbed and stimulated to greater diligence in school, by the knowledge that their parents would visit them there, and inquire of the teacher of their progress.

School Committee.—JOHN F. KIMBALL, WILLIAM E. KILLAM, WILLIAM R. COLE.

ESSEX.

The committee hope it will be considered no disregard to usage, or delinquency in duty, if we should devote less time than usual to a comparison of the different schools, and especially to the delicate and often unsatisfactory work of discriminating between the different teachers. We bear the most honorable testimony to the fact that our teachers as a body, both those of the summer, and those of the winter schools, have labored with assiduity, and most untiring zeal. Perhaps no set of teachers, as a whole, have ever succeeded better. Not a case of discipline has occurred of sufficient magnitude to require any interference on

Digitized by Google

the part of the committee. In short, while we are happy to say the order has generally been at its maximum, the amount of punishment has been at its minimum. In addition to this, we believe that as much attention to study has been effected as we have commonly known, and as much advancement in knowledge. And as farther evidence of general prosperity, cases of truancy have been few, if not almost wholly unknown. The list of cases of tardiness and early dismissions has greatly diminished. There is no column for early dismissions upon the register, but considering it a great evil for children to be dismissed before the closing hour, we requested the teachers, in our circular addressed to them in January last to mark all such cases. The improvement in these two respects has been remarkable.

The committee have made no use of the $30 put into their hands by the town a year ago, to be used at our discretion. Instead of that, however, and we are vastly pleased with the effect, we announced early to the schools our intention to either read in open town meeting, or to print in our report, the names of all the pupils, together with their habits of attention or inattention to the rules of the school, more especially as respects punctuality in attending, and promptness at the time of opening the school, each one to be marked every half day, in five minutes after the opening hour. It has been an unfortunate year for many of the children on account of the sickness above referred to, and without that explanation many would appear to have been absent more than usual.

We shall accordingly print the names of all the scholars herewith, and recommend that it be done as often, at least, as once in three years. It will cost far less than the sum offered by the town, to be distributed in rewards, and will, judging from present appearances, do more for the schools. It must be a useful and interesting document hereafter, also; indeed, one of great historical value. Who would not be highly gratified to see a list of the names of his early schoolmates, many of whom have no doubt perished from the memory?

School Committee.—David Choate, John Prince, Jonathan M. Richardson.

GLOUCESTER.

The subject of irregular attendance, I am well aware, has been the burden of many school reports, and yet it is a topic which continually stands as a reproach to our school system. This is a subject which has received a large share of the attention of school committees in every community, but we are yet to learn of the remedy for the evil. The

Digitized by Google

frequent absence of any pupil from school is not only an injury to himself, but is an injustice to his class, and a drawback upon the school. If the habitual absence of a scholar did no other mischief than to arrest his own progress, then the punishment would very justly fall upon the offender alone; but it is not so—the innocent suffer with the guilty. It must be apparent to all, that much of this absence is the result of carelessness and neglect on the part of the parents, rather than occasioned by any real necessity; and to the parents, therefore, we must look for its correction. Under our present system of classification in the schools, no scholar can be absent from any recitation, without in some degree affecting his standing in the class—the march is onward, and those who do not keep step to the music must certainly fall behind in rank. I have been obliged, during the last year, to transfer pupils to lower classes, and in several instances to a lower grade of school, on account of habitual absence. This step I have always taken reluctantly, and not until I was fully satisfied that the interests of all required it. On leaving this subject it gives me pleasure to remark, that during the last year there has been a marked improvement in some of our schools, in the matter of attendance.

Tardiness is another evil but little less in magnitude than the one to which I have already alluded. The efforts made during the last year to remedy this evil have produced very gratifying results. It is still far from being wholly eradicated; and though its removal is a work which chiefly belongs to parents, teachers can render very important service in its accomplishment. Promptness and probity are invaluable traits, not only to individuals, but to the whole community. These qualities are not always innate, but grow from early education and training; and the man will certainly be very thinly appareled with the former, whose youth is spent in loitering and truancy. No effort in manhood can ever wholly overcome the habits contracted in youth. I should be pleased to have parents visit our schools and examine the registers, which will always be open for inspection, and consider, if there is a sufficient reason why they should be so disfigured with marks of tardiness and absence. These marks are perishable and will soon be forgotten, but not the habits the children are forming,—those are made on a register that will endure long after their school days are past, and which will be constantly open before them to the defeat of their own designs and to the annoyance of others.

I have said that teachers can do much towards removing the evil of tardiness. Some of our teachers, during the last year, have accomplished very much in this respect. This has been and can be done in various ways. First, by being strict to record every instance that occurs. In order to do this, teachers must be punctual in commencing at the hour,

Digitized by Google

and those who are not then in their seats are among those to be marked. Secondly, by endeavoring to show the children the folly and enormity of the evil; and this will require no very rigorous demonstration, for many of our children have taken the right view of this subject already. Thirdly, by example. The child who goes to school at the proper time, expects, and reasonably, too, to find the teachers there. I am sorry to report, that in visiting schools during the last year, I have occasionally been obliged to call the attention of some teachers to the fact that they were behind time—they seeming to have entirely forgotten the old adage, which is still true, that "Example is more powerful than precept." The principal of one of our schools complained of tardiness at a certain time, and could not account for it. I said, "you have always been punctual?" "Always," was the reply. "Has your assistant been tardy?" I asked. "Yes, once or twice recently." I asked no more questions; I wanted no more information to draw the conclusion. The example of every teacher is powerful for good or evil; and when teachers find that their duties at home or elsewhere, conflict with their duty to their schools, to the extent that disservice is done, then I say emphatically, far better for all interested, that such teachers seek some employment where their influence in forming character will be less extensive than it can be while teaching children and youth.

Superintendent of Public Schools.—HENRY CUMMINGS.

HAMILTON.

Another reform that is needed, and that of much greater importance than a healthy public sentiment, and fortunately about which there can be but one opinion, is a more regular attendance. Irregular attendance is the greatest obstacle to the gradual elevation of our schools that they have to contend with, and no other excellence can compensate for it.

There can be no very perceptible advance in scholarship, nor can the order and discipline of the school be kept up, nor can there be much interest created and sustained in the studies and exercises of the school, if the children are to be absent from their place a large proportion of the time. Nor are the delinquents the only sufferers; "if one member suffers the whole body suffers with it." The time that the irregular scholar spends in school does not benefit him to that degree, by a large discount, that the same would do if it was spent in constant attendance. Because he can have no system by which he may advance step by step regularly, and his interruptions destroy the attention and interest that constant application produces. A desire for learning is, with most

Digitized by Google

minds, incidental to a constant and continued pursuit of the same, while very few children will retain an interest in their studies who are subjected to frequent interruptions.

School Committee.—D. S. Allen, Daniel E. Safford, Allen W. Dodge.

HAVERHILL.

A careful inspection of the table on the last page of this report must convince all, that irregular attendance is one of the most serious evils with which our schools have to contend. After making all reasonable allowance for cases of necessity, we are forced to the belief that not a few parents fail here. Their children are injured by being absent from school for trifling causes. As the great captain of the century once said, each absence is a chance for future misfortune. It also retards the classes to which they belong, increases the labors of the teachers, and deranges the operations of the whole school. No committee can cure this disorder. It must be remedied at home. But this course must be adopted: those who attend school inconstantly, must be put into lower classes. This is an unpleasant step to take, but justice to the whole school requires it. Will the parents in this district ponder this matter?

School Committee.—Leonard S. Parker, Lemuel Willis, Charles G. Burnham, James V. Smily, Nathaniel S. Howe, Abraham Burnham.

IPSWICH.

We respectfully suggest whether some parents do not too readily accede to the wishes of their children to absent themselves from school for slight reasons, to the detriment of their own good standing in their classes and the annoyance of their teacher. In some instances they are allowed to get rid of the ordeal of an examination by leaving in advance of the close of the term.

We are aware, that at this season of the year some of the older boys are necessarily taken from school to meet the increased demand for labor on the farm at the opening of spring. May not this be remedied by such an arrangement for the seasonable commencement of the winter session as to allow to every scholar the advantages of a full term of study and give the committee the pleasure of meeting and hearing from them all at the spring examination?

But aside from these, we have in our mind now certain other cases, where scholars conscious, with very good reason, of their inability to

Digitized by Google

pass a creditable examination, beg to be excused, and the parent, being of the same opinion with the boy, consents. Does not the facility with which this is gained sometimes, term after term, deprive that scholar of what *he* certainly needs, the stimulus to be derived from the prospect of an examination at the close?

We meet with instances occasionally, a different class—scholars of real worth, who shrink from an examination because of diffidence and nervous self-distrust, and they must be excused. We admire their modesty, but we think these young friends and their indulgent parents cannot have travelled so far from the memory of the old spelling-book as to have forgotten how the well-meaning, innocent Tray, came to be suspected and made to suffer because of the bad company in which he was found.

The committee are gratified to observe on the part of mothers, an increase in their attendance upon the examinations of the schools and in occasional visits. We regret that so few fathers think it a duty and find it a pleasure to enter the school-room, where their children are daily receiving so important a part of that culture and training, which are to decide their future respectability and success in life, and so, a parent's comfort in them. Committee or teachers can hardly invite that measure of confidence in themselves, which would leave the responsibility of such interests wholly with them. And we all, teachers, committee, ministers and others, who have a work to do for the public, are better, are happier in the doing, for a little kind attention and watching. A friendly expression, or look, lends inspiration to teacher, scholar, and to all. And the words of a wisdom, which intermeddleth not, but thoughtfully aids, are welcome and useful to those who are not wise in their own conceit.

With a view to the coöperation desired, your committee have sought special interviews during the past winter with the parents and friends of scholars assembled in their different districts,—in which they have been greatly aided by other gentlemen. It is grateful to the committee to acknowledge now, the kindness and ready expression of interest with which they have been received, and the benefit to themselves from the useful hints gained.

School Committee.—Robert Southgate, J. A. Newman, Geo. R. Lord.

LAWRENCE.

The subject of truancy is one that calls for attention on the part of the board, and for such action in reference to it as may produce a speedy diminution and ending of it. I need not dwell upon the manifest enor-

Digitized by Google

mity of this crime, for it is nothing else, nor enlarge upon it as a fruitful source of other and terrible crimes. If persevered in and unchecked, till it becomes habitual, it is one of the most impracticable and hopeless maladies with which parents and teachers are annoyed. It leans upon lying for support, and lying itself relies upon a structure of lies upon lies, frail and tottering to the fall, which fall, at last precipitated by the father of lies, who urged on and helped forward the structure, crushes the helpless and hopeless victim beneath the ruins. Of 2,138 boys sent to the State Reform School, from its commencement to October, 1857, 1,468 were truants. More than four-fifths of the 2,138 were habitual liars and profane swearers; and more than one-half had frequented places of questionable amusements; two-thirds were Sabbath-breakers; nearly two-fifths had habitually used tobacco; one-fourth had used ardent spirits; and the parents of four-sevenths were persons whose moral example was pernicious. These evil manifestations are not unknown in our own city. Truants, swearers, liars, Sabbath-breakers,—are we exempt from them, and are there among our boys none who use tobacco or strong drinks, and who frequent places of questionable amusement? Let any person visit our city hall on evenings of exhibitions of any sort, especially of the doubtful sort, and see how many boys, and even girls, are loitering about the entries, in the feeble hope of some chance of "getting in." Infinitely better were it for them to "get out," and to seek the shelter and protection of home. I can hardly name any thing more mischievous in its influences than this night street-roaming, and I am free to express the opinion that parents who permit their children to indulge in it, and to be loitering around bowling alleys, billiard saloons, and places of amusement such as I have named, are guilty of unfaithfulness to the sacred charge committed to their keeping; and if their children, unrestrained, pass on from these evil beginnings to perfection in the highest wickedness and most atrocious crime, they themselves are responsible for the sins of their children, and will, by the just Judge of all, be called to account therefor.

In the matter of truancy, I am in hopes that some action may be taken by the constabulary force of the city, and that boys and girls, (though the latter very seldom are truants,) found in the streets during school hours, will be followed after, and required to account for their non-attendance. We have adopted the "Acts concerning Truant Children and Absentees from School" of 1850 and 1853, which are to the following effect, viz.:—

"Every child in the city of Lawrence, between the ages of six and sixteen years, who shall be an habitual truant from school, shall be punished by a fine not exceeding twenty dollars, to be recovered to the

Digitized by Google

use of the city of Lawrence, on complaint before the police court, in Lawrence, or by confinement in the State Reform School, at Westborough, for a term not exceeding two years at any one time.

"Every child in the city of Lawrence, between the ages of six and sixteen years, who shall not attend school, and not be engaged in any regular and lawful occupation, growing up in ignorance, shall be punished by a fine not exceeding twenty dollars, to be recovered to the use of the city of Lawrence, or by confinement in State Reform School, at Westborough, for a term not exceeding two years at any one time."

The difficulty in the matter is, that the parents of the parties who are commonly truants, cannot pay the fine, and the next resort is to send the offender to the State Reform School, at Westborough. The processes of law to be passed through, and the distance at which the school is located, are impediments to quickness in bringing the punishment into operation, and while this punishment is not too severe for obstinate cases, it is, perhaps, too much so for those of a milder type. Printing the ordinance and posting it up in every school-room, and causing it to be read by the several teachers at frequent intervals in the hearing of the whole school, and an immediate report of every delinquency to the superintendent and the truant officers, would undoubtedly be of salutary influence.

The absentees from our schools may be divided into three classes,—wilful truants, absentees ostensibly waiting for work, and those permitted to be absent, by parents, for slight causes. In the last case, influence must be brought to bear upon the parents, and that can best be done by the teacher of the child, or by the superintendent on representation by the teacher. In relation to the second class, the same means may first be adopted, and if no effect be produced, and the absence be persevered in, the parties should be taken to be wilful and habitual truants, and be dealt with under the city ordinance.

Superintendent of Public Schools.—Henry K. Oliver.

MARBLEHEAD.

It is with much regret that we note that so many of the members of our public and private schools by day, are permitted by unreflecting parents and guardians to become members of the street school in the evening, when its most destructive agencies are at work to corrupt, degrade and destroy. Here only vagrant habits are formed, and profane and vile language learned. Here the thistle-down of sin, in its myriad forms, flies upon every wind, and in every thoroughfare, sure to fall on the young wanderers, and certain in such virgin soil to find lodgment and

Digitized by Google

produce its hundred fold of iniquity. What parent, however humble his position, or limited his resources, who cannot make better provision for his children than to neglect them thus? Who does not know that when the child is not at school, or under the eye of considerate friends —whether by day or evening, but especially in the evening, that it can only safely be at home? Yet, in face of these considerations, scores of pupils in our schools are thus exposed to influences of the street, which can hardly fail to destroy their innocence, and make them, first the victims, and afterwards the successors, of the street school teachers, whose habits and utterances curse the community at every crossing. It may not be deemed the proper place for these reflections, but we feel that it is devolved upon us by our position, as guardians of the common schools, to give some space to the consideration of an evil, which, to so large an extent, exists in our community; and which acts both directly and indirectly to defeat much of the benefit to be secured by the faithful instruction and moral influences of the school-room.

School Committee.—W. B. Brown, D. Appleton, Benj. R. Allen, Andrew Lackey, John B. Richmond, Stillman Barden, Jonathan H. Orne, Benjamin Huntoon, Jos. H. Robinson.

METHUEN.

We believe that the evils of irregular attendance of the pupils of the schools are not fully realized. It is impossible for a high character of any school to be maintained where this evil exists to a great extent. It discourages the teacher by increasing his labors and it partially stops the progress of the whole school. There can be no sufficient reason why the average attendance of some of our schools is so bad.

But how shall irregular attendance be remedied? Does it belong to the teacher to go out into the streets and highways, into the lanes and alleys and compel the children to come into school, in order that he may do them good? No; it belongs to parents and guardians to see that those under their charge are at school, and that they are there at the proper time. Did parents and those who have the care of children see the need of education as those children will one day see it; did they consult their interest rather than their wishes, they would not allow a trifling and insufficient excuse to keep them from the school-room. It is impossible for scholars to make any advancement in their studies when they are permitted to absent themselves from school just when they please. Parents whose boys are absent from school two or three days each week, and when present are late nearly every day, sometimes inquire why their children do not make more improvement?

Digitized by Google

They will find an answer to their query by referring to the register of the school, whose blackened and disfigured pages testify to the impossibility of any proficiency where there is such a want of punctuality. But, parents, your children are learning; they are, perhaps, making greater progress than you are aware of, in the arts, sciences and manners usually taught in the street school. Their rowdyish deportment, low vulgarity and profanity, show that they are apt scholars in this school; which fact calls loudly upon you to lend your utmost assistance to have them educated in the common school; for the prosperity of the town depends upon the character of her young men, who will soon take the management of its affairs into their hands.

School Committee.—Stephen Huse, Harvey Hersey, Samuel G. Sargent.

NEWBURYPORT.

Irregularity of attendance is felt more or less in most of the Primary Schools as a very great hindrance to success. It is to be regretted that parents cannot be made to see what serious injury they do their children by keeping them from school, or allowing them to be absent, for trivial causes. Not only are the children themselves injured thereby, but also the entire school.

Children are always learning something, and the education they pick up in the streets when they are loitering about, is the most detrimental to themselves, and the most expensive to the community that they can get. It is this street education which serves to fill our houses of correction. The average attendance of our boys' Primary Schools is eighty-five per cent., and of the girls' Primary, sixty-one per cent.

School Committee.—Edw. S. Moseley, Wm. E. Currier, J. Pearson, Jr., Moody D. Cook, Richard Plumer, Warren Currier, Benj. R. Knapp, S. J. Spalding, Enoch Cross, David Wood, Hiram Tozer, D. T. Fiske.

ROCKPORT.

Law respecting Truancy, adopted by vote of the Town, and approved by the Court of Common Pleas.—Truant officers are required to make frequent calls at such places of amusement and idleness which our youth are likely to frequent, and arrest all such offenders of school going age as they may find, and conduct them to school.

School Committee.—Benjamin Giles, William Mann, Samuel H. Brooks.

Digitized by Google

SALISBURY.

The daily record of attendance and deportment has been continued in the schools with increased evidences of its great utility. The practice of marking every lesson, of recording the moral deportment of the scholars, and of noting each tardy attendance or dismission, and sending the whole month's result to the parents or guardians at the expiration of four weeks to be by them examined, signed and returned to the teacher, operates with a certain and invariably good effect upon the whole school. The committee and teachers, and it is believed all the parents whose interest has led them to examine the influence of this system, feel the warmest approbation of its beneficial results. The trifling expense of these records, being about one-fourth of a cent each, or about two cents a year per scholar, removes completely all objections on the score of economy, the benefits vastly outweighing the expense.

School Committee.—B. P. Byram, Benj. Sawyer, M. J. Bartlett.

SAUGUS.

We have endeavored, at our visits during the year, to impress the necessity of regular attendance upon the pupils of the several schools, with the hope, and sometimes with the request, that the substance of our remarks would be communicated to their parents. At the annual examinations we presented the subject more directly to the attention of such as were present. And we desire again to urge upon all parents who shall read this report, the necessity of regularity and punctuality in the attendance of children, as a matter of the first importance to all concerned. Neglect, in this respect, is a great wrong to the children of those who are guilty of it, gross injustice to those who are regular and punctual, and most unjust and discouraging to the teacher.

Irregularity and tardiness have been the most serious obstacle to the improvement and success all desire to see. The registers will prove that we do not speak too strongly. The many and long columns of "absent" and "tardy" marks, which may be seen in almost every register, would, if they could be transferred to the pages of this report, speak more forcibly than any words of ours.

School Committee.—William M. Newhall, Horatio G. Herrick, Augustus B. Davis.

TOPSFIELD.

If we take the whole number of children in the town between five and fifteen years, as returned by the assessors, and which is two hundred and

Digitized by Google

thirty-six, and compare with the actual attendance, which is one hundred and thirty-one in winter, and one hundred and twenty-one in summer, it will give only 53.43 per cent. that have attended school: 46.57 per cent. have not attended, and which is so much of the money raised, lost, or not improved; and even more than this, as the tardinesses have not been computed, which would probably amount to 3.43 per cent. more, leaving only 50 per cent. actually improved; and 50 per cent. of the money raised for schooling lost, because provision is made for the whole number—teachers provided that could attend to the whole about as well as a part.

In the three hundred and thirty-three towns in the State, we stand within fifteen of the bottom in the scale, and in the county at the very bottom; while Oakham, a not much larger town than ours, stands at the top, having 108 per cent. attendance; and Nahant, in our county, is at the head in the scale, having 105 per cent. attendance. Now this should not be so. The amassing of silver and gold should not take such deep hold of our interests, as to cause us to neglect the more valuable acquisition of learning, which is so much more valuable than gold. Who would be deprived of the ability to read, or write, or even lose the knowledge of the multiplication table, for gold? Any amount would not induce us to part with it, even if it could be parted with. We cannot spend or be robbed of it; the more it is used, the more there is left, and the brighter it grows.

We remember to have heard, some years since, a gentleman lament the want of education in his youth, and made this strong remark: "that he should be very willing then to refund one thousand dollars for one dollar, which should have been laid out upon his early education, that is if any one had advanced him one hundred dollars, he would now refund one hundred thousand."

Some allowance should be made in the attendance, noted in the tables of the Board of Education, in our town, since some twenty or thirty scholars attend the academy, which is not a public school; likewise the tuition paid at the academy should be added to the money raised for schooling in town. So that in the tables of the Board of Education, we are not quite fairly represented. If added to the attendance it would make a difference of about 10 per cent. and to the money raised for public schooling, about 50 per cent.

School Committee.—R. A. Merriam, Joel R. Peabody, Dudley Bradstreet, Thomas K. Leach, Joel Lake, J. B. Lamson.

Digitized by Google

WENHAM.

In view of this detailed report, some important reflections are suggested. The number of children between the ages of five and fifteen, was reported last May, at 235. Now our schools have kept, on the average, less than half the year, and yet the average attendance is only one hundred and sixty; and as several of these were over or under the prescribed age, it is evident that less than two-thirds of those who draw money from the State, were regularly at school. In this respect we rank among the last towns in the State; nor have we any private schools to account for the deficiency.

It can only be referred to the inattention or indifference of parents and guardians to the most vital interests of their children. Some painful facts have come to the knowledge of the committee. They have met with several cases of children who for four or five years have had hardly as many months' schooling It is true there is a law which applies to some of these cases, but much perverted ingenuity is often shown in evading it. We have also met with cases of children idling about the streets for weeks and months together, but have found, on inquiry, that they had attended school just long enough to escape the penalty of the law. It is hardly necessary to say that they usually belong to parents who have little but an education to leave their children. These facts will account somewhat for the mass of ignorance which still prevails in our midst. We have spoken of these evils, in the hope of calling the attention of the community to them, and that thus an enlightened public opinion may be brought to bear upon them. It seems to us that the parent or master who brings up a child without giving him the full advantage of our common schools, incurs a fearful responsibility.

A prompt and regular attendance is of the highest importance to the well being of a school. An irregular scholar is a hindrance to the school as well as an annoyance to the teacher. Our average attendance during the past year has been about eighty per cent. of the whole attendance, and this proportion is nearly the same in every district. Thus one-fifth of the money paid our teachers has been lost by absenteeism. To this we must add the derangement caused by tardiness and dismissions. A skating excursion, or a party of pleasure, is too often allowed as a sufficient excuse for dismission from school. Thus the scholar is deprived of time for preparing his essons; moreover he is too often led to think any thing, however trifling, a good enough excuse from study. Tardiness is a still greater evil, since it not only disturbs the school, but leads to a habitual neglect of punctuality in all things.

School Committee.—MYRON O. ALLEN, STEPHEN DODGE.

Digitized by Google

MIDDLESEX COUNTY.

ACTON.

The return required by law to be made by the assessors of each town to the school committee, and by them to the Secretary of the Board of Education, gives the number of children in Acton between the ages of five and fifteen years as three hundred and eighty-six. According to the registers kept by the teachers, three hundred and thirteen children of the above ages inclusive, were members, (this requires two weeks' attendance,) of the several schools during the summer term; in winter, the number was four greater. By this it appears that nearly one-fifth part of the children in this town between the ages of five and fifteen years, did not attend school at all, or not long enough to become members of the school. About one hundred and twenty pupils, either younger than five, or older than fifteen, have belonged to the schools some part of the year. The whole number of children of all ages, who have belonged to the schools the past year, is four hundred and thirty-three. The average attendance, expressed in round numbers, for the year, has been three hundred and seventeen. These statistics show that the actual attendance upon our schools is only about two-thirds of what it might and should be. In other words, the schools have done but two-thirds the good possible to be done—but two-thirds the good the community has a right to expect, and which every proper consideration demands. Of course, some allowance is to be made for sickness and the exigencies of circumstances. But making all proper consideration for these cases, enough remains to justify the remark, that owing to the indifference or negligence of parents, more than one-fourth of the money appropriated by this town for the support of schools is annually lost. And what is of far greater importance, the children of this town receive but three-fourths of the benefit from the schools that they should. And it is useless to disguise the fact, that in nearly all the six districts in town, are one or more large families of children who are, from non-attendance at school and irregularity, growing up with hardly an apology for the plainest common school education. In at least two of the districts, this is the case within speaking distance of the school-

Digitized by Google

houses. And where children are permitted to spend their youth in idleness, or roaming the streets, it requires no spirit of prediction to foretell the end. They may be considered candidates for some one of the various classes of public institutions.

Now the public schools of Massachusetts are not merely a privilege which the citizens of the State enjoy. It is the imperative duty of parents to improve every opportunity to educate their children. It is the absolute right of every child born in this land of free schools, to receive as good an education as is possible in the circumstances in which it is placed. The opportunity for a practical and judicious education is a priceless legacy, and one to which every Massachusetts born child has a title clear. And lastly, in reference to this subject, we cannot avoid feeling, when we examine the figures of our school returns, when we remember the instances that we have witnessed of idle and truant children in our streets, or in places of public resort, when we reflect upon the trifling causes that are thought of sufficient importance to justify the absence of the scholar from the school, and that excuse him when his day's instruction is but half completed, when we recall the cases where children have been removed from school on account of some slight disaffection—that the child's richest birthright has been denied him, and that the parent's most important duty has been left undone.

Another matter to which we would advert briefly, is the growing practice of withdrawing children from school for reason of some slight dissatisfaction, or misunderstanding with the teacher, or disapproval of the management of the school. And in these remarks, we would be understood as referring to no particular school or persons. In most instances where children are withdrawn from school, a friendly conference with teacher or committee, or both, would remove all unpleasant feelings, and be much more advantageous than any hasty course of action. Teachers are fallible, and of course liable to mistakes; but even when the teacher is palpably in fault, we seriously question the wisdom of parents in the removal of their children from school without any attempt to arrange the difficulty. In all future cases of this kind, we hope that no parent will take a child from school without an interview with the teacher, and then, clearly understanding both sides of the subject at variance, will first make every needful effort to promote the harmony of the school, and to give each child a full opportunity to experience all the benefits to be derived from it.

School Committee.—LUTHER CONANT, Jr., ADELBERT MEAD, JOHN M. MILES.

Digitized by Google

ASHLAND.

We would call the attention of parents and others to the average attendance in our scholars. It is not what it ought to be. Eighty per cent. only of attendance is the average for the town. The attendance in the winter schools in some of the districts being much better than it was in the summer term of the same school. The best attendance in any school in winter was in No. 5, and No. 6 stands next, but the average of the two schools, summer and winter, was slightly in favor of No. 6. It is earnestly hoped that all possible effort will be used this year, to raise the average attendance upon our schools above that of the last, or any previous year. The evils of irregular attendance have been sufficiently discussed, it is hoped, so that the mere mention of the subject shall be sufficient to awaken a due interest in this feature of our schools.

Parents cannot be too careful in allowing their children to indulge in unfavorable criticism upon the discipline or instructions of their teachers, and more than all should they beware of setting the example. The good sense of all will suggest the right course to remedy any difficulties in our schools and let that course be taken. Parents may do well to exercise vigilance and keep a jealous eye upon the management of our public schools, and upon those who have the care of their children in their childhood and youth; but, at the same time, no misguided sympathy can justify parents or others in making, perhaps, fatal moral mistakes in the education and discipline of our children at school. For if children are allowed out of school to speak improperly of a teacher, or to hear unfavorable expressions from parents and others respecting their teachers or school, not only may these children be seriously misdirected, but the rights of the whole school are thereby very gravely interfered with.

For the Committee.—ELIAS GROUT.

BRIGHTON.

It appears that at the last examinations the total number of absentees in all the schools was forty-one. In the previous year, as may be seen by consulting the table in the last report, seventy-six were absent. We have just found six hundred and two pupils belonging in all the schools. This number, of course, embraces some under five and some over fifteen years of age. It may be regarded as about the number of children now receiving school instruction, since but a very few of our children go out of town to school. No private school of any description is sustained here; and fewer children, in proportion to the

Digitized by Google

population, go elsewhere for their education, than in almost any town in the State. We would have our public schools so good that no private schools should be desired. From a comparison of the few children among us who have received or are receiving their education in private schools out of town with those educated in our public schools, we do not hesitate at all to decide in favor of the latter. We believe our public school system deals more impartially with the pupils than private schools generally; and that, for the most part, children are more thoroughly instructed in the former than in the latter. And from our own observation of the practical workings of both public and private schools, we are forced to believe that the latter have not the advantage, as is commonly supposed, over the former, as respects either the manners or the morals of their pupils. In some instances which we could specify, the large expense incurred for private tuition must be pronounced, so far as benefit to the pupils is concerned, an idle waste of money. And we believe that if all the complaints which are uttered like this, which we have heard more than once, "My child is learning scarcely any thing at this expensive school," were brought together, they would result in rearing up in the excellent public schools of the State a yet more numerous band of well-instructed young men and women.

School Committee.—Frederic A. Whitney, Theodore Matchett, William W. Warren.

BURLINGTON.

This town for the last few years has made liberal appropriations for schooling; and statistics show that the sum raised for each scholar between the ages of five and fifteen years is greater in this town than in a majority of the towns in this Commonwealth; and we do not ask you to raise more money, but to secure to your children the benefit of what you do raise. And here, perhaps, the question may be asked by parents, what they can do more than they have done to secure for their children the greatest good of our schools. An evil exists in our schools which you and you alone can remedy; and that is, the inconstancy in the attendance of your children at school. Some scholars have sustained a very great loss in this way the past year. Your children will need all the advantages our schools can afford them, to qualify them for the important stations and conditions in which they may be called to act.

Soon it will devolve on them to exercise, as we do now, the sacred rights of American citizens. When we shall have been gathered to our fathers, they will take our places, not only to manage the interests of

Digitized by Google

this town, but, in connection with others, to wield the destinies of the nation. A good education is the best legacy you can ever leave to your children. "Wisdom is the principal thing; the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold; she is more precious than rubies, and all the things thou canst desire are not to be compared unto her."

School Committee.—NATHAN BLANCHARD, OTIS CUTLER, SAMUEL SEWALL, Jr.

CARLISLE.

It may be seen by reference to the records, that irregular attendance is still a prominent—perhaps, we might add, a growing evil in our schools. There are many scholars, some of them the oldest in the schools, who are absent a large portion of the time. For days, perhaps for weeks together their places are vacant; or, what is perhaps worse, they are present one day and absent the next. And when they do attend, their attendance is rendered of little avail, by their tardiness and their frequent requests to be dismissed before the school closes. The effect of this irregular course upon their own minds is deeply injurious. It will be visible to the most casual observer. Visit the school-room and you will witness a contrast. The scholars who have been irregular and inconstant will evince discouragement, aversion to study, and indifference to improvement, in every movement and every feature: while those who have been punctual to the hour, and constant to the day, will show their mental activity by the elasticity of their step, and the fire of intelligence and ambition burning in every feature, and impelling them to burst out in the words of their little song:

> "In spite of wind, and rain, and driving snows,
> You'll always find us here."

On parents the responsibility of this evil, to a great extent, rests; and to their influence and authority we must look for a remedy.

CHARLESTOWN.

The subject of truancy is one to which the committee would call special attention. There are always to be found, in every school district, idle, mischievous, truant children, whose bad example is exceedingly pernicious. Boys, and girls, too, who are under no control of their parents, and whose influence for evil can only be checked by a strict enforcement of the truant law. Interference in such cases, by the legal authorities, is demanded both by a true regard for the welfare

Digitized by Google

of such unfortunate, neglected children, and for the protection of those better cared for, but who are exposed to their harmful influence. The good order of society and the welfare of the schools depend, in a measure, upon the certainty with which the ordinance in relation to truancy is executed. Heretofore, the committee are sorry to say, for reasons which they do not presume to judge of, notwithstanding the annual appointment of a justice and other officers specially to enforce the truant law, but little interest seems to have been given to the subject; complaints have only occasionally received attention, and the evils of truancy have not been checked. We are glad, however, to know that His Honor, the Mayor, has recently given such directions in regard to the matter as will be likely to render more effective the city ordinance referred to, and lessen the evil which it was intended to reach. We appeal to all connected in any way with its execution, to assist in giving the schools the full advantage of a properly enforced truant law.

President.—TIMOTHY T. SAWYER.

CONCORD.

Again, if an opportunity occurs for a boy to earn a few cents a day, he is kept out of school for days or weeks, and that perhaps in the winter, when a male teacher has been employed at extra expense to teach the large boys. Various instances of this kind are constantly occurring in most of our schools, which carry to the minds of your committee the painful conviction that the advantages provided by the town and the State, are not appreciated at their proper value.

Absenteeism and tardiness are among the great evils with which our schools have to contend. Although these evils exist to the greatest extent among those who most need the advantages of our free schools, they are by no means confined to them. Some intelligent parents who are well aware of the importance of education are not sufficiently careful in this matter.

Some parents and some scholars deserve high commendation in this respect. Quite a number of instances have occurred, in which a scholar has been neither absent nor tardy during the year. These scholars almost uniformly stand at the head of their classes, and in all respects are the model scholars in the school to which they belong.

Such scholars never complain of their teachers, and never object to engage in every study that may be thought proper for them. But they are sadly interrupted by the absent and the tardy, as they are often compelled to wait till these can make up the time which has been lost.

Digitized by Google

Were all the pupils as prompt and punctual as some bright-eyed boys and girls that we might name, our schools would present an appearance widely different from that which they now present.

MEDFORD.

Your committee are persuaded there are many boys and girls in Medford who attend no schools; and some of them are growing up in idleness, profligacy, and crime. Will it not be well to pass a law touching such cases, and then appoint an officer to deal with them as the law shall direct?

School Committee.—CHARLES BROOKS, THOMAS S. HARLOW, CHARLES JACOBS, A. N. COTTON, THOMAS C. NEWCOMB, GEORGE D. PORTER.

READING.

The tables further show, for the same years, that the average attendance of scholars in the schools of Reading, has been only seventy-nine and forty-one hundredths per cent.—showing a loss by non-attendance of over twenty per cent. This evil can be remedied by more watchfulness and sacrifice on the part of the parents. Other towns are making great efforts to secure a more constant and punctual attendance. South Reading in 1856 reached eighty-nine and fifty-three hundredths per cent. And Stoneham in 1857 came up to ninety-seven and forty-eight hundredths per cent.—ranking the eleventh in the State, while Reading for 1857 ranks the sixty-seventh. Parents should see to it, and let nothing but sickness or absolute and unavoidable necessity keep their children from school. No child can be absent, even for a single half day, without loss. Inconstant and irregular attendance is one of the great obstacles to the sure and steady progress of the scholar and the school. It greatly embarrasses and discourages teachers, and is the burden of their complaints wherever it prevails. How long shall Reading rank so low, in comparison with other towns?

And here, while alluding to the duties of parents, permit us to say, that children should begin their school life with fixed habits of obedience, punctuality, and a love for books and knowledge; such as a proper home education should impart to them. How would the progress of our schools be augmented, and what a vast amount of time and labor would be saved, which the teacher could devote to the advancement of the school branches, if all our children could enter the school with a good home education.

School Committee.—JOHN BATCHELDER, EDWARD APPLETON, IGNATIUS SARGENT.

Digitized by Google

SOMERVILLE.

Strict attention has been exercised by the several sub-committees and teachers to preserve and render inviting all the school premises and school-rooms; and to impress upon the children and youth that economy is a virtue; that neatness of person is likely to be allied to purity of mind; and that no scholar can give satisfactory evidence of future success and eminence, who is indifferent about his books, and the means of education provided for his use.

The average attendance has been better the past year, and parents have the power to make it perfect if they would; but without their coöperation no effort can possibly prove successful. Punctuality is beginning to be duly appreciated by the older pupils, and the number of those who are never tardy is steadily increasing. Irregularity of attendance is an evil of such a serious nature, that it is impossible to prevent its injurious effect upon the whole school, thus involving the innocent and unoffending with the guilty.

School Committee.—Nathaniel J. Knight, George H. Emerson, George D. Clark, Martin Draper, Jr., Charles S. Lincoln, Aaron Sargent, John R. Poor, Samuel E. Brackett, Reuben E. Demmon.

SOUTH READING.

Another matter to which the committee would ask the attention of the town, as being a perpetual hindrance to the success of the schools is irregularity of attendance. This subject has employed the eloquence of our predecessors on numerous occasions; and although the evil still exists to an unhappy extent, we will simply refer at this time to the figures already given, and the conclusive argument of former committees, and will call the special attention of the town to one branch only of this evil.

We refer to the custom of parents in furnishing their children with tickets of dismissal from school before the close of the daily exercises. Occasional dismissals before the close of the daily sessions may of course be proper and necessary, but when the custom is carried to the extent and excess to which it has been carried in some of the schools, during the past year, it becomes very annoying and injurious. Why, in some schools, these little notes were daily laid upon the teachers' tables in such profusion, that we were reminded thereby of the deposition of votes in the ballot-boxes in a warmly contested election; and on one occasion the committee man, while making a periodical visit, was obliged to

Digitized by Google

interpose a special request, that for once they would remain until he should have an opportunity to ascertain whether they were making all proper progress in their study.

"These things ought not so to be." They make breaks in the daily order of exercises, that more than decimate the number of the scholars, and produce fractions of lessons and improvement, that are highly improper, if not vulgar, and are entitled to condemnation in no common measure, and should be reduced to their lowest terms.

The application of the remedy is with parents, and we hope they will make it, that the cure of the evil may be positive and permanent.

School Committee.—LILLEY EATON, JAMES M. EVANS, EDWARD MANSFIELD.

STOWE.

It has been said by your committees, in former reports, "that absent and tardy scholars are a clog to the success and prosperity of any school. They not only lag behind themselves, but hang like a dead weight upon the progress of all the rest." Nor is this all. Irregular and tardy habits are injurious to their characters and to their future success in life. Punctuality and fidelity are indispensable to all, and they are habits that should be early cultivated. The school is an excellent place to form them. "Children who are punctual at school, will learn to be punctual in every thing else." The habit will become inwrought into their characters, and greatly benefit their future prospects; it is indeed a passport to success. Let parents help their children to acquire these all-important qualities;—their influence over them may be great, and they should weigh well their obligations to those whom God has committed to their care and oversight.

School Committee.—REUBEN BATES, CALVIN HALE, SILAS P. BROOKS.

SUDBURY.

The main evil that attaches to all the schools is an irregular attendance. The whole number of scholars in the different schools during the winter term was three hundred and forty-eight, while the average attendance has been only two hundred and sixty-three—leaving eighty-five, or nearly one-fourth of the whole number, who were daily absentees. Now, to say that one-fourth of the advantages which the town affords are thus lost, is not stating all the evil that arises from the delinquency: members of the classes who may have become interested

Digitized by Google

in their studies while others are away, are in danger of losing that interest, by being kept back for the accommodation of those who are occasional attendants; and, as inspiring the scholars with interest in their studies is the grand secret of the teacher's success, we feel that a removal of this evil would be of great advantage to our schools.

School Committee.—Thomas P. Hurlbut, Samuel Puffer. Leander Haynes, Artemas Whitney, Jona. R. Vose, Dana F. Dutton.

TYNGSBOROUGH.

At the commencement of the schools of the past year, the committee urged the pupils to a more constant and regular attendance, so that our percentage of average attendance might be improved, they having lost about 30 per cent. in previous years. But there is much room for improvement here still; and may we not hope that by the coöperation of parents with the teachers, and with the committee, our children may be induced to improve all the school time within their reach, and thus improve and develop their minds, and build up good characters, full of that knowledge, and self-reliance, which is so essential an element to our success in life?

School Committee.—Luther Butterfield, Charles C. Butterfield, Reuben S. Coburn.

WATERTOWN.

The whole number of school children in the town returned by the assessors in the month of May last was 716. By an examination of the school registers at the close of the first term, it was found that 662 children were entered therein. Twenty-five of those registered could not be counted as belonging to the number returned by the assessors, being over fifteen years of age. It would thus appear that seventy-nine children had not availed themselves of the advantages offered them, and were negligent of their education. But upon making particular inquiry into the matter, a different phase of things appeared. Upwards of twenty children were found either attending private schools out of town, or were being educated at home. About the same number were attending private schools in the town; four were in the schools of Newton; and about fifteen of the age of five years only were at home undoubtedly by the wish and judgment of their parents; so that from sixteen to twenty children only remained unaccounted for. That number, however, was sufficient to justify the closest scrutiny; and we are confident from inquiries made, that many of those unaccounted for by

Digitized by Google

researches in other quarters, would be decidedly benefited by the appointment of proper truant officers. Our "truant laws" are of no practical value unless the town elects, at its annual March meeting, suitable persons to enforce them. We trust that this matter will not be overlooked any longer.

School Committee.—Joseph Crafts, Charles J. Barry, James G. Fuller, Issac Watts, S. R. Dennen.

WESTON.

Blank books have been provided for the several schools, in which is to be recorded, from year to year, a succinct history of each school. The name and age of each scholar are to be entered in the book belonging to the school which he attends, and the several years noted that he is connected with it; also the name of the teacher, the wages paid, the length of each term, the number of pupils, the average attendance, the number of tardy marks, each term; the number of parents that visit the school, and the names of scholars that are constant and punctual in their attendance. The books are designed to suffice for ten years or more, and when they are full, to be placed in the public library for safe keeping and reference. In past years, there has been no record kept of the schools or their teachers. If we had access to such annual reports of the schools as we propose to have in the future, we think they would furnish some valuable hints.

WINCHESTER.

The whole number of children between five and fifteen years of age in town, May 1st, 1858, was 389. The highest number of scholars in attendance any one term, was 382; the lowest number, 353. The average attendance for each term was as follows: Spring term, 320; fall term, 316; winter term, 300. Average attendance during the year, therefore, 322. This is an improvement on previous reports,—the average being 87 per cent. of the whole attendance. There is still room for improvement, however. Many of our scholars go from term to term, without being absent or tardy; and the number undoubtedly might be increased. Nothing but sickness should prevent a scholar from being in his seat every day of the term. There is an evil which has been increasing of late in our schools. We refer to the practice of having children excused from attendance during a part of the school day. This is not only a loss in many instances to the children so excused, but is an interruption and positive injury to the school. If the pupil be excused previous to recitation, it amounts to a loss of the session,

Digitized by Google

and he might as well be absent, if he will not be prepared for the next day's exercises, and must needs fall behind in his class. This rule should not, perhaps, be rigidly enforced upon the youngest scholars; but to the members of our High and Grammar Schools, and to all the older pupils in the other schools, it should be made to apply. There is no reason, extraordinary cases excepted, why a scholar should not remain in school through the day. With our short terms and long vacations, with an intermission of fifteen or twenty minutes, both forenoon and afternoon, the health of no child, probably, would suffer from six hours' confinement in the school-room. And aside from the consideration of health, no inducement should lead a parent to abstract from the time of his child's attendance at school.

Seven children under five, and thirty-nine over fifteen years of age, have attended school in the course of the year. The former, however, ought not to be reckoned in the number of scholars, as, by a provision of our Board, no child under five years of age is to be admitted to any of the schools. This matter is left by the statute to the discretion of the school committee; and certainly the age fixed upon is low enough. "Children of tender age," says the Hon. Secretary, in his Twenty-First Annual Report, "ought not be subjected to the restraints of a school of any sort; and where a child is blessed with favorable associations and proper teachings at home, the school may not offer special advantages until the seventh or eighth year is completed." And elsewhere in the report, he speaks of "the presence of children under five years of age, in the schools as an injury,"—"the only proper schools for such being beneath the family roof."

School Committee.—R. T. Robinson, E. B. Eddy, Charles Kimball, John A. Bolles, Alfred Norton.

WORCESTER COUNTY.

ASHBURNHAM.

There seems to have been quite a commendable effort made this year to decrease the number of cases of tardiness, and though the school registers show a very decided change for the better in this respect over last year, yet they also show there is still a very large opening left for improvement in future, which we trust will be made. We would say to parents and guardians that if they wish or expect to have good schools,

Digitized by Google

they must look to it that the children under their charge are always at school in season, and also that they are there every day of the term, unless their absence is absolutely unavoidable. Another thing we would mention for the benefit of parents and guardians, and one which many of them have nearly forgotten, or quite overlook; it is that while we have but six hours' school time each day, it appears almost as necessary for the good of the school, that pupils, unless indeed they are very young, should remain until school is finished each day, as that they should be prompt and punctual at its commencement. The habit of "getting dismissed" every day, which prevails quite extensively in some districts, is "a bane and pest" to the teacher, and highly injurious to the school.

School Committee.—A. H. ANDREWS, C. W. BURRAGE, A. MILLER.

BOLTON.

Our schools, the past year, as we think, have been conducted with as much success and as few failures as could be reasonably expected. By written instructions to all our teachers, we aimed at improvement in certain particulars, and in most of those respects we have met with some success. In punctuality—for which we made a special effort—there has been a very considerable gain in every school. Many more scholars than formerly incurring no tardy marks, during the whole term; and the highest tardy marks being much lower than formerly.

School Committee.—RICHARD S. EDES, ROSWELL BARRETT, AMORY P. SAWYER.

BROOKFIELD.

We are glad to record some improvement in the attendance of scholars in the school. Former committees have had occasion to call special attention to the subject. And it still needs particular care by parents. Large numbers of scholars have not been absent one day, and several have not been tardy. Many more can do likewise. Let all aim at perfection here.

School Committee.—S. W. BANISTER, O. C. FELTON, R. O. PUTNEY.

CLINTON.

The attendance upon our schools is far below what it should be. Although, by the above tables, the ratio of attendance to the number of members of the schools is over 80 per cent. and would indicate at least

r

Digitized by Google

a fair degree of attendance, yet, if we make the tables in accordance with the rule adopted by the Secretary of the Board of Education, which exhibits the ratio of attendance to the whole number of children in the town between the ages of five and fifteen, the ratio would be full 10 per cent. less than by these tables.

The number of children in Clinton between five and fifteen, on the first of May last, was six hundred and ten. The number of pupils attending school the past year over fifteen and under five, was one hundred and thirty-five. The mean average attendance of members was 435.88. Now if we deduct from this average attendance, the number of children over fifteen and under five, who attended school during the year, the ratio of attendance to the number of children between five and fifteen, will be but 49.19 per cent.,—thus indicating that less than one-half of these children have been in constant attendance upon the public schools during the year.

We know this calculation does not present the case with precise accuracy, inasmuch as the one hundred and thirty-five children over fifteen and under five, were not themselves in constant attendance; but it is sufficiently correct to show that the attendance is too small.

The committee regret to see so large decrease in the number of names of pupils neither absent nor tardy, from their last report.

We learn that many of the children have deemed tardiness a greater misdemeanor than absence for the half day; and, from the fact that the number of tardinesses noted upon the registers is much less than last year, which, in itself, is highly gratifying, we fear that the columns of attendance are diminished from this cause. This is wrong. There are comparatively few cases where the pupil cannot be promptly in his or her seat in the school-room; but if some unfortunate mishap should cause a few moments' delay, it is far better to bear the reproach of tardiness, than to lose the whole session. Nothing so soon destroys the interest of the scholar in his school as irregularity in attendance; and when this is continued so as to become habitual, the value of the school is almost wholly lost to the pupil.

School Committee.—F. Forbes, C. G. Stevens, C. M. Bowers, A. E. Bigelow, J. H. Vose, H. C. Greeley.

FITCHBURG.

The attendance upon the schools, as a whole, during the past year, has varied but slightly from that of the previous year,—the average number who were members of the schools being eight more, and the ratio of attendance, one-fourth of one per cent. better for the last year.

Digitized by Google

The attendance was the greatest for the first term, and the least for the third,—the difference of the extremes being 82, in the number of members, and 64 in the average attendance. This is precisely the reverse of what was the case the year before, when the attendance was the least for the first term and the greatest for the third,—the number of scholars for the third or winter term of that year being 105 greater, and the average attendance 110 greater than for the last winter term. The winter term of 1857-8, was, however, an exceptional case, in point of attendance, quite out of the usual course.

It may be remarked that the schools in this town have never, in respect to average attendance, held a particularly high rank among the schools of the Commonwealth. In 1857-8 when their standing, in this regard, was better than for several years previous, Fitchburg was the 95th town.

The amount of tardiness in the schools, as shown by the registers, is exhibited, in the aggregate, in one of the tables. Most of the schools appear very well, in this respect, and even in those which have the greatest number of tardy marks, considering the materials of which the schools are composed, and the number of children belonging to them, the state of things is perhaps no worse than might be expected. It would seem, however, from a comparison of schools of like grade, that in some instances, the personal influence of the teacher, or some other cause, had operated materially to counteract this evil.

School Committee.—Charles Mason, William G. Wyman, Kendall Brooks.

GARDNER.

The subject of attendance is often calling forth remarks, and one which still needs to be kept before the attention of parents and friends of our public schools. The tardiness of children, and their frequent absence from the school-room, operates as a most serious drawback to their improvement. A child that is tardy a dozen times during a term, and absent nearly as many days or half-days, will find its progress greatly retarded. It will be behind in its lessons, imperfect in its recitations, and must entirely omit important parts of its books in order to retain its place in the proper classes. In short, the evils of frequent absence and tardiness are so great, and the benefits of regular and uninterrupted attendance so obvious and material, that those who desire the greatest good of our schools, and have any control in the matter cannot give too close attention to the subject, or exert themselves too strenuously to insure strict punctuality.

Digitized by Google

In respect to attendance during the past five years, this town has ranged in the list of some three hundred and thirty-two towns in the State, from the 101st up to the 61st, and the per cent. of attendance has ranged from 78 to 83. The average per cent. of attendance in the State during the same time has ranged from 70 to 74. Although the per cent. of attendance in this town has been larger than the average in the State, yet it is not so large as it can and ought to be.

We append a table, containing some statistics by which it will be seen that the attendance in some districts, and in some schools in the same district, and of some scholars in the same school, is very much better than that of others, and we trust that all those who have any control in this matter where the evil prevails to the greatest extent, will be led to inquire whether there is any good reason why they should not do as well as others have done, and if all individually will make an effort, we feel confident that the attendance may be raised at least ten per cent. in this town the coming year.

School Committee.—J. M. Moore, C. K. Wood, W. H. H. Hinds.

HARDWICK.

Our schools still suffer in some degree, from irregularity of attendance. Much time is lost, and money wasted in consequence of this evil. The time of the child or the youth, is too valuable in this spring season of life, when character is matured and habits formed, to be wasted by an irregular attendance on school. It is of the highest importance to the interests of the child or the youth, that this sowing time for a future harvest, this learning period of life, should be faithfully improved by a regular and punctual attendance upon the means of instruction the law provides. The irregular scholar, as a matter of course, must lose his standing in his class, his interest in his studies, and acquire habits of irregularity, that will follow him through life. The whole future life receives its complexion from early training. As in extensive astronomical calculations, a minute error in the commencement, will make a variation of thousands or millions of miles in the result, so an error in early training, in the formation of permanent habits, will greatly vary the future course of the individual. That perfect accuracy, which characterizes the work of the successful maker of astronomical instruments, is necessary in the formation of those habits which will govern our future life. How little can our irregular scholars accomplish by way of mental discipline, or progress in study. How vexatious and trying to the teacher, how unfavorable to the best interests of the school, is the course of such pupils. Let parents and all concerned in the education of the young, look into this evil and strive to remedy it.

Digitized by Google

LANCASTER.

The punctuality in the several schools, is, with the exception of one or two, extremely creditable. In the winter term, No. 7 stands best in this respect, there being in a school of twenty-seven scholars, but twenty-three tardinesses, or less than one to a scholar. In No. 9 and No. 4, the punctuality was nearly as good as in No. 7. The lowest in the list is No. 11, there being in a school of forty scholars, three hundred and forty-six tardy marks, averaging nearly nine to a scholar.

In the summer term, Nos. 3, 5 and 6 average less than one tardiness to a scholar; No. 2 standing poorest, averaging nine to a scholar. It may be proper to remark in this connection that the amount of tardiness in our schools ranging from a quarter of an hour to an hour or more, and sometimes forming in the aggregate a large amount, although it lessens the actual attendance and is so far an injury to the schools, is not entered in the Annual Report of the Secretary of the Board of Education, and consequently our schools are exhibited, in respect to average attendance, in a better light than they deserve. It is a little remarkable that in one of the most compact districts in town, No. 11, the tardiness in winter was far the greatest, and it is hoped that parents in this and in other districts where the same fault prevails, will see that their children start in season for school, and will use every means in their power to secure their punctual attendance. The evil influence upon a school, of children coming in at irregular hours is felt in all its departments: the discipline, the interest in the school, and the progress in study are all lessened; and the faithful teacher has his feelings disturbed and his efforts discouraged, by a practice which might perhaps with more care at home be in a great degree broken up.

School Committee.—George M. Bartol, Henry C. Kimball, Silas Thurston.

LEICESTER.

There is one evil connected with our schools to which we wish to direct the serious attention of parents and guardians: we refer to irregularity in attendance. In some of the schools there have been, it is true, very few instances of tardiness or unnecessary absence; but in others punctuality has been the exception rather than the rule. We have been surprised to observe how little our educational advantages are appreciated by many of the parents, as well as children of the town, and how little they value those habits of punctuality which

Digitized by Google

are so essential to success in life. We are aware that in some instances, while parents have supposed their children to be at school, they have been lingering by the way, or spending the hours of school on the ponds, at auctions, or in places of common resort; but is it not also true that the absence and tardiness to which we refer, is too readily permitted, or at least overlooked, by parents themselves? We are well satisfied that no other cause has so much hindered the progress of our schools, the last year, as irregularity in the attendance of the scholars. It will probably be necessary for teachers to exercise a more careful scrutiny, and to make truancy a more serious offence.

In our next annual report we propose to publish all the names of those scholars who, during any one term, have neither been absent nor tardy; and this list we may appropriately call the roll of honor.

School Committee.—A. H. Coolidge, Pliny Earle, J. N. Murdock.

NORTHBRIDGE.

Another respect in which the success of the school depends almost entirely on the parents, is in securing the attendance and punctuality of the children. We know that there are many cases where it is absolutely necessary that the child should remain at home, as in cases of sickness of themselves or their families. In how many instances it is really necessary we do not know, but we do know that it is a very great injury to the scholar, and the whole school suffers by the delinquencies of the few. The teacher has but very little influence in controlling this evil. The remedy must come from the parents having a proper appreciation of its disastrous effects upon the school.

School Committee.—R. R. Clarke, S. G. Bates, L. F. Smith.

NORTH BROOKFIELD.

There are many scholars who entertain no just sense of propriety in regard to leaving school before the close of the term. Their idea seems to be that, whenever it may suit their convenience or inclination, they have a perfect right to leave school without consulting the teacher, or any body else. But this is not so. When a scholar enters school, it is understood to be for the whole term, and he is morally bound to attend to the end of the term, unless prevented by circumstances absolutely beyond his control.

Occasionally it may be necessary for a scholar to dissolve his connection with school for good and suitable reasons. When this happens, common politeness and courtesy to his teacher and school-mates, as

Digitized by Google

well as decent self-respect, require that he should frankly make known his reasons at the time of leaving.

We therefore suggest and recommend the following regulations:

Whenever a scholar wishes to leave school before the close of the term, he or she shall be required to state to the teacher at the time of leaving, a proper and sufficient excuse for so doing. And the name of every scholar that neglects or refuses to comply with this rule, shall be published in the annual report, together with the name of his or her parent or guardian.

School Committee.—AMASA WALKER, A. L. POLAND, JOHN HOWE JENKS.

OXFORD.

It may be thought useless to speak of truancy in a small town like this. But it is a serious evil in large places, and has probably some existence here. The boys sent to the Reform School at Westborough, up to October, 1857, number 2,138. Of these, 1,468, or more than two-thirds, had been truants; and more than four-fifths of all were habitual liars and profane swearers! Have truancy, and lying, and profanity, so close an alliance, that where one is the others must be also? Is it not clearly the duty of all, both young and old, to do what may be done to discourage and restrict these pernicious vices? Will not all help abate these vampire crimes of youth—crimes all of which are punishable by statute, and whose consequences are so burned into the souls of their deluded victims, that "the whole heart is sick?" Who shall say how much of the $2,500 to be expended on schools the coming year, is sunk, absolutely annihilated by the mere presence of these contaminating pollutions? Malignant as they are toward annulling the votes of towns and the laws of legislatures; when they are regarded in a moral aspect they rise into such fearful dimensions for mischief as to defy calculation.

Much absence and tardiness have occurred during the year, causing serious obstruction, not only to the delinquents themselves, but to the schools also. Relief must come mainly through the parents.

School Committee.—ALBERT LACKEY, L. M. LARNED, JOHN B. PRATT.

PAXTON.

In taking the annual survey of our schools, in accordance with the laws of this Commonwealth, and the custom of the town, we find some things which we wish were not as we find them, and at the same time,

Digitized by Google

some things which are pleasing. Of the things which we would have otherwise, we will notice a few. First we would say, that there is in some schools, and with many scholars, too much of the tardy habit. We believe it to be a great evil, and productive of much injury to our schools. No tardy scholar enters the school-house without causing disturbance to the entire school; besides, it aids in the formation of a bad habit to the scholar himself. True, many find an apology in stormy weather, bad travelling and great distance. These indeed may sometimes furnish an excuse, but your committee are unable to understand how these excuses will apply to nearly half of the days of the term.

Should parents take a deeper interest in this matter, we doubt not that this evil would be promptly remedied.

Another thing of which we would complain, is, we have too many marks of absence on our school registers. If it be the duty of the teacher to be every day at his task, we think that none but the most plausible reason should keep a scholar one hour from his school. A day's absence not only interrupts the scholar himself in his studies, but it is a detriment to the classes to which he may belong. Let this matter be seriously considered by the guardians of our youth, and we think we should not soon have reason again to complain of this difficulty. The deportment of scholars out of school during the recess or intermission of the school, demands, in the view of your committee, a passing notice. Persons who may chance to pass the school-house, at such times, are not anxious to be jeered, or cheered, nor is it very agreeable to have their carriages stopped by scholars seizing hold of the wheels, when they can get a chance;—this is the common practice of some scholars, who doubtless intend no insult; still it is in very bad taste. This is an evil which teachers can hardly reach, and it is presumed that parents need only to be apprised of the fact, to speedily remedy the same. Should parents more frequently visit their children at school, they probably would find less cause to complain of teachers.

You would not employ a man in your shops, or on your farms, without paying him an occasional visit, to see how he gets along with your work. If you would take the same pains to ascertain the progress of your children, that you do with your common business, your labor would doubtless be rewarded by the gratitude of the teacher, and an increased interest on the part of your children.

ROYALSTON.

We pass to some specific topics. And first, the loss of time in our schools. During the last year, this loss has amounted to 4,817 days, made up of occasional absences, failure to begin with the commence-

Digitized by Google

ment of the term, and leaving before the school closed. Absolute regularity, however desirable, is not to be expected. But after every reasonable allowance for sickness and other unavoidable detentions, the above figures show a loss that calls for some remedy in future.

It is a great wrong to the pupil to deprive him, without good reason, of any part of his schooling. It is a greater wrong to allow him, unnecessarily, to deprive himself of the benefit of regular attendance. Nor is this the whole evil. The schools are injured, the classes deranged, the studies impeded, a bad example countenanced, the labor of the teachers rendered more arduous and difficult; and, besides, whatever mars or hinders the thorough education of any child, or impairs the success of any school, inflicts a wrong upon the entire community.

We know not how this evil can be abated, except by a more just appreciation of, and general interest in, the education of our children. Did parents especially realize more fully the value to their children of a good education, and how precious are these golden opportunities, so soon to pass away never to return, they surely would not be so selfish and cruel as to suffer them to lose a day without the most imperious necessity.

All who are most conversant with our schools, must have observed, that the interest taken in them by parents and guardians, goes very far to control this whole matter. In many of our families, and several of our districts, the loss of school-time from year to year, is comparatively very small. It is so, however, not because the parents in these cases are better able than others to dispense with the services of their children, or because they are more favorably located. Quite often the reverse is true. The true reason seems to be, a more intelligent, thoughtful, and self-denying regard for the best interests of their children, and of the schools. They gladly incur inconvenience themselves, rather than deprive their children of school privileges. They charge themselves with the responsibility and trouble of seeing the scholars regularly in their places, and well furnished with books; and labor, both by precept and personal exertions, in the behalf of our schools, to impress upon the young the value of their opportunities. Were such views general among us, we should hear no more of this lamentable loss of school-time. The remedy would be immediate and effectual.

School Committee.—E. W. Bullard, I. P. Willis, J. B. Gould.

SHREWSBURY.

The attention of parents is again earnestly called to the subject of absence and tardiness of scholars. Every child of proper age, and under ordinary circumstances, should attend school, and do so regu-

Digitized by Google

larly and persistently. The well being of the child depends on it; the well being of society depends on it; abundance of argument can be brought to prove it, and has been advanced in former years. Let every scholar be promptly in the proper place on the opening of the school; in most cases a little extra attention will suffice to cure the dilatory. The ill effects of absence and tardiness furnish a constantly recurring theme. No year passes without their being seen; no school closes without a regret that such baneful consequences should flow from causes in general so easily remedied. Every child in our land must be educated. Common schools are the proper and best places to receive instruction. Not a day, not an hour should be lost in a town where the terms are so short as in this.

UPTON.

We are sorry to be obliged to speak of truancy as a fault of the last winter. Some of the registers are greatly disfigured by numerous tardy marks and long dashes, indicating absences. A number of them appear during the last week of the session. This is unfortunate and improper. It is a wrong to the district, to the teacher, to the town which furnishes the means of education to all its children. Some have withdrawn from the schools for frivolous reasons. Some of them need more learning than they possess. They should know how to read, spell and write better than they do. It seems to us a serious thing to deprive a child of the chances of common school instruction here in Massachusetts. It is likewise a serious thing to allow him to deprive himself of so great a privilege. There is neglect of duty in some direction, when this evil is permitted.

This may be obviated by a revival of interest in the community in favor of the schools. In some of the neighboring towns weekly meetings are held for considering the best and most successful methods of teaching, open to all; and parents, committees, teachers, both male and female, and many other friends of education have taken part in the discussions. Many excellent suggestions have been made, and much enthusiasm kindled in behalf of schools. We should do well to follow their example.

There has been, during the past year, more than the usual parental remissness. The schools have labored through the winter without much sympathy or encouragement from the community. Few persons have visited the school-room to ascertain the condition and watch the progress of the children in their studies, and the influence of this neglect has been felt by both teacher and pupils. Abated zeal and languid effort, in place of the emphatic purpose and healthy

Digitized by Google

energy which should prevail in the school-room, are the result of this indifference. A wise business rule is to keep the agent as near the principal as possible, and never allow remoteness to lessen his sense of accountability. No one performs a duty less promptly and efficiently, while conscious that he is under the scrutiny of his employer. A contrary practice would prove a rash and fatal experiment. The merchant, manufacturer, and farmer know this. In homely phrase "every one needs looking after." School teachers and their scholars are no exception. It will be said, we elect a committee to do this work. True; so we install a minister to do our preaching, yet no one dare urge that in absolution of the necessity of personal repentance and personal pardon. The office of school committee has its specific obligations, the teacher and scholar have their responsibilities, and the parent can claim no exemption. There can be no vicarious interchange in the discharge of these duties. Fortunate for the district in which these instrumentalities sympathize and coöperate. Less propitious will be the results flowing from divided opinions and inharmonious action.

School Committee.—GEORGE S. BALL, HENRY CARPENTER, HENRY D. JOHNSON.

WEBSTER.

One item more, and our report of the High School shall be closed. Another hindrance to the progress of the school is found in the irregularity of attendance and tardiness. During the year, more than fifteen hundred tardy marks have been registered. Of these one thousand were during the winter session, and that in a term of twelve weeks, and of usual facilities for attendance. These range in number from four to fifty-six, and in time from five minutes to an hour and a half. This tardiness is most prevalent among the lads. Of the one thousand for the winter, seven hundred and forty were by the lads. Of the twenty-eight lads connected with the school the past winter, there was not one but what was tardy. The average is almost thirty, or one every other day.

A kindred evil to this is getting dismissed. No parent should allow their children ever to be excused from school, except for some most stringent reason. Towards the close of the fall term one-third of the pupils left daily between the hours of three and four, in each case excused by parent or guardian. Thus the day was shortened at both ends, classes disturbed and often broken up, bad habits fostered, and an injury of no small moment inflicted on the school.

Digitized by Google

A third branch of this evil is that of permitting scholars to leave school before the close of the terms. The spring term suffered much from this cause. One by one the scholars left, stating no reason to the teacher, until he became well nigh disheartened. The term was only fourteen weeks in length, and most of it in the pleasantest part of the season. The only cause assigned was that they were tired and the weather sultry. The committee cannot think this a sufficient reason. The school-room is airy and cool, more so than most dwellings in town. The walk not more than the health of the scholars demands. The sessions were held only five days in the week—these only six hours in length—with recesses of fifteen minutes A. M. and P. M., and an intermission of an hour and a half, making only twenty-seven and a half hours of study in the week. Have our sons and daughters become so effeminate as this? Our citizens, their fathers and mothers, brothers and sisters, work ten, twelve, and fourteen hours per day, six days in the week, fifty-two weeks in a year. If the causes assigned be valid, it is high time we were alarmed. This rate of deterioration will in one or two generations reduce us so that we shall not be able to earn our bread, and we must perish for want of food. We are agreed that no scholar should leave school, extraordinaries excepted, till the term closes. In having but three terms in a year, we follow the custom, so far as we are informed, of almost all the schools of this grade in the State. By so doing we can reserve the sultry, unhealthy months of summer for vacation.

In stating the effects of these evils, we cannot exaggerate. While we are the fifty-fifth town in the State in amount of money raised per dollar, we are the two hundred ninety-fifth in the attendance of scholars. Shall we be among the first in amount of money appropriated, and among the last in giving our children the benefit of it? The influence of this upon the school can hardly be realized. No scholar who succumbs to the warmth or cold of the climate, or to distance, will ever be of much service to the world. School habits are the laws of life. They mark out and give a direction to the future life, from which one rarely deviates.

How shall the evil be remedied? Almost every Report of the Board of Education, and numberless reports of committees, among which may found those of this town, have considered the matter. Various plans have been proposed, various plans tried, both in town and city. We do not now propose any definite action, but will not the parents and friends see that their children are constant and prompt at school. If in future more stringent regulations should be needed, we shall expect your hearty coöperation and support. This giant evil should be abated, and you can do much.

Digitized by Google

That scholars can be punctual, facts have amply demonstrated. The only member of the school who was not tardy or absent the first two terms, lived over two miles from school, and for the winter two of the misses bore away the palm for punctual attendance. In the Report of the High School of Springfield, mention is made of two misses, living more than a mile from school, who were neither tardy nor absent from school or recitation for a year and a half. The same honorable mention is made of two lads. We are sorry to be compelled to add that the above remarks are applicable to most of our schools.

WEST BOYLSTON.

A few words upon irregular attendance upon schools, and we close.

This is a deficiency more or less found in all schools, and parents and guardians are equally if not more implicated, than the children. Sickness is always a valid excuse; business may be, though more rarely, and recreation and pleasure seeking still more rare; yet how many will leave school at improper hours, or stay away, upon the slightest pretext, and receive the implied or direct sanction of the parent. The best scholars, and those who make the most progress, are the most punctual; in their places in time, and always there, when they reasonably can be. We cannot forbear transcribing a note upon this subject, found in one of the registers.

"It is with feelings of mingled pain and sadness that I place before you this register, whose pages bear record of the absence of many who were formerly numbered among us, as well as the frequent absence of many of those now present. That sickness often confines the scholar, as well as those of riper years, within the precincts of home, we all are aware. And although we may miss their merry voices, and vacant seats strongly remind us of the absent ones, yet we murmer not. But, that those whose cheeks glow with vigor, whose minds are unwearied by long or close application to study, should be permitted to absent themselves from the duties of the school-room, to labor when and as they may desire, is a custom,—which if it be a custom, (as I am told it is,) will fail to meet the approval of the great Judge of right and wrong. That the band who in future may gather within these walls, may cheer the hearts of their teachers, by regular and prompt attendance, and may be encouraged in their onward yet sometimes rugged course, by frequent visits from patrons and friends, is the wish of ———.

School Committee.—George R. Darrow, D. R. Lamson, John S. Andrews, Eph. Lovell, E. W. Bigelow, S. F. Smith, T. H. Harris, S. H. Hemenway, E. F. Brigham, Aaron Goodale, John Lawrence.

Digitized by Google

WESTMINSTER.

There exists in all our schools, many deficiencies in attendance. Every scholar should be present every day of the term and be in season; nothing but sickness should be a valid excuse. The reasons are so obvious that they need not be repeated here; the amount of absent and tardy marks is far too great upon the register, and no school can be a model until this evil shall be remedied.

WINCHENDON.

The committee would recommend to the various districts, the practice of holding each winter, during the continuance of the school, or for a longer period, a series of evening meetings; for discussions of miscellaneous topics, public exercises in reading, spelling, composition, and declamation.

These meetings could be under the direction of the teacher, and should be attended by the people of the districts.

Careful preparation by those taking part in the exercises, would make these meetings interesting to those who attend; and they would prove of great benefit, intellectually, as well as socially.

WORCESTER.

The tabulated statement which accompanies this report, contains all the details desirable for reference. There were in the city on the 1st of May last, four thousand and seventy-eight children between the ages of five and fifteen years—an excess of eighty-nine over the number at the corresponding period in 1857. The whole number of scholars registered for the year 1858, between the same ages, was four thousand two hundred and eighteen. The whole number of all ages was five thousand one hundred and ninety-four with an average daily attendance of two thousand nine hundred and nineteen. For the year 1857, the whole number of scholars was five thousand one hundred and eighty-seven, with an average daily attendance of two thousand eight hundred and fifteen, showing in favor of the year now closed, a balance of seven in number, and of one hundred and four in the average attendance. Compared with the year 1856, the difference is still more marked—the excess in numbers being one hundred and forty-eight, and in the average three hundred and twenty-nine. The number of scholars under five years of age in 1858, was three hundred and fifty-seven; and over fifteen, six hundred and nineteen.

Digitized by Google

If the inference were to be hastily made, that the great difference between the average attendance and the whole number recorded, was owing either mainly or in any considerable degree, to truancy, it would be a startling and melancholy fact. It should be remembered, however, that there are in the city a large number of private schools, some of them of a superior character, which, for a variety of reasons, draw their chief support from the public schools. The whole number attending these private schools and incorporated institutions of a higher class, would not vary far from six or seven hundred for the year, with an expense for tuition alone of $12,000 or $14,000—or nearly one-half the appropriation for all our public schools. A portion of these come from other towns, but the number is partially offset by that of our own children, who are sent out of town to be educated. In estimating the causes of irregular attendance, the effect of this great diversion from the public schools must be taken into account. The number of imperative causes of irregularity might be greatly extended. Contagious sickness may come, like a thief in the night, and decimate the most prosperous and successful school. Poverty may hang its weary mantle on many a bright-eyed and enthusiastic boy. The inclement season may keep at home those delicate "household jewels" whose cheeks have never blushed before an east wind, or have never been colored by a mid-summer's sun. Innumerable incidents which can neither be foreseen nor avoided, will happen in the best regulated families, making the constant and unbroken attendance of children at school impossible. If these causes are all taken into account, as they should be, the cases of wilful and deliberate truancy would be found comparatively small.

Though the evil of truancy and absence is very far from being removed, and is still the great vice of our schools, yet it has appeared during the past year in no special instances of excess. It is a vice which might be somewhat mitigated by severer applications of civil authority; but it is questionable whether such interference would be on the whole desirable. Parents and teachers in the faithful exercise of their united duty, can accomplish by persuasive appeals and timely discipline, more than the law. Make the schools more attractive. Enliven them with music and drawing and recreation. Increase the number of holidays if necessary. But till all these means of making the virtue of the school-room more fascinating and seductive than the vice of the street have failed, the time of a civil officer spent in suppressing truancy, would be poorly spent, indeed.

President.—ISAAC DAVIS.

Digitized by Google

HAMPSHIRE COUNTY.

AMHERST.

Irregularity of attendance is another hindrance to progress,—discouraging to the teacher, and annoying to the scholars. In eight of the twelve schools, the average per cent. of attendance has been below 80; in only one has it been as high as 90. This occasions so much confusion and delay in the various classes, that it must be a greater loss than from ten to twenty days in every hundred. We should have reason to complain, if the teachers were absent from one-fifth to one-tenth of the time, and we have equal reason to lament the occasional absence of the scholars.

BELCHERTOWN.

First and most prominent among those which present themselves to our notice, is irregularity of attendance. It is evident to any one interested, that trifling and insufficient excuses are allowed for frequent and habitual absences; that the wishes of children in many instances are consulted, instead of their interests; and that causes which would not prevent parents from prosecuting their usual business, do often detain scholars from school. Teachers are not responsible for the advancement of pupils who are irregular in their attendance; and parents, who suffer their children to be often late at school in the morning, and be dismissed before it closes at night, besides being frequently absent from school during the whole day, ought not to be disappointed if their children become discouraged in their studies, find fault with their teacher, and lose all interest in their school. If you would have your children make much progress in their studies, you must insist on their being regularly and punctually at school.

School Committee.—SAMUEL ALLEN, C. L. WASHBURN.

CHESTERFIELD.

The school committee, in making their annual report to the town, feel happy in being able to say, that although our schools are still susceptible of much improvement, yet in some particulars at least, we think there have been advances in the right direction.

Digitized by Google

In a former report, the committee felt that they had cause of complaint in relation to two or three particulars. One of which was the irregular attendance of the scholars, by which over twenty per cent. of the effort to educate our children was lost. In comparing the statistics of the present, with those of the past year, we are able to say that there has been some improvement in this particular, but much yet remains to be done ere this evil be eradicated.

On one other point we cannot forbear to remark, and that is, the good understanding and hearty co-operation of teachers and patrons. What avails it, we inquire, though the town appropriate funds for the support of schools, and teachers are employed to take charge of the same? and what though the teachers be found punctually in their respective places of labor, and yet our children be permitted for a trivial, nay for any cause save dire necessity, to absent themselves from school? Can we, under such circumstances, expect all that improvement that we might desire or confidently look for, even, under other and more favorable circumstances? The examination of our schools proves to us that the more punctual the attendance of the scholars, the greater the improvement, and this does not at all excite our marvel.

ENFIELD.

There is another feature of our recent schools that arrests attention and demands special notice. This is the increase of punctual attendance and orderliness, and in the village schools especially, of out-door orderliness. In one school the last year, there were but three marks of tardiness on the record. The same thing was characteristic generally, not only the constant presence of the scholars, but their punctual appearance at school. The large school in district No. 1 is now marked in this respect. We notice the instance, because the irregular attendance and the out-door rudeness of that school have been in other years a nuisance. The present change is owing in part, no doubt, to efficient management in the school itself, in part to the length of the season of instruction, but in great part, beyond question, as in other schools, to the fact that past struggles with the evils of irregularity and rudeness have aroused a spirit of fidelity in the household. Let committee and teachers have parents harnessed in with them, to draw steadily and strongly together in this matter of the schools, and they cannot fail to be sources of character, as well as fountains of knowledge.

School Committee.—Robert McEwen, Nathaniel J. Merrill.

t

Digitized by Google

GREENWICH.

There is one subject in particular which is deserving of more attention than it receives, and that is irregularity of attendance. It does not seem needful that our school registers should be so covered with marks of delinquency. There is now and then a pupil against whose name you might look in vain for any such mark, but such pupils are few. Some are almost always late at school, and the whole thing operates disastrously in every point of view,—getting there after their class have read, or after a recitation, or not in season to get the lesson; or, it may be, losing a half day in every two days, or a whole day in every week,—this presents the most serious obstacles to their present improvement, and is operating sadly in the formation of fixed habits of character which will go with them into life. Can there not be some remedy? Making all proper allowance for bad weather, bad health, or any circumstances which may occur, cannot something be done by parents to correct this evil in some measure at least? It would do as much as any one thing, perhaps, to elevate the general character of our schools, as well as the individual character of the pupil. One thing more I would barely allude to before dismissing the subject. Not only should parents see that their children are at school more punctually, but they have a duty to these schools in visiting them, as they have not as yet.

Many when asked to express an opinion at the examination are compelled to say: "We have not been into the school before, and cannot tell as to the improvement made." It is your duty not to be obliged to make this confession; you ought from time to time to see for yourselves, and know what your children are doing. There are some who are never seen in the schools, because they have no family interest there; their children have reached maturity—they have derived all the benefit they expect from the schools in their own immediate narrow circle, and they have ceased to manifest any interest. They come to the town meeting and vote to raise so much money for schools, or perhaps object to raising as much, and they know little or nothing further about them until they hear from them at the next annual meeting. Ought this so to be? Is this discharging the high trust of citizenship? We leave others to answer this question.

School Committee.—E. P. Blodgett, John Warner, L. Marcy.

Digitized by Google

HADLEY.

We must look after our children—see that they are seasonably supplied with suitable books, and every thing needful to aid in their studies, and that they are at school as constantly and punctually as possible. We ought to suffer much inconvenience ourselves, if need be, to secure this. Many of the children are frequently tardy. The habit is bad, and naturally encourages tardiness in every thing else. We hope, for their own sakes and the good of all concerned, that the evil will be corrected. Several of the teachers have kept reporting cards, by which they have furnished information to parents weekly, respecting the attendance and deportment of their children. We like the plan, desire its universal adoption, and the coöperation of all parents with teachers in it. When reports indicate any deficiency or wrong doing, they should be at once investigated.

School Committee.—W. H. Beaman, Franklin Tuxbury, P. S. Williams.

PELHAM.

The whole number of days' schooling in town the present year, in seven districts, is 17,760; number of days improved, 13,571; days lost, 4,189; showing a loss of nearly one-fourth of all the schooling in town, during the school year.

The foregoing delinquencies are traceable to but three causes, viz.:

1st. There have been prevailing epidemics in some of our districts during the school terms, by which the attendance has been diminished.

2d. In district No. 2, it is said the terms are too long, which evil may be remedied by dividing our school money according to the number of scholars, instead of the present method, which is according to the inventory of the property in the respective districts.

The 3d, and most fatal cause, is indifference on the part of parents, which evil we hope to avert by placing the above figures under the eye of the people.

We find a few instances within our precinct in which irresponsible parents refuse, or neglect to send their children to school. For this evil we find no remedy, either in the law or the Gospel, as they fail to place themselves under the influence of the latter, and the former fails to reach them; yet it is to be hoped that our next legislative assembly will find a remedy for this evil, for we believe it to be a crime which ought to be punished by the judges, to deprive the children of the Commonwealth of their free school privileges.

Digitized by Google

Our registers show a great deal of tardiness, either on the part of parents or children; probably both may be at fault to some extent in the matter. We hope this will be avoided in the future, as it has a tendency to derange both the order and the recitations in the schools.

For the School Committee.—J. JONES.

SOUTHAMPTON.

Your committee are gratified to find in some of the schools a greater regard to punctuality in the attendance of the pupils; this is of more importance than many persons seem to imagine. When a child is kept at home for a day, more than one day is lost. We are far from forcing the intellect or brains of the young, so as to endanger their physical development, or cause injury to health, but in all our schools there are some scholars who fall behind their associates and greatly need some sort of stimulant, and we believe that encouragement and patient endeavors on the part of the teacher will be far more effectual to induce the backward scholar to study than threats and punishment.

School Committee.—ELISHA EDWARDS, ARTEMAS BELL.

FRANKLIN COUNTY.

CONWAY.

We add the following remarks:—

Almost all the registers show a great lack of regularity and punctuality in the attendance of the pupils,—a serious evil. Parents would do well to look to it, and, as far an possible, apply a remedy, if they have any regard for their pockets or their children. A large percentage of the school money of the town is absolutely lost in this way, and the progress of the pupils very seriously affected. The following figures will convince all that our statement is not an exaggeration.

Highest	percentage of	attendance	in summer,	No. 14,	98
Lowest	"	"	"	No. 8,	66
Highest	"	"	in winter,	No. 14,	91
Lowest	"	"	"	No. 11,	69

Digitized by Google

Average percentage of attendance in summer,	78
" " " in winter,	$83\frac{1}{4}$
" " " for the year,	$99\frac{3}{4}$
Absences,	$20\frac{1}{2}$ per cent.
Percentage on $1,000,	$202 50

To this amount, thus wasted, should be added a considerable percentage for the decreased value to the pupils, of the time actually spent in school, in consequence of the interruption in study occasioned by absences. Every teacher knows well that the influence of such interruption is not slight. It places the pupil at a very serious disadvantage, when he resumes his seat in school, even if he is not thrown behind his classes, (a not unlikely result.)

To this again should be added a percentage for the loss to the general interests of the school, occasioned by the frequent absence of one or more of its members. This operates somewhat like bleeding, very much impairing the tone and vigor of the school. It tends to discourage the teacher, multiply classes, and retard the progress of those who are regular in attendance. Thus is it true in this case, as in others, that "one sinner destroyeth much good." A considerable part of the percentage of absence above indicated, is to be, indeed, attributed to sickness: and it is to be admitted, of course, that other necessary causes of absence may occasionally arise,—but none the less do the above facts show the importance of a general and earnest effort to procure a greater regularity in attendance.

Tardiness, likewise, is a serious hindrance to the prosperity of a school, and still more generally than absence, is the result of negligence on the part of pupils, or parents, or both.

DEERFIELD.

We would call your attention to the subject of irregular attendance. It has been done in previous reports. There has been so much improvement in this respect, that we are encouraged to labor for more. In the report for the year 1847–8, we stood very low among the towns in the county, the lowest but one. We were reported as having an average attendance of 56 per cent., that is, out of every hundred scholars, actually members of our schools, there was an average attendance of fifty-six, and an average absence of forty-four. The next year we reported an attendance of 66 per cent., an absence of 34. Last year an attendance of 70 per cent., and an absence of 30 per cent. For the year now closing, we are happy to report an average attendance of 81 per cent. in the Primary Schools, and 85 per cent. in the High School;

Digitized by Google

and an average absence of 19 per cent. in the Primary, and 15 in the High School.

It is a great improvement. We have not wasted quite a fifth part of our school privileges by absences. But is not this too large a portion to lose? There will be in all schools cases of unavoidable absence, from sickness and other causes. An average of 5 per cent., we should think, would cover all such cases. It leaves even last year, when we have done so much better than ever before, about 15 per cent. of absences, for which there is no sufficient excuse; for we do not deem it a sufficient excuse that it is convenient to have the scholar stay at home occasionally, because his or her services are needed, or that the child wants to stay at home. The parent ought not to make his personal convenience, or the wish of his child, to stand in the way of the good of a whole school.

Perhaps parents have not sufficiently considered the nature and extent of the evil of an irregular attendance. It is an injury to the pupil who is absent. He loses the connection of the studies in which he is engaged. His class go over in his absence something which is important for him to know in order to understand what follows. His habits of study are imperfectly formed; the class of which he is a member suffers by his absence; they must wait for him to make up the lessons he has lost, or have him dragging heavily on behind. The teacher's time is taken up, and so the whole school suffers.

This matter of attendance is a matter of habit. Let parents be awake to it and resolve that there shall be a reform, and we shall no longer have to complain that a fifth of our school privileges are wasted by the irregularity of the attendance.

To show you how much this is a matter of habit, we would call your attention to the two schools in West Deerfield the past winter. There is no reason why one should be more regular in attendance than the other. If there is any advantage, it is in favor of the North district, as having a less scattered population than the South, yet in the North school this winter, there has been an average attendance of 64 per cent., and an average absence of 36 per cent. In the South school an average attendance of 78 per cent., and an average absence of 22 per cent. It should be stated, however, that the North school kept four weeks longer than the South.

The same remarks may be applied to tardiness. It is a serious detriment to a school to have the children tardy. It interrupts the labors of the teacher and calls away the attention of the whole school, while it is forming a habit which every child should be taught to avoid. Where absences abound, tardiness will also. In the schools named above, the tardy marks averaged in the North school fourteen to each

Digitized by Google

scholar; in the South school, one-third of one to each scholar. In the Town Street in the summer, there were, on an average, twelve tardy marks to each scholar. In the autumn and winter, under another teacher, there were two.

In Great River the average was less than one to a scholar. In Wapping one and a half. In Turnip Yard five. In Green River, lower school, in summer thirteen and a half, in winter ten and a half. We give these as illustrations of the habits of different schools. There is no good reason why every school in town should not be as punctual as the South school in West Deerfield, which now stands ahead of any other in town in this respect.

We would urge this matter strongly upon the attention of the people. If we take hold of it heartily, the average attendance can be raised 20 per cent. Shall it not be done? Shall we go on as we have done, throwing away so large a proportion of the money of the town, wasting so much of the advantage we might otherwise obtain.

As a means to obtain the end desired, we advise all the schools to adopt the custom which now prevails somewhat, of continuing the school but five days in the week, giving the whole of Saturday as a holiday. We recommend the use of little cards containing a report of each scholar, to be sent home each week for the examination of the parents. We ask your attention to the subjoined letter.

DEERFIELD, April 23, 1859.

To the School Committee of Deerfield,

Gentlemen:—A year's statistics furnish data from which we can learn something of the success and defects of the High School, and I would respectfully call your attention, and through you the attention of parents, to some of the defects which prevent its complete success, and which seem to require the aid of committee and parents to remedy.

First, attendance. The number of scholars that entered school the first term was fifty-three; but for some reason two did not remain a sufficient time to be recognized. The attendance of the remaining fifty-one was equivalent to forty-five scholars every day. Therefore $\frac{6}{51}$ of the cost of the school, or $40, was lost by non-attendance; being 12½ per cent. less. Of these fifty-one, seven were present every day and not tardy. The whole number of tardinesses was one hundred and nine.

Seventy-seven entered school the second term, four of whom did not remain a sufficient time to become scholars. The attendance of the remaining seventy-three was equivalent to sixty-five scholars every day. Therefore, $\frac{8}{73}$ of the cost of the school, or $37.26, was lost

Digitized by Google

by non-attendance. Of the seventy-three scholars, eight were present every day and not tardy. The whole number of tardinesses eighty-six.

Fifty-seven scholars entered school the third term. Of these, fifty-four remained a sufficient time to be recognized as scholars. The attendance of these fifty-four was equivalent to forty-three scholars every day. Therefore, $\frac{1}{4}\frac{1}{4}$ of the cost of the school, or $85.55, was lost by non-attendance, being $20\frac{36}{100}$ per cent. of the whole. Of the fifty-four scholars, seven were present every day and not tardy. Whole number of tardinesses, three hundred and seventy-seven.

The whole loss, (as far as it can be reduced to dollars and cents,) from non-attendance, is $162.81, or $14\frac{8}{10}$ per cent. of the whole money expended. We cannot but regard this loss as great, under the circumstances, and compared in these respects with other schools of the same rank, this school stands in an unfavorable light. We find by the statement of the Principal of the High School in Springfield, who thinks they have attained success, that the loss from absences is only two per cent., or one-seventh of ours.

Doubtless sickness has contributed to our loss, but we shall be slow to believe that the climate of Deerfield is seven times as deleterious to health as that of Springfield.

We get, however, but an imperfect idea of the detriment to the school by these pecuniary statements. We are creatures of habit. Few, if any scholars, can be absent or tardy, without losing their love of punctuality; few, if any, without diverting their thoughts from their studies, and impairing their tastes for literary pursuits. Thus the absentee suffers not merely from loss of time, but in his habits of punctuality, and taste for his studies. But the loss is not confined to the absent one. The progress of the punctual is retarded. No parent expects that his child, because of a few days' absence, is to be placed in a lower class. No parent ought to presume that his child can be absent from his class, and still advance as rapidly as the punctual members. Hence the absentee is an incumbrance to the class, and the lessons must in some degree be modified for his convenience, to the detriment of the punctual.

But we cannot pursue this subject in all its deleterious bearings upon the school. The confusion occasioned, the waste of the teacher's time, the annoyances, the loss of character to the school, the discouragement and consequent premature leaving of school, &c., &c., must be left to be filled up by your own minds. Manufacturers, builders, farmers, and finally all who employ labor, dismiss at once help that is "off and on." Why must our school system tolerate what the business world cannot support?

Digitized by Google

But an evil, however exposed, without a remedy, is an evil still. Various remedies have been devised to prevent tardiness. Some schools lock the doors at the time of opening school. Some require the child to bring a written excuse from the parents for tardiness at the time of being tardy; and if the tardiness is accidental, the child must return home and get his excuse before entering school, &c., &c. Various methods to prevent absences have also been devised, but without recounting them, we would say that the remedies have succeeded or failed, as public opinion has supported or condemned, and any rule which may be adopted here for the future, must be such as will not seem harsh or impracticable, but which, with an earnest effort on the part of the patrons, can be attained.

Some absences and tardinesses are justifiable, but what constitutes justifiable absence or tardiness is, as it seems to us, but ill understood. A teacher knows that a scholar spent the day loitering at the store or tavern, and spends his evening and morning devising a way to correct the scholar at the opening of the school. The school opens and the delinquent appears with a paper from the parent, saying: "Please excuse my child for absence yesterday, and oblige." Another comes with a "Please excuse, &c.," and it proves that he was detained to run of an errand,—another that he went to the depot to see a friend off,—another that he was detained to put a letter in the post office, and so through the numberless little things which the young can do for us. Shall these written excuses with no reason assigned, and which cover positive disobedience or at least some private accommodation, be received as a satisfactory excuse for absence or tardiness? If so, we may at once yield the point of perfecting the school in these respects.

On a recent visit to the Boston schools, we inquired at the English High School, what remedy was applied for absences and tardinesses? The reply was, we have none. What do you consider a satisfactory reason for absences and tardinesses? Not being troubled in that way, we have no occasion to define it. In the Latin High School the same questions were asked with nearly the same answer. The word satisfactory being still undefined, we were urgent to know what was taken as a satisfactory excuse. We were told what was not satisfactory, by a case in point. A young man wished to be excused to attend a wedding. Is it of a near relative? No, but of a dear friend. The excuse was deemed insufficient. With such strictness is the word satisfactory defined and sustained in a school whose merits far surpass any words of praise we can use. In the Wells School we found between five hundred and six hundred scholars. In the highest department, consisting of sixty-four scholars, there had been no tardiness during the week. In the remaining department there had been but fifteen. Punc-

Digitized by Google

tuality is not secured in any school without action on the part of committees and parents, and we think this school would be much improved by a rule forbidding all absence or tardiness without a satisfactory reason, and making the word satisfactory cover the general principles that the public good must not be sacrificed to private interest or convenience,—or, if this is too great an advance to be sustained by public opinion, place the standard at least above present public opinion, that we may be encouraged to work for pefection at last.

Another subject to which we would call your attention, is the scholarship of the school. Some schools have the reputation of making fine scholars of individuals, but our object is to make every individual improve, and if not successful to the extent of our wishes, yet we think our efforts have not been without success.

With the figure 8 as a standard of complete success, we think an average of six in all branches pursued, (as our reports state,) ought to be a praiseworthy mark. Judged by this standard, we find that during the first term, thirty-six received marks averaging 6 or above, while fourteen averaged less than 6, the highest being 7.3, the lowest 5.3, and the average of the whole school was 6.3.

The second term sixty-three received marks meriting 6 or more, while the merits of eleven were less than 6, the highest being 7.8, the lowest 5.1, and the average merit of all, 6.5.

The third term forty-two received marks meriting 6 or above, while twelve merited less than 6, the highest being 7.7, the lowest, 3.8, and the average merit of all, 6.3. The average of the whole year is therefore 6.37. Viewed as a whole, or considering a large majority, the school must be considered a success in scholarship. Yet there are those in school, as there are in all schools whose scholarship is rather poor. They are not in most cases poor, because of natural inabilities, but because they are inaccessible by any appeals to pride and ambition. This class we wish in some way to reach. Many of them are without parents or friends interested in them, and have no fixed purpose in life, and our reports have little or no effect upon them. We have thought that a rule, fixing a point below which they must not fall in scholarship, might have the desired effect. It is a point worthy much attention, and we hope it will not pass unheeded at your hands.

Respectfully yours,

V. M. HOWARD, *Principal.*

School Committee.—JOHN F. MOORS, P. K. CLARK, DEXTER CHILDS.

Digitized by Google

ERVING.

We are glad however to see, from an examination of the registers, that in regularity and punctuality of attendance, there has been an improvement over some preceding years. It has not, however, the past year, been what we think it ought to have been, and what we think it might have been. But we are thankful that we can speak of any improvement in this respect, if it be not all that the case requires. Irregularity in attendance, and tardiness, it may be recollected, were spoken of in the school report of last year, as evils which needed correcting. These are evils which it comes not within the province of the teacher to correct. But parents can, if they will, for the most part, correct them. And so far as they can, we must deem them inexcusable if they do not do it. For a want of punctuality is not only a source of annoyance to the teacher, and a hinderance to the progress of the pupil, but it is the beginning of a habit which may interfere greatly with success in after life. Punctuality is an important element of success in all the departments of business in life. This remark will apply not only to the man who has the oversight of an extensive business, but also to the farmer and mechanic who would do well in their chosen pursuits; and to woman too, in the more limited circle of her domestic duties and influences. For all, it is important, not only to do right, but to do it at the right time. Let parents, then, who would wish for the success of their children in after life, labor to train them early to habits of punctuality. As one part of their duty in this particular, let them send them to school regularly, and in season, if practicable, or not send them at all.

HAWLEY.

Another serious drawback to the prosperity and successful progress of our schools, is the irregularity in the daily attendance of the scholars. The idea that a few days' absence is only losing a percentage of the advantages of the school equal to the number of days absent, is a great mistake; in truth, this is only a small part of the loss. The absentee must lose his place in his class, and his recitations must be heard separately, or the whole class must wait for him; or the connexion in his lessons will be broken; thus making confusion, so far as he is concerned, in the entire system of instruction. But this is not all; the attention of the delinquent is, to some extent, diverted from his legitimate studies — he fails to regain his place in his class — becomes discouraged — gradually gives up the contest — feels less and less interest

Digitized by Google

in the matter, and finally gives up in despair and leaves the school in disgust. This is no fancy sketch, but a sober reality that is seen and felt, more or less, in most of our schools. It is not uncommon to see bright, active boys and girls, who give unmistakable evidence of superior natural intelligence, who have become quite indifferent to study or improvement; and it will be found in nearly every instance of this kind, that the individual has not been kept regularly and constantly at school.

Another evil closely allied to the above, is the too common one of tardiness. This irregularity is a source of great annoyance to the whole school. It is not only discouraging to the teacher, but destructive to discipline. Every new arrival necessarily arrests the attention of the school, and makes more or less disturbance, according to the quiet or noisy habits of the new comer.

LEYDEN.

By inspection of the registers of our schools, we think one of the greatest, perhaps the chief impediment to the advancement of our schools, is revealed, in the shape of irregular attendance, and tardiness of the scholars; which is but another name for the culpable neglect and sloth of the parents—the proper guardians of our common schools. For this failing of the scholars, parents and guardians are alone responsible, and you alone we censure. The loss of time to the delinquent, the disturbance occasioned to the school by the interruption of stragglers, the vexation to classes, caused by the frequent absences of some of their members, and the many other annoyances occasioned by the sin complained of, though each in itself of sufficient magnitude to call loudly for amendment—all combined, do not represent scarcely an approximation to the evils occasioned by the cause of the evil, to wit: a failure of parents to feel, or manifest at least, a sufficient interest in the great and noble work in which their children are engaged, to insure constancy and punctuality of attendance. Children get their ideas of the importance or worthlessness of things, mostly at home, and who cannot see if the habits of the home are all tending to impress the minds of its children with the great fact of the paramount importance of the great work of youth—that of training and educating the mind—and farther, if not attended to in its proper order, it must forever remain undone, and still farther that the most efficient way (as is eminently the fact,) of accomplishing this great means of attaining the end of their being, is by reaping the whole benefits of our common schools—who we say, if these ideas be thoroughly impressed upon the minds of the children, can fail to see that there will be such an ardor of improvement infused into the minds of the scholars, as will insure not

Digitized by Google

only constant and punctual attendance, but the most untiring industry during the hours of study? We earnestly entreat all who have the care of children, to convince them by their example (during the terms of school at least,) that every other duty should become secondary to this greatest duty, of education. If a scholar shall not have "done up his chores" in the morning before the hour arrives for starting for school, "let go now, never be tardy," be your watchword? "I'll finish up your little unimportant matters here! you have something that must be done at school! go, my child, and do it,—this is of minor importance,—we will try to get up a little earlier to-morrow." It will be of but little use to give our children precepts in this respect, unless our practice conform to them. By our practice will our children try our sincerity. We take the ground that no person has a moral right to keep his children from school a day, or suffer them to be tardy an hour, (unless from absolute necessity,) thereby rendering the schools—the property of the whole community—less efficient, and trampling upon the rights of those who are free from like offences, as well as falling short of his own.

School Committee.—E. W. PACKER, H. SHELDON, DAVID MOWRY.

NEW SALEM.

We find some items in the registers of your schools which your teachers have kept during the past year, which, considered separately, may perhaps appear to some as mere trifles. If so we wish to have the idea which, on a certain occasion, was expressed by one of the greatest artists of Italy, distinctly impressed upon their minds, "That trifles make perfection and perfection is no trifle."

The whole number of scholars in summer, was 231. Average attendance, 160½. Whole number of scholars in winter, 299. Average attendance, 232¼. This shows that the absences* of days and parts of days in summer, amount to the time of 40½ scholars. And in winter to the time of 66⅔ scholars; so that in summer the number of days of absences will equal the number of months, weeks and days of 40½ scholars who were not absent a day during the time which the schools were in session; and in winter to the time of 66⅔ scholars who were not absent a day. The time depends upon the length of the school where the absences occurred. To make the above still more impressive: let us suppose that at the commencement of each school last summer, every scholar whose name is found on the register of the school, had assembled at the school-room to attend every day during the term; and at the

*Under this head is included the time which any scholar fails of a full and actual attendance during the whole term, from whatever cause.

Digitized by Google

same time all the other members of the district had assembled at the same place, to witness a scene which would arouse them to indignation beyond endurance; namely, this: when thus assembled, an agent, appointed by the governor of the State, came and selected every sixth scholar among the number, and those thus selected could not attend school one day. And also at the commencement of each school last winter, all were assembled in the same manner; but this time instead of one in every six, he selects one in every five who cannot attend school one day during the winter terms. The time of these scholars thus selected will give you an idea of the amount of time which has been swallowed up in absences during the past year in your schools. Do you wonder why teachers complain of irregularity in attendance? Do the parents of these absentees complain that their children do not learn when roaming about away from their station? It also appears that there were only 39 of the 231 scholars, in summer, who attended every day during the term; and in winter 31 of the 299. Is this right? Does it suggest any fault? Ought it to continue so? If not, is there any remedy to which you can resort? There is still another thing we find recorded, and that thing, tardiness, is a serious interruption to a school. In summer these marks amount to 464; and in winter to 893. Total, 1,357. Some of these interruptions do not come in five or even thirty minutes after the school has commenced, but all along through the day. Sometimes a loitering scholar will arrive at the room just before noon, and a mark of this kind saves an absent one, when in effect he has been absent a half day. But the parent and visitors see only the tardy mark, and this does not indicate that he was more than one or two minutes too late. This is not a solitary picture; if it were, teachers would have great reason to rejoice that they were free from such a serious evil and drawback. Can teachers and parents acting together lessen these serious hindrances to the progress of the school? Consider and act wisely. There are also 120 names of the 231 in summer, and 112 of the 299 in winter, found to be free from tardy marks. A credit so laudable is certainly worth striving for by every scholar. Will not every scholar try to join this praiseworthy class? There were 27 in summer, and 19 in winter who were entirely free from these two kinds of marks, being always found at their station ready for action. These marks found on the registers seem to be more peculiar to some families than others, for they get nearly all the marks, while others get none. Please examine your registers carefully and see if the same families get the highest number of marks term after term.

We do believe it worthy the consideration of teachers and parents, to see that the scholars go directly to and from school, instead of being allowed to play and loiter by the way, for we have no doubt that

Digitized by Google

this loitering habit has a pernicious influence upon the prosperity of the school, and if it had not, this habit, if established, would show itself in the business of the man or woman in after life.

May not irregularity of attendance, tardiness, disobedience, bad language, ill manners and disrespect, in some cases, be traced to a neglect of parental duty. Do not these things and many others need the full performance of parental duty, in connection with the teacher's duty, both for the benefit of the school and for the lasting benefit it will be to each child, to the family, to the neighborhood, to the town, and to our noble Republic? Let the committee, teachers and parents be found in the work faithfully discharging every known duty according to their ability; and there need be no prophet to tell you that the one thousand dollars which you raise for your schools will place them much higher than they now stand, with less irregularity of attendance, greater scholarship, less disobedience, less profanity, better manners, and above all, a higher tone of morals throughout the whole town;—every family being a pure fountain sending forth pure waters. Did not the mother of Washington, in the discharge of her duty by guiding the mind of her boy and making him a model for the imitation of those who should come after him, give her country a lasting treasure which the mines of California would fail by their richness to purchase? As the responsibilities of parents and teachers are so great, we hope every one will try to comprehend them. One common object should be kept ever in view,—the proper training and cultivation of all the powers of both mind and body.

Parents, will you see that your children attend school regularly? Will you endeavor to see that they arrive at the school-room in proper season?

Will you not see that the first, the great and exceedingly important lessons are taught by precept and example at the fireside? And will you not also present yourselves at the school-room to cheer and encourage the scholar; to cheer and encourage the teacher; to acquaint yourselves personally in regard to the school; to witness the process of instruction, the efforts and attainments of the scholars? And when the child returns to you from school, add your support, by words and example, to what has been done for the benefit of the child during the day by the teacher, not even omitting any thing which is necessary to build up this noble structure;—thus the work will go on giving strength, beauty and durability to all its parts.

School Committee.—B. W. Fay, Erastus Curtiss.

Digitized by Google

ORANGE.

Our schools yet suffer from the evil effects of irregularity of attendance, though not to that extent that they did in former years. This evil is confined, in a measure, to particular localities. While in some families, we find not an instance of absence or tardiness during a succession of school terms, we find that in other families, their children attend but a small portion of the time. Any trifling affair is made a sufficient excuse for their absence; something diverts their attention from school and they are suffered to be attracted here and there, as chance or whim may dictate. But by comparing the statistics of our returns for the last fifteen years, we find there has been a gradual improvement in this particular: and that for the last few years, the ratio of attendance in our town, has been more than twelve per cent. higher than it was twelve or fifteen years ago. Although your committee have frequently alluded to the evil here named, still, many parents seem not yet aroused to a sense of the great injury it inflicts not only upon the scholar in its discouraging influences, breaking up the connection of his studies, and retarding the progress of his class mates, but in deranging that systematic operation of the schools on which their efficiency greatly depends. But, aside from the loss of knowledge the scholar suffers; the bare influence of its habitual indulgence upon the character of the child in after years, in begetting in him habits of carelessness in all that pertains to his moral and secular affairs, is sufficient to arouse every parent to the duty of seeing that his children are regular and punctual in attendance at school.

WENDELL.

The following thoughts are suggested by this report.

In the first place, it will be seen that there has been a great loss of schooling to the children of this town,—an aggregate of 4,746½ days, or more than five weeks to each scholar in town, or equal to one school of 52 weeks for all the scholars in town. If reckoned according to the price actually paid to teachers, on an average of $13.50 per month, it would amount to more than $175.50. Can the people of Wendell afford to lose this, or can there be any excuse for this waste of time? It may be of some importance to call attention to the 1,215 tardy marks. Ought these to exist in our schools? It is believed that the remedy must be with the parents.

Digitized by Google

WHATELY.

We hope that the statements here made, of the amount of tardiness of the scholars in some of our districts, will operate as a preventive and cure of this serious evil. That it is an evil, must be patent to even the most illiterate parent. For example—for one moment look at the condition of the South-west school, with its 569 tardy marks, making daily an interruption in the business of the school, and the loss of recitations, which is alone almost sufficient to account for the low state of the school. And this, taken in connection with the apathy of the parents, in not visiting them more frequently, will amply account for it. Parents of Whately, do not leave the teacher unwatched, and consequently, unencouraged, another term. They are intrusted with too much to admit of this apathy on your part.

School Committee.—Jas. M. Crafts, Elihu Belden, Hiram Smith.

HAMPDEN COUNTY.

AGAWAM.

It has been said by one who seemed to know, that about one-sixth of our school money is wasted. We are not about to say whether or not this is true in regard to this town, for the past year. But we would respectfully point out several ways in which school money is wasted, more or less. One way is by the employment and keeping in service of teachers that are incompetent or not adapted to their business. Another way is, by the insubordination and irregularity and confusion, that the conduct of many scholars is adapted to produce. And a third and prolific source of this waste is, the tardiness and irregularity of attendance that characterizes many young persons during a large part, if not the whole, of their school life. Take all these causes together, and it is readily seen that they constitute a pretty large drain upon the productiveness of our school money of intellectual results. Take the matter of tardiness. In one school, in the course of the summer term of five months, one hundred school days, one scholar was tardy ninety-nine times, another ninety-seven, another ninety-four, another sixty-seven, another sixty-six, another fifty-one. In point of absence frequently,

Digitized by Google

some of our schools show to no better advantage. In one school, one scholar, who lives near the school-house, was present forty-two days, in a term of ninety-seven days; and it is presumed no one knows why he was absent more than half the time. Another living nearer still, was present forty-eight days. And it is generally a fact, we believe, that those scholars who are so irregular in their attendance, are among the poorest scholars in the school. And why should they not be? They cannot keep up with their classes, and their interest in their school exercises flags, and they are apt to give up the effort to advance in despair.

BLANDFORD.

The committee, in looking over the school registers as kept by the teachers the past year, have been greatly pained to notice the number of tardy and absent marks in many of the schools. The pupils, who receive these tardy and absent marks will, in all probability, have but very limited opportunities to obtain an education, save what they receive at the district school. The committee, in many instances, where they made inquiries of the teacher or others, could not find any better reason for the detention from school, than that of negligence or penuriousness of the parents. To detain a child one or two weeks from school, in most of our districts, is to rob him of one-twelfth or one-sixth of the whole term. The father, it is true, may save five dollars that he would otherwise have to pay a hired man for labor on the farm; but we fear that he has cheated his child out of ten times that sum for life. We would have each parent and guardian consider well, before acting, where duty to the child lies.

School Committee.—E. W. Shepard, William E. Hinsdale, William M. Lewis.

HOLYOKE.

The average attendance of the pupils in the winter schools has been larger than ever before since the organization of the town.

School Committee.—Simeon Miller, W. B. C. Pearsons, Charles H. Spring.

LONGMEADOW.

There is another cause operating unfavorably to the welfare of our schools for which parents are mainly accountable; that of irregular attendance and tardiness on the part of the pupils. The average attendance during the past year is not above seventy-five or eighty per cent. of

Digitized by Google

the whole number; now, allowing ten per cent. for sickness and unavoidable causes, at least ten or fifteen per cent. of our scholars lose the benefit of schooling, besides the unfavorable influence upon the school at large, which must be patent to all.

We hope to see parents and teachers coöperating to prevent this, and all other drawbacks to the best interests of our schools, and join hands in promoting the greatest good of those whom God has given us to educate for useful men and women.

School Committee.—GEORGE W. GOULD, WM. C. GOLDTHWAIT, A. S. LOVELL.

MONSON.

They have occasion to call attention to the evil in our schools of partial absences.

It is gratifying to find that the registers show some improvement in this matter the past winter, and our schools for the year stand a little better than the year previous. The loss in summer is a fraction more than one-quarter, or an actual attendance of three hundred and ten out of four hundred and twenty-three. In winter the loss is less than one-fifth, or an actual attendance of four hundred and twenty of the whole number, five hundred and seven. Some of the schools have done well in this respect, though not quite up to the mark of punctuality reported of one school in the State, where the average attendance for fourteen weeks of eighty-two scholars was seventy-nine and four-fifths, and forty-one pupils are reported as having been neither tardy or absent during the whole term.

There is one feature in this evil which demands special notice, viz., the loss occasioned by tardinesses and premature dismissals. In some of our schools this is a very serious evil. The six school hours in many instances are clipped at each end, and sometimes in the middle. The school, instead of the quiet which is necessary for the highest profit, is kept in a degree of disorder by the ingress of the tardy ones, during perhaps the first half hour or more of each session; and the last half of the afternoon session is disturbed by the multiplied request, "May I be excused?" and the discussion which must necessarily follow to ascertain the merits of the case, or the reasons for such dismission. Aside from the unavoidable occasions for such partial absence, the remedy of the evil is wholly in the power of the parents. Cannot some mode then be devised in the several districts to save our schools from the serious loss which they now experience from this source? Various expedients have been tried in different places,—for unhappily the evil is not limited

Digitized by Google

to Monson,—with various success. In some places the door of the school-room is required to be locked at a given time, and the unfortunate delinquent either compelled to return home for the session, or to wait outside till recess; and none are excused from school without a written request from the parent. In some places the teacher is required to institute a rigid examination of every case of tardiness, and in lack of satisfactory reason for it, to put the delinquency among those misdemeanors requiring the severest treatment. The schools which have suffered most from this source are Nos. 1, 5, 10, and 8.

It should be distinctly understood that the loss from such interruptions of the school exercises by tardiness, etc., is not confined to the delinquent, but is entailed upon the whole school. Except in cases of urgent necessity, is there not a moral wrong in such interruptions, deserving consideration? If the parent has a right to stint his own child's improvement by allowing or requiring his frequent tardiness or dismissal, has he a right, for trivial reasons, thus to check even in a small degree, the progress of the whole school? And that this is not a small evil, a glance at the record of tardiness in our table will show; though even here we are able to give only a moiety of the fact, for the register takes no note of dismissals, which in some schools are nearly as great an evil as the former.

MONTGOMERY.

Another great evil which prevails quite extensively in all the schools, is the irregular attendance of the scholars. We learn from the registers that the aggregate average attendance, for the past year, was something less than three-fourths of the whole number of scholars belonging to the schools. That some of this irregularity was occasioned by unavoidable causes, is, doubtless, true; but that the greater part of it was entirely unnecessary, is, in our opinion, not less true. And how, we ask, can a school be expected to make any great degree of progress, when one-fourth of the scholars are absent one day, another fourth the next, and so on through the week? How can the classes be kept together in regular working order, or how, under such circumstances, can any of the various exercises of the school be regularly, systematically and profitably conducted.

School Committee.—R. Wesley Clark, A. P. Parks, Henry S. Stiles.

Digitized by Google

SPRINGFIELD.

The whole number of scholars that have attended during the year, or parts of the year, in the several classes of schools, together with the average attendance, as appears from the table annexed to this report, are as follows:—

The whole number of children of foreign parentage, (principally Irish,) attending school during the year, or parts of the year, is	722
The number of scholars who have attended under five years of age, is	33
The number who have attended over fifteen years of age, is	291
Whole number of children in the city between the ages of five and fifteen, May 1st, 1858, (according to the return of the assessors,) is	2,675
Whole number, May 1st, 1859, (according to the return of the assessors,) is	2,525
Showing an increase the last year, of	150

The figures above given in reference to attendance in our schools, while they indicate some improvement in this matter, in comparison with former years, yet very clearly show that much remains to be done to secure such an attendance of all classes of children at our schools as will fully answer the great purpose for which our system of common schools is established.

There are many children growing up in our own community in the immediate vicinity of well-regulated and well-taught schools, who never come under their influence or instructions, and have no direct participation in their benefits. Such children, though not educated in the school-room, we may be sure will be educated somewhere; but it will be for the most part in places far different in character from the school or the home, and with far different results. It will be in the street among the vile and profane, or in the low liquor shop, in the gambling room, and other places of like character, where they will be so trained as to be fitted at the outset to participate in such petty offences as pilfering, disturbing the peace, and the various forms of rowdyism, &c., and afterwards for the higher crimes of burglary, incendiarism, robbery, &c. And some may pass rapidly through the several stages of profligacy and crime, and at an early period reach the awful end of the murderer. Such an instance was that of the youthful Rodgers, who, in a drunken spree took the life of an aged man in a public street in New

Digitized by Google

York, and for that crime was tried and convicted, and at the early age of seventeen, suffered the penalty of the law on the gallows.

Such appalling instances of crime and its consequences among the youth of our country, should awaken our warmest sensibilities in behalf of the neglected children about our streets, accompanied with vigorous efforts to gather them into our schools, where they will be placed under the restraining and healthful moral influences which there prevail.

In reference to the evil under consideration, we would recommend that the laws concerning truancy be more vigilantly and strictly carried into effect than they ever have been here; that the school-house agents be authorized and directed as a part of their duty, to attend to this matter, and that special agents be also appointed in the several wards for the same purpose; that such agents be instructed, by the application of the truant and other laws, to cause, as far as possible, all vicious, idle and vagrant children who are found wandering about our streets to be brought into the common school; or, in cases of great obduracy and depravity, sent to the institutions of reform provided for such children, or to the house of correction.

In Boston, during the past year, agents called truant officers were appointed to attend to this duty. They were made responsible directly to the mayor, and acted under his direction, making regular reports of their doings to him at stated times. Hundreds of cases were reported by these officers, in which they had successfully and beneficially interposed their authority in behalf of such children and probably saved them from ruin; and the happy influence of these measures upon the schools of the city was strikingly manifest in the greatly increased attendance of the pupils.

It is also a question of serious consideration, in reference to this subject, whether the legislature ought not to adopt some more efficient enactments than now exist to compel the attendance of vagrant children at the common schools, and thus secure more perfectly the attainment of the object for which all the citizens are taxed in supporting our educational system.

The number of children of foreign parentage attending our schools, during the whole or parts of the year, according to returns from the teachers, is seven hundred and twenty-two, or more than one-fourth part of the whole number.

These all meet the children of our native citizens and mingle with them on a common level in the school-room, enjoying the same privileges, and the same opportunities of improvement and of advancing from one grade of schools to another, according to their attainments.

In some sections of the city the schools are composed almost exclu-

Digitized by Google

sively of the children of foreigners; and, in some instances, where there are schools of the same grade in the same building, as in the Charles and Emery Street school-houses, there is a marked and almost entire separation of the children of foreigners from those of native citizens, as it were by common consent, the one class all going into one school, and the other into the other school; and it is hardly possible to prevent this result. These schools are Primary Schools; and when the children pass from them into the next grade of schools, the two classes there mingle together, and so continue blended through the successive grades of schools.

But in most of our schools there is an entire amalgamation of the pupils, and this arrangement is of very great benefit to the children of foreign parents, inasmuch as its tendency is to assimilate them in manners, habits, and character to the children of native parents.

But some American parents strongly object, for reasons both of a moral and physical nature, to an arrangement by which their children are brought into close contact with the children of foreign parentage. The profane speech and other immoral characteristics of some of this class of children, in connection with their repulsive personal habits in respect to cleanliness, &c., are urged with much earnestness against the arrangement. And so strong are the feelings and prejudices (if they may be so called) of some parents, that rather than have their children so mingled with the class of children above referred to, they forego the benefits of the common school, and place them in private schools.

The public schools are, and must of right be, free to the admission of all children among us, without distinction as to race or color. And this being the case, it is difficult, if not impossible, to devise any mode of arranging the schools or the pupils, so as to prevent the free intermingling of all classes of children that attend them, whatever may be their character or habits. The only means that we can suggest for remedying the evil complained of as resulting from the indiscriminate mingling of children in the schools, is a course of strenuous and continued efforts on the part of teachers to produce an entire change in the habits, character and deportment of the children of foreign parents under their care, and constant appeals to the parents of these children to coöperate with the teachers to the same end.*

A great improvement has already been accomplished among the children of our foreign population attending the schools, through the natural propensity to imitate those with whom they daily associate,

* The evil in question, so far as personal habits are concerned, may, in a measure at least be removed by a little pains-taking on the part of mothers, by the free use of water and of the comb; and whenever, in the case of any child, the necessity for this is seen by the teacher, such child should be sent home, that the necessary appliances may be made.

Digitized by Google

in connection with the commendable and efficient measures of teachers for this purpose. We could point to several of our schools where the change has been most striking and gratifying; and in our visitations of those schools, we often meet with some of the brightest and most promising pupils in this class of children,—pupils that may be truly called models in respect to propriety of conduct and proficiency in study.

We have these children among us, as a part of our community. We cannot get rid of them if he would; and they have the same rights as the children of native citizens, in respect to the public provision for common school education. We cannot well maintain separate schools for them. As a matter of economy, and in other respects, it would not be politic, if it were practicable. They will soon grow to maturity, and occupy the position and exercise the rights of citizens in common with others. The wisest course, therefore, that we can adopt in reference to these children, is to give them the full benefit of our common schools, and of all other suitable means for preparing them to become intelligent, useful and worthy citizens of the Commonwealth.

School Committee.—Josiah Hooker, R. B. Hildreth, James E. McIntire, Samuel Osgood, Charles Marsh, V. L. Owen, E. L. Hall, John Kimberly, Marcus W. Fay.

BERKSHIRE COUNTY.

BECKET.

Parents should see that their children have every thing in readiness for the first day of school, that they are at school every day punctually and in time. We find some who go through the whole term, and even the whole year, without getting an absent or tardy mark, and such scholars are invariably good ones. We wish there were more of them. Those persons who complain of want of money to carry their schools to a sufficient length, should make the most of the schools which they have, and nothing but sickness should be an excuse for absence, and there need be no excuse for tardiness. Your committee are frequently perplexed by a want of education in candidates who propose to teach.

Digitized by Google

Every scholar should have a thorough knowledge of all the branches taught in the district before leaving it. To get that knowledge, requires regularity and punctuality in attendance.

School Committee.—C. O. PERKINS, WILLIAM E. AUSTIN.

CLARKSBURG.

Our most besetting sin is neglect of duty. The parents neglect their duty in not keeping their children at school more regularly; and the scholars are too apt to neglect their studies while at school; and the teachers neglect their duties in not enforcing more strict obedience on the scholars when at school; and the committee neglect their duties in not impressing upon the inhabitants the necessity of a greater attendance of their children upon our schools, and at seasonable hours.

The fault of an irregular attendance at school serves not only to keep a particular scholar backward in his studies, but is a detriment to his class, and finally the whole school. But some parents are so ungenerous as to blame a teacher because their children make so little progress, when perhaps they are not at school on an average three days in a week.

The fault of irregular attendance has been exhibited to the inhabitants year after year, without producing the desired effect.

To the teachers of our schools we would say: Endeavor to make the studies of your pupils a pleasing occupation rather than a task; teach them kindness; and to do this, teach them kindly; and on all occasions instil into their minds a strict regard for truth. No matter how trivial the circumstances are, impress on their minds the importance of truth; teach a reverence for virtue, religion and morality; and by daily lessons from the Bible teach them obedience to God and his holy laws; a reverence for the aged; a kindness to each other; and a love for all, that they may with honor fill their station in life, and become an ornament to the society in which they are destined to move.

School Committee.—WATERMAN BROWN, LEONARD D. THAYER.

GREAT BARRINGTON.

The irregularity in the attendance upon our schools tends to impair greatly their efficiency. The average attendance varies from fifty to ninety-three per cent. of the whole number; the average for all the schools being sixty-seven per cent. We believe that this average might be greatly raised, and are much gratified at the excellent average attendance in some of the schools; as for instance, in the Fourth Eastern district,

Digitized by Google

in the Farmers' district in winter, and in the Second Western in summer. This is a subject for commendation both to teachers and pupils.

The tardinesses are very numerous, and might often be avoided. Parents should consider regularity and punctuality, on the part of their children, as most important, both to their intellectual and moral progress. By suitable attention to this matter, and also by supporting the authority of the teacher, and especially by refraining from condemning him in the presence of the young, parents may add to the good quality of the schools in a very considerable degree. Teachers are fallible; but it is better even that some degree of injustice toward a scholar should be submitted to and set down to an error in judgment, to which all are liable, than that the respect due them in their most important office should be impaired. We would by no means recommend injustice as a part of school discipline, but we must encounter it in the world, and it is better to bear the little that results from a mistaken judgment in a teacher, than to throw off entirely the yoke of authority which the word of God declares it is good for us to bear in our youth.

PITTSFIELD.

There is no more interesting fact in the foregoing abstract, (and it is a startling revelation,) than the statement that the ratio of the average attendance to the number of children in our town, between five and fifteen years, is only 57 per cent. While, on the one hand, this lamentable statement may doubtless be slightly relieved by the consideration that a considérable number of this class attend private schools; on the other hand, it must be remembered that the High School is included in this average, which, with its average of about 95 per cent., helps materially to make up this pitiful general rate.

Can our citizens, parents, and guardians, be unaffected by this surprising statement that 43 per cent. of the benefits and value of the provisions for the education of their children and wards is wasted? Can tax payers, some of whom are not a little disposed to complain at the extent of their assessments for the support of our schools, be indifferent to the fact that nearly half of the amount they pay is utterly lost?

There is a slight improvement, it is true, since 1856–7, when the average was 53 per cent.; but the gain is not equal to the loss from the year preceding that, viz., 1855–6, when the average was as high as 67 per cent.

Is not the very statement and exhibition of this enormous evil a sufficient appeal for a remedy? and does it not accuse and condemn the criminal indifference and neglect that has suffered it so long to exist.

Digitized by Google

Whether or not the repeated exposure of, and continued remonstrance against such a crime shall have any effect to prevent its recurrence, it is none the less our duty to make the exposure and reiterate the protest.

For the School Committee.—HENRY S. BRIGGS.

NORFOLK COUNTY.

CANTON.

But what steps shall be taken to arouse the community to a proper and full appreciation of their annual loss from inconstancy of attendance? Let us consult the record of the past year. The whole number of pupils belonging to the schools the past year has been 551. The average attendance has been 435. Only four-fifths of those pretending to go to school have attended regularly; or, to state the matter in a different form, the children whose names appear upon the school registers, as having belonged to the schools the past year, have attended but four-fifths of the time that the schools have been open and supported for their instruction. Can any other conclusion be drawn from this plain statement of facts, than that we, the citizens of Canton, who profess to be able to manage our affairs with diligence and economy, have been squandering by our negligence one-fifth of our school appropriation?

But we cannot estimate the magnitude of this evil in dollars and cents. It involves the loss of time, as well as money; and every hour of time wasted is a mortgage upon eternity that can never be redeemed. It not only interferes with the progress of the absentee in his studies, but must, in a measure, retard the progress of every member of his class. It discourages the teacher; and last, but by no means least, it engenders, in the mind of the pupil allowed to absent himself for trivial causes, the same indifference that he sees manifested by his parents.

These are only a few of the baneful effects of inconstancy. If we have labored for one reform more than another, during the past year's connection with the schools, it has been for the abatement of this evil. Our appeals, however, have necessarily been limited to the pupils, together with such parents as have assembled at the closing examinations. We now appeal, in the most earnest manner, to all parents in the town, to take this matter home to themselves, and apply the remedy where it is most needed.

Digitized by Google

DEDHAM.

A very serious, and we regret to add, a growing evil, especially in Dedham village, is truancy. The laws of the Commonwealth provide remedies for this offence, by imposing a fine, or sending the offender to an institution of instruction or reformation, which may be provided by the town, or else to the county jail. The provisions of the statute on this subject, however, must be accepted by the town. It seems obvious that such a law cannot be made operative in this town, as no such institution is provided, and the imposition of a fine would always result in a commitment to jail, which would defeat any purpose of reformation. The only recourse of the committee, so far as the schools are concerned, therefore, when the example of a scholar becomes so pernicious in this respect as to corrupt the school, is to exercise their power of expulsion, which they probably will not hesitate to do when the exigency arises. If the case is one demanding punishment by law, he may be sent to the State Reform School at Westborough, which is not generally considered an institution favorable to the reformation of offenders.

FOXBOROUGH.

Scholars are sometimes called upon to exhibit their writing-books to the committee and other visitors. If they present a soiled appearance, the fault is generally their own; and a little mortification, in such cases, may be productive of good effects. But we pity the poor teacher, whose duty obliges her to mar the fair pages of her register with those multitudinous and significant lines and crosses, which, in some cases, seem to have been shaken with an unsparing hand from a free-delivering and well-filled dredging-box.

The appearance of the book, abstractly considered, is but of little moment; we look upon it as a record—as its name indicates—a record of certain facts, and as an index pointing to reasons for the existence of certain facts. Taking this view of it, it is greatly to be desired that so much as is devoted to a record of absences and tardiness could exhibit a "virgin page."

Tardiness and irregularity are most pernicious and persistent, if not increasing evils. At whose door do they lie? It may be possible to conceive of a teacher possessing in such a superlative degree every qualification requisite for interesting and instructing those placed under his care, that all of his pupils would almost "go through fire and water," in order to be in their proper places at the proper season. We say it is possible to conceive of such a teacher. Such a being would

Digitized by Google

be an ideal creation: perfection is impossible,—at least it is unlooked for. It is true the posession of these requisites in an unduly limited degree would have a tendency to produce the evils we are lamenting; but our acquaintance with our present corps of teachers, our cognizance of the fact that children naturally prefer freedom and amusement to study and restraint, and our belief that parents are often too yielding to unreasonable requests, and too often consult their own ease or fancy, in preference to the good of their children, by keeping them at home to perform some task which might be performed at some other time or performed by themselves, induce us to exonorate our teachers from the responsibility of these evils, and place the burden elsewhere.

Tardiness and irregularity cause great annoyance to teachers. Our best citizens excuse their irritability on grounds less tenable. If possessed of an unusually amiable disposition, they may consider the matter "more in sorrow than in anger." In either case we should consider them perfectly justifiable in preferring to teach some other school,—one where the parents would better second their efforts for the improvement of their children.

Again: tardiness and irregularity are ruinous to the child. Imperfect recitations or entire ignorance of lessons are their natural results. The attainment of knowledge has been aptly figured as the ascent of a ladder. We mount step by step. I we may follow the figure a step further, every imperfect lesson, or every lesson "skipped," especially in the exact sciences, withdraws a round from the ladder, and renders the ascent more difficult; while too many such withdrawals increase the space beyond the capacity of our stride, and advancement entirely ceases.

The scholar addicted to these pernicious habits can never sustain a respectable position in his class. Emulation is a word ruled out of his school vocabulary, and ambition, if ever existent, is exchanged for unadulterated inanity.

The evil does not stop with the cessation of school days; it accompanies him too often through life; his business, social and moral relations, are affected by it, and at length, perhaps, both body and mind are irrevocably ruined, because he attended to their interests irregularly or too late.

Finally: these habits are banes to those innocent of their possession. Classification must exist in our schools; and though it must be more or less imperfect, owing to the fact that no two individuals possess exactly the same faculties for progress, yet how much more is progress impeded by the distraction of thought caused by late entrances, and the dead weight attached to classes in the persons of those irregular in their attendance! In our opinion, the parents of punctual and regular

Digitized by Google

scholars have a just cause of complaint against those of their neighbors who cause or allow in their children the possession of opposite characteristics.

How will you cure these evils? They are chronic diseases, and will, we fear, require severe remedies. If pleasant prescriptions will not suffice, unpleasant ones must be be administered. If suasion cannot accomplish the desired object, it is our duty to employ compulsion. It is true, the statute provides that each child between the ages of five and fifteen shall receive a certain amount of schooling; but it does not intend that a whole school shall suffer from the faults of a few individuals. The State has provided for such contingencies by the establishment of an institution where the moral diseases of children can be treated without detriment to the condition of more healthy individuals.

We would not be understood as advocating extreme measures, if others will answer the same purpose. The milder remedies lie principally with the parents, and we urgently appeal to their sense of duty for a suppression of these evils. So far as regards the children, we have initiated a movement for the encouragement of punctuality and regularity of attendance, which we trust will meet your approbation. As you have noticed, we have recorded, in our remarks upon the individual schools, the names of those scholars who have not been late or absent at a single session of the term. What effect this will have upon future attendance remains to be seen.

School Committee.—Otis Cary, Henry Hobert, David L. Shepard, David Hersey, Julius Carroll, Job Sherman, S. P. Dassance, Charles N. Morse, George T. Ryder.

FRANKLIN.

In quite a number of instances, complaint has been made by teachers of great inconstancy of attendance. We presume it is unnecessary to argue at length, the serious detriment to the progress of a school caused by this evil. In most of the branches pursued in our schools, the lessons from day to day are closely connected; and the pupil who, by frequent absence, misses a recitation, thereby breaking the natural connection, makes but little advance, and very frequently loses all interest in the school, and is in fact but little benefited.

Nor is this the only disadvantage. The members of the school who are uniformly punctual in their attendance are actually delayed in their progress, by the consequent stumbling of those who perhaps have been absent two or three days, and still strive to keep pace with the classes;

Digitized by Google

requiring, of course, much assistance from the teacher, who is often obliged to repeat, again and again, illustrations and explanations already understood by a majority of the class.

By the statistics contained in the table, on another page, it will be seen that the average attendance in some of the schools the past year has been very small; the lowest being that of the summer term in No. 8, where it was but fifty-eight per cent. of the number registered. The highest per cent. of attendance in summer schools was eighty-five, found in the Primary School in No. 1. The mean average for summer terms was seventy-seven per cent.; and we find that five of the schools exceeded this rate, two of the remaining six fell but one per cent. below the average, while the other four were minus from two to nineteen per cent. In the winter terms, the lowest attendance, sixty-five per cent., was found in No. 8; and the highest, eighty-six per cent., in No. 2. The mean average in winter schools was also seventy-seven per cent. Six of the schools exceeded the average, and the others fell short from two to twelve per cent. Now, what was the effect produced by this loss of attendance, amounting in some cases to more than one-third, and in one instance to nearly one-half? We need not say that the attainments by the pupils were much less than in those schools whose members were more constant in their attendance.

The comparative cost of educating each pupil in the several districts differs greatly; and this cost is proportionately increased by inconstant attendance. Why do we find this state of things existing? To whom should we look for the remedy? We are unwilling to believe that our close-calculating citizens, who pay for the support of our schools, are ready to suffer from twenty to forty per cent. of the appropriations to slip through their fingers in this way. It is vain to expect good progress in our schools, until this hindrance be obviated in some degree.

It has been urged by some, that one cause of irregular attendance might be found in a dislike of the teacher. In some instances this may have been the case; although we believe, in general, the teachers employed the past year, have been quite as popular in their respective schools as could be expected. Nor can we think, that, with perhaps one or two exceptions, the neglect of teachers has caused a lack of interest on a part of pupils; but on the contrary we fear, that in some districts where this evil has been most prevalent, the great trouble has been a lack of proper interest on the part of the parents and guardians. Too many are found disposed to detain their children at home for trivial causes, or carelessly allow them to be absent for no cause whatever; not considering, for a moment, how important it is that every day of the school term should be improved.

We are aware that in some cases it may be necessary for pupils to be

Digitized by Google

absent, as in consequence of sickness and the like, where circumstances occur entirely beyond the control of parents or scholars; but, aside from these, we venture the assertion that at least three-fourths of the absences, noted in the registers, were unnecessary, and ought not to have occurred.

RANDOLPH.

Parents do not appear to be sensible how important it is that their children should attend school continuously and punctually. If a child is detained at home a day, or even a half of a day each week, he loses his place in school. Can it be expected his class will wait till he overtakes them, and thus all lose the same amount of time? Is the teacher expected to come to his aid by bestowing upon him additional time? The teacher's time should be, and will be, divided equally among all his pupils. As the inevitable consequence of his absence from school, the child having no position while there, becomes dispirited and disheartened, his lessons grow more and more difficult, and his studies more and more distasteful, and thus his school days are worried away, and manhood finds him a mere boy.

Parents, if such are the evil consequences attendant upon absence from school a few days, what benefit can you possibly conceive your child will derive from our free schools, when one-fourth of his time is spent at home?

There are children in town who have been prompt and punctual in their attendance at school to a remarkable degree; not being absent or tardy once during the entire year, except through sickness or unavoidable accident. Such may be easily recognized by the visitor upon our schools, by the bright, happy expression of their countenances, their eagerness and quickness to learn, the accuracy of their recitations, and the respect shown them by their schoolmates. As easily to be distinguished also, is the scholar detained too often at home. On the other hand, there are many scholars whose names are on the school registers, who do not attend school sufficiently often to save their parents or guardians from a legal prosecution.

"Every person who shall have any child under his control between the ages of eight and fourteen years, shall send such child to some public school within the town or city within which he resides, during at least twelve weeks; if the public school within such town or city, shall be so long kept, in each and every year during which such child shall be under his control, six weeks of which shall be consecutive."

"Every person who shall violate the provisions of the first section of

Digitized by Google

this act, shall forfeit to the use of such town or city a sum not exceeding twenty dollars, to be recovered by complaint or indictment."—Laws of 1852, chap. 140, §§ 1, 2.

Your committee have noticed that delinquencies of this character, are by no means most frequent among the poorer portion of our population. On the contrary, the children of such, in many instances, have been the most steady and punctual in their school attendance. Indeed, your committee very much doubt if, with the duty imposed by law upon the town to furnish books, &c., the parent being unable, there is a single father or guardian in town so poor as to be shielded from the penalty of neglected statute duty.

Your committee are aware that the law seeks to some extent a remedy of this evil through the vigilance of the school committee; but the law further provides that the committee shall receive a reasonable compensation for their services; and a wise regard for economy would seem to suggest a more prudent enforcement of this admirable law, through the agency of a truant officer to be appointed by the town.

Your committee, however, are very happy to call the attention of the town, to the existence of a law which enlists into this service some who, from motives of delicacy or modesty, have heretofore abstained from an active interference with the scholars and schools of our town; and who will be pleased to learn that the law removes all such restraints upon the exercise of a most natural desire, to see that our youth are reaping the advantages of our common schools.

"It shall be the duty of resident ministers of the gospel, the selectmen and the school committee, to exert their influence and use their best endeavors that the youth of their town shall regularly attend the school established for their instruction."—R. S. chap. 23, § 8.

ROXBURY.

The city ordinance in relation to truant children and absentees from school, is of little avail in diminishing the number of idle, vicious boys about our streets. The want of some suitable place, to which they could be committed after being arrested by the truant officers, is sensibly felt. Should the city government provide a house of reformation for juvenile offenders, means would then be furnished to carry out the design of the law. The existence of such a place, with the certainty of the execution of the ordinance, would have a salutary influence in deterring many from becoming truants, while those who should be subjected to the discipline of such a place, would be reclaimed, and instead of pursuing

Digitized by Google

a course of vice and crime, would there form habits of industry and honesty.

School Committee.—GEORGE PUTNAM, ARIAL I. CUMMINGS, WILLIAM A. CRAFTS, HORATIO G. MORSE, FRANKLIN WILLIAMS, JOSHUA SEAVER, IRA ALLEN, TIMOTHY R. NUTE, RICHARD GARVEY, JOSEPH N. BREWER, JOHN W. OLMSTEAD, EDWIN RAY, ROBERT P. ANDERSON.

BRISTOL COUNTY.

FAIRHAVEN.

The irregularity of attendance disclosed by the registers, particularly in the rural districts, suggests to your committee that its evils are not duly considered by parents and guardians. While it is sometimes necessary for children to be absent, it should also be borne in mind that the loss to the child is often much greater than the value of services rendered. For instance, a boy is attending in the summer term, is in a good class, has his ambition aroused, and is making fine progress; but he is wanted for a few days on the farm, so he stays out of school and gets behind his class. On his return he feels embarrassed, if not disheartened, by the change in his relative standing, and if he attempts to go on with them, suffers a serious inconvenience, loses a measure of his zeal, and probably suffers a loss which it will require twice the value of all his services to repair, when he attains to riper years. Besides, it fosters irregularity of habits in other things, and in its train of influences may foster evils of life-long duration. We suggest as a remedy, that no child be detained from school when it can be avoided.

FALL RIVER.

Attendance is a subject which claims the careful consideration of our citizens. It is to little purpose that money is appropriated, and houses provided, and teachers employed, if the children do not attend the schools, or are irregular in their attendance. The standing and proficiency of scholars can be determined with a good degree of correctness by a reference to the registers. Those who are punctual, with rare exceptions, make satisfactory progress—while those who are irregular

Digitized by Google

and often absent from their places in the school-room, are as generally poor scholars, although they may possess good intellectual faculties. At an examination of a school recently, one scholar in a class was observed to be decidedly superior to the others; upon inquiry, the teacher stated that he was the only scholar in the class who was punctual in attendance. To parents we would say, if you desire your children to improve the opportunities for acquiring a good education, send them regularly to school. Let not sympathy, without a good and sufficient reason, induce you to allow your darling child to remain at home. Even the rain and snow and pinching frost will strengthen his physical constitution, accustom him to endure hardship, and contribute to prepare him for the battle of life.

School Committee.—William Maclaren, E. Thurston, A. S. Tripp, Emery M. Porter, A. W. Tripp, Warren Hathaway, S. A. Chace.

NORTON.

Irregular attendance has been spoken of again and again, but the evil, the great evil, remains. The privilege, the right to attend school and obtain an education, belongs to every child in the Commonwealth. It is his birthright. No person, no parent even, has any legal or moral right to deprive the child of it. If he does so, he takes from him his lawful inheritance. And how often for some trifling matter the child is kept at home. How much the pupil is injured in this way—if he remains at home to-day, he is unfit to go on with his class to-morrow, because he knows not the lesson of to-day, which is actually necessary for his understanding of the lesson of to-morrow. Perhaps in a day or two he is absent again. The progress of the pupil is impeded—the scholar loses his interest—his class is injured—the teacher is discouraged, seeing his efforts to advance his pupil defeated. Parents who love their children as the richest boon God has given them, should see to it that their children attend school punctually and regularly.

Your committee have remarked with much pleasure the presence of quite a number of scholars above fifteen years old in several of the schools. The person who attends at that age generally makes rapid progress. Having arrived to years of reflection, he begins to realize the value of the privilege which he enjoys, and hastens to improve it. This exercises a salutary influence upon the younger members, and they become more interested.

School Committee.—J. Calvin Crane, Benjamin E. Sweet, Thos. T. Rockwood.

Digitized by Google

PAWTUCKET.

And here your committee cannot forbear to allude to the evils of tardiness and absenteeism, as they affect our public schools. These evils have been, and still are, a great hindrance to educational progress. Not only are the children that practice these evils injured thereby, but the whole school is more or less injuriously affected. The other scholars feel the retarding effect by having to wait so often, here and there, for a tardy or otherwise delinquent classmate. And no one can appreciate the amount of trouble which the faithful and disinterested teacher experiences, but one that has been placed in a similar situation. And those parents and friends who make efforts and sacrifices that their children may attend the school punctually and faithfully, not only every half day, but every half hour of school time, feel a deep interest in this matter. They dislike this retarding influence upon their children. And they have a right thus to feel. Who is willing to be wrongfully held back in any good cause? Who would be hindered from obtaining what is good and desirable? And who, on the other hand, would be the instruments of increasing these evils of which we are speaking? It would seem to us that no one would be the willing instrument of retarding their own or others' children in obtaining a good and useful education. We well know that some of each of these two evils is unavoidable, but it is thought that two-thirds or three-fourths of them might, by the concerted wishes and action of parents and teachers, be obviated.

School Committee.—C. B. Farnsworth, James Dean, George Brown.

RAYNHAM.

Having presented a detailed statement of the condition of the several schools, we ask leave to present a few general remarks, in conclusion.

And, first, we would call attention to the state of indifference which appears to exist, to a considerable extent, in reference to the faithful attendance of pupils on the schools when in operation. Irregularity of attendance prevails in a lamentable degree throughout the town.

There is not within our limits a school which does not present a sad picture in this respect. An examination of the school registers affords evidence that but very few scholars in any district attend school every day during an entire term; while, on the other hand large numbers are absent a considerable part of the time, and often late on those days when they do attend. Do those parents who countenance in their children such irregularity and tardiness consider how great is the injury

Digitized by Google

which they thus sustain? Do they know how hurtful is such a course in its effects on the prosperity of the school?

Truly, parents should be awake to the educational interests of their children, and improve the opportunities for instruction which are afforded them. When children are permitted to absent themselves from school to spread hay, pick berries, or seek their own amusement, it is evidence that the blessing of education is not sufficiently appreciated by their parents. We hope there will be a decided improvement in this matter, and that it may yet be found that the majority of scholars are regular and punctual in their attendance at school. Let parents take this matter in hand with earnestness, and the result will be highly encouraging.

This matter of regular and punctual attendance is of the first importance in securing to the children of the town the highest privileges which might be realized from our public schools. But the responsibility of parents does not end here. They should not feel at liberty to rely for the training of their children altogether upon our excellent system of public instruction. They should feel the importance of coöperating with the teachers both in respect to the education and government of the schools.

Is there not too great a tendency, on the part of parents, to look with suspicion upon teachers, and to take sides against them, upon the trivial charges of their children? Instead of this, the instructors of our district schools need—and they generally deserve—the sympathy and confidence of those for whom they labor. The presumption ought always to be in favor of teachers; and careful, calm investigation should be made, before deciding against any course which they may pursue in conducting their schools. It is only by securing a harmonious and well-ordered school, throughout each term, that the highest advantages can be derived to the pupils of the district. If, therefore, parents desire the true prosperity of their children, they should act in reference to their education with the same wisdom that they generally manifest in other matters in which they take a deep interest.

If parents would visit the schools where their children attend, it could hardly fail to benefit all parties concerned. It would encourage the teacher—animate the scholars—and satisfy the visitors as to the amount of effort which is put forth to render the school successful.

School Committee.—William Read, Nathan W. Shaw, Charles Howe.

Digitized by Google

SEEKONK.

We would refer you to former reports for remarks touching the great evil of a want of punctuality in scholars, (the seventeenth report in particular,) the actual loss of time and money occasioned thereby. We are pained to say that while the town increases its appropriations and makes more liberal provision for education, the loss occasioned by the absentees from school, is on the increase and will continue to be so, until parents fully awake to the importance of the subject.

Your committee, in closing their report, would respectfully urge upon parents and guardians the importance of being co-workers with the teachers. The prosperity of the schools depends more upon this than is generally supposed.

The moment parents place their children under the care of a teacher, new and interesting relations at once spring into being, that impose important obligations upon them, which, if carried out, would subserve the best interests of the schools. Some of the ways in which this may be affected we deem to be the following:—

1st. There should be a cordial familiarity between the teacher and parents. The instructor should be often invited to our homes, and be cheered by our kind attentions. This would not only show him that he possesses our confidence, but would increase the children's confidence in and thereby tend much to their improvement in study.

2d. The endeavors of the teacher to maintain a wholesome discipline in his school, should be seconded by the parents. "Diversity of sentiments should not be suffered to disturb the harmony, or interrupt the friendship of those who enter the temple of science in search of truth. In a community of various opinions, persons cannot expect always to have instructors of their own particular sect or party. To oppose them, if meritorious, merely for entertaining different opinions, upon subjects disconnected with the duties of their profession—will produce a partia or total failure—and be disastrous if not fatal to moral and mental improvement."

Without order a school is of no benefit. Sometimes the faithful teacher is obliged to place restraints upon some pupils, which they do not like; and if the parents do not sanction his course, untold injury is inflicted, especially upon the child implicated. "We believe that almost always when a parent goes so far as to keep or remove his child from school, he injures that child by tempting him to justify himself, even when he is guilty, by throwing the blame on the teacher, being assured that, if he can succeed in so doing he is safe. Thus it directly encourages wilfulness in the child, and fits him to be not only intractable in school, but to grow up a bad member of society.

Digitized by Google

If parents think the discipline of the teacher too severe, the wisest course for them to pursue, is to seek a private interview with him, unknown to the child, and kindly talk the matter over, and if reason is allowed to prevail, nineteen times in twenty the difficulty would be amicably adjusted.

3d. Parents, if possible, should see that their children are punctual in their attendance, at the hour appointed, and are in their classes every day. The school is divided into classes, and all must see that when any are absent, not only the absentee experiences a great loss, but the tendency is to disarrange the operations of the entire school.

4th. Parents should occasionally visit the school-room, and often question their children at home with regard to their lessons, set them sums, ask questions in geography, &c.

This would tend in no small measure, to increase their interest in school duties, as well as help to impress upon their minds the great importance of obtaining a good education.

If these suggestions be faithfully carried out in this town, your committee feel confident that with the blessing of heaven attending our efforts, the cause of education would be in a healthy condition.

School Committee.—Raymond H. Burr, Noah Holt.

TAUNTON.

Regularity of attendance is an essential prerequisite to the progress of the scholars. No school can flourish without system and regularity, not only in its government but in its studies and recitations. Each day ought to have its own special lessons and exercises, which should be thoroughly performed during the day. But if these duties are suffered to slide over into the morrow, they must displace so much of the morrow's special service as they occupy of its time. Of course, the displaced part of the morrow's work must be further crowded along into the third day; and the last days of the school will be wholly consumed in doing the postponed work of the earlier days, and lost to their own appropriate exercises.

A school, or a class, is like a company travelling by one common conveyance. When all are punctually in their seats, the journey progresses steadily and pleasantly. But when part stop, to attend their own pleasure or business, the carriage must wait, or go on without them, to overtake it or not as they can.

To make all the progress of which a school is capable, every pupil ought to be present every day of its session. Then every exercise can proceed regularly, and every lesson will be learned by each scholar.

Digitized by Google

But if some children are absent daily, either the absentees must lose the portion studied in their absence, or the rest of the school must lose an equal portion, while they wait for the absentees to overtake them. In either case, there is an unavoidable loss to the progress of the school.

This evil of tardiness and irregular attendance is so disastrous upon the schools, that a table has been appended to this report showing the number of tardinesses and absences of scholars during the past year, to which your attention is particularly invited. The number of days lost by absence from the schools, (except Nos. 9, 19 and 20, whose registers have not as yet been returned,) amount, for the summer term, to 24,354 days, and for the winter term, to 29,240 days; or for the year, to 53,594 days. This does not include the half days, almost as numerous, which are included in the tardiness. The above loss of days is equal to 223 years, 3 months, and 14 days for one scholar; or to ten and a half days, or two weeks, to each of the 5,120 scholars in all our public schools. So that these schools have been worse than shortened two weeks, and more than thirteen hundred dollars of the public money have been lost by these absences. It is believed that a large portion of this loss of time might have been avoided, if parents had been more interested and persistent in securing the attendance of their children. Even the low motive of securing their money's worth of instruction might have secured the attendance, had the labors of the teacher been appraised as the work of a mechanic. For no thrifty person would hire a carpenter, and permit him to idle away his time, for lack of furnishing him material to work upon.

School Committee.—Andrew Pollard, Erastus Maltby, H. B. Wheelwright, Charles H. Brigham, Mortimer Blake, J. E. Sandford, J. D. Nichols.

PLYMOUTH COUNTY.

ABINGTON.

Many of our schools suffer exceedingly from the practice of irregular attendance on the part of many of the scholars. It must appear evident to every parent, who will reflect for a moment, that nothing can be more injurious to the intellectual, and we may add the moral welfare of the scholar, or more discouraging to the teacher and to the whole school, than this irregularity of attendance. It is easy for children to manufacture reasons for absence from the school-room if they are so disposed;

Digitized by Google

and it is easy for indulgent and thoughtless parents to accede to their wishes. But no parent who regards the prosperity of the school and the interests of their children will suffer them to remain away from school while it is in session, except for very important and weighty reasons. The time and privileges of youth are too valuable to be wasted in idleness and play. And it is needless to build school-houses, procure teachers, and furnish all the means of intellectual culture, when a large number of children in the town neglect to improve them. And no school can attain to a very high position, either in scholarship or discipline, where much indifference is exhibited in respect to constant attendance.

School Committee.—REUBEN LOUD, VARNUM LINCOLN, SAMUEL DYER.

CARVER.

We are sorry to allude to a subject which has been dwelt upon by almost every committee since our earliest remembrance, but duty forbids us to pass it unnoticed in our report. It is true that the evil in some districts has been in a great degree checked, but in others it still continues to a considerable extent. Now what is the remedy? In our cities and large villages very stringent regulations are adopted to promote a regular attendance, but their rules might not apply to a thinly settled country town like ours. It has been suggested that were the school money to be divided upon the average attendance as shown by the registers, it would have a tendancy to lesson this evil. We think that this would be the case; and after giving the town due notice, we cannot see why it would be unjust: it seems absurd to continue to raise money for those who do not attend school. It has been said that an epidemic might break out among the children of a particular locality, and were this plan to be adopted, the inhabitants of the district, where the sickness prevailed must be deprived of their school. This would certainly be wrong, and is perhaps the only reasonable objection that can be urged against the scheme. But we think, were such an instance to occur, the town would consider the matter, and vote that district its usual share of school. We do not wish to be officious in relation to this question, and if our views are incorrect, we hope they may not be adopted; but we wish every voter to give this subject a careful thought before the next annual March meeting.

KINGSTON.

Another very serious evil in our schools is irregular attendance, and a want of punctuality when they do attend.

Digitized by Google

Parents do not realize all the evils resulting from this bad practice. The teacher must be at the school-house at the precise time every day, and then school begins, although half the scholars may be absent. For the next half hour the school is constantly interrupted by the entrance of tardy scholars, the attention of those present is drawn from their lessons, the teacher annoyed with these continued interruptions, and the school with difficulty carried on. But after all this disturbance and trouble, the greatest injury is done the tardy scholars themselves. Not only do they lose the exercises of the school-room for the time, but they also acquire a habit of tardiness not easily overcome.

If a scholar is irregular in his attendance, he loses his standing in his class, and, in a measure, his interest in his studies. Lessons are recited when he is absent, which contain important principles—principles necessary to the full development of succeeding recitations, and by this means he loses his place in his class, and is led on, by imperceptible degrees, perhaps, to a feeling of indifference toward all school affairs, and acquires habits of negligence and inattention pernicious in a high degree.

We believe parents can do much to remedy these evils. It is certainly their duty to see that their children receive their full share of the benefits to be derived from our schools. Therefore, if they do not make a great effort to counteract this tendency to tardiness and absence, they will be justly chargeable with the blame. If parents would see to it that their children are at school every day, and at the appointed time, they would be fully recompensed by the increased interest and improvement exhibited by their children, and also by forming in them the habit of regular attendance upon their duties. We believe it is generally admitted by those conversant with the matter, that a college course of study is simply to lay a foundation upon which to build an education. Now to suppose, as is often done, that the course of study ought so to be arranged as to give, so far as it goes, at least, a finished education, is a decided mistake. The same mistake is as likely to be made in arranging the course of studies to be pursued in our common schools.

School Committee.—WALTER H. FAUNCE, GEORGE FAUNCE, STEPHEN HOLMES, 2d.

HULL.

We think that those children who have attended the school regularly, have made commendable progress; those who attend only a part of the time, can never be expected to make much improvement; they lose the lessons of the class, and are obliged to drop in here and there

Digitized by Google

while the rest of the class are going on regularly, and are able to commit a much longer and more perfect lesson, from a regular and fixed habit of study, keeping their lessons along united in a continuous chain, while the delinquents have only here and there a link, and imperfect at that.

The parents of those children who are allowed to be absent from the school-room upon very trifling circumstances, often complain that their children do not learn, and are inclined to attach the fault to the teacher.

The laws of the Commonwealth require parents and guardians to keep the children and youth under their care, at school a specified time, yet this statute is in some instances disregarded.

As great as is the importance of an education to every child, yet many parents appear to feel little or no interest in the proper education of their children.

It is a remarkable fact in a small community like ours, that some, passing through childhood and youth, obtain a respectable common school education, while others are ignorant of the most common branches, and have but a slight knowledge of the rest. This is accounted for on the principles stated above, namely:—partial or non-attendance.

The plea is sometimes made, that the teacher is at fault; that he punishes too much, or that he is not fit to teach school. The last is a question for the committee to decide; and we can confidently say that we have employed persons amply qualified as teachers. As to the other charge, we have the confidence in the teacher now in school to believe that he would in no case punish a pupil not in fault. He has been loth to punish, and has not done so until circumstances compelled him to do so. In a few instances he has suspended larger scholars from the privileges of school for the time being, giving them at the same time the liberty of returning when they would make a satisfactory apology. In some instances there has been an utter refusal to make any concession. In this respect the teacher has chosen his own course, but we have sanctioned it.

School Committee.—MARTIN KNIGHT, JOHN REED.

MARSHFIELD.

Another evil operating to prevent the realization of that great good which we hope to see accomplished by our system of free schools, is great irregularity of attendance. Although this matter has been repeatedly commented upon by former committees, we feel constrained to bring it again to the notice of the parents, as upon them alone rests the

Digitized by Google

duty of correcting the evil. Those scholars who are allowed to be absent whenever they choose, not only do themselves an injury, but are acting with manifest injustice towards the whole school. Irregularity of attendance interferes with its general order and arrangement. It baffles all attempts at classification, and encroaches largely upon the time of those who attend constantly, thereby robbing them of their full share of instruction. The first Secretary of the Board of Education, in one of his Reports, makes use of the following language on this subject: "On what principle is it that any one can claim the enjoyment of a privilege common to all, on a condition or in a manner which defeats the very object of its bestowment? The parent or guardian who, unless in cases of urgent necessity, sends his child irregularly to school, contemns, so far, the public benefaction to himself, and intercepts and destroys the advantages which would otherwise flow from it to others. Whoever, therefore, sets up a claim to send his children to school, or to keep them from it, on alternate days or half days, according to his own caprice, and irrespective of circumstances, claims the right of so using his share of a common good, as to diminish the value of the share of others, whose title is equal to his own—in other words, under the pretext of a right, he commits a wrong. It is analogous to the claim of a single traveller, so to occupy or obstruct the whole public highway for his own personal convenience, as to render it impassable or difficult of passage to all other citizens." While the committee have undoubted authority to make such regulations as shall bring all parents to an option, either to send their children to school regularly, or to keep them away regularly, we have not thought it expedient to adopt and enforce any rules looking to the mitigation of this evil. Let parents set about its removal at once; and let us hope that the time is not far distant when so large a proportion of the time and money given for the support of public instructions shall no longer be thrown away. Something may be done towards removing this evil, by so arranging the terms of the schools, as that the long vacations, which they now have in the spring and fall, may occur at that season of the year when the average attendance falls to the lowest ebb. This time with us is in midsummer. It is therefore recommended that the schools be allowed a vacation through the months of July and August, and that they keep in September and October instead. This arrangement will be made in some of the districts the ensuing year. We wish it might be universally adopted.

School Committee.—H. S. Bates, H. A. Oakman, N. H. Whiting.

Digitized by Google

PEMBROKE.

We are sorry to know by the registers and from our own observation, that there have, in the past year, been very many absences from school. The average attendance is generally about two-thirds of the whole number of scholars belonging to the respective districts; in one or two cases the average is still less. Here is great loss of time and advantages to the absentees; and such influences upon the rest of the school are decidedly hurtful. There have been quite a number of cases in which scholars attend school for a time, then leave entirely. From what cause they do this we cannot tell. We think the precedent, however, a bad one.

School Committee.—NATHAN T. SHEPHERD, FRANCIS COLLAMORE, W. M. BICKNELL.

PLYMPTON.

Another evil, connected with our schools, is the irregularity of the attendance of many scholars. This is not peculiar to the past year, but is an evil of long standing. In looking over the registers, we find the attendance of the scholars to vary from the whole number of days the school has kept down to one-fifth or one-eighth of that number. Those who have attended but a few days form a small proportion of the whole number; but there is a large number of scholars who have attended about half the time. Sickness, or other circumstances, sometimes render it necessary that scholars should be absent; but scarce any thing short of unavoidable necessity should be thought a sufficient reason for keeping children from the school. The injury to our schools, arising from absences of scholars, is very great. For example, a scholar is absent to-day; the class to which he belongs—say a class in arithmetic—recites in his absence; the teacher explains to the class certain principles connected with their lesson, and finds they are prepared to take a step in advance. The work of the class goes on thus from day to day, and after a time the absent scholar returns. He does not know what the work of his class is to be for that day, and if he did, he could not perform it, for he has lost the recitations and explanations which occurred in his absence. What must the teacher do? Either the whole class must be put back for the benefit of one scholar, or the class must go on and leave him behind. The last course must be taken, and the scholar who has lost his position in his class, must be left to struggle, or rather to straggle on, as best he may. He soon becomes discouraged, loses his interest in his studies, his attendance grows more and more

Digitized by Google

irregular, and, at the close of the school, he is found in his studies very nearly where he began. His parents feel dissatisfied, and perhaps charge the teacher with neglecting the interest of their child, and exercising partiality. For a scholar to attend about half the time, say two days in a week, through a term, is worth nothing. It would be quite as well for the scholar, and better for the teacher and the school, if he was absent the whole time.

WAREHAM.

A prominent hindrance to the prosperity of our schools is the irregular attendance of a portion of the pupils. This has been increased in some of the winter schools by the prevalence of the throat distemper. The most energetic teachers must feel discouraged, when so little interest is felt at home, that some of the pupils are present less than half the time.

A good school requires the coöperation of teacher, pupils, and parents. If the parents humor and encourage all the caprice and dislike of the children, against the teacher; or are indifferent to the improvement of the children, the success of that school will be greatly diminished. Often blame is thrown upon the teacher when it justly belongs to another party.

School Committee.—Homer Barrows, Galen Humphrey, James G. Sproat.

BARNSTABLE COUNTY.

BARNSTABLE.

It would seem unnecessary, at first sight, to give a more extended report of the condition of the schools than has already been given under the head of the several districts; but when we take into consideration the vast amount of responsibility that devolves upon us as guardians of the public education, we cannot refrain from offering a few remarks and suggestions of a practical nature. The duties of your committee are of a more perplexing and arduous character than many suppose; and while we have intended conscientiously and faithfully to perform our duties, we are aware that we have come far short of what the interests of the

Digitized by Google

schools demand. The town covers a large territory, and the schools are necessarily widely separated, (although they could be greatly condensed as before reported,) which makes our labors more arduous, and prevents the frequent intercourse of the committee.

The first glance at the registers shows the black marks and crosses as numerous as ever—sure signs that the old diseases (irregular attendance and tardiness) continue epidemic, defying all remedies yet recommended, but not yet applied. The remedy lies with the parents, and it is for them to say whether one-third of the school money shall be thrown away or not. If the committee resort to any more strenuous measures than have already been proposed, their authority will be resisted as overbearing and injudicious; therefore they have no recommendation to make beyond an appeal to parents to send their children to school regularly, constantly, and seasonably. It is a self-evident fact, that if children are not at school, the instruction and influence of the teacher cannot reach them; and if tardy, a portion of the exercises is lost, and the school disturbed by their unseasonable entrance, and habits of negligence and carelessness formed that will follow them through life.

Why is it that the attendance at private schools is so much more regular than at public, under the same teacher? The only satisfactory answer we can give is, that the parent realizes the necessity of regular attendance, when the appeal is made directly to the purse, in the form of five or ten dollars at the close of the term, and not indirectly by taxation. This should not be the case in a nation so proverbial for shrewdness and sagacity in pecuniary matters as is the Yankee. While they rigidly exact the last cent in their pecuniary transactions, they appear to be reckless in respect to the most important matter of all—the intellectual and moral training of their offspring.

If this is not the case, how are we to account for the fact that scholars, for the slightest cause, or for a mere whim of the child, are kept from school day after day until they learn that they have only to coax a little and they can stay at home at any time? What is the best school in the land worth to such scholars?—and we assert as a fact, that one-quarter of the scholars in the town are just of this stamp. Not that there are not some cases of unavoidable absence from sickness and stormy weather; but nine cases out of ten could be remedied without detriment to health.

There is another failure to realize the full benefit of the school money in the non-attendance of three hundred children, between five and fifteen, of the one thousand and sixty-nine in town. We have endeavored —in some cases by persuasive means, and in others by authority—to enforce their attendance, and with success, supplying those who were poor with books at the public charge. More could be done in this way

Digitized by Google

if the agents of the several districts would visit the parents who are delinquent in this respect, and endeavor to persuade them, and, in case of non-compliance, report them to the committee.

We have children among us, and not of foreign element, who have nearly passed the common school age, and who have no practical knowledge of reading, writing, and arithmetic. If antecedents show any thing, these children will soon be fit subjects for our jails, houses of correction, and almshouses; and if neither the authority of the committee nor that of the parents can enforce their attendance on school, a wholesome effect might be produced by sending one or two of them to the State Reform School.

Our schools for the most part, the past year, have been attended with success. Able and faithful teachers have been secured in most cases. A few exceptions will always occur among so many. Only two or three instances have occurred where the authority of the teacher was not sufficient to maintain proper discipline. On the whole, the standard of common school education is advancing in the town. While the interest seems to wane in some districts, owing to various causes combined, in others it is on the increase.

BREWSTER.

The non-attendance of pupils is a very great obstacle in the way of success. No excellence on the part of the teacher can remedy this great evil. The pupil, who during school hours is allowed by his parents to absent himself from school when and as he pleases, will not only fall behind his class in spite of his teacher's efforts, but his demeanor will be deleterious in its effect on others. Very often, the value of a whole school is affected in this way; besides, a very considerable portion of your annual appropriation fails to meet its legitimate end.

Tardiness, too, is a growing evil. None but those who are acquainted with the management of the school can estimate the value, or understand the great necessity of the pupils all being punctually present at the hour appointed for the exercises to commence. When the school is in session, the continued opening of doors and ingress of pupils, attracts the attention of the whole school, and in some instances, the first hour of the session is thus spent, which should be devoted to study. In those districts where this evil mostly prevails, your committee caused the teacher to keep a record of the names of the pupils, with the number of minutes tardy, and they find that tardiness is not the consequence of a distant residence from the school; for many of

Digitized by Google

those who reside near the school-room are oftener tardy, than those who reside at a distance.

School Committee.—TULLY CROSBY, JOS. H. SEARS, KENELM WINSLOW.

EASTHAM.

Your school committee of last year, in their report, called your attention particularly to the irregularity of attendance of pupils in our schools. The baneful effects of this evil, upon our schools, can scarcely be magnified; and every well-wisher to the cause of education should exert his influence in effecting a remedy. We are sometimes asked, to whom is this irregularity attributable. Whoever will take the trouble to examine our school registers, will find that, excepting cases of sickness, the names most marked for absence and tardiness, are those of the most ignorant or the most lazy scholars, to whom the school is really of but little benefit; for a scholar who attends school only occasionally, can be expected to have but little interest in his studies, and consequently to make but little progress when he does attend. And he not only loses the benefit of the school himself, but hinders the progress of his class and the school; and if the order of the school is disturbed, if he is not always the instigator, he is usually the ready participator in any breach of discipline.

It belongs to the parent to apply a remedy in this matter, and if he would have his child secure the advantages of the school, he must have him attend, and know that he is profitably employed while in the school. The child is not always the best judge of what he shall study. There is no doubt, that much of the time of pupils is completely thrown away, by attempting to pursue studies above their comprehension. We indorse the sentiment of your former committees, that a pupil should not be advanced to a higher class till his attainments will warrant the promotion; for real progress depends more upon the thoroughness with which a study is pursued that on the number of books and pages gone over, and but imperfectly understood. This evil is not always the fault of the child, and still less frequently that of the teacher. It is natural for parents to desire that their children should be advanced as fast as those of their neighbors. But they do not always seem to consider that the position of the best scholar, in a lower class, is more honorable as well as more profitable, than that of the poorest scholar of a higher one.

The true object of the common school is not to finish the education, but to lay the foundation of future progress, the superstructure of which will require a lifetime to complete. It should be the object of the

Digitized by Google

teacher to inspire in his pupils a thirst for knowledge, a love for study, a spirit for self-reliance, and a zeal and energy of purpose, which needs an obstacle only to conquer it; in short, to thoroughly and properly educate the moral and intellectual faculties.

Let parents do their duty towards our schools; let them visit the schools, and thus encourage both the teacher and the scholars; let them see that their children attend regularly and punctually, and that they are orderly and studious, and many of the present causes of complaint will be removed, and the prosperity of our school correspondingly enhanced.

FALMOUTH.

The common school system has been rightly termed one of the chief glories of New England. This is one of the forces which has elevated these Eastern States and given them the commanding prominence they hold in intelligence and influence. The mass of the people, by this means, receive the rudiments of education. The repositories of knowledge are here opened to the multitude, and the children of wealth and the children of poverty have equal facilities for furnishing their minds with the fundamental truths of science. The education of the great body of the people is chiefly dependent on our common schools. These nurseries of intelligence should be guarded and fostered with special care; for upon them, in connection with our religious institutions, depends the perpetuity of our national blessings. Our forefathers acted upon the principles of wisdom and enlightened philanthropy when they laid the foundations of our educational establishments. We have received from them a sacred trust, and it is becoming in us to fulfil the duties thus imposed, with fidelity, and to transmit the boon, made by us more valuable, to our descendants.

A great responsibility in this matter rests with parents. How may they promote the prosperity of our schools, and render them more efficient? It is obviously their duty to secure, if possible, the regular attendance of their children during the appointed hours of school. Most of our schools have suffered greatly during the past year in consequence of irregular attendance, and, in a number of instances, as far as we could learn, the absences were entirely unnecessary. In one of the registers a teacher states that but one scholar has passed through the term without being absent or tardy, and that the whole number of scholars has not been present a single hour of the term. The absences in that school have amounted to about one-fifth of the whole time. And this is not a solitary exception. An inspection of the registers of many of the schools will show similar results. Every parent ought to bear in mind that

Digitized by Google

punctuality is of especial importance, both on account of the value of the habit itself, and the increased improvement of which it is the means. Parents have this matter, in a great measure, in their own hands. If their children are tardy or irregular in their attendance, the fault generally is to be attributed to them. Their control over their children ought to be such that they will not dare to absent themselves from school without their permission.

SANDWICH.

Again your committee allude to the chronic evils of absences and tardy attendance, and, however hopeless it may appear, to bring these subjects before you, duty requires that some notice should be taken of them in reviewing the condition of the schools. Line upon line, precept upon precept, have been held before you, in school committees' reports —in works devoted to the subjects of education, in oral addresses at conventions—in the school-rooms and out of them, yet the evils exist unscotched. The teachers, frequently, allude to them as serious obstacles to their efforts; their classes cannot advance *pari passu*, as it is impossible for the absent or tardy to keep pace with the diligent or punctual scholar. School committees and teachers can do but little in arresting these evils, independent of the parents; their coöperation is called for, and they are earnestly required to exercise over their children that due control which will make them morally as well as intellectually good. "A child left to himself bringeth his mother to shame." Were parents to understand the loose habits to which absences and tardy attendance lead, and the obstacles they oppose to the formation of right characters in their children, there would be less occasion for complaining. Where the scholar finds that his parents think lightly of regularity and even occasion him to violate the rules which common sense has established for the well-being of the school, he soon loses respect for law and order, and will arrive at manhood unfit to enter upon any pursuit that requires fixedness of mind and steadiness of purpose.

School Committee.—JOHN HARPUR, JOHN S. FISH, ALDEN N. ELLIS.

TRURO.

There is still another way in which the parents waste the money appropriated by the property of the town. We mean irregularity of attendance; how often do we hear the remark, "My scholars have not learned any thing." Did you ever inquire why they have not? The answer usually given, is incompetence on the part of the teacher; this

Digitized by Google

is sometimes true, but we have another reason to give: by the marks upon the register we trace it back to irregularity of attendance. An instance of this kind lately came under our observation; we looked at the register and found that the pupil did not enter school until after two weeks, and in five weeks the pupil was absent twenty-two half days. Is it any ways wonderful that this pupil did not learn any thing?

This is not a solitary case; there are numerous cases of this class, and they are still aggravated by the fact that no good reason can be given for their absence from school.

Why should not parents be as prompt to send their children to school as they are to attend to their business? The merchant or mechanic who neglects to be at his place of business at the proper time, soon finds his business failing, because he is not regular. Very soon the grass begins to grow over the paths and lanes leading to his shop. Neighbors and friends very soon discover the true cause of the change that is taking place with his prospects. So also with children who are irregular in their attendance upon school, they make but little progress in obtaining an education; the thirst for knowledge is slacked with the rank weeds which grow so luxuriantly upon the soil of irregularity. The springs of intellectual improvement become dry and parched before the arid blast of irregularity.

The boy who learns to be prompt and regular in youth will make a man upon whom the circle of his acquaintance can depend. Or in other words, the boy who learns to hang his hat upon a certain nail will most assuredly have a nail on which to hang his hat when he is a man.

But to return again to the point from which we have wandered, how ungrateful for parents, after the means of educating their children have been furnished them free, to waste the time of the teacher and the money of the town by not sending their children. Parents should remember that a considerable portion of the means of education is drawn from those who have no interest in the matter, except a common interest. The man of gray hairs possessing a few acres and no scholars, contributes largely for the support of the public schools in the town. Shall we apply this man's money to the purpose for which it was designed, or otherwise? But we do not complain of more than usual neglect in this matter, but on the contrary, there has been an improvement, we think, in the attendance for the past year; but we want this evil blotted out of the catalogue or confined to cases of necessity. When parents will do this, they will have removed one of the greatest evils or hindrances to the successful operation of the public schools. If parents will take hold of this matter right, this evil can be removed entirely. We therefore earnestly solicit the aid and sympathy and coöperation of

Digitized by Google

all the parents in the town, and in a special manner the mothers of these pupils. If they will but do their part, by rising a few moments earlier in the morning, and forego for a time the present pleasure of some visit to a neighbor's or friend's, they can assist very much in this direction. The business habits of this community call from home for the most part the fathers of the pupils of the town. Hence more remains to be done in giving weight and direction to education and forming the habits of the pupils, by the mothers. The fathers are willing to vote the required funds for the purpose of education, (in this they are not behind any in the Commonwealth in proportion to the value of the property,) but the right use and application of these funds is left to the mothers, in part. These fathers and mothers love their children with all the tenderness and fondness of parents, and are willing to indulge them in many things to gratify their childish propensities. They forget that these children are forming habits or characters for life, and that habits formed in youth cling to us all our life long. How important, then, that these views of thoughts and action, these habits that are to cling to us for life, should be correct; how important that these pupils should be trained intellectually and morally. The success or failure of the public schools depends in a great measure upon the coöperation of the parents, and upon the home training of the pupils. If parents are opposed to the teacher and speak disrespectful of him before their children, they can counteract his best efforts, and render useless some of his best instruction. Parents should be careful what they say before their children; if they have any grievance, real or imaginary, let them apply to the proper source for redress, and they will find themselves better satisfied than they can be by murmuring before their children.

The moral training of the pupils has a wonderful effect upon the discipline of the school. Good morals are required by statute to be taught in the public schools; this can only be done to a very limited extent, and that mostly by the example of the teacher. But home must be the centre of morals; if home influences and home government are right, the discipline of the school-room is rendered easy. But we believe home training or discipline has degenerated since the days of our ancestors.

After making due allowance for the thoughtlessness and natural waywardness of youth, we are persuaded that the improprieties which we often witness in the school-room, the street, and the public meetings, must be charged mainly to the influence of their home-circles. Is there not a lamentable defect in parental training? The home government is not conducive to a prompt and cheerful submission to the necessary restraint of the school-room and to that respect and courtesy which scholars owe to each other, and especially to their teacher.

Digitized by Google

We love Republican liberty and equality in our civil relations, but in the family circle children are not prepared for it, either by knowledge or judgment. God has constituted the parents the guardians and rulers of their children. They should kindly and judiciously exercise absolute authority. Children should be taught and trained to render to them prompt and cheerful obedience. There should be love and kindness and familiarity between parents and children. If they are indulged and humored and allowed to act out their wilful, selfish and even despotic propensities at home; and if they can trample with impunity upon the commands and regulations of their parents, it is useless to expect them to be respectful to the aged, courteous to the stranger, or submissive to the wholesome regulations of the school-room. Parents should know where and how their children spend their evenings, and what influences are moulding and forming their habits or characters. We fear there are many parents who do not even advise their children to avoid evil companions, places of vice and immorality, and do not follow them into the street to ascertain how and where they spend their time, and with whom as companions. But they are left to do as others do, without any guide to do right but such as is gathered from the company which they happen to meet.

Parents should not forget that the children and youth are the hope of the town. On them is centered all that we wish to perpetuate. In twenty years all the children of the town will be men and women. If they are properly educated and trained, they will be useful members of society, an honor to the town and to their parents, and a comfort to their declining years. We ask and expect that parents, and all the friends of education, will coöperate with us in making the public schools of the town what they should be; that they will sustain, comfort, aid and support the committee in every effort to improve the condition of the public schools. If all will unite in this work, they will add immensely to the wealth of the town, but above all to the happiness and usefulness of the children of the town. Life is too short to be always trying to counteract this man's plans, or that man's views, but let us direct our efforts to educating the youth, mentally and morally. Then each will rise to the level of their merits.

School Committee.—Samuel Dyer, O. S. Brown, L. P. Honey.

WELLFLEET.

Respectfully and briefly we suggest some of the evils which cling to our school system with almost invincible tenacity. And without preface we say that the non-attendance of pupils is the chief and the

Digitized by Google

most effectual obstacle to the success of our schools. No liberality on the part of parents, no excellence or zeal on the part of teachers, can remedy the evils of this bad practice. Its evils are incalculable, and while the cause exists, they will be most surely and perniciously experienced.

The whole school is marred and crippled. Like the loss of limbs to the body, so is the absence of scholars to the school. The teacher is disheartened and depressed, the scholars are interrupted and retarded, the course of study is broken up and destroyed, while to the truant scholar there comes a sure, aggravated and remediless punishment. He throws away with wanton hand the brief, golden opportunities of youth, and neglecting mental culture, while it is possible, loads himself with the heavy burden of a life-long regret.

The extraordinary prevalence of this evil among us cannot be denied, nor can it be too much deplored. The startling facts, that in a school of less than sixty scholars, during a term of twenty-two weeks, there were upwards of two thousand days of absence, and that the average attendance of this school was not below that of others in town, call with urgency that must not be denied, for an immediate and effectual remedy.

It is a sad truth, fellow-citizens, that our children have lost more than twenty thousand days of school during the past year. By what arithmetic can we calculate the good robbed from their future, and the future of this town, by our needless and culpable neglect? The spring of life wasted, its summer is without flowers, and its autumn will be vacant of fruits. For the time and money, talent and opportunity thus lavished and lost, we are all of us responsible.

But how shall this great evil be remedied? First make the school-room, in all its appointments, in the studies and modes of instruction, and in all the relations of teacher and pupil, so interesting, so pleasant and attractive, that it no longer repels the scholar, but draws him with a sweet and powerful constraint. Let the parental sympathies be enlisted, the parental authority be invoked, and the resolve be made and executed by each parent, that his child shall not be permitted to throw away this crowning privilege of his youth.

If these fail, then let an appeal be made to the law, which has ample power over this matter, and the youth of our town be compelled to avail themselves of the opportunities which have been secured to them at so large a cost.

School Committee.—J. W. Davis, Noah Swett, George S. Newcomb.

Digitized by Google

YARMOUTH.

We fear that many parents are not aware of the truancies of their children, or they would not knowingly permit an evil so injurious, not only on the one who is guilty of it, but also on the whole school with which such scholar may be connected. In one of the school registers, kept, no doubt, faithfully in regard to absentees, we find, that of one hundred and five scholars who belonged to that school, the average attendance was less than sixty, making an actual loss of more than two thousand two hundred days. Now, allowing nine months for the school year, there was a loss of time sufficient for the education of one child from six years of age to eighteen. Parents, on you much of the blame rests for this utter waste of time and expense,—loss of time, for that which is past will never return; of expense, for the teacher is paid to instruct the whole school. The obligations of the parent do not cease when suitable buildings have been erected, and able and efficient teachers employed. The chain of watchfulness and care should extend even to the school-room, that a more earnest devotion of the teacher and scholar to their duties may be better secured.

DUKES COUNTY.

EDGARTOWN.

Although the attendance upon school the past year has been quite as general as in preceding years, there are manifestly some cases of truancy which cannot be cured by moral suasion, but which need the interposition of a stronger arm. Stringent measures should be adopted. Some attempt was made last year to cure the evil, but unfortunately no legal lancet was furnished to the committee appointed, with which to probe the sore. By-laws should have been adopted, as the statute requires, to be approved by the court of common pleas, and without which the committee appointed to enter complaints were powerless. Should this matter receive proper attention at the ensuing town meeting, cases of the kind which have been so glaring in our midst as to be the topic for frequent remark, may yet be cured, if not past remedy, by reason

Digitized by Google

of the too advanced age of the subjects of them, and a foundation will have been laid for preventing similar instances in the future.

School Committee.—HARRISON P. MAYHEW, CONSTANT NORTON, HEBRON VINCENT.

TISBURY.

Habitual attendance is essential to the prosperity of a school. The improved method of teaching makes it far more necessary that scholars should attend punctually. Some children do not attend for some days after the opening of the school; and these children are most frequently absent during the term, and more apt to be among the missing at the examination. Let a child attend constantly, and lose not a day nor an hour, but from extreme necessity. As long as he is a member of the school, let him attend as though he existed for no other purpose. There is no doubt that four months' steady attendance is worth more to a scholar's mind and education, than eight months, scattered along at irregular intervals through the year. This subject deserves the serious consideration of parents.

Irregularity is prejudicial to a good school. The young have a natural propensity to be changeful. Whoever has observed the great importance of regularity in all human concerns will enforce its observance in his system of education. Man is destined to attain far higher powers, and to reach far higher objects than those which appear within his grasp. But he can obtain these only by continued and progressive efforts which carry him from one step to another, till from a state resembling that of the low order of animals, he arrives at one which is marked strongly with his divine origin and high destination. In such a course there must be regularity. Without it the greatest amount of human exertions will produce little or no benefit. And yet with how much reluctance the child often submits to the rules and restraints indispensable to success in his pursuits. If active, he prefers to riot in the capricious exercise of his powers; if quiet, to waste them in sloth, than to make a well-directed use of them and gather the rich rewards of their legitimate exertions. The great object of education in our common schools must be to counteract this and form correct habits. To accomplish this, the hours must be regular, the lessons regular, regularly learned, regularly recited. This regularity is indispensably necessary to the acquisition of knowledge, to the growth of self-command, and the practical elevation of a sense of duty above the allurements of outward objects.

School Committee.—M. P. BUTLER, WILLIAM H. LUCE, EDMUND COTTLE.

Digitized by Google

MISCELLANEOUS.

SUFFOLK COUNTY.

BOSTON.

The question how many can be instructed by one person, and how many such classes can be combined under one head, is a practical question, to be answered by experience alone. And experience proves that fifty is the limit for a teacher, and six hundred, if not a smaller number, for a school. With this number the master can spend a part of every day in the rooms of his subordinates, his head assistant meanwhile taking charge of the first class; and thus the gap so apparent between the first class and the other classes can be bridged, and the school can gain a unity which no overgrown school can have. With this number, too, a much larger proportion of the lower classes can have the advantage of being in the first division. We do not advocate sudden changes, but we do advise, and advise strenuously, that in the construction of new school-houses, we should build on this moderate and practical plan, and not involve the next generation in an unnecessary expense from undoing what we have done unwisely.

It has been said, and will be said again, that this involves heavy expense, and an increase of the present extravagant appropriations for public schools. We wish that the persons who make this objection would take the pains to examine the facts on which it rests. We admit that taxes are high, and the public expenditure heavy. We do not undertake to say, because we do not know, whether this money is prudently expended or not. But one thing we do know, and therefore will say, that it is not to the schools that the money goes. We admit that between the years 1842 and 1857 (fifteen years) the cost of educating a pupil at our public schools has advanced from $9.73 to $12.71. This is the extent and limit of the increase; and if the city pays a third more per child, can there be a doubt that the child gets much more than this advance in an improved education? But leaving this, as a matter of

Digitized by Google

debate, there can be no doubt that in that time the cost of every thing else has increased in a like ratio; and the city has added to its other expenses in a ratio vastly greater. We do not deal quite fairly with the various items of our city expenditure. Some of them we are ashamed of, and hide from ourselves, and do not mention to the world. Others we are proud of, keep them constantly in mind, roll the recollection of them as a sweet morsel under our tongues, read them in the morning papers, hear of them at public celebrations, and even from the pulpit; nay, go so far as to print them in public documents, and call the attention of the world to our high civilization, and liberality for a noble cause. But this self-complacency makes us forget that while we have increased all our other expenses and appropriations—the appropriation for the fire department, for streets, for the health department, for prisons, for the poor, for police, and for hospitals—and, it may be, necessarily increased them, with the wants of a rapidly increasing population, we have not increased our expenses for schools and school-houses in any thing like the same ratio. We resemble a large class of rich men, who if they double their charities, while they quadruple their personal expenses, look upon the former both as good ground for self-congratulation and as fair opportunity for retrenchment. The expenses of the city and county, after deducting the payment of the city debt, water loan, and State tax, have been (in round numbers) as follows:—

	Valuation of real and personal estate.	Total tax.	Tax for schools and school-houses.	Percentage of school expenses on total expenses.
1844–5	$118,450,000	660,054	205,278	31 +
1854–5	227,013,000	1,762,137	389,135	22 +
1857–8	258,111,000	2,726,097	345,519	13 —

The rate of taxation was—

1844,	$6.00	on	$1,000,	of which the school tax was		$1.73
1854,	9.20	"	"	"	"	2.20
1857,	9.30	"	"	"	"	1.33

So that the figures prove not only that the school expenses have not been raised in comparison with the other current expenses of the city, but that they have positively diminished on the valuation. In short, that the citizen who paid in 1845, $1.73 on every thousand dollars, in 1858 paid but $1.26 on the thousand, for schools; and that this diminution had been effected in the face of the fact, that for the other expenses of the city, his tax has been raised in the same time from $4.27, to $8.04 on the thousand.*

*The financial year (May, 1857 to May, 1858) which we selected because it was the last, and because it was a year of which great complaints had been made of the increase of teachers' salaries, is a more favorable year for our argument than the average of years. No new school-house was paid for in that year. But a glance at the figures will show that the cost of a school-house, if added, would not have materially varied the percentage.

Digitized by Google

From these figures, we may draw two safe conclusions. First, that there is nothing in the expenditure for schools, to compel us to such crippling parsimony as dispensing with the proper number of teachers; and second, as we shall presently observe more at length, that there is nothing in the history of the school committee, which shows them less capable than the city council, of being trusted with the expenditure of the public money, in their own department.

We do not think that the expenses of our public schools can be materially reduced. With the process of time, and the movement of population, these, like all other expenses, must increase. But education, in a republic, is a necessity; and there cannot be a more ruinous parsimony, than that which weakens the state, by denying culture to the young. No expenditure in Boston brings to the citizens so large a return, or is more conscientiously distributed; and there is none whatever, of which every citizen, even the poorest, has so good an opportunity to judge how the money is laid out, and whether it is wisely laid out. We cannot help thinking that those of our public men who propose to begin retrenchment by curtailing the advantages of our public schools, belong to that class who say that they can dispense with necessaries, but cannot do without their luxuries.

The present superintendent has made the Primary Schools the object of his special attention; and both teachers and pupils already show the good effects of his interest and care. It remains for the city to second his efforts by providing proper rooms, and by furnishing those rooms in the manner recommended by the board. There is no problem in education more difficult, than the best method of organizing and conducting an Infant School. Our original plan of education, which was followed until the year 1818, made no provision for the education of children less than seven years old, but expected their parents to provide them with the elements of knowledge requisite for admission to the Grammar Schools; and to mingle the little acquaintance with books that can be imparted in those years, with the amusements and unconscious instruction at home. Perhaps, in a well ordered household, this is the best method. But most parents are too busy, and many too ignorant, to teach their children any thing; and to these children an Infant School became a place both of safe-keeping and of instruction. A Primary School is but a substitute for a good home; it has the mixed character of a school and a nursery; and the teacher needs, not only the power to teach, but the peculiar feminine arts, instincts, and winning ways, which are necessary to the management of either the bodies or the minds of young children.

In thus saying that the Primary School is to be a substitute for the home, we do not lessen, but increase, its importance. The child, before

Digitized by Google

its eighth year, is to master some of its most difficult tasks; to make very important acquisitions; and to form its most controlling habits. No acquisition in the course of life is comparable, either in importance or difficulty, with that of the alphabet; no habit so difficult to eradicate as that of a faulty enunciation. Both these branches of instruction are within the jurisdiction of the Primary School. To say nothing of the multitude of things and objects, of which the Creator designed the young child to make the acquaintance during the first years of life, and the knowledge of which and of their names is to be given here, the use of the vocal organs must, in most cases, be gained from the judicious Primary teacher. The brogue of the Irish child, or the nasal intonation of the young American, must be corrected by her. It is to her that we must look (if she is to supply the want of early home training,) for what all classes in America need—educated speech. We do not mean by this the pronunciation of each separate word as learned from the dictionary; for that is but a part, and a small part, of the vocal culture of a well-educated and well-bred man or woman. The words may be given with a painful distinctness, sounding as if they were spelt, and yet the sentence may have a most harsh and uneducated sound. What we want is, the music of the phrase; that clear, flowing and decided sound of the whole sentence, which embraces both tone and accent, and which is only to be learned from the precept and example of an accomplished teacher. No civilized nation at the present day is so deficient in agreeable and finished speech, as our own; and as we are by no means a silent people, the defect is extremely conspicuous.

It is a fault which we are not likely to correct, if we believe what we so frequently hear,—that we speak English better than the English themselves. In a certain sense this is true. An English stoker, lumper, or "navvy," speaks incomparably worse than any man who is to be found in New England. He does not, however, profess to speak English. His corrupt and harsh dialect, his ungrammatical and unintelligible sentences, are those of an illiterate and degraded class. But an educated Englishman, Frenchman, German, or Italian, who professes to speak his own language, speaks it with a grace, an ease, an elegance, to which most educated Americans make no pretension. The art of speech and the use of colloquial language must be learned very young, from hearing others speak, and from speaking ourselves, not from spelling-books or dictionaries. These last teach us to write, not to speak. The great American nation is the only one, so far as we know, (unless, as we hear, the same is true of Australia,) who speak the English language through their noses, and not through their mouths; and this imperfect utterance is as distinguishable and as offensive to a

Digitized by Google

well-educated ear, as the brogue of Ireland or the burr of Northumberland. This peculiarity of speech has insensibly and slowly, but steadily diminished under our common school system. We believe, too, that it is far less perceptible in Boston, than in most parts of New England, and by proper attention in the Primary Schools, it may at least be softened, till it reaches the point where it becomes merely characteristic and not disagreeable. We have no desire to make our children imitators of the English, for that would only bring upon them the fate of the eminent reviewer, who was said to have "lost the broad Scotch, and gained the narrow English:" but without either affectation or artifice, we may teach them a far more polished and musical speech than has yet prevailed, and may do away with what is now the too just reproach, that we speak and write our mother tongue as if it were a dead language. But this, if not done at home, is to be done at the Primary Schools; and as one important step toward it, we recommend the more complete introduction of the study of music into them, and the employment of a special teacher in that department. It will be a natural and pleasing employment for the children, and a relief to the Primary teacher. If this teacher can aid in giving the elementary sounds, it will be a great advantage.

With these views, it is plain that there is enough to be done to occupy the Primary teacher. If, on the other hand, she adopts what was once the recognized view of her duties, we have that mournful spectacle which we used to meet so often, on entering the Primary school-room. It looked like an ill-regulated nursery, where the morning duties of the children, in the way of washing, combing and dressing, had been imperfectly performed, and the children sent to one room, as a safe place of detention. In the countenance of both teacher and pupils there was but one expression, "What a weariness it is!" The children sat in the small, yellow chairs, swaying their little bodies to and fro from mere listlessness; and whenever they could escape the eye of the teacher, breaking the laws of the school by obeying the natural laws of motion; constantly offending, but never feeling guilty; the teacher, meanwhile, by snatches, and amid continual interruptions, hearing the alphabet class, the spelling class, and the reading class, in a drawling, dreary manner. There were two cheerful moments in the day,—those when the children escaped from the school-house; and when the teacher left the door, she could hardly have known, in the eager looks and joyous voices of the little crowd, the listless and weary children of the half hour before.

This was once not unfrequent. It is now exceptional, and will soon, we hope, be unknown. But it is the state to which such a school, if left to itself, is always tending. To prevent it needs, in the words of the

Digitized by Google

reverend chairman of the Bigelow district, "those rare traits of character, those attractive graces, those manifold excellencies, which would be a portrait of the Christian saint." It has been the endeavor of the superintendent to teach the teachers. This he has done, not only by visits to their schools, but by meetings, conversation, and lectures; and he will do it still further by the publication of a manual, prepared at the request of the committee, and now in a good state of forwardness.

School Committee.—F. E. PARKER, JOHN C. STOCKBRIDGE, GEORGE H. LYMAN, J. BAXTER UPHAM, HENRY BURROUGHS, Jr., OTIS KIMBALL, WILLIAM W. DEAN.

CHELSEA.

Another branch of education, viz., politeness, or good manners, deserves the daily attention of public instructors. A well trained intellect and fully developed bodily powers are attainments of great value; but to these, in order to success or honorable positions in life, should be added a graceful demeanor. Politeness has its basis in a kind and genial spirit, so that the person of amiable disposition will seldom be offensive in manners. Direct instruction on this subject is highly important. By spending ten or fifteen minutes of each Wednesday or Saturday, in giving to a school rules of etiquette, and practically illustrating them so far as circumstances will permit, much might be accomplished in what is now a too generally neglected department of education.

Intimately connected with manners are habits, whether pertaining to the outward actions, to the thoughts, or to the feelings of the heart. Into few greater errors do youth fall, than that of supposing that a practice, continued through years, may be abandoned at once, and without a struggle. Thus many lads early indulge in the vile practice of puffing a cigar or pipe, and fancy themselves free, till in maturity they attempt to break their chains, and find themselves destitute of courage and power to do it. How humiliating must it be to a person of delicate sensibilities and noble aspirations, to be daily conscious that he is the slave of a vulgar habit. But this only illustrates the law of habit, and shows the importance of early possessing the minds of children with the fact, that every act of to-day makes its repetition easier on the morrow. Thus right habits are as a golden stairway leading to virtue and success; while wrong ones are a stairway leading, by no tortuous route, to the depths of degradation and shame.

School Committee.—J. H. TWOMBLY, WILLIAM C. BROWN, JACOB MITCHELL, E. H. NEVIN, WILLIAM S. BARTLETT, B. P. SHILLABER, S. ORCUTT, ALEXANDER POOLE.

Digitized by Google

WINTHROP.

So far as we can judge, the relations between teachers and parents, have been of the most friendly character—scarcely any complaint on the part of parents, having come to the knowledge of your committee; from which we infer their satisfaction with the management of the schools. It seems to us very important, that parents and teachers should heartily coöperate in making our schools what they should be. Parents have it in their power greatly to assist the teacher, in a number of ways. They may sanction their modes of government, see that their children are not unnecessarily tardy at or absent from school, frequently visit the school-room, and in other ways encourage them. Let the faithful teacher be met with a friendly hand, and an approving smile, and he will be greatly cheered in his work. Every parent should be especially careful never to speak disparagingly of the teacher before their children—the influence of such remarks is decidedly injurious.

Our schools have been instructed within a few years, by a few teachers from the Normal Schools, with good success; and our teachers of the past year, although not from any of those institutions, have evidently been well trained for their work, and are familiar with the present approved modes of instruction. The consequence is, a gradual improvement in our schools for two or three years past. We are confident, that, if they continue to have the services of competent teachers, they will very soon rank with the best schools of their class. There is considerable deficiency in some of the schools, in reading and writing; and special attention should be given to these branches.

School Committee.—John M. Merrill, O. A. Taft, Warren Belcher.

ESSEX COUNTY.

DANVERS.

In view of the more generous support, peculiar to late years, of the cause of education, the committee feel that they should be able to report yearly an actual progress of the cause—progress in the sense of a greater advance made in a given time in substantial scholarship, as compared with the advance made in the same time the preceding year. While

Digitized by Google

clearly of the opinion that our schools of the past year do not suffer by comparison with those of the year previous, we should in frankness confess inability to remark wherein they gain by the comparison. The present extraordinary facilities being taken into account—the ample amount of money expended—the palace school-houses—the graded system now complete—the paraphernalia of school-rooms, so calculated to act the office of educator—the text-books of the day, quite perfect in kind—the forty weeks of schooling a year—the business of teaching erected into a profession of the first class—the numerous associations organized in behalf of the schools—the stimulating effect of the personal interest felt in the cause at every fireside—the public libraries, designed to serve as tributaries to the common stream, and then the light of experience, shining with a fuller and fuller light,—these things considered, we are persuaded that the success of our schools should be greater and greater, that they should be to us manifestly a fast growing source of individual and public benefit. That such is not the case, it is to be feared that the careful and candid inquirer finds but too easy of demonstration. It would accordingly seem that one of two things, to a large degree, holds true—either that this more liberal and systematized support, to which we have alluded, of the cause of education, is to no purpose; or that the art of education, if better understood now than formerly, is less perfectly practiced. The possibility of a cause not being advantaged in proportion as it receives additional systematic support, is so little to be apprehended, that we feel safe in the assumption that our schools are failing of their due success, by reason of errors, relating more or less directly to the system of instruction. We ask the liberty of a few remarks upon the subject here presented.

The grand, leading purpose of the common school system, as we understand it, is that our youth may attain to considerable proficiency in those prime branches of learning usually designated as reading, writing, spelling, arithmetic, grammar, geography, history of the United States, and certain other elementary branches of a higher grade, selected as studies of the High School. The wisdom of this purpose is apparent. No argument is needed to prove that proficiency in these few fundamental branches, while it is a thousand fold better than a superficial knowledge of a thousand things, as preparing the young mind for the stern duties of life, forms also the most enduring basis for other and higher learning, and is the surest guarantee of future intellectual effort. Nor is argument wanted to prove that more than a faithful attention to these branches cannot be given by scholars of the age of those ordinarily attending our schools. But to the effectual carrying out of this leading purpose, evidently two things are requisite. First, that a regard for the prime branches of learning, should be uppermost

Digitized by Google

in the minds of our educators, by which term we include teachers, not only, but parents, and all others having a voice directly or otherwise in the control of our schools; and next, that the entire administration of the affairs of the school should be shaped with special reference to forcing home upon the minds of children, as an ever-present thought, the truth that they are made members of school in order that they may, by persevering toil, master these prime branches, and that to be placed in school for such a purpose is the greatest favor that can be granted them. To be sure we have now in our schools, as chief studies, no others than those enumerated, and certainly the proposition is far from being made to substitute in their stead other studies. All admit the grand purpose of the school system, and acknowledge the wisdom thereof, and we are confident there are none who would not indignantly rebuke the innovator who should propose any thing like a radical change.

But while there is this theoretical adherence to the substance of education, it is unquestionable, if, in a degree, the elementary branches are not losing cast with us—if really the solid meat is not unawares being pushed from the ancestral tables by the more delicious but less healthful cake with frosting. Of such errors alluded to as we have in mind, we instance a few.

And in the first place there is indeed with the community in general, but as we should in this connection remark rather with parents and teachers, a fatal disposition to what, in the absence of a pleasanter word, we would respectfully term display. Cases of exception there are, but as a rule, no sooner apparantly is a school term begun, than the day of examination is anticipated—less as a day of exhibition of solid acquirements and accomplishments, than as a day,—if the expression be allowable—of the greatest possible show with the least possible substance. Accordingly the teachers, for the sake of a certain popularity with parents, are led in term time to contrive how best this desired end may be compassed; while parents, for the sake of a certain gratification of themselves and the children, are also led to encourage the teachers in their endeavor. We intimate not that there is taught in school, or observed as an exercise, that which in itself is not well and proper, but here speak as deprecating the multiplicity of exercises that are allowed a prominence, and which so far divide time and attention that there is a necessary neglect of the main studies. For example, we recognize the usefulness of such exercises as map-drawing and picture-drawing, frequent declamation, frequent singing, and some others now introduced, arithmetical and etymological, requiring arbitrary effort of memory; but, looking upon them rather in the light of graces of scholarship, we submit that with the importance at present accorded to them, they are graces acquired at the expense of higher accomplishments; and since it is the

Digitized by Google

nature of young minds to be attracted and absorbed by what is pleasant and striking, we hold that too great caution cannot be observed in our endeavors to make the school-room a place of interest, by means of exercises beyond those whose title to attention is first and indisputable.

School Committee.—A. A. PUTNAM, JAMES FLETCHER, J. W. PUTNAM, A. W. CHAFFIN, RUFUS PUTNAM, I. W. ANDREWS, A. S. HOWARD, F. P. PUTNAM, A. MUDGE.

LYNN.

Much depends upon the influence exerted, at this very impressible age, upon the children in the Primary Schools. The time will come when the Primary Schools will be places where the real foundation will be laid for education, by making the development of the senses the basis for future mental unfolding. Now the child's interest in pictures and forms, in stories and objects of nature, goes for nothing. The school is a house of restraint; and the good of the school requires the suppression of all that activity, curiosity, and love of wonder, which are given to the child as the capital with which to begin life,—to be used and improved, not be repressed and put away as obstructions.

Attention has also been called to some of the bad habits of reading contracted in the first stage of learning to read. The drawling, monotonous, sing-song, indistinct enunciation, clipping of final consonants, and slurring of vowel-sounds, may be prevented in the beginning much more easily than they can be remedied in after years of the education. There is too great an impatience of the elementary processes of teaching the sounds of vowels and consonants, and developing the organs of pronunciation and expression, while there is too much haste to go over a set number of pieces to be mechanically read. The same mistakes are committed again and again, and the good which might result from reading, as a discipline and means of development, is lost. Simultaneous reading has been discouraged, as producing a habit of monotonous expression, and a drawling delivery, where each waits for the rest, and particular faults are merged in the general sound. The committee made great effort, especially during the last term, to break up some of the bad habits of reading which had become deeply fixed in many schools. An elocutionist of great experience was employed for a time, and more would have been done if his efforts had been cordially seconded by the Primary teachers. A beginning, however, has been made in the right direction.

In arithmetic, Colburn has been substituted for Greenleaf. In geography, it has seemed to the committee, that much time was uselessly spent in the learning of names, while a globe and maps referred to in

Digitized by Google

continual, general exercises, would take up much less time, and convey much more real instruction, in a manner more likely to impress the memory, and remain as a permanent acquisition in the mind of the child.

The complaint is often made, that morals are not systematically taught in the schools. No compendium of moral duty is put down among the list of text-books, and that is the reason assigned by many for the evil dispositions, and the unchecked manifestations of hate, anger and other bad passions, which are so prevalent. But a far more important matter is the general influence of the teacher's own moral state. It is a part of the common superstition, that if certain things are learned by rote from a text-book, the desired end will be attained. The living text-book, every moment open before the children, is of infinitely more importance than all set instruction upon principles of moral science. There is too great an indifference in the mind of the public upon this point. The teacher is "cross," as the children say; but that is no matter, if he only "make them learn;" he scolds and storms; but somehow, all is pardoned, if he make them learn; he occasionally commits a severe assault upon some perverse, or seemingly perverse child; but no one listens to the complaint, if he make the children learn; his temper is perpetually ruffled, and his nervous system unstrung, day by day, but he makes them learn; the children hate him and speak of him with disrespect, but this is not regarded, if he make them learn. All this is the most fatal of mistakes. The absolute and indispensable requisites in a teacher, brought for so long a period of every day into such contact with the impressible natures of youth, ought to be kindness, self-control, evenness of temper, and self-respect. What can be the effect of a perpetual irritant placed thus directly upon the heart and temper of childhood? The stubborn will be made more stubborn; the gentle will be crushed; the sensitive paralyzed; the weak made mean and hypocritical; the perverse hardened in their perverseness. The general effects are as certain as the great laws of the universe. These effects may not be witnessed to-day or to-morrow; and many, happy in their peculiar moral constitution, and their social environment, may escape deep and lasting injury; but the effects upon many others are sure. He who doubts it has no belief in any laws of moral influence; and he who is indifferent to it, wrongs his own children, whom he would shield, at every hazard, from elemental storms and physical pestilence. Parents have sometimes expressed fear of giving any utterance to their conviction of the unfitness of a teacher, lest their children should be the sufferers. What a state of feeling and want of confidence are here indicated!

The school system requires parents, except under very peculiar cir-

Digitized by Google

cumstances, to send their children to a particular school, or to none, and it sometimes happens that they are placed in an unpleasant position. It is very difficult to decide whether they ought to incur the odium of responsibility in the matter, or to remain passive, still hoping for the best. The good citizen, desiring the prosperity of the schools, and knowing how fatal to that prosperity are all excitement and contention, will consent to every thing, except the manifest violation of his duty to those of whom he is the appointed protector. Passion and personal hostility are worse than useless. It is always to be regretted, when these are introduced as elements in such a question. Undoubtedly there are many who can look upon opposition to a teacher in no other light than as a personal hostility. But there is only one guide for a man's action, and that is, what, under a serious sense of responsibility, is for the good of the children.

It is important always to remember that the child is not made for the school, but the school for the child. There may be the danger, in magnifying the schools and their office, of undervaluing the divine, primary relation of parent and child,—of consigning all instruction to the schools,—of looking upon them as a substitute for the parent's influence and authority, rather than as a temporary help and a complement to it. Every judicious parent will be careful how he listens to petty discontents and trifling objections; how he permits his children to indulge in disparaging remarks, and how he allows himself to express his own hostile convictions in their presence. But there are times, when, if the child does not feel that he has the parental sympathy, he is indeed to be pitied.

There are needed, in these sometimes conflicting relations, great wisdom, forbearance, charity, and a proper estimate of the teacher's trials, responsibilities, and work. Every one should form his judgment, as far as possible, without passion, and from personal knowledge; every one should act with a single view to the well being of the young, helpless and unprotected—unless those to whom the Creator has committed them help and protect them. The parent and the teacher have but one end in view, as far as their relation to the child is concerned; and that is, to promote its education in the highest and truest sense.

Chairman.—C. C. SHACKFORD.

MANCHESTER.

The committee are prepared to say to the town that the High School is now in efficient, working order, under the management of a principal

Digitized by Google

who has our entire confidence; who is devoted to his work, and seems determined to infuse his own earnest spirit into the breasts of his pupils. All that is necessary to complete success is the full and hearty coöperation of the parents and friends of the school in the purposes and plans of its supervisors and principal.

It will be seen that the number of scholars remains about the same as it was a year ago, with the exception of the simple reduction made by those who then left it altogether. No additions were made last spring, for the reason, principally, that as those who were expecting to enter were mostly quite young, the committee judged it would be better for them to remain in their respective schools another year. This spring we hope an interesting class will be found prepared to enter.

It is proper to say in this connection, that with a change of principals, a new and more perfect classification of the High School took place. A schedule of studies was prepared, embracing a pretty thorough English course, and requiring four years for its completion. The plan also anticipates the employment in the Grammar, and, if possible, in the mixed schools, of the best class of Normal teachers, who will be prepared to pursue the same mode of instruction now practiced in the High School. We have thus taken the initiative in a movement which we deem absolutely essential to the highest prosperity of this school. We believe the plan to be a feasible one. Thus far it has worked well, with less friction than we had anticipated. Whether it shall be carried out fully, according to the original design, will depend upon the course which future committees pursue, and the public feeling which may be manifested in this regard.

The plan proposed will be more expensive than the present mode of hiring teachers at the lowest possible rates; because the services of good Normal teachers, such as we should need, are in demand at higher prices than have yet been paid in this town. But the committee feel that the difference of perhaps from three to five dollars per month between second or third rate teachers and those of superior abilities and attainments, should not for a moment be made a consideration by parents who desire to give their children the best education which our common schools can be made to furnish.

School Committee.—C. W. Reding, D. B. Kimball, George F. Allen.

NAHANT.

At the time of the incorporation of our town, severing us from the city of Lynn, six years ago, it was reasonably anticipated that our new relations would result in lowering the grade of our schools, by depriving

Digitized by Google

us of that standard of attainment, as well as that intelligent supervision, for which that city had been so justly commended; but the experience of this period has shown us that our fears were groundless in both of these particulars. A spirit of generous emulation, stimulating our citizens to liberal appropriations, and united efforts for improvement, has placed our schools in a condition to compare favorably with any, under similar circumstances.

Whilst, therefore, we congratulate ourselves upon our position already won, let us remember that the cause of education is advancing onward with an accelerated pace, and to continue to maintain the vantage ground of to-day, will require commensurate efforts for the future.

Contrast our present standing with what it was only one decade in the past, and say who would then have been so bold as to have asserted what is now true of our present position and attainment. Then, with poor accommodations, comparatively, and an attendance of but twenty-five scholars, in a mixed school of very low rank, the feeblest and most distant member of the town of Lynn, on whom we were dependent, lacking in local vitality and interest, in consequence of our colonial condition; whilst now, with good accommodations, we have an attendance of seventy scholars in a Grammar and Primary School, a local government and a good degree of educational interest pervading our entire community, with an honorable rank as compared with our sister municipalities around us.

What is thus true of us, is correspondingly true of our Commonwealth in general. Never before was the cause of education, in all its various departments, marshalling a mightier host to battle in its behest. Never was human intellect strained to a higher tension in search of the elements of a true and successful progress than at this present day, and yet the march of improvement is still onward to new fields of conflict and to victory.

The heights already reached furnish us with a more extended vision, and with better means and modes of advancement, bringing into clearer light the errors and mistakes of the past, and revealing with more unerring certainty the necessities and wants of the future.

There is no surer indication of the advancement of this important cause, and none more gratifying to your committee, than the increasing interest manifested by the public in the subject of Primary School instruction; for, right here, it is conceived, lies the prolific source of much evil. In order to permanent and solid attainments, the foundation must be securely and correctly laid; an omission of this important consideration has been the chiefest obstacle with which the pupil has had to contend. Here, too, has been one of the most fatal mistakes of the past, we think we may now say—a mistake, the bad effects of which

Digitized by Google

can be seen on whichsoever side we turn our gaze, and the fruits of which are—nasal pronunciation, drawling, lisping, indistinct enunciation, stammering, and many kindred defects which so often mar the beauty and interest of public speakers; all of which could be remedied by proper elementary training and discipline in the Primary School. Surely, if the surgeon can reduce the malformation of the limbs to order and symmetry, the intelligent and faithful teacher can correct faults such as have been referred to; and although it may require several generations to accomplish thoroughly the work, owing to the habits of speech of parents and associates at home, where they first learn to frame their utterances, yet well directed efforts will not fail to secure in a good degree an end so desirable.

At the tender age in which children are inducted into the Primary School, their susceptible natures, like the daguerreotypist's plates, receive and retain every influence to which they are exposed, forming habits of life which become permanent. It, therefore, becomes of the utmost importance that every step there taken, shall be in the right direction.

The practical experience of those engaged in the various useful enterprises into which the business of life has been divided, has shown that a higher point of perfection can be attained by the subdivision of effort, in accordance with a general system, blending all of its minor gradations into one grand, harmonious whole, and thus, by narrowing the field of individual labor, securing a much greater degree of excellence in the aggregate, than otherwise could be reached. Such a system, adjusted with practical intelligence, and uniformly acceded to, would place the standard of mental acquirements in our schools far in advance of what, hitherto, has been deemed within the range of possibility.

The best mode of instruction in each department (for there is a best mode) would supersede all others, and uniform and universal progress would be manifested, where now we have, by reason of conflicting systems, and of individual experiment embracing but a single field of labor, a great waste of effort, with but feeble and unsatisfactory results.

To conceive of such a system is acknowledged to be vastly easier than to construct it; nevertheless, no subject is more worthy to engage the attention of the practical educators of the age, and no higher honor could be conferred upon any one than to become conducive to such a result. It would become a monument of lasting fame, more enduring than the quarried shaft of adamantine rock.

But the schools alone are not the only sources of education; the home and the highway are as surely elements contributing largely to the development of individual character and forming habits of life.

The avenues to the soul are through the senses, and in proportion as

Digitized by Google

these are brought into contact with purity and refinement in their different forms of communication with those sources of inward growth, will correspondingly be seen the outward manifestations of beauty and loveliness.

Home should be the seat of purity and innocence, where kindly and sympathizing restraints should be mingled with harmless and cheerful amusements, not only for children but for all; thus making their love for social home recreations the means of wooing them from the pursuit of such enjoyments in the streets and places where the idle and dissolute do congregate, and where too often are sown the seeds of vice, immorality and crime.

For the prevention and spread of physical disease, we have sanitary regulations originated and maintained by legal authority; but, alas! how shall we guard the young and innocent candidates for immortality committed to our care, from contact and contamination to which they are exposed from those, the utterances of whose tongues give to vice a living form, "a local habitation and a name," whose influences are death and destruction to all that is pure and ennobling, and whose lives and communications can be measured by no other terms than that of deepest depravity? A good life, and therefore a useful and a happy one, can result from nothing but early and vigorous culture—from constant watchfulness and self-negation, and from high and holy aspirations, all of which are positive virtues, requiring active perseverance throughout a whole life, each period having its own particular and appropriate labor, none of which can be omitted without damage to the whole.

Let us, then, endeavor to surround our schools with such influences as shall secure these results, and in the morning of life—recognizing this period as peculiarly the time of seed-sowing—plant in the hearts of our children the germs of honorable activity, of modest yet manly self-appreciation, and of strong and abiding faith in the principles of enlightened Christianity as the surest guaranties of their future usefulness and virtue.

On visiting the school-room, one is too often painfully conscious of disobedience to the great physical law of our being, in the pale and spiritless countenances which he there beholds, the sure indication of a lack of sufficient exercise in the sunlight and air, coupled with imperfect ventilation, and defective apparatus for heating. Active out-door exercises in athletic games and sports should be encouraged for both sexes, as conducive to elasticity of mind as well as of body, thereby better fitting them for their tasks, and giving them cheerful and healthy countenances, indicative of strong and vigorous mental capacities. It is this that paints the many-hued flowers, that gives to inanimate nature that

Digitized by Google

freshness and beauty so inspiring to genius and so cheering to the heart of man.

The general interest manifested by our citizens in their attendance at the annual examinations, is a sure pledge of the future prosperity of our schools; and, whilst it affords encouragement to the teachers and pupils, it also serves to elevate the tone of public sentiment, and to give them a truer appreciation of their wants as well as their results. No one of those who were present at our annual examination, will soon forget the pleasurable satisfaction with which they witnessed its exercises.

School Committee.—JOHN Q. HAMMOND, HARRISON BARNES, ALFRED D. JOHNSON.

NEWBURYPORT.

Singing has been introduced into the schools of both sexes, and serves to make the school more pleasant to the children, who engage in it with great and evident satisfaction.

There is a defect in all our Primary Schools, which is a want of occupation for the younger children when not engaged in reading or reciting. They cannot be kept at their books for any length of time, and unless they have some pleasant employment to engage them, they will be uneasy and restless, to the annoyance of the teacher and disturbance of the school. If something could be devised for them, combining instruction and amusement, it would greatly relieve the tax upon the teachers and be an essential benefit to the children.

ROCKPORT.

Regulations for the Public Schools of Rockport,—Gradation of the Schools.—1. The public schools of Rockport shall be Primary, Grammar and High Schools. Besides, there may be one or more winter schools for the accommodation of those scholars whose avocations do not allow them to connect themselves with the other schools.

2. The scholars of the various schools shall be classified in three divisions; and shall pursue the course of study marked out for their divisions, unless for good reasons excused therefrom by the committee.

3. Scholars shall not be promoted from one class to a higher, or from one school to another, until they have sustained an examination and been approved by the superintending committee.

4. Scholars shall not remove from one school to another without a certificate from the principals of the schools which they have attended,

Digitized by Google

stating the standing of such pupils, and the reasons for the change; and no such scholars shall be admitted into any other school without first obtaining permission from the committee.

Regulations for the Management of the Schools.—1. The morning session of each school shall be opened by the reading of some Scripture lesson, according to a statute of the State, and such other religious exercises, of an unsectarian character, as the teachers may appoint.

2. Scholars absent from any session of their schools, or tardy in attendance, must present to their teachers a written excuse from their parents or guardians.

3. If any scholar shall be frequently absent or tardy, it is required of teachers to report such cases to the committee, that proper measures may be adopted to secure their constant and punctual attendance; or, if these measures prove unsuccessful, that such delinquents may be punished according as the aggravation of their offences demand.

4. No scholar shall be excused from any session of school before the time of closing, unless the teacher is fully satisfied that there is special and urgent reason therefor.

5. Teachers are required not to allow their pupils to leave the room at the call of any person, unless such call shall be from parents or guardians, or from some one sent by them and presenting good and sufficient reasons.

6. The usual recess in the middle of each session of the schools, shall not occupy more than fifteen minutes for both sexes, at the expiration of which the scholars are required to be in their places, attentive to the duties of the school-room; and in no case shall the sexes have their recess together.

7. Teachers should not debar their pupils from the privilege of their recess as a punishment, but should correct their misdemeanors in some other way.

This rule should be especially observed by teachers of the Primary Schools.

8. Teachers shall have cognizance of the behavior of their pupils out of the school-room, at recess, and immediately before and after school, when they are in the vicinity of the school-house, as well as in their seats, or while passing out of the house.

9. It is the duty of teachers to see that their scholars generally have habits of cleanliness, not only as to their persons, and about their desks, but also outside of the school-room, about the premises of the school-house.

10. Teachers should have a care for all the property committed to them; and if any of their scholars shall deface or mark upon any part

Digitized by Google

of the buildings, or wilfully do injury to any other property belonging to the school-houses, they should at once be reported to the committee, who will hold them liable to such penalties as the laws of the Commonwealth prescribe.

SALEM.

The committee have not been indifferent to a discussion which has occupied the public mind in some of our neighboring cities, in regard to the kind and amount of labor which is now required in our common schools. It has been claimed that the text-books in general use are too ambitious and too mature; that the fundamental elements of an English training are not enough regarded; that the children are "crammed" with undigested knowledge in higher fields of learning, while they are left for the most part imperfectly supplied or wholly deficient in more needful branches. And the broad ground is taken that science should never be attempted in any department of our common schools.

We fully concur in the sentiment that the tendency of the day is to the neglect of simple and rudimental studies. We have often insisted upon the paramount importance of what is generally called the Grammar School course, as lying at the foundation of all solid education, and therefore not to be slighted or hurried over impatiently on the way to a superstructure. On this account it is, that the Grammar School furnishing must precede of necessity the training of the High School, and must be thorough and complete. The latter was established to carry forward a little farther those who have finished the career of the former; and was not designed to instruct in the same branches that have been already pursued—to linger still on the rudiments that have been elsewhere taught, though it might usefully review them in the first year of its teachings, and might explain them more fully; but if a distinction of grade is to be recognized between the two, it is the province of the High School to advance to maturer studies, and to initiate the student into loftier and profounder truth. It may not be necessary that every pupil should be conducted in its course to the same sort of learning. It is wiser, no doubt, so far as the system admits of it, to make a discriminating difference. In the higher applications of mathematics, for instance, it is right to provide that pupils looking forward to engineering or commerce, should be instructed in trigonometry, surveying and navigation; while others, deficient in mathematical skill, or with different ends in view, should be directed to history, rhetoric, modern languages, and the like, rather than forced into a conformity to some unbending arrangement. This is not understood by the committee to favor the idea of a one-sided culture, but

Digitized by Google

only to allow of a reasonable degree of liberty touching certain requirements.

To the notion that scientific truth should not be taught in our schools, we cannot subscribe for a moment. A little acquaintance with botany, chemistry and astronomy, is necessarily useless. Any one of the sciences may demand a lifetime, it is true, and the ripest growth of intellectual power; but the same may be said of almost any pursuit. The objection, if sound, would exclude attention to the sciences even from the walls of college. It is not expected to make experts and discoverers in our schools; but to develope a taste, to introduce to a department of important knowledge, to give the pupil an insight into work to be performed, and into the manner of performing it, when he shall have leisure for the task; and in the meantime to expand and elevate his views, to refine his sentiments, and to furnish him the means of nóble or innocent entertainment when he looks on bird or stone, or star or flower.

It is thought that lectures in the school-room would answer this purpose much better than text-books; but our experience teaches us that what is learned by lectures, and by this means alone, is superficial and fragmentary, and leaves no permanent and reliable results; because the hearer, from ignorance of laws and principles, knows not where to bestow what he receives by the ear—knows not how to preserve, because he cannot classify. The lecture is very useful when it accompanies the treatise; but the treatise must be pored over, line after line and page after page, until its leading truths and rules are firmly fixed in the memory.

Chairman.—GEORGE LEEDS.

SWAMPSCOTT.

Our system of public instruction has always been liable to objections in this regard, viz.: the want of any provision for an efficient culture in morals.

It is a received maxim, "That ignorance is the ally of crime and that education is favorable to virtue,"—then of course the system itself is not necessarily corrupting; and yet at the same time we must admit, that there are certain demoralizing influences flowing out from the mingling of so many children in one school-building, or one school-yard. "Juvenile vices" and "petty crimes" are often traceable to the school-yard influence. The older corrupt the younger, there can be no doubt of this fact; but while we regret it, and have often called attention to it, the question, "What shall be done?" is not so easily answered as

Digitized by Google

put. Shall we withdraw the virtuous from the vicious? Who shall draw the line? We judge this to be impossible. The remedy would be worse than the disease;—the growth of a child in seclusion is a dangerous one, and will make the child exceedingly selfish. No, our children must be educated together, and as parents and citizens, we must unite with our corps of teachers in exerting all the influence possible against such vices as are common to children. Vulgar and profane words should be always a punishable offence. The safety of society depends on the efficient moral training of the young; the public sentiment should be an elevated one on this subject. The committee ask special attention to this matter of morals on the part of parents and teachers.

There is another influence that is, in our judgment, more dangerous to the morals of our children and youth of both sexes, than that to which allusion has been made—we mean the street influence. If children and young persons are allowed to go into the streets, when out of school, and especially evenings, without the protection of parents, will they not be exposed to those agencies that are always found ready to corrupt and destroy the innocent? Vagrancy, profanity and vulgarity, are learned more often in the "street-school" than elsewhere. Children should be at home evenings with their parents. We beg the attention of parents to this subject, as these evil influences of the street "defeat much of the benefit to be secured by the faithful instruction and moral influences of the school-room."

School Committee.—J. B. Clark, P. Holden, W. D. Brackett.

MIDDLESEX COUNTY.

BILLERICA.

We think a serious defect exists in our common school education, which is the trifling attention given to the natural sciences. No adequate conception or knowledge of them is ever gained by one in a hundred whose education is confined to our district schools. Some of these studies are vastly important, scarcely less so than grammar, arithmetic and geography, in real practical utility. All the common movements of every day life are but the practical workings of the principles in the various departments of natural science. Air, light, water, motion, heat,

Digitized by Google

electricity, force, gravitation, and the like, are all of our commonest experiences, yet little or nothing is known of them by the pupils of our schools. Educate children on true natural principles; give them a good knowledge of geology, astronomy, botany, zoölogy, chemistry, electricity, and they will not fail to clearly see their surroundings, and understand their significant and important meanings. Of all these sciences, there are none better calculated to develop and store the mind with useful knowledge than geology and astronomy. These natural sciences can be readily taught and understood by divesting them of their technical terms, and commencing with their simplest and plainest truths. What can be of more importance to us than a knowledge of the laws of nature, with which we are bound to move in harmony or suffer in discord?

BOXBOROUGH.

No cases of misconduct on the part of the scholars have been reported to your committee. Children that are taught to obey at home, seldom cause any trouble in school.

We are happy to report that there has been a marked improvement in our schools, within the past few years, relative to the deportment of the pupils. If there is any inclination to insubordination, it usually shows itself in schools taught by females. They have been employed in two of our districts the past winter, and the order has been commendable.

Children should be taught to obey, not only their parents at home, and their teacher at school, but the Parent of parents, and Teacher of teachers, whose laws are perfect, and requirements just and equal.

School Committee.—Oliver Wetherbee, William W. Davis, H. Fessenden Davis.

BRIGHTON.

The advantages afforded by our various schools have been furnished to the school children of the town, through another year, at an average expense of about eleven dollars for each child. That is, the Primary, the Grammar, and the High Schools, with all their means and opportunities for improvement, have been open for a whole year, to all the children seeking them, according as they were qualified for one or another school, at an average expense per child of less than twenty-five cents each week. Teachers' wages and fuel, repairs on the school-houses, the care and supervision of buildings and schools, the printing and circulating of school documents, together with text-books to such

Digitized by Google

needy children as, in the judgment of the school committee and assessors, should receive them,—this all has been furnished for the above-named average sum. By your willing appropriations, you have provided the means of instruction in the very elements of learning for the youngest, and in the highest studies pursued in the public schools of the State for the most advanced pupils,—from the alphabet of our own tongue, to instruction in the Latin, Greek, and French languages,—at an average cost for each of twenty-five cents per week. For this, you have secured advantages for your children, which, if faithfully improved by them, would entirely supersede the necessity, on your part, of expending one dollar for private instruction, in order to qualify either your sons for admission to the University, or for agricultural, mechanical, commercial pursuits, or your daughters for any station to which woman is called, unless it be to give them those ornamental accomplishments which public schools do not as yet furnish.

Can we, then, rightfully complain of what we pay for what we receive? In what private schools could you secure advantages at all equal to these at the same cost? And would not every wise parent desire that all reasonable opportunities and privileges for education, enjoyed elsewhere, should be ready here for his own children, should they wish to improve them? Experience has shown with what little certainty we can predict, in this country, from what ranks and conditions of society are to arise the men whose influence shall be most felt in the welfare of the State. No parent can say, I do not require for my children the means of a thorough and advanced education, for they will never be called to exercise this culture. He knows not the stations and relations in life which they may fill. But he must know that all their attainments in useful knowledge, all the wise culture of their powers, through a generous education, will be, to them, a permanent and inherent good. It will prepare them to fill, successfully, any station. It will, itself, exalt them in the scale of being. It will cause children, when their parents have departed this life, to rise up and call them blessed, through the good institutions of learning which they generously maintained and transmitted.

And thus, obviously, the cause of the public schools is made matter of common interest to us all. All the members of the community must feel the benefit, if they are prospered, liberally sustained, encouraged, wisely counselled. All must experience, in some degree, the evil and the shame, if they suffer, either through want of means to maintain the average standard reached in places about us, or through want of generous sympathy and co-operation between the schools and the homes of the people. We are called by every consideration of public and private prosperity and happiness, by our hopes for the young, by our security

Digitized by Google

and welfare and good name as a civil community, to provide amply and carefully for the public schools. We are to remunerate generously the wearing labors of all faithful teachers, for here as elsewhere, that great law of political economy holds true, that, in the long run, the best thing comes for the best pay. We are to strive to remedy defects, to watch for improvements, alike in the internal management of the schools and in the arrangement of buildings and apparatus, that our schools may best accomplish their purpose in the thorough training of the young among us, and invite further settlements within our borders.

CAMBRIDGE.

To perform the duties of school committee in this city well, is a work more arduous than is generally supposed; none but those who have acted in that capacity fully appreciate all its trials, responsibilities and vexations. In the city are forty-six schools, and seventy-seven teachers. We are not only to see that each school has its teacher, and assistant, if necessary, but we are to see that each one is exactly adapted to the place to be occupied; adapted by the right kind of educational acquisitions, by disposition, by habits, by love for the work, and by devotion to it. This is no easy task.

In these forty-six schools are thirty-seven hundred pupils. The committee are to see that each pupil is in the right grade of schools, and in the right class in each grade; to see that each one is supplied with books of the right kind; to hear all complaints arising from pupil, teacher or parent, and at once patiently investigate and adjudicate upon it; twice in a year to examine each school, learn its condition, see how far it is worthy of their confidence, and, if necessary, to make a change of teachers. These are some of the duties that devolve upon the school committee. They have done all this to the best of their ability; not fully to their wishes, but always with an eye single to the great cause of public education in the city.

The teachers have been faithful, earnest, and ambitious; always to be found watchful sentinels at their posts; ready at all times to hear suggestions from the committee, and anxious to coöperate with them. They have ever been careful of the rights, of the health, and moral and intellectual growth of those intrusted to their care. We do not claim for them perfection, far from it; still we ask where seventy-seven persons can be found in any employment, who are more intelligent, more faithful, or who more fully deserve the confidence of their employers?

Every part of the machinery of our school system has moved with little, if any, friction. The different grades have advanced with their

Digitized by Google

usual degree of success, and classes have generally been well qualified when promoted—a point of great importance. It is not enough that a pupil is only just able to pass into a higher school, but he should be thoroughly qualified. Some of our schools have suffered from this defect, but we think that there has been far less of this the past year than heretofore. It is a point worthy of notice, that those pupils who enter the High School with the highest per cent., usually retain that rank throughout their connection with it. We feel, then, that it is of the utmost importance that each grade of schools should be supplied with equally good teachers, and that each one be adapted to the place.

There can be little said concerning the subject of music, which has not been said in previous reports. Mr. Lincoln not only still continues to be an enthusiastic and successful teacher of music, but is also a gentleman who exerts a powerful influence upon the minds of the scholars. Appealing to their sense and feelings in connection with the delightful science he teaches, his words never fall unheeded, as every one well knows, who notices his perfect control over the scholars when engaged in his duties. Perhaps one of the greatest advantages of music in schools may be, that under its influence the finer feelings of the nature are aroused, a healthful, pleasant excitement is imparted to the mind, the grosser passions, petty jealousies, hatred, even slothfulness, are forgotten, and moral and intellectual instruction thus find a more favorable state of the mind on which to exert their influence. Leaving out of sight the pleasure which the singing of the scholars imparts to those who from inclination or duty have occasion to visit our schools, it is because of the practical utility to the scholars themselves, that the present and past school committee have so strongly and unanimously upheld this branch of instruction.

School Committee.—JOHN SARGENT, JAMES C. MERRILL, SAMUEL SAWYER, WILLIAM P. PAGE, CHARLES A. SKINNER, MOSES CLARKE, EZRA RIPLEY, A. S. KELLY, HENRY THAYER, CALEB D. BRADLEE, J. R. MORSE.

LITTLETON.

But the great present need in our schools, and one to which your committee feel it their duty to call special and energetic attention, is a physical need. There is no adequate ventilation in the school-houses when the season does not admit the opening of windows for a current of air; and the confined, unrenewed, suffocating atmosphere, breathed over and over by every pair of lungs in the crowded school-rooms on

Digitized by Google

the examination days of the winter schools, has left its savor, it is hoped, with too many to leave this a vain appeal. Aggravated of course by numbers, on such occasions, to positive distress, it can hardly give us an exaggerated view of the danger to our children,—shut up six hours a day in stove-heated rooms, without escape for the effete air, or admission for fresh oxygen from abroad. The intervals of recess are most important, but not sufficient to counteract the poisoning of school-hours. No intelligent farmer would expect his cattle to thrive in such a noxious atmosphere. The fact is constantly observable, that every new barn, or old one remodelled, has special, ample and somewhat costly provision for adequate ventilation; and manifestly our modern barns, both in style of architecture, and in convenience and adaptation of internal arrangement, are far in advance of the best school-house in town. Ought we longer to allow such discreditable contrast between the barn and the school-house? Are not our children of more value than many cattle? And, as we value the expansion and soundness of our children's lungs, as well as the growth of their minds,—neither of which can be vigorous under such unwholesome influences,—we are bound to make such arrangements in our school-houses as shall insure a constant renewal of pure air, adequate to the wants of all.

Superintendent.—HENRY T. TAYLOR.

LOWELL.

And first, upon this point, is it not true that the parents of thre children in our schools give little, very little, personal attention to what passes in the school-room? Is it not a rare event, an unusual occurrence, when the shadow of father or mother falls inside the door-way of the school-house, or their smiles add light and gladness to those nurseries of thought, the teachers' workshops?

Is it not true that there are men and women in this city who are intelligent, who move in good society, who have time upon their hands which they claim as leisure, and dedicate to innocent amusements, and yet who have so entirely disregarded our public schools, they would not be able to recognize the teachers, who for years have been giving daily instruction to their own children.

Is not this neglect general?—almost universal, among the parents of children in our schools?

Teachers say that it is so, and if we judge from what experience we have had in meeting parents in our visits to the schools, we must assuredly confirm that testimony.

It is true that on examination days we meet a few who manifest a

Digitized by Google

good degree of interest in those occasions,—a few who are such frequent visitors, they seem to need no introduction to the teachers of their children; but on other days, at other times, when the teacher, judging by his experience of years, is not expecting company, how seldom do even the faithful just named visit the school-room.

Parents may not be aware of the influence which this neglect and seeming indifference exerts. Doubtless many of them have never taken this subject into serious consideration, and have not consulted their duty in regard to it at all; but whether they know it or not, their continual absence from the school-room, their neglect to seek an acquaintance with the teachers of their children, and every act of theirs which tends to show a lack of interest in the schools, reaches to those teachers, and by a natural and powerful influence casts shadows around them, places obstacles in their path, which annoy and discourage them, and which tend to make them feel comparatively indifferent to the work in which they are engaged.

Teachers may not be conscious of the fact that this influence upon them is so great as it is. They may toil on with a firm resolution to do their work faithfully, regardless of all external circumstances, but they cannot do this; and the parent, by his neglect, and in his absence from the school-room, gives a coloring, and in one sense, a character, to the school.

And why think it strange that it should be so? Does the successful farmer leave the cultivation of his fields and the care of his flocks and herds to the servant he has no acquaintance with, and perhaps has never seen? If he should do this, would not that servant begin, after a time, to estimate the importance of his duties, as he learned to suppose that his employer estimated them? And if so, how much more certainly will the neglect of an infinitely higher trust influence the one into whose hands it is committed?

We desire that parents may think of this, and realize how great is their responsibility, in view of the influence they are exerting upon the teachers of their children in this respect.

Again, teachers are doubtless influenced much by the frequent presence, manifest interest, and familiar counsel of the committee. It is doubtless true, as was remarked by a gentleman of experience in teaching, a few days since, that there is not a school in the city which could not be essentially improved in a single month, should one of the committee resolve that such a work must be accomplished, and labor accordingly.

But the committee have other duties to perform; they have other obligations resting upon them, and without compensation, no class of men will labor so constantly and devotedly as they will, when well

Digitized by Google

rewarded. Causes here suggested have operated to make the visits of the members of this board to our schools, less frequent the past year, than the best good of our educational interests have demanded; and this, as would any other seeming lack of proper attention to our schools, has doubtless had its effect upon our teachers. Let this subject, also, have proper attention, and let all parties interested say who is in fault.

School Committee.—Elisha Huntington, John P. Cleaveland, Wm. Southworth, L. J. Fletcher, E. F. Sherman, Frederic Hinckley, Wm. North, Z. P. Burnham, Walter Burnham, A. L. Brooks, John L. Cheney, Andrew Moody, B. C. Sargeant, Charles Cowley.

MEDFORD.

In this connection, the committee will allude to another ground of misunderstanding on the part of some parents. There are those, who, from a mistaken idea of the extent of their control over the time of their children, have been led to believe it was their right to require the teacher to dismiss their children from school at any time; and, acting upon this belief, have daily sent to the teacher written requests to have their children sent home at a given hour before the close of the school, to the great detriment, not only of the children so dismissed, but of the rest of the class. This claim undoubtedly arises from an honest mistake on the part of such parents. The parent has a right to the services of his children, and may keep them out of school; but, if he sends them to school, he waives and parts with his right, at least for the half-day of that session. He puts them under the control of the committee and teacher, for the purposes of instruction; and cannot, without their consent, recall them, until the session is closed. If this were not so, it would be impossible to keep in force any effective system of public instruction.

Your committee have given this subject a careful examination, and have no doubt of the correctness of these views.

NEWTON.

After the foregoing exhibit of the several schools, the committee do not deem it expedient to reiterate the various suggestions and considerations of the last report, although a year's observation and experience have tended only to enhance a conviction of their paramount importance. They will confine their closing remarks to two particulars, which have a direct and most intimate bearing on the highest success of our schools.

Digitized by Google

One of these refers to parental influence, either to render successful or nugatory the efforts which the most vigilant committee, and the most faithful corps of teachers may make, in the promotion of the great interests of education. And the committee, in referring to this topic, would express their satisfaction in witnessing the growing interest of parents in the schools during the past year. This interest has been manifested by their frequent visits, as recorded by the respective teachers, amounting in all, to not far short of a thousand, and giving a degree of encouragement and impulse to the schools, which no language can exaggerate, and no figures adequately express. Still, in this direction, there is need that yet more be done by the cordial sympathy and coöperation of all concerned, for the improvement and efficiency of our schools. For however complete they may be in all their machinery, and however favored with a wise and faithful official supervision, still their success in a higher degree, depends upon a felt and expressed sympathy and interest in them, by the parents of the children there taught. But is this interest duly felt, and if felt, is it generally manifested? If the observation of the committee does not deceive them, many parents seem to regard the teacher at the commencement of his term, especially if he be a stranger, with a sort of jealousy, and are apparently more disposed to discover his blemishes than his virtues. They often stand aloof from him, and perhaps through a whole term never exchange a word with him, concerning what we should naturally suppose would occupy their minds, with a trembling interest, namely, how their children improved and behaved. And how can a teacher, however competent to his task and zealous in his work, be expected to feel a greater interest in the welfare of the fifty or more, committed to his charge, than the parent manifests for the welfare of his one child? The teacher in his arduous duties needs sympathy and encouragement, and if parents would have him faithful to the best interests of their children, they must cordially offer them. When about to commit the plastic minds and hearts of their offspring to the formative influence which he must exert over them for weal or for woe, they must make advances towards him, cultivate his acquaintance and friendship, elicit from him his veiws of instruction and government and cheerfully coöperate with him in his efforts to sustain a salutary discipline, and to promote the highest improvement of his pupils.

But should the community at large, accord this sympathy and coöperation, and afford the teacher every facility in his sphere of service, your committee could not anticipate from the entire accomplishment of the paramount end contemplated in our educational appliances, and the full development of those elements of mind upon which they are mainly brought to bear, the noble results which should ever be borne in mind

Digitized by Google

in the nurture of the young. They cannot forbear, therefore, before closing their report, to direct your attention to a few considerations which every one must deem of vast importance, in relation to the great interests of education. They have a high appreciation of the system of education as devised by our fathers. Its conception was a novel and a noble one. Previously no nation had, by law, made provision for the universal diffusion of knowledge and virtue among the people. Despotism had, indeed, as an act of self-defence, locked up the fountain of knowledge and cast away the key, lest its grovelling and submissive subjects should awake from their degradation and arouse themselves to tear off their galling chains. But the arrival of the Pilgrims on the shores of this New World, was the commencement of a new era in the history of mental and moral cultivation. Leaving behind them the stagnant pools of knowledge, they saw that every rock in the wilderness, when smitten by the genius of universal improvement, might be made to send forth streams that would diffuse through all the walks of life the elements of practical knowledge and high-toned virtue. The school system, which is so marked a feature in the institutions of this Commonwealth, had its origin in this conviction. They saw that, to fit their posterity for self-government, they must be rendered not only intelligent but virtuous. And the system, as devised by them, looked directly to this twofold result. They, therefore, made the training of the moral and religious nature, the corner stone of the superstructure which they reared; regarding the cultivation of the intellect simply as a means in the attainment of this sublime result. But through the untoward circumstances of later times, the most essential feature of the system as left by them, has fallen generally into comparative disregard, and in some regions, it is feared, into total oblivion. Its most marked instrumentality, at the present day, is found in the cultivation of the intellectual powers, leaving the moral and religious elements to develop themselves by other agencies, as they best may.

But your committee, in view of the moral condition of this generation, cannot but regard the depression of this highest feature of the system as established by our fathers, with fearful apprehension; for nothing which has any bearing on the highest interest of man, in this age and in this country, is adapted to awaken a more fearful apprehension than the culture which is most prized and most used. It is everywhere in visible operation. The ministry to the physical, the wholly temporary, declares itself in every form which the myriad tastes and pursuits of society can give it. The inventive genius, the very poetry of the age, is exhibited in creations which are for practical utility, physical use. The great desideratum is to save labor; to make all nature tributary to the real or supposed needs of man; to give to iron

Digitized by Google

and wood muscles and will; to harness the elements to the car of man's ease; to chain the very lightnings of Heaven into subserviency to his business transactions. The cultivation of the intellect, of inventive genius, under the stimulus of World's Fairs and Expositions, and innumerable other appliances, is in this age a great matter. So it has come to pass, that education, instead of drawing out, as the word implies and as the thing is—drawing out and bringing into activity and constant daily use the elements of the whole nature, is mainly occupied in pouring in that which may hereafter be used; which will "fit the man to make his way in the world," as it is called; as if it were for this world exclusively that he was made; and not this world created simply to be his pathway, the great thoroughfare to him and his race, to a "City which hath foundations, whose Maker and Builder is God."

Your committee, then, in full view of these aspects and tendencies of the times, and the dangers to which the young, in their first entrance upon the active scenes of life, are thereby exposed, feel solicitous that they should be clothed with those safeguards which can be found alone in religious principle and an enlightened conscience.

While they heartily rejoice, therefore, in the means with which the rising generation are favored, for the improvement of the head, they would still more rejoice in any provisions which may be devised specifically for the cultivation of the heart. A system of education in order to be perfect, should contemplate the balanced development and cultivation of the whole nature of man. To promote his excellence and happiness; to render him a valuable member of society; to accustom him to aspire, by the regular and conscientious discharge of all his duties, to the happiness which is the result of moral rectitude—these are the transcendent ends which should be kept in view in the education of all. If this be true, our system of education fails to give due prominence to the one feature which is indispensably necessary to the production of this result, and, of course, such a result cannot be expected from it. The verity of this statement might be illustrated by various analogies; but it will be sufficient for the present purpose to ask, if any capable of tracing the connection of cause and effect, would expect that the plant growing in the shade, where not a single ray of light was permitted to convey to it the genial influence of Heaven, would develop itself in all its symmetrical proportions? Would he expect that the child, whose chest was swathed almost to suffocation, would unfold its physical attributes in all their beauty, harmony, and strength? As little might he expect that a community of rational beings would attain to the highest perfection of their nature, one part, and the most glorious part of which was designedly deprived of its

Digitized by Google

appropriate nutriment, or like a precious jewel be locked up forever in its material casket?

But in regard to the practicability of giving to this feature its rightful preëminence in our system of education, some may entertain doubts. It may be thought that existing sectarian differences present an insuperable obstacle. Your committee, however, affiliated with several sects, think otherwise. They know it was done in the earlier, and perhaps better days of the republic, and they think it may be done again. They know, also, that in Prussia, a nation that is outstpipping all other nations in the perfectness of its system of Common School education, it is most successfully accomplished, and without the least interference with any one's peculiar religious views. There, all sects exist and are tolerated by the government—and there, every child that enters the Common School, while he pursues one course of training for the head, is subjected to a corresponding one for the nurture of the heart. The same may be done in this country; and while every parent and child is left free to form his own religious faith, your committee entertain the hope, that that course of moral and spiritual training will yet again be inaugurated in the schools of this Commonwealth, which shall impress on the minds of our children a sense of their social, moral, and religious obligations, and contribute to make them, not only intelligent but virtuous citizens.

In concluding this, perhaps, too protracted report, your committee cannot forbear to advert, for a moment, to the embarrassments which the board has sustained, during the past year, in consequence of the sickness and resignation of some of its most efficient members. Its unity having been thus impaired, its efforts have, of course, been less concentrated and its plans less perfectly accomplished. The board feels especially moved to express its deep regret at the irreparable loss it has sustained in the decease of Wm. A. Alcott, M. D., one of its most zealous and active members, whose interest in the rising generation, and whose efforts, by pen and voice, for their physical, intellectual, and moral health, won for him an almost world-wide reputation, and entitled him to the gratitude of the multitudes who have been benefited by his instructions.

For the School Committee.—WASHINGTON GILBERT.

NORTH READING.

School government is, in some respects, like that under which we live; it has penal laws, and the teacher is the executive. We have been pleased, however, to observe an increased disposition in teachers,

Digitized by Google

to rule by kindlier means, appealing to the better feelings, rather than to a dread of physical suffering. Kind words have a wondrous power. "A soft answer turneth away wrath, but grievous words stir up anger." We would have teachers use kind words, and on no occasion scold or fret; it only makes bad scholars worse, and good ones indifferent. "He that ruleth his spirit, is better than he that taketh a city." Teachers should not let the scholars know, they have it in their power to vex them. Let them compass well the ground they intend to occupy, utter no unmeaning threats, but whatever they command, be sure to have performed, at the time, and in the manner prescribed.

School Committee.—GEORGE K. PARKER, THOS. N. JONES, DANIEL FLINT.

SOMERVILLE.

Many teachers have found their schools becoming suddenly restless and turbulent; and not understanding the cause, they have attempted to quell the tumult by positive requirements, and threatening injunctions; but the difficulty has increased reciprocally, and a painful alternative finally gave a temporary peace among the innocent sufferers.

All this might have been agreeably accomplished in a few moments by giving to the children additional draughts of pure air to restore a healthy flow of the blood, and remove the morbid condition of the brain; and then with a few strains of enlivening music their hearts would have been harmonized in mutual love. The cultivation of music in the Primary Schools is indispensable to their prosperity and the perfect success of the pupils in reading. The best singers have the ability, other things being equal, of becoming preëminently the best readers; not only on account of their nice distinction of sounds, but also because they have the greater flexibility of the vocal cords.

Music cultivates the sensibilities, and prepares the pupil to perceive the emotion of the writer, and consequently the voice will be modulated by the sentiment expressed. A perfect knowledge of Phonetics, which we consider an indispensable accomplishment for a Primary School teacher, can only be made available in teaching enunciation, by direct application to the distinct expression of letters and syllables, thus leading to the accomplishment of forcible speaking.

This department must be performed with all the perfection of harmony which belongs to musical sounds, or it will retard rather than facilitate the pupil in the attainment of fine reading.

Nothing should exceed the accuracy with which instruction is imparted in the Primary School.

Digitized by Google

WILMINGTON.

In closing their report, the committee would congratulate the town upon the progress which seems to be making in the right direction in regard to the interests of Common School education in this community. To be sure not all has been done that should be done; but still, more attention than heretofore is given to the character of teachers employed, and a very strong determination is more or less prevalent in every district, to procure the very best teachers, even though higher wages must be paid. Indeed it is coming, more generally, to be believed that no teachers are so expensive as poor ones. At this day, when so much is being done for the cause of education, it would be hardly possible for any community to withstand the good influences that are seeking throughout the Commonwealth to elevate our schools in the matter of teachers, school-houses, school regulations, amount of money appropriated, &c. We in Wilmington, it is to be hoped, have no desire to be behind the times in any of these improvements.

Nothing has taken place in any of the districts to interfere with the usual course of school matters, if we may except some unpleasant things in one of the districts, occurring at the commencement of the year, but which it will not be necessary to refer to particularly in this report. Your committee have sought to act with justice and impartiality, so far as they had any thing to do in the matter. We will only add that such a state of things in any neighborhood or district is sincerely to be regretted. And we cannot but hope and believe that the experience of the past will suffice these, our friends and neighbors. We cannot but believe that they will incline to return to the good old ways of harmony and union, and that during the coming year they will seek those things, which make for peace.

Your committee have been pleased to notice the healthy moral influences which have been exerted in the several schools, in some of the schools especially. Teachers have felt to a good degree the responsibility which rests upon them in this matter, and have tried, by precept and example, to inculcate upon the minds of those intrusted to their care the great importance of gratitude to Him from whom cometh down every good and perfect gift, reverence for his holy name, and a becoming observance of the Sabbath, as well as other vital religious demands. We hold it to be in the power of those to whom we give up our children for education, to exert an influence over them in respect to their manners, behavior, and their religious training, which will be for their everlasting good or evil. And in this land of the Pilgrims, and this day of acknowledged Christian privilege, we also hold it to be an essential part

Digitized by Google

of the teacher's duty to see to it that the principles of our holy religion are regarded, and that virtue and true piety are not lost sight of in the pursuit of earthly knowledge. Sad will be the day when the Bible is excluded from our Common Schools, and teachers, who are set to train our children during the most impressible period of their lives, pay no respect in their own conduct or teaching to sound religious principles and doctrines.

School Committee.—SAMUEL H. TOLMAN, SILAS BROWN, LEMUEL C. EAMES.

WINCHESTER.

As will be seen by reference to the "course of study" in the appendix, a slight change has been made, reducing the number of studies to three each term, with the exception of the last year, when French is added. Whatever ground of complaint there may have been, therefore, as to the amount of labor imposed upon the scholars of the High School, it is all now taken away.

This leads us to speak of another thing—the half-day session. No member of the High School is required to be in attendance more than three hours a day. Opportunity is given for such as prefer to study in the school, to do so; but there are few, if any, who avail themselves of the privilege. This plan was adopted at first from necessity; it is now continued from deliberate choice. The wisdom of it has been clearly vindicated to our minds. There has been a manifest improvement in the health of the pupils since this course was adopted. Cases of absence from sickness have become exceedingly rare. A stranger going into the school could not but notice the ruddy countenances of the boys and girls before him. With here and there an exception, they glow with health. And this is attributable, in some measure at least, to the fact that the scholars are confined to "the desks' dead wood" but three hours a day. The plan could not be adopted in the other schools, but in the High School it works well. That the lessons are not neglected in this arrangement,—that there is as much study out of school as there would be in—is evident from the report of the recitations, which is given at the close of each term. We have the reports for the year now closed before us. Here is a specimen. The lowest average of any member of the first class during the term which ended February 25th, was 9.40; the standard being 10. The average of the whole class for the same term was 9.74. And the average of the second class was even higher than that, being 9.84. We put it to any teacher, to any professor in college or seminary, whether that is not a high average.

Digitized by Google

WORCESTER COUNTY.

LEOMINSTER.

In connection with our Common Schools there are one or two subjects that demand the attention of both teachers and parents. There is a strong tendency among the scholars and teachers to devote more time and thought to the study of arithmetic than its relative value, compared with other branches, really deserves. The powers of calculation—the faculty of reckoning—should be properly cultivated, but not to the neglect of other equally important subjects. Reading, spelling, and defining are the first and most important studies to be attended to in the common school; and, we believe, geography, grammar, writing and the history of the United States should not be slighted in order that great proficiency may be attained in arithmetic. Parents can do a great deal for the attainment of this object by encouraging their children to learn thoroughly all these branches while attending the common schools.

The laws of the Commonwealth require the instructors in our Common Schools to be competent to teach orthography, reading, writing, English grammar, geography, arithmetic, physiology, hygiene, and the history of the United States. Now, it does not seem a difficult task for all children attending school constantly from five to fifteen years of age, to attain a good knowledge of all these studies. But many of them do not. The day has not yet arrived when even these rudiments of knowledge are learned in the Common Schools as they ought to be, much less, then, can the higher branches of an English education be acquired in them. The principles of philosophy and chemistry, and the more abstruse parts of mathematics, belong to the High School and other seminaries, and not to the Common Schools. But the application of these sciences to the arts, to agriculture, to the preparation of food, to manufactures and the like—must be learned on the farm, by the domestic hearth, and in the mechanic shops, rather than in any school. As well might a boy learn the art of navigation without seeing a ship, as agriculture in the Common School. Let us do all we can to secure for our children a thorough acquaintance with the rudiments of knowledge, while they attend the Common Schools, and they will thus be enabled to

Digitized by Google

learn the sciences and higher branches of study in our more advanced seminaries. But to become skilful in the application of science to the arts, it will be necessary for them to become students in the various avocations of life.

School Committee.—C. C. Field, Solon Carter, Stephen Barker, C. H. Merriam, Martin W. Stratton, Henry Shaw.

MENDON.

In a neighboring town, in consequence of a recommendation of the "Blackstone Valley Association of committees, teachers, and other friends of education," which met at Whitinsville last fall, it is understood that the schools have been frequently visited during the past winter, and that the beneficial effect of such visits are plainly discernable in the increased improvement noticeable in the schools of that town.

Another point upon which committees have often dwelt, is the evil of tardiness at, and absence from, school. This is a matter that, although small, when a single case is considered, is, when the aggregate cases are brought into the calculation, a matter of no small moment. The continual interruption for the half or three-quarters of an hour after the opening of school, by the entrance of those who are tardy, not only operates as an injury to the individual who is tardy, but also to the injury of the whole school. This matter is so plain and obvious that it requires no force of logic to prove the importance of a punctual attendance at school. Parents, we trust, will take heed in this respect and see to it that a reformation in the premises shall be speedily inaugurated.

School Committee.—John G. Metcalf, S. W. Gilbert, Davis Bills.

MILFORD.

During the past winter, the committee and the teachers of the public schools have held a series of meetings for the purpose of improvement in the art of teaching. At these meetings lectures have been delivered and subjects discussed bearing upon the main design. Considerable interest has been manifested, and the attendance has been generally good. It is hoped that these meetings may continue to be held at suitable seasons of the year, and that they may constitute the germ of a teacher's association in Milford. The usefulness of such institutions is apparent. Every profession has its peculiar association, from which the members are ever deriving new ideas and valuable suggestions, by the

Digitized by Google

interchange of views, and the comparison of experience; where they are encouraged by sympathy to new exertion and greater faithfulness, and where they naturally systematize and combine efforts that were before irregular or discordant. It is not easy to see why such associations should not equally avail teachers in their difficult and often discouraging work. What is needed is, that teachers shall feel a deep, direct, and exclusive interest in their work, not engaging in it for the purpose of merely answering the requirements of law and getting their wages at the end of the term. Every teacher should possess a positive intellectual character and positive literary acquirements. He should have read largely, and accustomed himself to think closely. He should have an enlarged and growing culture, a predominance of the intellectual spirit over the love of vanity and frivolity. He should be able properly to blend with his instructions, to even the youngest classes, and in the humblest text-books, facts of biography, history and philosophy, and thus interest his scholars, from the earliest age, in the existence and application of general knowledge. He should teach from love of the work, and find his happiness in witnessing the growth of the minds intrusted to his care. Such teachers we have not always had; but we cherish the hope that with the opportunities for thorough education afforded by the High School, and for general reading and culture afforded by the libraries, a marked improvement will soon take place in the quality of teachers, and consequently in the condition of the schools.

The past year has marked an important era in the history of the town. The establishment of a large and valuable library by the town, and of still another by private enterprise, announces in language too plain to be misunderstood, that the advancement of the town in general intelligence and refined cultivation, is hereafter to keep pace with its material growth and prosperity. From books thus gathered by public as well as private munificence, the youth of the town may obtain that knowledge which fills and strengthens the mind and elevates and adorns the whole character. Here they may learn to separate what is worthy of attainment in life, from what is low and capable of affording no real happiness. Here they may become self-taught, learn to grapple intelligently with the great questions of the day, and prepare themselves for honor and usefulness among their fellow men. Here shall be formed and educated a taste for intellectual culture, which shall at no distant day change the entire face of society, and give the town that position amongst the towns and cities of the Commonwealth, which general intelligence, refinement, and the possession of fine scholars and good schools, so justly confer.

* *School Committee.*—H. B. STAPLES, HENRY CHAPIN, WINSLOW BATTLES.

Digitized by Google

ROYALSTON.

In conclusion, we have a few words to add with respect to school discipline.

Our idea of the discipline which should be exercised by the teachers in our schools, may be expressed in a single word—parental,—parental in the true and proper sense of that term. Accordingly, it has ever been an object with us, when called to serve on the committee, to enjoin it upon teachers to enter as fully as possible into the idea of the parental relation, and to act upon the principle that the law of love and kindness should not only control them at all times, but especially when called upon to administer correction.

Teachers should be kind and conciliatory, but wise, firm and decided. They must secure obedience, prompt and dutiful,—order, habitual and impartial, and from first to last, or they sacrifice the best interests of the school, and show themselves unworthy of their high trust. And we hesitate not to express the belief, in the strongest possible terms, that all this may be done in a great majority of cases, without resorting to corporeal infliction of any kind. If the teacher is morally qualified to have the charge of children and youth, and will be at the trouble to begin right, and persevere in the whole duty of his office,—if, while maintaining his own plan in the school with dignity, firmness and affection, he bends all his powers to the great aim of inspiring a healthful enthusiasm in the studies and well-being of the school, he will seldom need other means of government than those of a reproving look, or a word of kind, but decided remonstrance. It is, however, of the last importance, that that look or word should be understood, felt, heeded and remembered. No pupil must be left in doubt of its serious import, or allowed to rest in the impression that he may trifle with such expressions of the teacher's wishes.

When the necessity arises, however, we go for corporeal infliction, not only without scruple, but upon principle. But when it comes to this, we insist that it should be administered in sober earnest, and till the ends of a wholesome discipline are attained. Let the school stop, and let all understand that there is no going on at all, but in the right direction. Better lose a day in the studies of the school, than allow a single act of positive insubordination or rebellion to pass unquestioned or unredressed. No matter who is the offender; but especially, if the offender belongs to the older and more influential classes of the school.

Yet, in all these higher acts of authority, we would insist upon the utmost deliberation and calmness on the part of the teacher. He should be impartial, too, and most carefully guard against any thing like fear

Digitized by Google

or favor in the government of his school. Above all, he should be sure that he rules his own spirit, and that, even in the highest acts of authority, his inflictions are more in grief than anger.

SOUTHBRIDGE.

Perhaps none of our schools demand so much of the teachers,—such judgment, such care, such patience, such fruitfulness in the invention of means to keep the little ones intrusted to their care all the time interested in some exercises that shall be useful to them, also in the invention of such exercises themselves, and such ready tact to excite and rightly direct early thought,—as the Primaries. The responsibilities resting upon the teachers of these schools are great indeed.

They commence with the alphabet of instruction; they give the child its rudimental lessons; they plant the seeds of its intellectual life; they give shape and form to the mental germ, which shape and form it will retain when developed into a tree, if ever so developed; they lay the foundation of the inner temple of its being, and so outline the dimensions and figure of the superstructure afterwards to be raised.

These important facts lead the committee to make the management of the schools over which they preside, the subject of a few special remarks.

The first thing to be secured in these schools, as in all others, is order. Children should learn to obey on first coming into our schools. If they are taught to do this in the Primary departments, it will generally be found an easy thing to govern them in all the higher departments through their whole school course.

They should be kept very still while exercises of a quiet kind are going on in the school-room. It has been said by some parents, and even by some teachers, that this would injure their health. We think this objection is without weight,—sure we are that few children in our schools have suffered from this cause.

But the exercises of Primary School-rooms should not be wholly of a quiet and intellectual kind. At proper intervals, as often as once in thirty or forty minutes, perhaps, such exercises should be intermitted for a brief time by others that will bring into use the bodily organs of the children. Singing in a standing posture, accompanied by motions of those organs suited to the sentiment of the pieces sung; drawing letters and figures on the blackboard; going through set forms of appropriate calisthenics,—the rooms being well supplied with fresh air in the meantime,—are some of the latter kind of exercises which should frequently be practiced in Primary Schools. These exercises being through,

Digitized by Google

every child should be required to remain entirely orderly and attentive to the intellectual duties of the school, until the time arrives for another brief season of indulgence in them, or for recess or intermission.

SPENCER.

The Teachers' Institute was held here in September last, with very satisfactory results.

In addition to the entertainment and useful instruction afforded to all, there have been observed, among its consequences, a clearer idea of our school system—especially the relation of the different grades of schools one to another—and an increase of interest, on the part of teachers, parents and scholars, in our public schools.

School Committee.—Geo. L. Hobbs, E. C. Dyer, S. G. Dodd.

TEMPLETON.

In presenting for the consideration of the citizens of the town this, our annual report of the condition of the public schools, the committee are happy in being able to represent them in a prosperous condition. Though there are some things that have not been accomplished as satisfactorily as could have been desired, yet, upon the whole, we have the satisfaction of believing that our schools are gradually improving in usefulness and efficiency. The liberal grant of the town for the support of schools—$2,000 for Common Schools, $400 for the High School—has raised our town in the graduated table of the report of the Secretary of the Board of Education in one year, from the 273d to the 118th town in the Commonwealth, and given it an honorable rank among the towns that have distinguished themselves in the cause of popular education. This is as it should be. For surely no money can be more safely and profitably invested than in training the minds of the rising generation in knowledge and virtue. And that community that neglects to tax itself for the education of the young, will most assuredly be compelled to tax itself for pauperism and crime.

School Committee.—Gerard Bushnell, Edwin G. Adams, Lewis Sabin.

WARREN.

The mistake is often made of supposing, that, because a young man or woman is a good scholar, he or she is necessarily a good teacher. It may as well be supposed that the good scholar is, necessarily, a good

Digitized by Google

lawyer, physician, clergyman or mechanic. There are few who know how to teach. In apostolic times it was thought a qualification, essential to a preacher, that he should be "apt to teach." Is such a qualification less necessary in a teacher? The State of Massachusetts has considered teaching a profession; and liberally provided institutions for the preparation of young men and women to honor it. We cannot learn that one so prepared has ever taught in town prior to the past winter. Mr. Stone of the High School, and Miss Fiske of District No. 8, are Normal teachers, and we think that their superiority as teachers ought to lead us to consider the advantage of having teachers specially prepared for their work. At the present time there is one young man from our town, at one of our State Normal Schools, preparing for this noble profession; we hope, at another year's close, to have the pleasure of saying that many of our young men and women have followed in the same path. It is the case with many whom we have employed, that they pass very good examinations, but they do not know how to teach. This is true of a majority of those now employed in our schools.

School Committee.—S. S. SMITH, C. A. BRADLEY, D. A. HATHAWAY.

WINCHENDON.

The committee would recommend to the various districts the practice of holding, each winter, during the continuance of the school, or for a longer period, a series of evening meetings for discussions of miscellaneous topics, public exercises in reading, spelling, composition, and declamation.

These meetings could be under the direction of the teacher, and should be attended by the people of the districts.

Careful preparation by those taking part in the exercises would make these meetings interesting to those who attend; and they would prove of great benefit, intellectually, as well as socially.

WORCESTER.

It may not be improper to refer in this connection to a communication transmitted to the Secretary of the Board of Education in August last, in reply to questions relating to our experience with Normal teachers, and the advantages of their methods of instruction. Our experience, more limited, perhaps, than that of most other cities in the Commonwealth, has not given an opportunity for a critical and definite statement. In general, however, the system of Normal teachers in communicating the knowledge of elements and principles, gradually works its

Digitized by Google

way beyond their own sphere of activity, making its influence felt where it cannot be accurately defined. It will be one of the best tendencies of Normal instruction to clear the field of that class of temporary teachers who, with no special fitness by nature or by culture, take up the work as a merely incidental business—as a day laborer takes up a job, and for want of something else to do. If teaching ever expects to rise to the dignity of a profession, and to escape from the multitudinous vexations of which teachers' associations are accustomed, with some justice, to complain, it must be cultivated, like other professions, and guarded against intruders with as watchful and jealous an eye. The communication was substantially as follows:—

"Six Normal School teachers have been employed in the last three years. Four are now employed.

"Their character and success as teachers has been generally good, and their methods of teaching well approved.

"In one or two cases there has been a failure in discipline and government.

"In general, they excel in communicating to others what they know, and in explaining the truths they teach.

"The Normal Schools are exerting a good influence on the system of Common School education, by sending forth a class of teachers, so far as our observation has extended, who are superior to those who have not had the advantages of the Normal Schools. A person may pass a good examination, may have knowledge enough to keep a good school, and yet have very little capacity to communicate what he knows to others. This difficulty may be remedied at the Normal Schools. When they can send forth teachers enough to supply our Common Schools, we feel confidence in saying that they will take a higher rank than they do at the present time."

Signed in behalf of the committee.

We ought also to speak with commendation of the association of teachers, whose monthly meetings for the consideration of questions incident to their calling are productive of great good. They promote unity and harmony of views, and secure to each the advantage and experience of all. If committees themselves, whether as silent members of such an association, or by any other practicable means, were better acquainted with the sentiments of associated teachers, it would be advantageous to both. Certainly nothing can be more unreasonable than, with any expectation of justice, to exact a vote on any important question affecting the vital interests of the school system, of those whose only acquaintance with it has been acquired from an impatient half-

Digitized by Google

hour's visit monthly to three or four schools, and a total negligence of all the rest.

The cultivation of music has been less general than in some previous years. Four years ago, it is related in the report of that year, the practice of singing was maintained in all the schools but five. Under judicious encouragement, it promised to become one of the most pleasing and useful exercises of instruction. Early last year the services of a professional teacher of music, who had been employed in the Grammar Schools, were dispensed with, and the whole matter was left to the taste of scholars or the discretion of teachers. The custom in some of the schools has fallen into an irregular practice, and in others has ceased altogether. The influence of music, especially on young and susceptible minds, is so salutary; it affords such a relief to the more laborious routine of school-room duties, acting at once as a solace and a recreation; it unconsciously promotes such happiness of feeling, and such virtuous sentiments, that it should be encouraged by all practicable methods, not as a substitute for any of the legitimate exercises, but as a pleasant assistance and auxiliary to all of them.

HAMPSHIRE COUNTY.

GRANBY.

There is one point to which we invite your attention in connection with the employment of teachers, viz.: that an effort should be made to obtain one or more from the Normal School. The money received by the smaller districts, may not perhaps warrant their employment at present, but one or two of the larger districts receive money enough to make it practicable to pay the higher salary needed to obtain a graduate from one of those schools. Our State appropriation last year for the support of the Normal Schools, amounted to $13,218.64, while our town, like many others, has received no advantage whatever from their establishment, except it be in their reflex influence. In the opinion of your committee, the method of instruction adopted at the Normal Schools, in some respects, has decided advantages over the ordinary methods, and would have a beneficial effect upon our schools by its introduction.

Digitized by Google

Your committee have urged it to some extent upon the teachers, and they think, with some success; but they well know that one school in successful operation, serving as a model, which teachers might visit from time to time and see for themselves, would be worth far more than "line upon line." We may be mistaken in regard to the superiority of the instruction referred to; if so, you, as a part of the tax-payers of the State, ought to know it.

We are surprised that so large a part of our teachers fail to avail themselves of advantages placed within their reach for their improvement as teachers. $3,500 were expended last year, in aid of teachers' institutes throughout the State. One was held within twelve miles of us, —provision was made by the inhabitants of the place to entertain all teachers free of charge,—and yet, we are not aware that one of our own teachers attended; and furthermore, we believe that not more than three of the last year's teachers have ever attended either a teachers' institute or county association. We speak of this complainingly, and we feel that we should be derelict to our duty as committee, if we failed to do it. Are these associations of the most experienced teachers in the State, conducted by the most distinguished educators we have, of no practical benefit to those in attendance? Far from it, as we know by often attendance.. Shall not our town, then, receive its share by the frequent attendance of our teachers? Other things being equal, when it devolves upon us to select teachers, in accordance with the recent statute, we shall certainly give the preference to those who have availed themselves of the aids afforded by these teachers' institutes and county associations. We have had several most excellent teachers in town, who have devoted themselves with zeal and skill to their several duties, and we have not failed to express our satisfaction therewith; but still we could not conceal from ourselves the probability that they would have labored more enthusiastically, and consequently successfully, had they spent a few days during the year in comparing notes with others, noticing different methods of instruction, and having their hearts cheered by others in sympathy with them, and engaged in the same noble calling. We desire to see such teachers as those to whom we have referred, in all our schools, still better qualified for their work; each term showing an advance on their part, as well as their pupils; and for this reason, we entreat them to heed these suggestions. To such as enter the school-room as hirelings, merely to earn money wherewith to purchase an outfit for ——, we have only this word, may Heaven have pity on their schools, and give all such teachers an early translation!

Digitized by Google

PLAINFIELD.

Our Common Schools are not considered beneath the attention of our highest functionaries, and our assembled law-givers have ever deemed the educational interest, one of the most important committed to their trust:—indeed, it is feared that they are sometimes induced to legislate quite too much for the best good of the schools. Communities and schools are so unlike in their elements of character, their habits, feelings and sympathies, that it is impossible to frame a code of school laws which in all its parts shall be adapted to all schools:—much, relating to particulars, would be better, left to the discretion of towns, committees and teachers.

We are pleased to have noticed, that our worthy chief magistrate recommends that the funds arising from the sale of the Back Bay lands in Boston, be appropriated to increase the school fund till it amounts to three million dollars. Many towns in which there is not an accumulation of capital are groaning under burdens grievous to be borne, and a trifle from the school fund serves to eke out their scanty appropriations.

FRANKLIN COUNTY.

ASHFIELD.

And still another reason we think to be, the interest the parents and friends have manifested in behalf of the youth, and their success in the seemingly endless task of procuring an education, by their repeated visits to their own and neighboring schools, to the number of about four hundred; their being fifty visits at a single term, in one district, where three years ago, no visitor entered the school-room, save the committee. And this we think, is progress in the right direction, and an unmistakable evidence, that the people begin to appreciate the value of an education, and to see their duty in regard to the matter. It is one of the best incentives to both teacher and scholar, to know that they are not altogether forgotten by the parents, but on the contrary, are remembered with watchful care and anxious solicitation,

Digitized by Google

in respect to the pleasant, yet arduous work of cultivating, expanding and adorning the mind, that they may be a comfort to themselves, an ornament to society, and blessing to the world. The teacher, if she has any self-respect, or any respect for the good of the cause for which she is laboring, will endeavor to do her whole duty in the best possible manner, that she may meet the approbation of those whose duty and pleasure it is to bestow it, while her pupils catch the same exalted and enthusiastic spirit, and make rapid advancement towards that goal to which she is ever faithfully pointing them.

School Committee.—JOSHUA KNOWLTON, FREDERIC G. HOWES, SILAS BLAKE.

MONTAGUE.

The committee have only to say, in closing their report, that they have endeavored to discharge faithfully and impartially, the duty you have committed to their hands. They have had no interest in the matter, but the good of the schools. In the examination of teachers, it has always been their desire to grant a certificate to the applicant, whenever they conscientiously could, consistently with their duty to the town, to themselves, and even to the teacher,—him or herself. In the discharge of this duty, they have sometimes been thought to be over-rigid; but if they have been unnecessarily rigid, they would only ask, what must be those that are lax? and does not this suggest the inquiry, whether too much laxity on the part of many school committees of this Commonwealth in the examination of teachers, is not one great reason why we have had so many poor teachers, and why so many unqualified persons have presented, and do present themselves, for that important office?

School Committee.—CLAUDIUS BRADFORD, R. N. OAKMAN.

SHUTESBURY.

Your committee would recommend, that some attention be given to the study and practice of music in our Common Schools. In every school this might not be deemed expedient. The teacher might not be qualified: the scholars might not love music; the school might be dull and backward, and not of sufficient progress in study to warrant it; other objections might have weight in the case. But when a class can be made out satisfactorily, of suitable scholars, embracing those of one or both sexes; we think it well for the teacher to devote some time, if not every day, occasionally, to this branch of education.

Digitized by Google

The following are some of the advantages:—First, The study and practice of music would afford an agreeable relaxation from other and more severe studies. The study and practice would naturally go together and insure the double advantage of cultivating the mind, and disciplining the voice. The attention of the scholars would be aroused; their feelings enlisted; their faculties engaged with the melody and harmony; and themselves drawn into a kind of concord with each other, promotive of their own happiness and the general interest of the school. Second, The basis of a good musical education might, in a good many cases, be laid; whereby the individuals beginning young, would naturally be led on to the study and practice of music; and so as materially to aid hereafter in singing, or in performing on instruments of music in the several religious societies to which they may respectively belong.

School Committee.—WILLIAM S. HOPKINS, SAMUEL H. STOWELL.

WARWICK.

Qualifications of Teachers.—Considering the advantages they have received, the teachers noted in this report have done well. Some are better qualified than others; few, if any, reach our ideas of the true standard. We would say to all who purpose to continue in the business of teaching, go, at least one year, to a Normal School. It more than pays the cost. Nothing, save the endowment of special genius, can take the place of it. Not the High School, the private academy, or invariably the college, answers the purpose; for in none of these places is such direct and severe attention paid to the stern wants of the common school.

A man appeared before your committee the present winter, professing to have studied three years in college, and thinking of course that nothing would stand between himself and a free pass to the teacher's chair. But taking no person as "of course" a subject of approbation, he was subjected to an examination, whereupon we found ourselves compelled, as honest men, to reject him. A "hue and cry" followed from certain quarters; but we submit that to be qualified to teach a common school, one, however versed in Latin idioms, Greek paradigms, and conic sections; or transcendental metaphysics, hypercritical, sophomorean hair-splitting, on questions tenuously floating far up in the trackless regions of uncommon sense, should also know the number of letters in the English alphabet; the elementary sounds of the English vowels; the prominent characteristics of good reading; a little something of the true philosophy, as well as the parrot rattle of English grammar; the difference betwixt compound and simple numbers; how to "do a

Digitized by Google

sum" in alligation and analysis; the difference between superficial and physical geography; and so on *ad libitum* through the "branches required by law."

The Normal School aims to do away with empiricism by a thorough professional training. It seeks to train the intellect, the heart, the voice, the manners, and to draw out the tact, the genius, and the energies that make a person "apt to teach." It would sift the chaff from the wheat, and bring the candidate to a speedy and clear conclusion whether or not he is "cut out" for a teacher.

Let those who intend to make teaching their profession go there and be drilled before experimenting novicially even in the smallest country district. But if, instead of a regular business, any are disposed to take to teaching on the mere catch-penny principle, having some ulterior and selfish end in view, let them pause not on the ground of Jesuitical casuistry, but of a broad, frank, moral honesty. Simony in the teacher's profession, is no less abominable than in the pulpit. It is a principle of ethical science, as also of true religion, that the moral quality of human actions and enterprises, considered as virtuous or vicious, resides entirely in the intention. "As he thinketh in his heart, so is he." Of course there is opportunity for deceit. Town committees sometimes feel a sense of loathing, and submit themselves to an internal self-castigation, to find that, despite all their vigilance, one and another surreptitiously immoral, smoothly but the more fatally infidel, ostensibly charitable but archly and meanly sectarian, or of some other form of corrupt intention, will slip through their hands. The spirit of our system is to approve none unless they have good intellectual attainments and tact, good moral characters, and last, but by no means least, hearts that beat as large as the whole range of human society! We look not for perfection. Heaven knows there should be improvement. "Aiming at the sun, let us strike as high as possible."

Next to the Normal School we recommend to our teachers more enterprise in the matter of attending Institutes. We felt mortified the past winter that though a Teachers' Institute was held so near as the town of Bernardston, not one of our teachers took the trouble to attend. We could hardly look the honorable Secretary of the Board of Education in the face, as in the middle of that interesting week he wended his way to our town to favor us with a free and able lecture. Teachers of Warwick, where are you?

School Committee.—HENRY M. BRIDGE, GARDEN C. HILL, CHARLES R. GALE.

Digitized by Google

HAMPDEN COUNTY.

BRIMFIELD.

In remarking for a moment upon the condition and prospects of our schools, as a whole, your committee would call attention to the fact that an unusually large proportion of females has been employed as teachers for the past year. The districts having consulted their own preferences in the matter, it is to be inferred that there is among us a growing conviction, that, for the training of young scholars, females are better qualified than males. We cannot regard this opinion as a mere whim. Women have a readier sympathy with children than men can have, and because of this readier sympathy, they excel in quickening and developing the youthful mind. Whether they have equal breadth and balance of mind is a point upon which we need not hazard the expression of an opinion. Without question, they have this faculty of getting close to the heart of a child, and awakening his mental and moral energies. Taking into consideration the age of most of our scholars, we regard it as a commendable feature of the schools of the year, that they have been so generally intrusted to females.

Your committee observe with pleasure a growing disposition among us to retain tried and faithful teachers. In six of the ten schools, the same teachers have been employed for the year. This is as it should be. When a teacher becomes acquainted with his pupils, and they familiar with his methods, it is a serious evil to have him displaced, even though his successor may be equally competent. Weeks must elapse before young pupils can be in readiness to make any real progress in study. We know of no reason why a successful teacher should not be retained in our common schools one or two years, or even longer.

School Committee.—J. Morse, J. B. Brown, Gilman Noyes.

CHICOPEE.

To insure even a good degree of success, and surely to derive the greatest benefits from any school, the largest share of the responsibility rests with the teacher, and other instrumentalities fall in insignifi-

Digitized by Google

cance, in comparison with his or her fitness and ability to fulfill the most arduous and responsible duties that any one can assume. Duties which for their true and faithful performance require the largest share of intellectual and moral endowment.

Among those schools where there is no division of the scholars into separate grades, it is especially necessary that the teacher be well qualified for his task. Where this division has not been made, and where all the scholars of the district, of different ages, and of different degrees of preparation, and pursuing a variety of studies, are collected into one room, and under the instruction and supervision of one teacher; under such circumstances every thing will be more or less imperfectly done, and yet, aside from all this, and under even these perplexing embarrassments, the good teacher will make himself known and his influence felt. For our Primary Schools, we should especially endeavor to secure, even at some cost of time, trouble and money, "the best teachers," if possible, "those persons possessed of harmonious organization, who are natural educators, such women as you would choose to be the mothers of, or to take charge of your own children, thus throwing around the little child from the outset of its school life, the most attractive and harmonious influences, and from the start, laying the foundation broad and deep of intelligent and wisely-directed culture." And here beginning, train up for high and noble purposes, intellectual and generous men and women. It is of the first importance that we should exercise an intelligent prudence in the selection of teachers, and make every effort to obtain wise and competent persons. We should seek for those who are imbued with a love for their business; whose education has been sound; who possess tact and skill in the use of those methods of inducement to study which will be most successful; who possess a large share of what Mr. Locke calls "good, sound, round-about common sense," in the adaptation of means to ends; who have not only a theoretical knowledge of their duties, but the practical ability to perform them. And not only should this be sought for and required, but it is much to be desired that our teachers should be those "whose language is well selected, whose pronunciation and tones of voice are correct and attractive, whose manners are gentle and refined, whose topics of conversation are elevating and instructive, whose benignity of heart is constantly manifested in acts of civility, courtesy and kindness," and who, by repressing all that is vulgar and coarse, "will mould the habits and manners of those under their charge into the pleasing forms of propriety and decorum." Such should be the persons whom we would select as teachers of our public schools.

One cause which has operated to render our schools inefficient, and

Digitized by Google

has well nigh caused them to fail in accomplishing their object, has been the want of a well-devised system of instruction, and a regular, systematic course of study. We need a system that shall embrace all the schools from the Primary to the High School, in one plan, for the accomplishment of one object, and although pursuing this one and the same object, yet laboring in its own distinct, specific and limited circle in the performance of specific duties, so that each subordinate school shall afford the best possible preparation for the next advanced grade. We require a system that will place the pupil under a successful course of training, beginning with the lowest, and there being instructed in every branch taught in that school, there remain, until its whole circle of studies has been exhausted, and he is thoroughly prepared to take the next step in advance; thus going on through the several grades until he arrives at the last, the High School, that goal of his early aspirations, where he receives the "last touch upon the culture of early years," and where he is carried "forward to the higher realms of knowledge to which his earlier labors are but introductory." It was to insure a more regular and systematic method in our plans of education, by which they would become more efficient and profitable, that a change was made by the legislature in the time for which the school committee was elected. From the yearly election of new men to this office, without any definite knowledge of the wants of the schools, constant, often unnecessary, and even foolish changes were made in methods of teaching, school books, or discipline. What suited one man or set of men, was unsuited to another. A course of study or management would hardly be devised, begun, and in successful progress, before a new election would upset the whole, to begin again with a different plan; and that, in its turn, to be superseded by another equally defective. To obviate this irregularity, this change has been made in order to give an opportunity for devising, perfecting, and carrying into operation, for a period at least of three years, a definite and regular system of education, and finally establishing that method best adapted for each particular locality until it should grow into a fixed and permanent law of procedure, with no change, except to make it more and more perfect. It is out of the question to suppose that much can be well accomplished without some such system.

School Committee.—P. Le B. Stickney, Alfred L. McKinstry, Otis Chapman.

Digitized by Google

SPRINGFIELD.

Under the head of practical suggestions, we propose to give, in a summary manner, some hints concerning matters of practical, every day application, for the consideration of teachers:—

1st. In relation to the punctual and regular atttendance of teachers.

It is expected of teachers, (both principals and assistants,) that they will always be at their posts the first day of the term, at the opening of the school in the morning, so as to organize it at once, and bring it as soon as possible into working order, and thus continue their attendance each session of the school through the term without intermission, to the close of the last day, in accordance with the regulations adopted by the school committee. And it is moreover regarded as of essential importance that they comply with that rule which requires their presence at the school-room, each session, a short time before the formal opening of the school, for the proper supervision of the pupils as they arrive, and the preserving of order and quiet among them at that time.

There may sometimes be exceptions to the above rule, occasioned by sickness or other necessary cause; but in such cases, the failure in attendance should always be, if possible, with the knowledge and consent of the committee. This exact punctuality on the part of teachers is of importance as well in its direct benefits to the school, as in its influence as an example for the pupils to follow.

2d. No school should ever be suspended except on those days which are recognized as holidays by the school regulations adopted by the committee, and on such other occasions as may receive the special assent of the committee at the time—subject however to the same exceptions as in the case of the rule concerning attendance.

3d. Teachers should never allow the school to engage in any thing, during the prescribed school hours, either within the school-house or abroad, which interferes with the legitimate objects or the regular instructions and exercises of the school, without the express permission of the committee. This rule applies to exhibitions, festivals, pic-nics, riding excursions, &c. The committee are disposed to be reasonably indulgent in such cases; but as they are intrusted with the care of the schools, and are responsible for their being properly conducted, all encroachments of this kind upon the time and regular occupations of the schools for the purpose of recreation or otherwise, should be subject to their direction and control, so that they may see that they are kept within proper limits.

Digitized by Google

4th. In relation to government and general discipline.

Teachers should endeavor to secure good order in the school, and a cheerful observance of the rules adopted by them, by gaining, as far as possible the good will and affections of the pupils; and the most effectual way of doing this, is by manifesting at all times a sincere and earnest interest in their welfare and success, and adopting a mild and conciliatory course of means in the management of the schools. Severe measures of discipline should never be adopted when others will answer the purpose; and when it becomes necessary to resort to punishment, the teacher should do it coolly and deliberately, and not in a passionate and apparently vindictive spirit and manner. All harsh and overbearing language or conduct should be studiously avoided. Instead of fear and terror, love and kindness in union with respect, should be associated with the name and presence of the teacher. Children should not be made to feel that they are under the eye of a tyrant, and liable at any moment to be suddenly seized and corrected for any slight and thoughtless deviation from a prescribed course, in matters of mere form or otherwise of little consequence. Such a government in a school, has a tendency to spoil the tempers of the children, and stupefy their mental energies. Ridicule and satire, for the same reason, should be used, if ever, with great caution; and we need not say, that never on any occasion should a teacher apply vulgar or abusive language to a child.

We sometimes find in our schools, children so extremly bad, that all efforts to reform them seem utterly hopeless. Teachers are apt in such cases, to be discouraged, and to desist from all attempts at reform as of no avail. "The boy," they are apt to say, "is a ruined, a doomed boy—I can do nothing with him;" and this is sometimes said to the boy himself, in presence of the school, and perhaps of others. This is the very way to make the boy desperate in his conduct, and place him beyond the reach of recovery; whereas, it may be, that if kind and encouraging words had been spoken to him from day to day, in connection with othes judicious means of discipline, he might have been saved. The very worst boys have in many instances been reformed in this way. At any rate, children of this class should be either retained under the moral influences and restraints of the common school, or if deemed irreclaimable by ordinary means, should be sent to the schools of reform or the house of correction.

5th. In regard to the health of pupils:—

Teachers should always take care that the school-room and recitation-room are properly ventilated, and at all times have a suitable temperature, for health and comfort.

One recess during each session should always be given, so as to

Digitized by Google

allow the pupils opportunity, if they desire it, to go out of the school-house for exercise, &c., and also allow time for opening the rooms for the influx of fresh air. The recess should on no account be intermitted, whatever be the weather, though it be continued but for four or five minutes. Teachers sometimes omit it, and as an indulgence to the children for the loss of it, shorten the session for the same length of time. This should never be done.

In regard to requiring too much of children, we have spoken of that, in the way of caution, in another part of the report.

We need not add that proper care should be taken in regard to the positions, postures and movements of the pupils in the school-room, so as to guard against the formation of any personal habits that may be injurious to health.

6th. Concerning the relation of principal and assistant.

It is essential to the success of a school that there should be entire confidence and harmony of action between the principal and assistant. The principal as the head of the school, is responsible for its proper management and instruction, and may establish such rules and give such directions as he shall judge conducive to this end, subject of course to the supervision and control of the committee. And it is the duty of the assistant promptly and cordially to coöperate with him in carrying into effect such rules and directions.

And it is moreover a part of the duty of an assistant to keep up a frank communication with the principal in regard to every department of the school, and apprise him immediately of any thing wrong that occurs in the classes or among the pupils. The principal cannot of course follow with his eye the classes into the recitation-room, nor can he always see every thing that is going on in all parts of the school-room. He must therefore depend in a measure upon his assistant in securing a thorough supervision and control of the school. It is obviously therefore a dereliction of duty on the part of an assistant, openly or covertly to make interest with any portion of the scholars adversely to the principal and his government of the school, or to withhold from him any material information that in any way affects its good order and discipline, for fear of losing popularity with some of the pupils, or for any other cause.

If any disagreement occurs between the principal and assistant as to any matter connected with the school, if it cannot be reconciled by themselves, it should be referred to the committee, and if it cannot be adjusted by them so as to restore harmony and good feeling between the parties, then the only course will be for one or the other to withdraw from the school, as the committee shall decide.

7th. Teachers should aim, as an object of the first importance, to

Digitized by Google

form the habits and characters of their pupils on the foundation of high moral principles.

With a view to this result, they should, among other things, guard with the utmost vigilance against the intrusion into the school-room of every thing that has a tendency to demoralize the pupils, or undermine their virtuous principles — every thing corrupting in practice, example, or communication. The poisonous influence of one unprincipled and vicious boy, if not promptly and continually counteracted by efficient means, may soon contaminate more or less a whole school— in accordance with the divine maxim, "One sinner destroyeth much good."

8th. With the view of attaining higher perfection in their profession, teachers should avail themselves of all means within their reach for self-improvement.

Teachers' Institutes, and the various associations connected with education, which meet from time to time, afford opportunities to the enlightened and earnest teacher of adding to his stores of knowledge in his profession which he will not fail to improve. The interchange of thought and experience which takes place on such occasions among teachers is of great value. Suggestions by one as the result of his experience call forth suggestions from others, and thus a reciprocal benefit is realized, which cannot fail to be of great service in their future efforts.

Periodicals also of various kinds relating to the interests and methods of common school education, such as the "Massachusetts Teacher," and others of a similar character, will be sought for with avidity by teachers who desire all the light they can obtain in relation to their duties.

9th. Teachers should endeavor, so far as they can consistently with their other duties, to cultivate an acquaintance with the parents of their pupils, and consult with them from time to time as they have opportunity concerning the management and instruction of their children. Occasions sometimes occur when a teacher finds it important to seek an interview with parents for the purpose of explanation, inquiry, &c., concerning their children; and if a friendly relation and acquaintance already exists between them, such interviews will be much more agreeable and satisfactory in the results than they otherwise could be.

Besides the direct benefits which will attend such intercourse with parents, the teachers will be likely through their influence to gain the confidence and esteem of the parents and secure their interest and coöperation in promoting the success of the school. Difficulties too in respect to the government of the children will be less likely to occur, and when they do will be more easily adjusted.

Digitized by Google

NORFOLK COUNTY.

BROOKLINE.

At the meeting in March, 1858, the town appropriated three hundred dollars, to be expended under the supervision of this board, for the support of a school, for the teaching, during the evenings of the winter months, of persons over fifteen years of age.

Rooms were accordingly provided, and a principal engaged who was to be paid by this board, and under its control, with authority to accept the volunteer services of whatever assistants might be needed. The school was opened on the first day of November; and the money appropriated has sufficed to keep it open until the first of March.

It is believed that enough good has been done by the school to justify the expenditure. Many who were drawn to it from feelings of curiosity or a love of novelty have fallen away; but there were at the close of the school, about twenty-five young men and forty young women, who were regular attendants at the school, and who are believed to have profited by its advantages.

We would recommend that a like sum be appropriated for the support of the school next winter.

For the School Committee.—F. W. Prescott.

DOVER.

In conclusion, your committee would call upon all to be more and more interested in the cause of education. The Commonwealth of Massachusetts has done much for her sons and daughters, and being still determined to be the pioneer State in all matters of education, she has just appropriated a hundred thousand dollars towards Agassiz's Museum, and a very much larger sum to the general educational fund. It is to be hoped that with these facts before us, there may be an increased interest in general education. For it is on this basis that the laws and institutions of our great and glorious country must rest. And let it not be forgotten that by attending to the common school system of educa-

Digitized by Google

tion, you are doing a noble work, for which generations yet unborn will rise up to bless you; and that your watchword may be, "Education and the Constitution," is the most ardent desire of your committee.

School Committee.—EDWARD BARKER, CALVIN RICHARDS, AMOS W. SHUMWAY.

MILTON.

The committee have been gratified to find that the parents, during the past year, have been unusually attentive to the schools in their respective districts; and that they have been willing to take time to visit them, particularly at the closing exhibitions. To their sympathy and encouragement we may attribute, at least in part, the increased zeal and improvement in our schools. These schools are certainly worthy of all encouragement. Their importance in a community cannot be over-estimated. There is no instruction more thorough or more valuable than that which is imparted in them. He who sends his children to one of our town schools is sure of placing them within reach of the best education, so far as it goes, that can be found in the community; and if there should be a demand for the introduction of more advanced studies, and the gradual elevation of our Grammar Schools by the formation of higher classes, the demand will be gladly answered. In all our schools, at this time, the teachers are qualified to carry their pupils on at least one or two years farther than they are now in the habit of going. If the older scholars should thus continue, they would go into society with higher intellectual endowments; and their remaining a year or two longer in our schools would be an additional stimulus to the younger scholars, and would give a higher character to the schools.

In a country so dependent as ours on the intellectual and moral endowment of its citizens, there are no institutions which should be more jealously guarded than our common schools. If they fail, our government itself, and all our social institutions must fail with them. If they succeed; if they draw in all the children whose education is not otherwise liberally provided for; if they teach these children the love of knowledge, and train them to habits of obedience and self-respect; if they awaken in them a sense of gratitude to the community which thus provides them with the means of education, and prepares them to honor and obey its laws, they will accomplish a great work, and do their part to sustain and perpetuate all that is most valuable in society.

For the School Committee.—J. H. MORISON.

Digitized by Google

NEEDHAM.

For many years there has been a gradual improvement in the character of our town schools, so that now they are generally in advance of the best private schools. This good result has been brought about chiefly through the salutary influence of our Normal Schools, where the best talents, plans and means are concentrated, to make able and efficient teachers. True, some of our Normal teachers are yet deficient in prominent qualifications necessary for skilful and useful instruction. Their order and government are sometimes either so loose or so stiff, as to very much diminish their success as teachers.

Another sad defect is, their not knowing, or wishing to know, how to skilfully govern and educate the smaller children. Here is the very place for the best of instruction. The children in the Primary department should be correctly taught, so as to continue to advance, rather than to stop and unlearn when they go into the higher department.

Notwithstanding these and some other defects we have noticed in our Normal teachers, still the great Normal interest around us and among us is the main spring and life blood of the general progress and improvement in our common school system. The Normal principle and improvements of school teaching are not entirely confined to Normal teachers; they are spread broadcast, and are seen in Teachers' Institutes, and in our teachers and schools generally of all ranks and grades, and in the great general interest awakened all around us, for a more complete common school education.

Since the abolition of the district system in town, the improvement of our schools has been more general and permanent. All of the schools have been of equal length, and the best teachers that our means would permit us to procure, have been provided for them all, as the wants and demands of each seemed to require. We are now enabled to retain the same teachers a number of terms, and some of them for years in the same school.

And when a change seems to be required for the good of the school, it is quietly and easily done, quite to the satisfaction of all concerned. When new teachers are needed, the committee have some time in advance to look out for them, and a great variety from whom to make a selection. Does the teacher fail to give general satisfaction, and is not so successful as was anticipated, the length of the school can be readily shortened, even in accordance with the wishes of the teacher, and also for the best interests of the school. Scholars now can be more easily transferred from one school to another, when occasion may require it.

Digitized by Google

Though some think we are now paying our teachers too much, we are constantly losing the services of the best of them, because they can obtain better pay elsewhere. To keep up the rank of our schools with the advancement of the times, we must have good teachers. The better the teacher, the better the school. For, "as is the teacher, so is the school." The only alternative seems to be, either to increase the teacher's pay a little, as occasion may require, or to retard the present healthy progress of our schools, and lower the rank they now so well sustain. It seems to us, not only good policy, but even for the credit of the town, to keep up the rank of the school, even at the expense of its length; or perhaps better, to elevate the rank and not shorten the length.

For the Committee.—N. LONGFELLOW.

WRENTHAM.

By teachers competent and experienced, much of the instruction given in the school-room should be oral. This mode has great advantages over a mechanical recitation from text-books. Where the eye and ear can be brought to assist the memory and understanding, rapid proficiency may be expected. The names of the different parts of speech, the various classes into which they are arranged, as nouns, verbs, adjectives, &c., the relations which they bear to each other, the construction of sentences and their analysis, may all be taught by the lips and blackboard. Teachers who have confidence in their own powers will not fail to do this. Classes who have thus been taught are found to know something of the "art of speaking and writing the English language correctly." Where teachers lack the experience and confidence to attempt this, let them begin with the work which we have above recommended in the instruction of the younger scholars. The introduction of blackboards was an epoch in the history of our schools. We remember the time when they were rare. Now, we should as soon expect to see a school-house without a roof, as without a blackboard. What an advance has been made in the science of teaching by the help of this humble instrument! Look at the facility with which the teacher can illustrate to a class, or to a whole school, a principle, or explain an example in arithmetic. Compare this with the old mode of passing from seat to seat to explain to each in turn—the saving of time is hardly calculable. In the study of arithmetic pupils are taught to think. It is the aim of the instructor, if he is qualified for his post, to make the pupil understand his work, and the reasons for every step in the process. This same thoroughness should be demanded

Digitized by Google

in other branches. Teachers are not to strive to cultivate the memory alone. The child who recites his lesson well is to be commended, but he who does this with the understanding is more to be commended. Teachers are to train as well as teach. We are now speaking of what appears to us to be the greatest defect in teaching. Young teachers are satisfied with an exact verbal recitation; nor is this confined to them alone; some experienced teachers fail to awaken the minds of their pupils. Hence a question asked by a member of the committee, or some one else, out of the ordinary line of questions in the book, or in the daily programme, oftentimes confounds. Our teachers should aim to stimulate and awaken the invention, the reason, and even the imagination of the pupils. Pupils, perhaps, generally prefer arithmetic to grammar. A reason may be found in the different modes of imparting instruction in the respective studies. There is a satisfaction to the mind in the demonstrative nature of the process in arithmetic. Observe, for instance, a class in mental arithmetic. Some exercise is given them involving a number of calculations; as the mind of the pupil moves forward in performing the process, there is an exhilaration which cannot be repressed or concealed; body and mind are both in motion, the glow of excitement and pleasure beams from the eye and animates the countenance. The boy seems to take as much delight in this exercise as in his play. Why should not the study of grammar be made to animate and delight him also? It is, perhaps, the most important branch taught. It is in constant use—daily, hourly, at all times whenever awake, the child is using this science—rightly or wrongly he is using it. The ideas of language, and knowledge of its structure and use, acquired in these early years, must go with him perhaps through life. If, then, he gets his grammar lessons merely by rote, of what possible benefit will they be to him in the daily business of life? The probability is that the sooner he forgets them, the bettter it will be for him.

BRISTOL COUNTY.

FAIRHAVEN.

Justice requires that honorable mention be here made of the Teachers' Institute which was held in this town from the 18th to the 23d of October. More than two hundred teachers were in attendance, and the learned gentlemen who conducted the exercises, spoke of it as being

Digitized by Google

one of the largest and most enthusiastic of all that they had held in any part of the State. Most of the teachers in your service were present to receive their share of its benefits; and, we are happy to say, have often reflected the advantage they received in their improved teaching. Indeed, it could hardly be otherwise with a devoted teacher, after hearing the able and interesting lectures of the several professors in their respective departments. The facts communicated as the result of experience, and the suggestions made for further improvement in all that relates to the highest efficiency and success, could not fail to exert a marked influence on every appreciative mind. Evidence that the institute was appreciated by the citizens as well as the teachers, is found in the repeated expressions of a desire to entertain it again.

FALL RIVER.

In concluding this report, we would call the attention of the citizens of Fall River, and especially of parents, to the value and influence of our public schools, and the importance of securing for every child in the community a good common school education. The term education signifies not simply the acquisition of knowledge, but also the development of the faculties with which every person is endowed by his Creator. Men are not born into the world with equal talents, or like sheets of white paper, on which any thing may be written. Each one has some particular talent which is developed more than others, some sphere in which he is fitted to act, and some calling in which, by diligence and application, he may excel. And it should be the aim of the teacher to discover and draw forth that talent. And here we may allude to the preëminent importance connected with the first stages of an education. It is a common opinion that a young, inexperienced teacher may be placed over a school composed of little children; and that its requires no special qualifications to teach and govern a school of this grade. But we do not hesitate to say that the teacher of a Primary School holds a situation, in many respects, far more responsible than any one in any other grade of schools. Here the first seeds of knowledge are sown, and the young idea taught to shoot. And it often happens that the whole after life of a person is affected by the start and direction he then receives.

The principal object of the free school system is that knowledge may be imparted to all, and that poverty may be no obstacle in the way of obtaining an education. It is therefore of the utmost importance that all the children should be induced to attend school. In manufacturing towns and cities, it is very common for parents, for the sake of adding a few dollars to their income, to compel their children to

Digitized by Google

spend in the factory the years when they should be acquiring an education, and preparing themselves to be useful and influential citizens. This practice cannot be too strongly discountenanced—a practice which not only blights the future prospects of the children, but also, in some measure, defeats the grand object of the public schools.

The schools of Fall River are, at present, in a prosperous condition, and supplied with competent and faithful teachers, and we trust that they will continue to receive the hearty support of the citizens. We believe that the public schools, associated as they are with the Christian religion, are indispensable to the future prosperity of our country. The despotic governments of Europe are founded on the ignorance and superstition of the people; our free government, on the contrary, is based on the education and intelligence of the people. And the public schools are the source of that intelligence. They are, then, the foundation of our freedom; and as long as they continue to flourish, so long will our free institutions continue to flourish. We hope that the light shed by the public schools may not only shine in the districts where they are located, but that soon it may pierce the darkness of every land, and that every tyrant and oppressor may be exposed, and every slave see and abhor his chains. If we wish the permanence and prosperity of our country to be maintained; if we wish justice and religion to pervade it when we have departed; if we wish those liberties which we have inherited to descend unsullied to future generations, we should all endeavor to strengthen that foundation on which every free government must be erected; for every timber raised in the construction of a school-house, is another prop which will tend to preserve the durability of our institutions. The minds which, in a few years, will direct the affairs of the country and control its destinies, are now being trained in the public schools. Therefore, while we cultivate the minds of the young, we secure the stability and welfare of our country; and while we cherish education, we cherish freedom.

MANSFIELD.

Your committee being almost an entire new board, were not in a condition to discharge their duties as satisfactorily as they might have been, with a more extensive acquaintance with the schools. They are pleased to remark, however, that there has been a general improvement. This improvement has not been equally divided; but we think it will be agreeable to know, that our schools as a whole, are farther advanced than we found them one year ago.

In our detailed report, we shall speak more of those things connected with the schools that need correcting, than of those we deem nearer

Digitized by Google

perfect. Consequently if our detailed report has the appearance of fault-finding, please consider that those are the points that need your more particular attention, rather than harbor any ill-will against your committee.

It is frequently asked "what good a report does." "The schools are all said to be perfect, without regard to their real condition." This may be partially true, from the fact that your committee are but mortals, liable to the same infirmities as those whom they serve. And they naturally shrink from wounding the feelings of the teachers, or of the personal friends of the teachers, by severe criticisms upon the schools, even when their better judgment might demand it. Another fact worthy of consideration, is, there are as many opinions, almost, with regard to every school, as there are parents who send children to the school.

But in the present instance, your committee will endeavor to be just, without allowing their personal regard for teachers, or their friends, to interfere with the faithful discharge of their duties; and as they consider it inexpedient to publish the numerous conflicting opinions entertained by individuals in the various districts, they will be compelled to confine themselves exclusively to their own views and opinions. It is to be regretted, that there is not a more general interest felt in our schools; for it can hardly be expected that children will feel the importance of our common schools, or any schools, unless they see their parents manifest an interest. This is probably the prime cause why, through irregular attendance, about one-fourth of all the money raised by the town, is wasted, and from the same cause, the schools are seriously injured.

It may be expedient to make a few remarks on our common school system. The Board of Education was founded some twenty-two years ago, with Hon. Horace Mann, for Secretary. The committee believe it was first organized by appropriating a part of the proceeds of the eastern lands belonging to the State. Those lands were considered of but little account, and consequently it was with less difficulty that the legislature was induced to grant part of the proceeds for the purpose of establishing a fund, the interest of which was to be used for various educational purposes.

That fund at the present time is about $1,530,000 invested mostly in public securities, and drawing about $90,000 per annum. One-half of this $90,000 is divided among the towns, and the balance is used for other educational purposes, such as defraying the expenses of Normal Schools, Teachers' Institutes, members of the Board of Education, &c. When the Board was first established, it met with much opposition; but as the fruits have appeared, the opposition has gradually died away, until at the present time you scarcely find a man, who is at all acquainted with its objects, but what approves of it. It is true we hear much said,

Digitized by Google

and there has been some written in this town, that was not calculated to give us a favorable opinion of the Board; but we dare assert, that not three intelligent men in town, acquainted with its history, will say aught against it. It has been the means of placing our common schools far in advance of similar institutions in other States, and has created a public opinion, which will encourage and sustain them. Through its influence, we enjoy the privilege of educating our children in the public schools, without subjecting them to the scorn of the affluent, or the ridicule of the purse-proud. But, although the Board of Education can do much to advance this cause, in which we all have a deep interest, it can never meet with that unbounded success, which would be gratifying, unless it has the coöperation of citizens in the various towns throughout the Commonwealth.

All are ready to acknowledge the blessings of education, and all know that many would never be able to get even a moderate education, unless they can be accommodated without the expense of private schools. And if public schools are to be sustained, it is for the best interest of all, to make them as valuable as possible. This can only be done by a cheerful coöperation on the part of parents and teachers, with the Board of Education. So long as we are so jealous of our rights that we will sacrifice our schools to our wills, it can hardly be expected we shall bring our schools to a state of perfection.

There is a feeling of jealousy extant in town at the present time, and some individuals are doing all in their power to increase it, on account of the law vesting the power of engaging the teachers in the town's committee. It is said, that the power is being concentrated in the hands of a few; that districts are losing their rights; that it is not democratic, &c. But, perhaps it is forgotten, that the town chooses the school committee, and, that we can choose as large a number as we please, if it is only divisible by the figure 3; and as long as the people choose their servants to do their labor, it cannot reasonably be charged that it is not democratic. But, say some, school committees are expensive, and do but little, if any good. We respectfully put the question, what is it that has brought our schools as near perfection as they are? or what has brought them from that miserable condition in which they existed twenty-five or thirty years ago, if the system inaugurated by the Board of Education, which specifies the duties, if not actually embraces the school committee, has not done it? We have the testimony of all who attended school at that time, that they were not only of short sessions, but that they were almost useless while in session. How frequently do parents make the remark, at the present time, to their children, "If I had been blessed with the advantages which you enjoy, I should not have been plodding in ignorance all this time;" thereby testifying to

Digitized by Google

the advances made in our Common Schools. And we contend that they could never have been brought to their present state of comparative perfection only by the aid of a superintending committee. They prevent, in a great measure, the possibility of having poor teachers thrust upon them, by over-indulgent friends; and when, by chance, they do succeed in getting into schools, the periodical visits of the committee will do much towards aiding them in their labors, and correcting their errors.

But the most faithful committee will never be able to make the schools perfect, unless the home influence is calculated to prepare the minds of children for the school-room. Children who are not only allowed, but encouraged in spending their time when out of school, in the street, or places of public resort, will have their minds too much engrossed with other matters, and things too, not always calculated to improve their morals, or mental condition, to be able to devote themselves properly to their duties at school. We would not advise a too severe restraint upon children in their amusements; but we think there is less danger from that, than from a total want of restraint.

School Committee. — E. M. Reed, A. F. Butterworth, N. H. Hardon.

NEW BEDFORD.

It has been suggested as a means of still further improving the condition of our schools, that either under the management and direction of the committee, or otherwise, all the teachers in the service should at regular intervals be required to come together, for the purpose of discussing with one another the various topics connected with the duties of their profession, and for such other appropriate exercises similar to those practiced in Teachers' Institutes and in Normal Schools, as might be found serviceable. It is believed that such meetings might, if properly conducted, be instrumental in awakening among the teachers generally a more lively interest in their occupation, and that the stimulus thus received might in various ways be advantageous both to themselves and their scholars. These meetings might from time to time be made occasions for examinations by the committee, and thus might furnish additional, and, in some instances, quite needful motives, for the formation of studious habits on the part of the teachers, to the end not only that they might preserve fresh in mind the principles of the various branches of which they are required to possess a satisfactory knowledge, but that they might thereby be induced to go on to higher attainments. We fear that it not unfrequently happens that teachers after having passed an examination, and received an appointment, cease to make any further

Digitized by Google

efforts for additional knowledge and culture. It is perhaps needless to add, that such is not the true road to eminence either in this or in any other profession. It will be for the incoming board to determine whether the benefits likely to result may not render it expedient to institute teachers' meetings, somewhat upon the plan above proposed.

Secretary.—WILLIAM HOWE.

PLYMOUTH COUNTY.

EAST BRIDGEWATER.

One of the obstacles to the attainment of a good common education, we are persuaded, is the very common practice of beginning to send the children to school at too early a period, and of withdrawing them from the schools too early in their youth. By the former course, either the mind of the child is too early tasked, and developed at the expense of the bodily vigor, or the injurious habit is formed of sitting in school listlessly gazing around, without application to study. By the latter procedure, the scholar is taken away from school with very meagre attainments. Sometimes the pupil is forced to break off from his studies with no prospect of resuming them, when he has just begun to understand the importance of an education, and feel the need of making strenuous efforts to secure it. This is a very short-sighted policy on the part of a parent that has at heart the real welfare of his child. No prospective pecuniary advantage to be derived from his services in the shop, or on the farm, is worthy of comparison with the education which he might obtain in two or three additional years at school. Many parents toil early and late for long years, in order to leave behind them a competence for their children, and at the same time secure to them only a limited education. Better far, leave them the choice legacy of a superior mental culture, and trust that their own brains and hands, with the smiles of Providence, will supply their material necessities. Thus fitted for the responsibilities of life, and cast upon their own self-reliant energies, their prospects for usefulness and happiness in their day will be far more hopeful, than if they had been nursed in the lap of ease and affluence, or been deprived of intellectual discipline in order to provide for their physical wants. Parents naturally desire to be long and gratefully remembered by their offspring. But it is a great mistake

Digitized by Google

to suppose that children, when years have sobered them, will thank their parents more for a pecuniary legacy, which may "take to itself wings," and must "perish with the using," than for the permanent and priceless wealth of mental and moral culture.

School Committee.—P. B. WILCOX, BAALIS SANFORD, B. W. HARRIS.

BARNSTABLE COUNTY.

BREWSTER.

The committee would record their continued approval of the employment of female teachers for our district schools. They have superior aptness to teach, and are by nature endowed with better faculties for governing and cultivating the minds and hearts of children. The teachers furnished by our State Normal Schools are unquestionably the best; their method of teaching is superior, particularly in the department of mathematics. But we would not be understood to say that there are no good teachers who have never graduated at the Normal School, nor that all the graduates of these schools succeed. We submit that the art of teaching is an inherent faculty,—a gift, rather than an acquirement.

PROVINCETOWN.

It was the intention of your committee to have had the fall term of the public schools continue thirteen weeks, but as it was proposed by the Agent of the Massachusetts Board of Education, to hold a Teachers' Institute in this town about the first of October, your committee thought best to close the public schools for one week, to give teachers and others who felt disposed an opportunity to attend.

And we would say, that, in our opinion, the great truths, facts, and principles which were so ably set before us at the institute, were highly valuable to all who attended, and especially so to the teachers; and that, on the whole, the week was as profitably spent, as if the schools had been in session.

School Committee.—GODFREY RYDER, S. A. PAINE, CHARLES NICKERSON.

Digitized by Google

YARMOUTH.

Modern times have witnessed great improvements in the methods of instruction and discipline, in the structure of ornamental buildings, in securing ample accommodations for play grounds, and in many other things which contribute towards making the school-days of childhood and youth both happy and useful. But the complaints found in the extracts from the school committees' reports of the different towns, show conclusively that, although much has been done, there yet remains much to do. It is apparent to every reflecting mind, that there are those in the community whose erroneous opinions in respect to these things should be corrected, whose conceptions of the agencies which are to educate the young, intellectually and morally, need some solid, convincing sense, in order to produce on them an elevating influence. Teachers' Institutes and the lectures of the agents of the Board of Education are doing much in this respect, and to them is much credit due for the change already made. Useful and important suggestions are made by those whose fields of labor have been about the school, and who, from experience, are calculated to present truths which rest upon correct principles. A new impulse is given to education by them. Teachers are better prepared for the discharge of their duties, and parents feel the necessity of making greater efforts to promote the interests of the school. Whenever, therefore, there are opportunities for attending thereon, the interested should not only attend themselves, but endeavor to secure the attendance of others.

The Nautical School, established by a donation of the late Joshua Sears, is under the charge of Mr. Albert Wood, Principal of the Grammar School on the north side. Ample accommodation is provided, without injury to the public school. About one hundred and twenty-five dollars have been expended by the trustees in purchasing suitable nautical instruments, books, &c. There are in this department about six scholars, who make good proficiency in their studies. We are fortunate, therefore, in having a building so well adapted in every respect for such a school; and, connected as it is with the public school, we think its benefits are greatly enhanced.

Digitized by Google

Digitized by Google

Digitized by Google

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1858–9.

Digitized by Google

SUFFOLK COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer.	Winter.	Total.
															Mos. Days.	Mos. Days.	Mos. Days.
Boston, . . .	160,508	$213,310,067 00	241	25,255	25,552	22,163	22,202	1,405	1,085	28,790	54	410	54	415	1,157	1,379.15	2,536.15
Chelsea, . . .	10,151	3,475,161 00	33	2,164	2,027	1,739	1,704	83	90	2,129	3	41	3	43	202.02	202.02	404.04
N. Chelsea, . .	793	801,944 00	4	150	136	116	94	3	16	140	–	4	–	3	29.08	22 01	51 09
Winthrop, . .	366	*	3	86	77	57	60	4	3	100	–	3	–	3	13.09	13.09	26.18
Totals, . .	171,818	$217,587,172 00	281	27,655	27,792	24,075	24,060	1,495	1,194	31,159	57	458	57	464	5.00	5.15	10.15

* Valuation included in North Chelsea.

Digitized by Google

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad'a and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Boston, . . .	$135 69	$35 25	$295,569 32	–	$6,250 00	$375 00	–	–	–	–	62	3510	$155,532 00	$6,185 76	City Treas.
Chelsea, . . .	116 66	27 42	19,600 00	–	–	–	–	–	–	–	4	50	800 00	436 38	Schools.
North Chelsea,	–	30 31	1,350 00	–	–	–	–	–	–	–	–	–	–	30 81	"
Winthrop, . .	–	23 16	700 00	–	–	–	–	–	–	–	–	–	–	17 22	"
Totals, . .	$126 17	$29 03	$317,219 32	–	$6,250 00	$375 00	–	–	–	–	66	3560	$156,332 00	$6,670 17	

Digitized by Google

ESSEX COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Amesbury,	3,585	$1,020,425 00	17	552	568	479	470	39	43	612	2	15	9	8	61.10	57	118.10
Andover,	4,810	3,131,122 75	18	805	714	597	580	46	47	937	–	18	7	10	86.16	53.09	140.05
Beverly,	5,944	2,156,012 85	21	983	1,019	755	822	69	92	1,138	4	16	9	13	100.10	93.10	194
Boxford,	1,034	538,288 67	7	209	236	170	185	19	48	218	–	7	4	3	23.17	22.16	46.13
Bradford,	1,372	368,278 00	4	202	203	143	155	5	27	285	1	4	2	3	18.05	18.15	37
Danvers,	4,000	3,312,779 10	17	931	894	723	687	42	97	885	5	13	8	12	84.05	62.10	146.15
Essex,	1,668	633,895 20	11	250	307	201	218	50	61	287	–	8	4	5	26.10	35.05	61.15
Georgetown,	2,042	715,213 00	9	377	344	304	244	16	40	394	1	8	1	8	33	30.15	63.15
Gloucester,	8,935	2,369,251 95	29	1,967	1,970	1,559	1,518	164	247	2,035	2	39	13	30	177.15	100.15	278.10
Groveland,	1,367	397,079 00	5	196	226	149	171	9	35	259	–	5	3	2	22	15	37
Hamilton,	896	452,403 00	4	131	150	103	86	11	14	154	–	4	–	4	9.15	20	29.15
Haverhill,	7,932	2,243,497 00	33	1,353	1,356	1,074	1,085	31	59	1,548	4	30	13	22	146.10	148.15	295.05
Ipswich,	3,421	1,062,792 50	13	561	607	449	464	39	81	614	3	10	7	6	65	51.10	116.10
Lawrence,	16,114	6,003,716 20	38	2,045	2,198	1,752	1,610	157	173	2,610	4	44	4	44	197.06	197.06	394.12
Lynn,	15,713	4,148,989 40	41	2,928	3,249	2,348	2,570	35	195	3,147	6	44	6	46	225.05	225.05	450.10
Lynnfield,	883	345,356 00	4	165	150	126	125	5	8	161	–	4	2	2	21.05	12	33.05
Manchester,	1,864	499,507 50	8	352	333	271	238	33	33	356	1	7	1	7	39.05	39.05	78.10
Marblehead,	6,928	2,033,990 60	17	1,152	1,173	982	1,005	3	18	1,329	3	19	3	19	92.06	102	194.06
Methuen,	2,582	1,059,148 45	12	464	458	355	368	35	63	462	1	11	4	8	46.10	34.15	81.05
Middleton,	880	310,417 00	4	165	181	121	143	4	31	199	–	4	3	–	18	10	28
Nahant,	270	*	2	71	70	59	59	4	10	67	1	1	1	1	11.10	11.10	23
Newbury,	1,484	663,155 30	8	140	274	113	191	6	30	288	–	6	2	6	22.05	31.12	53.17
Newburyport,	13,357	5,390,069 55	33	1,927	1,982	1,510	1,563	–	–	2,583	7	35	7	35	163	173	336

Digitized by Google

North Andover,	2,218	†	10	388	361	288	290	10	41	475	–	10	6	4	49.10	40	89.16
Rockport, . .	3,498	672,410 07	9	600	433	495	415	41	157	687	–	10	4	6	28.06	16.03	44.09
Rowley, . . .	1,214	456,089 37	5	232	206	170	161	10	27	242	–	5	1	4	24.05	18.15	43
Salem, . . .	20,934	13,654,738 70	39	3,044	3,059	2,479	2,514	34	184	3,428	7	53	7	53	220	240	460
Salisbury, . .	3,185	1,023,861 83	13	564	581	446	445	38	44	619	3	11	8	6	51.02	57	108.02
Saugus, . . .	1,788	491,917 50	8	395	302	302	225	30	12	385	–	8	–	8	80	25.12	105.12
South Danvers,	5,348	‡	19	1,096	1,069	954	896	36	90	1,173	5	18	7	17	118.10	114.15	233.05
Swampscott, .	1,335	*	5	298	324	226	236	–	30	315	1	5	1	5	27	30	57
Topsfield, . .	1,250	468,981 30	5	172	189	121	132	17	21	236	–	5	3	2	20.16	17.03	37.19
Wenham, . .	1,073	354,409 00	5	159	236	128	192	14	49	235	–	4	3	2	13 05	14.15	28
West Newbury,	2,094	578,671 10	8	372	378	309	285	12	38	429	–	9	2	7	21.08	27.03	48.11
Totals, . .	151,018	$56,556,466 89	481	25,246	25,800	20,264	20,348	1,064	2,145	28,822	61	490	155	408	4.18	4.09	9.07

* Valuation included in Lynn.

† Valuation included in Andover.

‡ Valuation included in Danvers.

Digitized by Google

ESSEX COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Amesbury,	$31 17	$17 39	$2,500 00	–	–	–	–	–	–	–	1	50	$600 00	$127 68	Schools.
Andover,	37 14	23 05	3,500 00	–	$101,500 00	$3,590 00	–	3	350	$6,000 00	4	66	1,216 00	197 61	"
Beverly,	53 73	17 52	6,500 00	–	–	–	–	–	–	–	3	48	433 33	240 24	"
Boxford,	31 42	19 32	900 00	–	2,185 15	125 87	$61 77	–	–	–	–	–	–	41 79	"
Bradford,	53 50	19 80	1,497 72	–	–	–	–	1	55	1,250 00	–	–	–	57 12	Not returned.
Danvers,	54 11	20 18	6,100 00	–	–	–	300 00	–	–	–	–	–	–	192 15	Schools.
Essex,	41 27	16 72	1,500 00	–	–	–	–	–	–	–	3	84	97 50	56 28	"
Georgetown,	61 52	19 76	1,650 00	–	–	–	–	–	–	–	–	–	–	83 37	"
Gloucester,	50 75	16 14	10,050 00	–	–	–	–	–	–	–	4	118	1,478 28	412 23	"
Groveland,	40 00	19 50	838 40	–	–	–	–	1	33	300 00	–	–	–	59 01	"
Hamilton,	–	20 00	650 00	–	–	–	–	–	–	–	–	–	–	34 86	"
Haverhill,	53 88	20 95	8,500 00	–	–	–	521 18	–	–	–	1	20	180 00	314 37	"
Ipswich,	39 25	16 50	3,100 00	–	4,000 00	260 00	–	1	–	–	3	92	1,315 00	150 57	"
Lawrence,	98 87	29 22	20,000 00	–	–	–	–	–	–	–	2	55	750 00	634 41	Apparat., maps, &c
Lynn,	90 00	27 00	23,725 00	–	–	–	–	–	–	–	6	300	1,200 00	710 83	Schools.
Lynnfield,	39 75	18 36	800 00	–	–	–	–	–	–	–	–	–	–	36 33	"
Manchester,	52 49	16 14	1,800 00	–	–	–	–	–	–	–	1	25	500 00	77 28	General purposes.
Marblehead,	52 78	17 98	7,000 00	–	5,000 00	325 00	–	1	39	644 00	5	120	1,000 00	299 88	Schools.
Methuen,	40 75	19 53	2,100 00	–	–	–	–	–	–	–	6	150	180 00	98 70	Town Treas.
Middleton,	37 00	18 00	750 00	–	–	–	–	–	–	–	–	–	–	40 32	Schools.
Nahant,	54 00	20 84	1,250 00	–	–	–	–	–	–	–	–	–	–	11 34	Town Treas.
Newbury,	41 00	17 10	1,100 00	–	–	–	–	1	33	670 00	–	–	–	53 30	Schools.
Newburyport,	58 93	16 52	12,460 00	–	65,000 00	3,900 00	–	1	80	2,000 00	10	200	1,300 00	599 13	"

Digitized by Google

North Andover,	40 31	20 58	2,300 00	–	500 00	30 00	–	–	–	–	2	35	900 00	105 00	Schools.
Rockport, . .	27 00	22 75	2,000 00	$70 00	–	–	88 00	–	–	–	1	25	125 00	137 34	"
Rowley, . . .	48 00	19 00	900 00	–	–	–	–	–	–	–	–	–	–	57 33	"
Salem, . . .	87 29	18 78	21,981 95	–	–	–	–	–	–	–	27	1260	11,338 00	703 29	General expenses.
Salisbury, . .	31 65	16 01	2,500 00	15 00	–	–	–	–	–	–	4	75	112 00	140 07	Schools.
Saugus, . . .	–	23 00	2,102 90	–	–	–	–	–	–	–	–	–	–	68 04	"
South Danvers,	64 88	23 33	8,051 50	–	2,000 00	180 00	335 16	–	–	–	1	20	240 00	244 86	"
Swampscott, .	72 10	16 70	2,000 00	–	–	–	–	–	–	–	–	–	–	63 63	"
Topsfield, . .	35 16	15 00	800 00	–	–	–	–	–	–	–	1	75	1,500 00	55 65	"
Wenham, . .	35 00	21 20	700 00	–	–	–	–	–	–	–	1	50	150 00	48 09	"
West Newbury,	37 50	19 43	1,200 00	–	–	–	–	–	–	–	5	100	205 00	84 42	"
Totals, . .	$49 76	$19 51	$162,807 47	$85 00	$180,185 15	$8,410 87	$1,306 11	9	590	10,864 00	91	2968	$24,820 11	$6,236 52	

Digitized by Google

MIDDLESEX COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Acton,	1,678	$541,225 00	9	358	411	287	343	34	93	386	–	9	6	3	40.09	30.07	70.16
Ashby,	1,176	580,860 00	9	208	287	176	222	19	67	263	–	8	3	7	24	27	51
Ashland,	1,308	407,121 00	8	238	275	194	222	8	30	222	–	7	1	7	19.10	26.08	45.18
Bedford,	986	350,999 00	6	185	187	140	164	15	29	207	–	6	2	4	26	20.06	46.06
Belmont,*	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Billerica,	1,772	870,595 00	11	342	366	273	291	23	14	353	–	11	1	10	42.15	34.17	77.12
Boxborough,	413	239,712 00	4	94	116	86	107	9	15	94	–	4	2	2	10	12.08	22.08
Brighton,	2,895	1,634,725 00	9	558	602	509	498	13	45	533	3	11	3	11	49.10	49.10	99
Burlington,	564	287,868 00	5	87	102	64	84	2	23	111	–	4	1	4	13	9.10	22.10
Cambridge,	20,473	10,608,787 70	46	4,776	4,737	3,569	3,504	–	408	4,372	10	68	10	68	276	276	552
Carlisle,	630	323,524 00	5	125	136	104	105	9	18	126	–	5	4	1	17.13	16.13	34.10
Charlestown,	21,742	8,624,690 00	37	5,418	5,546	3,386	3,465	18	160	4,243	12	66	12	66	238	238	476
Chelmsford,	2,140	958,369 00	12	528	527	339	387	29	82	460	–	11	6	6	46.10	39.11	86.01
Concord,	2,251	1,262,303 20	11	390	398	276	300	70	44	423	1	10	2	9	56.10	55	111.10
Dracut,	1,966	700,182 00	11	354	401	285	322	32	76	329	–	11	6	5	42	39.18	81.18
Dunstable,	533	361,061 00	5	73	109	62	86	5	29	81	–	5	–	5	12.16	15.17	28.13
Framingham,	4,676	1,910,613 00	18	822	761	671	581	47	81	787	2	19	2	19	103.10	56.17	160.07
Groton,	2,745	1,451,025 00	16	538	590	408	458	40	84	644	–	15	6	10	53.18	58	111.18
Holliston,	2,894	821,596 00	15	660	720	529	552	28	101	635	2	15	7	8	55.12	52.16	108.08
Hopkinton,	3,934	887,091 50	13	697	654	511	515	18	56	711	1	12	5	9	51	37.08	88.08
Lexington,	2,549	1,170,428 00	9	364	367	292	301	5	52	387	2	7	4	5	52	32.14	84.14
Lincoln,	721	482,822 00	4	127	113	98	89	9	28	108	1	3	2	1	16.10	9.15	26.05
Littleton,	985	471,879 00	7	177	202	138	172	17	33	189	–	7	5	2	21.14	23.05	44.19

Digitized by Google

Lowell, . . .	37,553	16,866,919 10	63	7,524	6,885	4,525	4,365	1,017	749	5,552	15	90	15	90	302.08	368.11	670.19
Malden, . . .	4,591	1,731,662 40	19	1,127	982	846	759	24	93	945	2	20	2	20	95	95	190
Marlborough, .	4,288	1,172,267 00	18	660	743	544	570	51	139	829	1	16	7	10	75.10	78.16	154.06
Medford, . .	4,605	2,409,333 00	13	802	778	716	630	–	50	819	3	13	3	13	71.10	71.10	143
Melrose, . . .	1,976	505,098 00	10	482	497	370	369	20	27	436	1	10	1	10	47	48.15	95.15
Natick, . . .	4,138	916,210 00	16	849	847	714	712	51	67	788	2	16	3	13	61.07	59.16	121.03
Newton, . . .	6,768	3,157,340 00	22	1,199	1,158	954	945	5	119	1,333	6	21	7	20	110	121	231
North Reading,	1,050	– –	5	232	214	169	164	21	26	224	–	5	1	4	23.10	15.05	38.15
Pepperell, . .	1,765	740,823 80	11	349	358	278	290	22	87	365	–	10	4	7	25.05	27.06	52.11
Reading, . .	2,522	1,071,042 00	12	474	509	387	399	22	69	502	1	11	3	9	56.17	31.10	88.07
Sherborn, . .	1,071	516,983 00	8	222	256	190	220	7	54	226	–	8	5	4	25	31.03	56.03
Shirley, . . .	1,479	569,910 00	9	258	281	190	195	12	67	249	–	8	6	3	29.05	23.06	52.11
Somerville, . .	5,806	2,102,631 00	18	1,314	1,448	1,102	988	13	46	1,330	5	21	6	19	118.16	140.08	259.04
South Reading,	2,758	755,019 00	12	606	488	452	403	39	28	576	2	10	2	11	75	45	120
Stoneham, . .	2,518	481,862 00	11	500	493	386	377	34	30	450	1	10	1	10	42.05	46.10	88.15
Stowe, . . .	1,485	623,390 00	7	294	334	233	265	25	60	303	–	6	2	5	28.10	20	48.10
Sudbury, . .	1,673	915,867 00	7	319	348	255	263	25	66	308	–	7	5	2	23.03	21.11	44.14
Tewksbury, .	1,719	616,308 00	7	234	249	180	196	17	29	205	–	7	1	6	24.13	25.13	50.06
Townsend, . .	2,096	855,970 00	14	413	454	349	362	28	89	397	–	14	6	8	41.03	41	82.03
Tyngsborough,	714	492,830 00	8	146	100	100	80	10	28	136	1	7	2	4	26.15	16.04	42.19
Waltham, . .	6,049	2,778,446 50	16	1,003	1,000	798	781	77	120	1,012	2	17	4	14	81	93.10	174.10
Watertown, .	3,578	2,351,583 20	12	644	605	480	498	6	25	716	4	9	4	8	78	48	126
Wayland, . .	1,178	479,084 00	6	235	226	187	181	16	16	224	–	6	–	7	25	25	50
W. Cambridge,	2,670	1,671,644 10	7	462	441	358	350	–	38	457	3	7	3	7	35	35	70
Westford, . .	1,586	814,078 00	11	245	312	177	245	24	68	341	–	10	7	4	40.09	37.09	77.18
Weston, . . .	1,205	708,876 00	7	245	229	203	190	8	39	215	1	6	1	7	30.13	30.12	61.05
Wilmington, .	958	399,643 00	5	158	148	124	118	17	6	160	–	5	–	5	19.05	18	37.05
Winchester, .	1,801	649,346 00	9	382	353	346	300	5	30	382	1	9	1	9	42	42	84
Woburn, . .	5,451	1,962,577 00	17	972	898	851	736	41	98	1,133	2	19	4	16	76.10	76.15	153.05
Totals, . .	194,082	$83,264,719 50	650	39,469	39,241	28,861	28,719	2,087	3,931	36,287	87	712	196	607	4.12	4.11	9.03

* Incorporated 1859.

Digitized by Google

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Acton,	$41 50	$15 92	$1,500 00	–	–	–	–	–	–	–	3	80	$200 00	$78 75	Schools.
Ashby,	24 63	17 81	1,000 00	–	–	–	–	1	–	–	–	–	–	54 60	"
Ashland,	48 00	21 51	1,170 00	–	–	–	–	–	–	–	–	–	–	54 60	"
Bedford,	35 50	19 90	1,000 00	–	–	–	$92 63	–	–	–	1	16	500 00	49 99	"
Belmont,*	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Billerica,	30 00	19 00	1,500 00	–	$300 00	$18 00	–	1	60	$380 00	–	–	100 00	68 61	Schools.
Boxborough,	33 00	18 25	500 00	$12 00	–	–	–	–	–	–	–	–	–	20 58	"
Brighton,	77 77	23 58	5,823 72	–	–	–	–	–	–	–	–	–	–	115 50	"
Burlington,	45 00	18 24	550 00	–	–	–	–	–	–	–	–	–	–	21 42	"
Cambridge,	102 08	39 48	39,100 00	–	–	–	–	–	–	–	14	302	12,000 00	877 59	City Treas.
Carlisle,	29 84	15 50	625 00	–	500 00	30 00	–	–	–	–	–	–	–	23 10	Schools.
Charlestown,	116 66	32 31	40,175 00	–	5,600 00	336 00	–	–	–	–	4	124	2,825 00	1,020 18	City Treas.
Chelmsford,	34 25	17 13	2,000 00	25 00	–	–	–	–	–	–	–	–	–	95 34	Superinten. sch'ls
Concord,	65 25	20 50	3,300 00	–	1,578 45	90 01	–	–	–	–	1	50	2,000 00	89 25	Schools.
Dracut,	29 36	15 00	1,592 00	25 00	–	–	–	–	–	–	–	–	–	77 28	"
Dunstable,	–	17 61	500 00	27 00	–	–	–	–	–	–	1	12	12 00	19 53	"
Framingham,	80 00	24 00	6,000 00	–	4,256 96	255 53	–	–	–	–	2	20	1,500 00	179 13	"
Groton,	39 66	22 60	3,000 00	–	45,820 00	2,981 20	–	1	100	1,645 93	–	–	–	122 22	"
Holliston,	48 00	22 75	3,450 00	25 00	–	–	–	1	15	300 00	–	–	–	126 00	"
Hopkinton,	53 93	27 70	2,600 00	–	5,000 00	300 00	–	–	–	–	–	–	–	147 63	"
Lexington,	57 55	25 75	3,700 00	–	–	–	–	–	–	–	–	–	–	81 06	"
Lincoln,	44 50	18 50	800 00	–	1,200 00	61 88	–	–	–	–	–	–	–	23 52	"
Littleton,	37 60	17 60	1,250 00	91 30	–	–	–	–	–	–	3	40	76 00	37 80	"

Digitized by Google

Lowell, . . .	91	70	27	05	50,000	00	–		–		–		–		–		6	500	2,575	00	1,128	54	Schools.
Malden, . . .	180	00	28	75	8,800	00	100	00	–		–		–		–		–		–		209	58	"
Marlborough, .	46	90	21	62	3,882	65	–		2,440	00	146	40	–		–		1	25	125	00	174	09	"
Medford, . .	72	72	27	27	8,000	00	–		–		–		–		–		4	100	2,400	00	183	54	"
Melrose, . . .	80	00	25	66	3,800	00	–		–		–		–		–		–		–		103	11	"
Natick, . . .	55	77	23	62	4,500	00	–		–		–		–		–		–		–		159	60	"
Newton, . . .	77	14	27	20	12,000	00	–		–		–		3	200	9,470	00	5	80	3,065	00	255	36	"
North Reading,	32	00	23	80	1,000	00	–		–		–		–		–		–		–		49	35	"
Pepperell, . .	37	50	19	92	1,300	00	50	00	–		–		1	55	140	00	1	15	250	00	75	81	"
Reading, . .	68	40	21	09	2,500	00	–		–		–		–		–		1	10	50	00	105	42	High School.
Sherborn, . .	32	23	22	07	1,400	00	20	00	5,000	00	300	00	–		–		–		–		47	04	Schools.
Shirley, . . .	33	66	17	76	1,300	00	–		4,500	00	–		–		–		2	50	150	00	55	44	"
Somerville, . .	68	29	22	83	16,000	00	–		–		–		–		–		–		–		265	02	Town Treas.
South Reading,	62	50	20	36	3,800	00	–		–		–		–		–		1	35	1,400	00	117	39	Schools.
Stoneham, . .	76	19	22	52	2,700	00	–		–		–		–		–		–		–		91	56	"
Stowe, . . .	29	30	23	55	1,200	00	–		–		–		–		–		7	140	450	00	66	57	"
Sudbury, . .	41	00	21	00	1,320	00	–		–		26	00	–		–		–		–		63	42	"
Tewksbury, .	30	00	21	75	1,000	00	–		–		–		–		–		–		–		80	01	"
Townsend, . .	32	14	17	37	1,600	00	15	00	–		–		–		–		1	30	600	00	94	50	"
Tyngsborough,	30	78	15	45	700	00	54	50	2,222	20	111	11	–		–		–		–		31	50	"
Waltham, . .	68	18	20	36	7,000	00	–		–		–		–		–		4	66	1,400	00	228	90	Town Treas.
Watertown, .	85	71	24	30	7,000	00	–		–		–		–		–		3	25	150	00	149	94	" "
Wayland, . .		–	20	98	1,100	00	46	00	200	00	12	00	–		–		1	19	114	00	52	50	Schools.
W. Cambridge,	72	20	22	08	4,406	00	–		5,354	00	352	89	–		–		1	73	1,025	00	84	42	"
Westford, . .	30	85	16	86	1,400	00	25	00	16,000	00	900	00	1	74	700	00	–		–		115	50	"
Weston, . . .	50	00	18	37	1,450	00	5	00	–		–		–		–		–		–		45	36	"
Wilmington, .		–	20	00	750	00	–		–		–		1	3	375	00	1	16	250	00	45	15	"
Winchester, .	100	00	22	81	3,500	00	–		–		–		–		–		–		–		81	69	"
Woburn, . .	85	46	22	29	6,000	00	–		15,000	00	900	00	–		1	129	900	00	2	45	475	00	208	11	"
Totals, . .	$57	18	$21	75	$280,544	37	520	80	$114,971	61	$6,821	02	$92	63	12	666	14,260	93	70	1873	$33,692	00	$7,748	10	

* Incorporated 1859.

Digitized by Google

WORCESTER COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Ashburnham,	2,211	$681,420 00	14	394	480	335	397	23	93	481	–	14	8	6	35.10	39.17	75.07
Athol,	2,395	639,384 00	16	570	521	482	460	35	103	472	3	13	9	8	39.10	50.15	90.05
Auburn,	885	399,896 00	6	157	149	102	119	11	26	154	–	5	3	2	14.13	16	30.13
Barre,	2,787	1,430,964 00	20	557	610	470	524	42	145	485	1	17	9	12	51.10	58.11	110.01
Berlin,	978	276,330 00	5	162	238	139	215	12	57	189	–	5	2	3	14.05	14.15	29
Blackstone,	5,353	1,705,166 00	16	850	833	628	608	68	78	982	3	12	8	8	63.12	68.16	132.08
Bolton,	1,256	525,254 00	9	214	304	165	251	17	86	265	1	8	7	2	26.10	29.19	56.09
Boylston,	835	450,982 60	6	143	202	117	163	12	33	142	–	7	1	6	19	17	36
Brookfield,	2,007	632,064 00	10	368	470	260	419	16	61	388	–	10	6	5	30.05	30	60.05
Charlton,	2,059	942,701 00	13	402	470	335	385	34	91	376	–	13	8	5	41.16	40.07	82.03
Clinton,	3,636	909,148 00	10	644	523	452	403	51	29	610	1	9	1	9	67.16	33.09	101.05
Dana,	824	211,123 00	6	176	212	139	166	17	28	200	–	6	3	3	16.05	17	33.05
Douglas,	2,323	678,709 00	10	407	387	280	318	25	43	395	–	12	10	3	33.02	28.13	61.15
Dudley,	1,523	651,391 00	9	265	347	205	288	17	39	353	–	9	5	4	32	29 07	61.07
Fitchburg,	6,486	2,039,864 60	26	1,250	1,168	1,018	948	54	157	1,241	4	24	5	23	108.10	108.10	217
Gardner,	2,183	558,389 60	12	440	500	381	417	20	86	482	–	12	4	8	35.07	36.09	71.16
Grafton,	4,409	1,356,063 00	18	686	632	510	518	42	72	885	1	17	10	8	80.05	50.10	130.15
Hardwick,	1,535	829,396 00	11	236	303	194	239	14	70	306	1	9	5	6	32.16	37.04	70
Harvard,	1,532	741,352 00	10	295	344	245	297	27	89	313	–	10	8	3	30.05	33	63.05
Holden,	2,114	787,834 50	13	354	410	288	326	19	79	404	–	12	4	9	35	34.15	69.15
Hubbardston,	1,744	643,503 00	15	385	433	323	377	24	124	378	–	15	6	9	41.18	40.15	82.13
Lancaster,	1,728	674,224 00	11	340	343	255	290	16	51	360	–	11	10	1	37.16	29.08	67.04
Leicester,	2,589	1,219,330 00	14	498	557	386	438	11	9	612	1	12	4	10	39.07	48.03	87.10
Leominster,	3,201	1,244,051 10	16	764	650	550	538	37	139	673	2	15	8	6	66	37.07	103.07

Digitized by Google

Lunenburg, .	1,224	636,547 00	9	218	261	178	219	16	72	243	–	9	6	4	25.10	24.16	50.06
Mendon, . . .	1,381	668,839 60	8	273	271	227	216	28	31	265	–	7	2	6	21.15	26.13	48.08
Milford, . . .	7,489	1,144,721 00	17	1,290	1,238	914	948	117	62	1,207	1	20	2	21	120	121	241
Millbury, . .	3,286	985,030 00	12	599	524	434	396	32	58	692	2	11	2	11	45.05	34	79.05
New Braintree,	775	554,624 00	8	162	208	129	174	11	34	155	–	8	3	5	20	20.15	40.15
Northborough, .	1,602	625,596 00	7	369	291	300	246	22	49	277	–	6	3	3	21.18	18	39.18
Northbridge, .	2,104	627,979 70	10	442	494	355	373	20	71	468	1	10	6	5	35	28	63
N. Brookfield, .	2,307	651,332 00	13	516	556	402	457	37	177	505	1	12	5	8	42.08	38	80.08
Oakham, . .	1,062	413,351 00	8	202	266	173	231	23	75	211	–	8	8	–	16.15	19.05	36
Oxford, . . .	2,808	955,645 00	12	560	519	379	351	42	68	475	2	11	2	11	46.10	36.02	82.12
Paxton, . . .	792	298,714 00	6	138	164	116	133	11	29	146	–	5	3	3	12	14.15	26.15
Petersham, . .	1,553	792,077 00	14	288	367	248	309	26	62	344	–	14	3	11	36.10	45	81.10
Phillipston, . .	799	383,141 00	7	163	195	142	179	8	34	181	–	7	4	3	21.09	17.05	38.14
Princeton, . .	1,317	631,911 00	10	225	309	195	263	22	88	264	–	10	8	2	24	23.14	47.14
Royalston, . .	1,469	751,008 00	13	323	365	264	318	24	85	315	–	12	8	4	27.13	32.06	59.19
Rutland, . . .	1,101	513,447 00	11	250	304	217	265	17	74	250	–	10	5	6	17.17	23.05	41.02
Shrewsbury, .	1,636	788,836 00	8	386	275	326	230	10	58	275	–	9	2	6	22.16	22.11	45.07
Southborough, .	1,604	598,407 60	8	303	308	246	228	16	70	336	–	9	4	5	28.01	29 02	57.03
Southbridge, .	3,429	1,131,673 00	14	625	610	444	483	15	66	768	1	13	6	8	63.15	48 15	112.10
Spencer, . .	2,527	828,611 00	14	522	549	407	442	44	90	517	3	11	5	10	47.04	44.18	92.02
Sterling, . . .	1,838	801,310 00	12	291	432	221	377	17	87	319	–	12	5	7	35	33.03	68.03
Sturbridge, . .	2,187	846,330 00	15	387	438	306	358	20	71	415	–	15	5	9	34	41.09	75.09
Sutton, . . .	2,718	977,822 00	15	421	493	323	374	42	73	522	–	13	10	5	34.15	38.10	73.05
Templeton, . .	2,618	877,725 00	14	514	517	437	440	23	143	447	1	15	6	9	46.04	43	89.04
Upton, . . .	2,036	601,308 00	12	369	399	290	340	9	125	359	–	11	4	8	29.07	29.06	58.13
Uxbridge, . .	3,068	1,129,366 50	15	564	578	385	416	70	79	584	1	14	7	8	59.04	61.04	120.08
Warren, . . .	1,795	686,931 00	12	328	390	277	314	11	80	318	1	9	3	10	28.15	37	65.15
Webster, . .	2,727	801,934 00	10	440	409	287	251	22	54	558	2	8	2	7	42.10	50.10	93
Westborough, .	3,014	768,499 50	12	496	547	394	509	9	101	472	1	11	4	9	34	33.19	67.19
W. Boylston, .	2,310	531,117 00	11	387	407	314	317	34	45	472	–	8	3	8	24.03	34.07	58.10
W. Brookfield,	1,363	528,764 00	8	277	263	227	215	24	37	311	–	8	2	6	23.05	24.04	47.09
Westminster, .	1,980	732,784 00	13	335	463	284	392	28	115	350	–	13	7	6	33.06	35.03	68.09
Winchendon, .	2,747	918,365 00	13	457	480	363	378	21	83	467	1	12	3	8	37.12	34.15	72.07
Worcester, . .	22,286	11,085,506 70	55	3,238	3,402	2,709	2,794	357	619	4,078	6	64	9	64	285	285	570
Totals, . .	149,545	$55,497,794 00	722	26,915	28,378	21,175	23,040	1,872	4,853	28,712	42	692	301	455	3.07	3.06	6.13

Digitized by Google

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c. voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Ashburnham,	$33 84	$18 75	$1,700 00	$9 00	–	–	–	–	–	–	5	125	$200 00	$99 12	Schools.
Athol,	40 30	17 32	2,400 00	5 00	–	–	–	–	–	–	6	60	142 00	104 79	High School.
Auburn,	25 37	15 18	600 00	–	–	–	–	–	–	–	–	–	–	36 96	Schools.
Barre,	33 77	17 86	2,900 00	–	–	–	–	–	–	–	–	–	–	109 41	"
Berlin,	29 50	19 25	600 00	17 00	$503 69	$31 20	–	–	–	–	–	–	–	41 31	"
Blackstone,	41 66	19 33	3,500 00	–	–	–	$288 00	–	–	–	–	–	–	225 12	"
Bolton,	37 95	18 69	1,167 00	–	12,000 00	720 00	–	–	–	–	1	40	32 28	53 34	"
Boylston,	35 00	17 00	600 00	22 50	–	–	–	–	–	–	1	47	141 00	34 86	"
Brookfield,	29 50	20 00	1,500 00	–	–	–	–	–	–	–	3	48	65 00	77 07	"
Charlton,	27 74	14 60	1,500 00	50 00	1,000 00	60 00	–	–	–	–	–	–	–	75 39	"
Clinton,	85 71	24 12	3,734 70	–	–	–	–	–	–	–	–	–	–	108 57	Town Treas.
Dana,	30 53	15 39	600 00	–	–	–	–	–	–	–	2	42	33 00	39 27	Schools.
Douglas,	35 74	19 79	1,500 00	–	719 00	43 14	–	–	–	–	1	40	600 00	91 56	"
Dudley,	25 29	16 86	1,200 00	50 00	2,000 00	–	–	1	120	$750 00	–	–	–	65 52	"
Fitchburg,	64 02	20 72	7,000 00	–	–	–	–	–	–	–	–	–	–	224 54	"
Gardner,	34 65	23 47	1,700 00	–	1,000 00	55 00	–	–	–	–	2	70	175 00	98 91	"
Grafton,	38 77	25 30	3,600 00	–	1,000 00	60 00	–	–	–	–	2	40	1,800 00	191 65	"
Hardwick,	23 36	15 31	1,500 00	12 00	200 00	12 00	–	–	–	–	2	46	70 20	63 00	"
Harvard,	38 41	17 75	1,940 54	–	–	–	–	–	–	–	1	25	–	64 68	"
Holden,	34 00	18 29	1,200 00	15 00	3,366 67	202 00	–	–	–	–	4	80	175 00	98 28	"
Hubbardston,	33 20	17 62	1,528 00	–	1,200 00	72 00	–	–	–	–	1	75	280 00	84 21	"
Lancaster,	36 34	16 87	1,600 00	20 00	1,000 00	50 00	–	1	40	600 00	3	67	441 00	75 81	"
Leicester,	48 20	20 79	2,500 00	–	1,000 00	60 00	–	1	90	900 00	–	–	–	107 94	"
Leominster,	40 14	17 55	2,775 00	–	100 00	6 00	–	–	–	–	4	80	185 00	141 33	"

Digitized by Google

Lunenburg, .	24 64	15 49	1,000 00	48 00	–	–	–	–	–	–	2	70	240 00	50 40	Schools.
Mendon, . . .	33 40	18 06	1,000 00	50 00	–	–	127 00	–	–	–	–	–	–	53 76	"
Milford, . . .	94 00	25 00	4,500 00	–	–	–	–	–	–	–	3	40	1,000 00	250 95	"
Millbury, . .	55 89	21 64	2,800 00	–	–	–	–	–	–	–	–	–	–	147 63	"
New Braintree,	31 67	15 73	800 00	–	–	–	–	–	–	–	1	30	100 00	32 55	"
Northborough, .	47 36	22 72	1,800 00	–	–	–	–	–	–	–	3	52	600 00	53 13	"
Northbridge, .	40 80	20 73	1,750 00	–	–	–	–	–	–	–	–	143	200 00	96 60	"
N. Brookfield, .	54 26	17 14	2,500 00	5 85	–	–	–	–	–	–	2	160	350 00	104 58	"
Oakham, . .	24 46	13 18	700 00	76 80	–	–	–	–	–	–	1	60	225 00	43 68	"
Oxford, . . .	51 63	18 53	2,200 00	–	–	–	–	–	–	–	–	–	–	109 62	"
Paxton, . . .	30 33	17 13	600 00	–	–	–	–	–	–	–	1	50	165 00	30 03	"
Petersham, . .	27 66	16 82	1,500 00	–	704 93	42 29	–	–	–	–	1	50	600 00	68 67	"
Phillipston, . .	32 89	17 73	700 00	43 00	–	–	–	–	–	–	–	–	–	35 07	"
Princeton, . .	27 25	15 70	1,000 00	–	–	–	–	–	–	–	5	117	190 00	58 28	"
Royalston, . .	30 81	17 71	1,200 00	70 00	1,350 00	81 00	–	–	–	–	4	111	250 00	68 88	"
Rutland, . . .	30 00	16 82	800 00	–	–	–	–	–	–	–	1	35	110 00	53 13	"
Shrewsbury, .	37 45	25 43	1,200 00	–	–	–	–	–	–	–	2	50	60 00	59 43	"
Southborough, .	38 09	25 28	1,450 00	400 00	–	–	–	–	–	–	4	66	67 72	56 49	"
Southbridge, .	38 91	18 54	2,699 00	208 50	–	–	–	–	–	–	1	40	28 00	152 67	"
Spencer, . .	36 62	16 00	2,100 00	–	436 67	26 20	–	–	–	–	–	–	–	103 74	"
Sterling, . . .	40 00	17 17	1,500 00	75 00	–	–	–	–	–	–	3	166	2,500 00	65 52	"
Sturbridge, . .	24 13	13 75	1,500 00	89 75	–	–	–	–	–	–	4	–	–	97 23	"
Sutton, . . .	33 13	18 00	2,000 00	–	1,900 00	114 00	–	–	–	–	3	35	196 00	110 04	"
Templeton, . .	44 40	21 65	2,400 00	–	–	–	–	–	–	–	1	12	108 00	98 49	"
Upton, . . .	36 44	20 00	1,500 00	–	–	–	–	–	–	–	–	–	–	79 38	"
Uxbridge, . .	38 53	15 07	2,600 00	–	–	–	220 00	–	–	–	–	–	–	130 41	"
Warren, . . .	36 86	18 72	1,800 00	126 00	–	–	–	–	–	–	–	–	–	66 78	"
Webster, . .	41 91	19 86	2,550 00	–	–	–	–	–	–	–	–	–	–	129 57	Town Treas.
Westborough, .	36 81	22 19	2,150 00	24 00	–	–	–	–	–	–	3	150	200 00	93 94	Schools.
W. Boylston, .	35 00	15 00	1,300 00	–	–	–	–	–	–	–	–	–	–	94 08	Unexpended.
W. Brookfield,	36 50	17 02	1,100 00	–	–	–	–	–	–	–	1	20	320 00	55 44	Schools.
Westminster, .	30 34	18 61	1,500 00	–	–	–	–	1	–	–	–	–	–	69 72	"
Winchendon, .	45 83	21 53	2,000 00	–	–	–	–	–	–	–	2	75	42 00	97 02	"
Worcester, . .	72 03	26 83	29,666 82	–	–	–	–	2	150	4,000 00	9	400	12,000 00	837 27	"
Totals, . .	$38 76	$18 77	$135,211 12	1,417 40	$29,480 96	$1,634 83	$635 00	6	400	$6,250 00	95	2817	$23,891 20	$5,967 82	

Digitized by Google

HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Amherst, . .	2,937	$1,187,267 00	12	496	358	396	421	30	61	624	–	12	6	6	46	36	82
Belchertown, .	2,698	830,356 00	19	484	575	375	471	36	85	546	–	19	11	8	69.06	64.01	133.07
Chesterfield, .	950	384,115 00	10	170	173	131	135	20	51	177	–	10	4	9	34.06	25.06	59.12
Cummington, .	1,004	375,196 00	9	175	215	137	182	13	25	184	–	9	5	4	29.18	28.10	58.08
Easthampton, .	1,386	434,564 00	7	193	199	145	160	8	31	253	–	7	1	6	33	22.12	55.12
Enfield, . . .	1,036	450,684 00	8	197	209	139	152	6	29	227	–	8	4	4	24.03	26.05	50.08
Goshen, . . .	471	178,995 00	5	80	77	61	61	14	13	87	–	5	1	3	17.02	13.10	30.12
Granby, . . .	1,001	395,537 00	9	191	218	179	136	8	16	183	–	9	3	6	29.15	29	58.15
Greenwich, . .	803	228,570 00	7	115	181	92	143	7	40	134	–	6	3	4	16	22.15	38.15
Hadley, . . .	1,928	904,424 00	13	288	386	249	325	18	48	396	–	10	–	13	36.15	50	86.15
Hatfield, . . .	1,162	706,290 00	7	186	232	147	195	18	40	200	–	5	1	6	21	26.03	47.03
Huntington, .	1,172	241,678 00	9	200	255	157	177	9	31	235	–	7	2	7	22.15	29	51.15
Middlefield, .	677	299,904 00	11	83	167	58	130	12	33	128	–	5	7	4	15.19	36.18	52.17
Northampton, .	5,819	2,504,144 00	27	1,132	980	744	709	39	99	1,284	2	24	3	24	118	103.12	221.12
Pelham, . . .	789	214,606 00	8	182	192	144	141	13	20	174	–	8	3	5	19.05	20.05	39.10
Plainfield, . .	652	286,006 00	9	132	109	95	85	13	31	105	–	11	3	5	28	20.05	48.05
Prescott, . .	643	253,561 00	6	118	148	97	97	7	44	127	–	6	4	2	15.10	13	28.10
South Hadley, .	2,051	663,482 00	12	405	420	317	342	7	82	420	2	11	4	10	46.05	42 10	48.15
Southampton, .	1,195	377,282 00	7	166	192	129	160	12	28	217	–	7	1	6	27.01	24.06	51.07
Ware, . . .	3,498	1,108,228 00	16	897	787	661	598	50	136	726	3	13	8	8	60.10	58.14	119.04
Westhampton, .	670	215,719 00	7	86	100	69	89	7	24	112	–	6	2	4	19.05	20	39.05
Williamsburg, .	1,831	647,359 00	10	285	265	219	236	12	16	295	1	9	5	5	49	33	82
Worthington, .	1,112	443,273 00	12	219	257	178	217	8	50	236	–	12	7	5	43.15	39	42.15
Totals, . .	35,485	$13,331,240 00	240	6,480	6,695	4,919	5,362	367	1,033	7,070	8	219	88	154	3.09	3.05	6.14

Digitized by Google

HAMPSHIRE COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Amherst, . .	$35 01	$19 05	$2,000 00	–	$600 00	$36 00	–	1	75	$1,500 00	6	67	$3,088 00	$130 83	Schools.
Belchertown, .	24 75	14 34	2,000 00	$400 00	–	–	–	–	–	–	3	25	125 00	113 40	"
Chesterfield, .	25 75	14 50	700 00	475 00	–	–	$36 00	–	–	–	1	15	50 00	35 70	"
Cummington, .	21 61	14 72	600 00	294 00	–	–	150 00	–	–	–	1	45	150 00	39 69	"
Easthampton, .	28 00	15 79	900 00	128 00	–	–	–	1	198	4,602 00	1	10	200 00	65 10	Town Treas.
Enfield, . . .	20 08	12 61	800 00	–	–	–	–	–	–	–	1	25	240 00	57 75	Schools.
Goshen, . . .	28 00	15 22	350 00	300 00	–	–	–	–	–	–	1	25	75 00	15 75	"
Granby, . . .	24 33	15 10	1,100 00	–	–	–	–	–	–	–	1	20	259 00	39 06	"
Greenwich, . .	28 59	14 23	700 00	–	–	–	–	–	–	–	–	–	–	23 82	"
Hadley, . . .	–	20 10	1,800 00	75 00	1,019 00	–	–	1	69	477 00	–	–	–	77 49	"
Hatfield, . . .	30 00	22 36	1,100 00	–	–	–	–	–	–	–	2	40	190 00	41 37	"
Huntington, .	18 00	15 26	700 00	269 50	–	–	–	–	–	–	–	–	–	49 14	"
Middlefield, .	22 38	15 31	500 00	348 50	–	–	90 00	–	–	–	–	–	–	29 40	"
Northampton, .	73 74	17 42	6,500 00	–	2,906 87	180 44	–	–	–	–	5	90	2,224 00	277 62	"
Pelham, . . .	20 83	12 00	509 00	24 00	–	–	–	–	–	–	1	14	9 00	38 01	"
Plainfield, . .	18 33	14 23	450 00	258 00	–	–	–	–	–	–	–	–	–	23 31	"
Prescott, . .	22 94	12 52	450 00	107 50	–	–	–	–	–	–	–	–	–	31 08	"
South Hadley, .	50 00	16 00	2,450 00	–	–	–	–	1	276	–	–	–	–	85 47	"
Southampton, .	26 00	19 69	750 00	–	2,000 00	90 00	–	1	30	150 00	–	–	–	48 93	"
Ware, . . .	39 82	17 20	3,050 00	–	–	–	–	–	–	–	1	17	150 00	145 95	"
Westhampton, .	14 00	14 50	500 00	120 00	–	–	–	–	–	–	–	–	–	17 01	"
Williamsburg, .	32 00	20 25	1,000 00	–	12,000 00	450 00	–	–	–	–	1	30	300 00	65 10	"
Worthington, .	26 59	17 17	630 00	733 85	1,848 67	110 92	146 98	–	–	–	–	–	–	52 92	"
Totals, . .	$28 67	$16 07	$29,539 00	3,533 35	$20,374 54	$867 36	$422 98	5	648	$6,729 00	25	423	$7,060 00	$1,503 90	

Digitized by Google

HAMPDEN COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Agawam,	1,543	*	9	220	275	161	220	14	35	281	–	10	4	6	34.07	33.02	67.09
Blandford,	1,271	$516,896 00	15	298	244	212	183	24	55	259	–	13	7	5	37.10	35	72.10
Brimfield,	1,343	672,008 00	10	200	228	162	194	13	27	274	–	10	3	7	34.03	31.15	65.18
Chester,	1,255	423,265 00	11	227	269	164	219	11	56	271	–	12	3	9	40.05	37.10	77.15
Chicopee,	7,576	3,442,597 00	22	1,139	1,136	873	884	49	178	1,220	3	26	5	25	128	82.15	210.15
Granville,	1,316	384,110 00	11	244	218	179	183	22	34	271	–	11	6	4	34	28	62
Holland,	392	141,897 00	4	83	106	65	87	9	13	91	–	4	3	1	8.11	13.19	22.10
Holyoke,	4,639	1,812,854 00	15	657	628	488	505	23	51	810	2	12	5	12	65.15	65.15	131.10
Longmeadow,	1,348	845,966 00	11	216	260	159	208	10	55	252	–	8	3	8	36.08	32.06	68.14
Ludlow,	1,191	459,837 00	9	208	304	188	251	40	47	285	–	9	3	6	34.09	34.07	68.16
Monson,	2,942	916,185 60	17	423	507	310	420	26	79	469	–	15	12	5	50	53.07	103.07
Montgomery,	413	159,691 00	5	73	77	52	54	5	13	71	–	5	2	3	19.09	15.14	35.03
Palmer,	4,012	1,208,435 67	19	734	509	544	466	15	10	834	1	18	6	13	54.15	62.10	117.05
Russell,	677	167,528 00	7	120	116	98	96	16	11	123	–	7	1	6	23	22.10	45.10
Southwick,	1,130	525,318 00	10	206	224	165	187	19	28	200	1	9	4	6	50	30	80
Springfield,	13,788	6,375,453 50	36	2,555	2,396	1,814	1,898	33	291	2,675	1	53	38	50	189	194.05	383.05
Tolland,	603	202,555 00	8	103	125	88	100	11	12	128	–	8	2	3	25	16	41
Wales,	713	217,938 00	6	117	170	88	128	12	25	147	1	4	3	5	12.05	17	29.05
Westfield,	4,575	1,563,758 00	25	806	853	607	691	11	30	898	2	22	5	20	94.05	80	174.05
W. Springfield,	2,090	1,661,640 50	11	327	363	232	253	12	34	378	–	11	–	11	37.05	35.05	72.10
Wilbraham,	2,035	923,287 50	13	316	411	297	301	10	88	443	–	13	9	4	46.17	56.03	103
Totals,	54,852	$22,621,220 77	274	9,272	9,419	6,946	7,528	385	1,172	10,380	10	280	124	209	3.17	3.11	7.08

* Valuation included in W. Springfield.

Digitized by Google

HAMPDEN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Agawam, . .	$19 50	$15 28	$1,100 00	$203 00	–	–	–	–	–	–	2	30	$150 00	$63 00	Schools.
Blandford, . .	24 00	14 66	600 00	553 38	$2,500 00	$150 00	$194 16	–	–	–	–	–	–	53 76	"
Brimfield, . .	24 00	16 50	1,200 00	24 00	10,000 00	700 00	–	1	25	$40 00	–	–	–	59 85	"
Chester, . . .	29 20	17 51	800 00	701 00	700 00	38 50	–	–	–	–	3	58	180 00	57 33	"
Chicopee, . .	51 16	18 12	6,965 00	–	–	–	630 00	–	–	–	–	–	–	299 25	"
Granville, . .	21 75	12 80	500 00	93 00	–	–	188 00	–	–	–	2	40	140 00	56 07	"
Holland, . . .	17 88	15 12	300 00	73 25	222 22	13 33	–	–	–	–	–	–	–	18 27	"
Holyoke, . .	56 16	18 52	3,800 00	208 00	–	–	–	–	–	–	–	–	–	169 47	"
Longmeadow, .	30 00	16 45	1,400 00	90 00	1,131 00	67 86	–	–	–	–	2	–	–	54 60	"
Ludlow, . . .	31 50	17 25	800 00	374 00	–	–	–	–	–	–	1	25	500 00	55 23	"
Monson, . . .	29 53	17 03	1,800 00	521 75	6,000 00	–	–	1	92	1,675 00	–	–	–	93 37	"
Montgomery, .	16 69	13 60	300 00	164 60	–	–	–	–	–	–	–	–	–	17 43	"
Palmer, . . .	32 86	18 00	2,000 00	60 00	–	211 64	–	–	–	–	–	–	–	167 16	"
Russell, . . .	20 00	15 27	400 00	339 50	–	–	–	–	–	–	–	–	–	26 46	"
Southwick, . .	27 00	14 25	–	425 00	15,618 01	937 08	167 80	–	–	–	1	35	–	–	Not received.
Springfield, . .	82 94	21 54	18,000 00	–	7,032 67	421 96	135 00	–	–	–	5	150	2,500 00	530 25	Schools.
Tolland, . . .	40 00	13 12	400 00	10 00	–	–	–	–	–	–	–	–	–	27 30	"
Wales, . . .	22 64	10 37	400 00	92 00	–	–	–	–	–	–	–	–	–	29 82	"
Westfield, . .	32 29	17 40	4,500 00	–	–	–	–	1	100	2,000 00	–	–	–	192 15	"
W. Springfield,	–	23 80	1,000 00	40 00	13,500 00	810 00	–	–	–	–	2	32	–	75 98	"
Wilbraham, .	26 21	15 52	1,800 00	–	–	–	224 94	1	210	3,000 00	–	–	–	90 35	"
Totals, . .	$31 77	$16 29	$18,065 00	3,972 48	$56,703 90	$3,350 37	$1,539 90	4	427	$6,715 00	18	370	$3,470 00	$2,137 10	

Digitized by Google

FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
											SUMMER.		WINTER.		Summer.		Winter.	Total.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos.	Days.	Mos. Days.	Mos. Days.
Ashfield,	1,342	$525,901 00	14	239	290	213	238	9	76	282	1	13	5	7	42		45	87
Bernardston,	908	375,366 00	6	223	190	164	152	15	30	230	1	7	5	1	28	17	20 07	49 04
Buckland,	1,614	227,773 00	11	292	323	236	251	25	45	357	–	9	2	8	30	16	30 02	60 18
Charlemont,	1,113	361,311 00	10	155	240	121	189	7	59	225	–	8	4	6	21	03	28 12	49 15
Coleraine,	1,604	642,893 00	16	357	480	304	370	28	11	391	–	15	7	14	44	10	51 05	95 15
Conway,	1,784	679,492 00	15	289	328	224	268	13	35	335	–	15	5	10	47		45 15	92 15
Deerfield,	2,768	1,009,306 00	17	567	594	464	511	24	79	609	1	17	3	15	59	10	66	125 10
Erving,	471	154,821 00	5	97	118	78	100	19	19	78	–	5	1	4	13		16	29
Gill,	733	293,207 00	6	142	158	123	132	7	22	166	–	6	–	6	20		17 15	37 15
Greenfield,	2,945	1,072,889 00	13	541	579	415	427	9	96	595	2	14	2	14	49	10	45	94 10
Hawley,	774	273,212 00	11	145	218	124	180	9	54	137	–	10	5	6	28	05	31	59 05
Heath,	741	263,640 00	9	141	205	108	156	9	32	170	–	9	5	4	27	09	24 07	51 16
Leverett,	982	266,704 00	9	203	260	168	206	18	37	232	–	8	5	5	22	10	27 03	49 13
Leyden,	653	199,268 00	5	123	182	99	131	3	24	165	–	5	3	2	17		14	31
Monroe,	217	60,538 00	4	65	82	41	63	5	17	59	–	3	1	2	7	15	7 17	15 12
Montague,	1,509	447,222 00	13	342	383	267	320	23	52	363	–	13	6	8	37	11	36	73 11
New Salem,	1,221	410,657 00	12	231	299	191	232	23	45	253	–	11	5	7	32	11	37 02	69 13
Northfield,	1,951	726,681 00	14	356	381	260	305	19	73	364	–	14	4	10	37		39	76
Orange,	1,753	686,974 00	14	348	430	285	368	32	74	359	–	14	7	7	36	05	39 18	76 03
Rowe,	601	215,432 00	8	138	172	110	149	6	33	164	–	7	4	4	20		20 06	40 06
Shelburne,	1,401	470,874 00	10	229	258	178	217	6	42	238	1	8	3	7	29	01	28 05	57 06

Digitized by Google

Shutesbury, .	939	248,125 00	10	168	188	133	154	17	25	203	–	8	6	5	19.18	25.06	45.04
Sunderland, .	839	316,442 00	7	185	225	153	206	10	57	212	–	6	5	3	19	20.	39
Warwick, . .	1,002	454,605 00	10	221	255	180	216	21	39	204	–	10	1	9	24	29	53
Wendell, . .	738	389,204 00	10	199	152	164	112	12	35	166	–	9	–	8	23	16.07	39.07
Whately, . .	1,052	438,772 00	6	154	186	126	157	10	36	203	–	6	3	3	21.05	21.11	42.16
Totals, . .	31,655	$11,211,309 00	265	6,150	7,176	4,929	5,810	379	1,147	6,763	6	250	97	175	2.17	2.19	5.16

Digitized by Google

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Ashfield, . .	$26 17	$16 10	$1,000 00	$322 00	$944 83	$56 69	–	1	32	$120 00	–	–	–	$56 70	Schools.
Bernardston, .	23 64	15 63	330 00	110 00	10,716 00	843 00	–	–	–	–	1	98	$563 27	41 21	"
Buckland, . .	22 95	13 51	900 00	57 00	914 66	54 88	–	–	–	–	3	50	87 00	67 41	"
Charlemont, .	21 86	11 83	500 00	167 60	800 00	48 00	–	–	–	–	3	62	150 86	48 09	"
Coleraine, . .	25 67	14 00	1,000 00	723 25	–	–	–	–	–	–	2	40	140 00	82 74	"
Conway, . . .	22 93	15 40	1,200 00	351 00	–	–	–	1	30	500 00	–	–	–	69 51	"
Deerfield, . .	48 06	19 63	3,078 17	329 00	10,000 00	600 00	–	–	–	–	2	17	350 00	118 44	"
Erving, . . .	33 00	16 32	450 00	–	–	–	$14 00	–	–	–	2	52	93 00	17 22	"
Gill, ...	–	16 50	500 00	–	–	–	–	–	–	–	–	–	–	33 18	"
Greenfield, . .	72 50	20 40	3,200 00	958 00	–	–	–	–	–	–	2	34	1,600 00	128 52	"
Hawley, . . .	26 25	13 03	600 00	218 84	400 00	24 00	–	–	–	–	–	–	–	30 24	"
Heath, . . .	25 86	13 08	600 00	189 00	–	–	–	–	–	–	–	–	–	37 59	"
Leverett, . .	21 13	12 71	600 00	166 00	–	–	–	–	–	–	3	95	300 00	51 03	"
Leyden, . . .	26 34	17 67	400 00	227 00	–	–	–	–	–	–	2	30	145 00	32 97	"
Monroe, . . .	21 00	12 50	118 00	100 00	207 33	12 44	12 00	–	–	–	–	–	–	12 39	"
Montague, . .	30 60	16 62	1,200 00	200 00	–	–	172 00	–	–	–	1	30	100 00	65 73	Superintendence.
New Salem, . .	24 32	13 42	1,000 00	–	4,500 00	270 00	–	1	34	480 00	–	–	–	51 24	Schools.
Northfield, . .	28 25	15 78	1,200 00	–	400 00	24 00	66 00	–	–	–	1	30	400 00	78 33	"
Orange, . . .	27 25	14 12	1,200 00	–	–	–	–	–	–	–	3	130	440 00	77 07	"
Rowe, ...	23 60	11 50	500 00	75 50	200 00	12 00	–	–	–	–	1	25	100 00	30 45	"
Shelburne, . .	31 00	17 78	800 00	470 00	–	–	–	1	28	500 00	–	–	–	28 56	"

Digitized by Google

Shutesbury, .	23 58	12 49	600 00	51 00	280 00	16 80	–	–	–	–	2	31	155 00	42 00	Schools.
Sunderland, .	31 66	23 16	850 00	116 00	–	–	–	–	–	–	2	33	93 00	39 90	"
Warwick, . .	21 00	14 38	800 00	20 00	500 00	30 00	–	–	–	–	1	28	130 00	42 84	"
Wendell, . .	–	13 51	500 00	42 33	690 00	41 40	–	–	–	–	–	–	–	32 76	"
Whately, . .	26 00	18 50	750 00	238 00	–	–	–	–	–	–	1	10	35 00	41 16	"
Totals, . .	$28 52	$15 37	$23,876 17	5,134 52	$30,552 82	$2,033 21	$294 00	4	124	$1,600 00	32	793	$4,882 13	$1,357 28	

Digitized by Google

BERKSHIRE COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Adams, . . .	6,980	$1,724,484 00	27	893	1,100	679	736	37	124	1,314	1	23	13	14	79.15	96.15	176.10
Alford, . . .	526	219,734 60	4	130	125	87	88	4	9	146	–	4	2	3	20.14	14.05	34.19
Becket, . . .	1,472	313,915 00	11	303	323	221	226	16	58	341	–	11	6	5	40.19	40.14	81.13
Cheshire, . .	1,532	516,586 50	9	272	289	225	212	27	34	296	2	7	5	5	25.05	24.05	49.10
Clarksburg, .	424	94,835 00	4	87	89	56	62	4	17	110	–	4	4	–	13	9.10	22.10
Dalton, . . .	1,064	451,247 00	7	195	227	151	173	16	12	258	–	6	–	7	24.13	29.08	54.01
Egremont, . .	992	453,165 00	5	163	205	112	154	9	34	190	–	5	4	1	24.05	16.16	41.01
Florida, . . .	612	145,049 00	8	91	162	70	125	9	36	154	–	6	3	6	18.14	22.19	41.13
Gt. Barrington,	3,449	1,288,176 00	17	605	610	389	410	45	50	675	1	16	6	11	87.05	60.17	148.02
Hancock, . .	818	355,151 00	7	124	134	100	105	10	12	159	–	6	4	2	21	23.05	44.05
Hinsdale, . .	1,361	403,324 00	8	242	254	184	187	16	27	342	–	8	3	5	31.04	25.10	56.14
Lanesborough, .	1,235	501,445 00	7	203	241	126	166	14	16	255	–	6	3	4	27	26.10	53.10
Lee, ...	4,226	966,320 00	15	837	747	545	514	35	86	1,003	1	14	2	14	73.15	54.10	128.05
Lenox, . . .	1,921	524,500 90	8	293	294	193	190	17	25	402	–	8	4	4	29.10	24.08	53.18
Monterey, . .	823	227,960 00	8	136	197	109	156	9	44	176	–	7	1	7	25.05	29.05	54.10
Mt. Washington,	344	93,402 00	3	62	69	34	52	3	15	72	–	3	1	1	12.18	7	19.18
New Ashford, .	195	99,966 00	2	30	28	17	16	1	5	30	–	2	1	–	7	3.05	10.05
N. Marlborough,	1,647	495,871 00	11	300	331	212	242	17	38	338	–	10	5	6	38.08	39.13	78.01
Otis, ...	1,018	319,400 00	9	207	203	142	142	25	51	183	–	9	4	4	33.04	25.12	58.16
Peru, ...	487	197,142 00	6	123	88	90	62	2	32	91	–	4	–	6	18.15	14.15	33.10
Pittsfield, . .	6,501	2,660,744 60	26	1,292	1,292	901	920	76	142	1,581	1	26	6	21	118.15	114.03	232.18
Richmond, . .	970	367,058 00	6	204	201	146	164	13	25	192	–	6	–	6	26.05	28.05	54.10
Sandisfield, . .	1,615	463,328 00	14	324	329	223	246	29	51	325	–	11	3	9	67.10	42.04	109.14

Digitized by Google

Savoy, . . .	919	171,936 00	9	169	171	120	123	17	30	190	–	8	4	4	26.19	25.04	52.03
Sheffield, . .	2,624	1,108,145 00	14	448	500	250	349	25	77	625	–	14	7	7	68.05	55.05	123.10
Stockbridge, .	2,058	733,871 40	8	345	302	221	209	27	37	436	–	10	4	4	34.04	31.15	65.19
Tyringham, . .	710	239,086 00	7	190	159	134	115	23	21	190	–	7	6	1	31.06	22.04	53.10
Washington, .	1,068	236,195 00	9	177	176	104	123	18	20	196	–	9	2	7	26.05	21	47.05
W. Stockbridge,	1,736	541,186 00	7	304	337	186	260	42	67	314	–	7	5	2	30.07	27.02	57.09
Williamstown, .	2,529	973,309 00	15	413	483	278	349	27	46	572	–	15	9	6	52.02	43.14	95.16
Windsor, . .	905	298,619 00	11	204	228	160	166	14	41	205	–	11	5	7	33.16	32.10	65.06
Totals, . .	52,791	$17,197,607 00	302	9,366	9,894	6,465	7,042	627	1,282	11,361	6	283	122	179	4.04	3.08	7.12

Digitized by Google

BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Adams, . . .	$31 00	$16 40	$3,948 29	$872 00	$3,333 33	$200 00	–	1	14	$150 00	13	210	$1,022 00	$248 43	Schools.
Alford, . . .	21 50	15 00	400 00	–	–	–					1	18	134 00	27 22	"
Becket, . . .	24 92	15 05	800 00	800 00	1,200 00	40 00					2	30	67 00	73 50	"
Cheshire, . .	22 50	15 50	600 00	250 00	–	–					2	50	250 00	60 48	"
Clarksburg, . .	21 83	15 68	200 00	200 00	357 01	21 42							–	19 85	"
Dalton, . . .	–	15 18	800 00	356 00	–	–							–	48 93	"
Egremont, . .	26 80	16 91	625 00	314 25	–	–					1	16	65 00	43 68	"
Florida, . . .	20 27	12 52	350 00	268 62	190 00	11 40							–	31 08	"
Gt. Barrington,	23 80	15 17	2,000 00	711 00	960 71	57 64					11	118	1,900 00	129 57	"
Hancock, . .	23 32	14 61	500 00	430 00	200 00	12 00					1	16	200 00	37 38	"
Hinsdale, . .	23 66	16 61	675 00	336 00	247 00	14 82	–	1	38	700 00	4	37	65 00	55 95	"
Lanesborough, .	26 67	14 94	600 00	350 00	1,588 83	95 33	$48 00				2	40	800 00	52 50	"
Lee, ...	75 00	19 50	4,085 24	–	1,600 00	96 00	–				2	30	1,200 00	198 45	"
Lenox, . . .	24 87	15 90	700 00	229 00	–	–					3	49	2,700 00	87 78	"
Monterey, . .	30 00	15 20	450 00	456 00	–	–	104 13						–	35 91	Not returned.
Mt. Washington,	20 00	14 66	150 00	132 00	100 00	6 00	–						–	13 99	Schools.
New Ashford, .	25 00	15 28	125 00	–	–	–	–						–	5 86	"
N. Marlborough,	30 39	12 11	750 00	434 00	–	–	327 52	1	45	950 00			–	79 59	"
Otis, ...	23 50	16 16	600 00	372 00	–	–	–			–	2	25	200 00	39 27	"
Peru, ...	–	16 00	350 00	–	–	–	–			–			–	19 53	"
Pittsfield, . .	50 19	18 99	6,200 00	–	–	–	–	1	100	4,500 00	6	150	3,000 00	339 57	"
Richmond, . .	–	17 00	450 00	528 50	–	–	–			–	1	12	50 00	45 15	"
Sandisfield, . .	29 71	15 59	1,000 00	792 00	1,290 00	77 40	138 00			–			–	66 99	"

Digitized by Google

Savoy, . . .	19 82	12 68	380 00	366 30	1,297 00	77 82	–	–	–	–	1	20	65 00	39 90	Schools.
Sheffield, . .	29 54	17 58	1,500 00	1,144 00	3,300 00	198 00	–	–	–	–	4	73	1,750 00	126 63	"
Stockbridge, .	26 50	15 70	1,200 00	10 00	3,000 00	174 00	–	1	50	900 00	7	66	2,378 00	106 47	"
Tyringham, . .	20 91	11 47	600 00	234 75	–	–	–	–	–	–	–	–	–	36 54	"
Washington, .	25 17	13 82	500 00	304 50	–	–	–	–	–	–	–	–	–	44 31	"
W. Stockbridge,	29 10	17 64	900 00	52 00	–	–	–	–	–	–	–	–	–	65 94	"
Williamstown, .	26 36	14 98	1,500 00	300 00	833 00	49 98	–	–	–	–	3	54	950 00	123 48	"
Windsor, . .	21 90	14 24	600 00	370 00	600 00	36 25	–	–	–	–	–	–	–	36 75	"
Totals, . .	$27 65	$15 42	$33,538 53	10,612 92	$20,096 88	$1,168 06	$617 65	5	247	$7,200 00	66	1014	$16,796 00	$2,341 18	

Digitized by Google

NORFOLK COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Bellingham, .	1,413	$517,797 87	11	282	318	223	282	31	34	270	–	10	4	7	26.05	30	56.05
Braintree, . .	3,472	1,054,783 30	14	656	688	478	442	28	63	666	2	12	8	6	79.16	50.03	129.19
Brookline, . .	3,740	5,436,854 50	14	780	770	607	610	55	68	717	5	15	5	15	77	77	154
Canton, . . .	3,115	1,387,372 75	12	599	504	454	372	32	52	614	1	11	4	7	61.02	39.17	100.19
Cohasset, . .	1,879	746,872 68	9	460	451	328	341	27	40	412	1	8	2	9	46.15	48.05	95
Dedham, . .	5,640	2,999,518 87	24	1,076	1,067	846	824	19	121	1,037	5	19	8	17	116	115.05	231.05
Dorchester, . .	8,357	6,785,916 46	29	1,708	1,684	1,274	1,296	55	178	1,656	8	28	8	29	191.08	191.08	382.16
Dover, ...	745	295,704 00	4	125	140	97	103	7	13	150	–	4	1	3	14	14.15	28.15
Foxborough, .	2,570	648,072 75	9	424	421	335	338	11	36	478	–	10	2	8	43.15	29.05	73
Franklin, . .	2,043	648,436 00	10	363	342	281	265	27	44	387	–	12	7	3	31.12	25.06	56.18
Medfield, . .	1,026	459,846 00	5	161	184	134	165	7	37	184	–	4	2	3	19.15	21	40.15
Medway, . .	3,230	867,176 00	10	476	510	395	420	34	80	553	–	11	7	3	34.07	31.11	65.18
Milton, . . .	2,656	1,733,127 00	9	530	527	331	357	44	39	544	6	3	6	3	47.05	47.05	94.10
Needham, . .	2,403	799,789 75	12	448	414	326	333	10	53	486	–	11	5	7	51.05	41.15	93
Quincy, . . .	5,921	2,085,625 38	20	1,360	1,295	1,071	1,023	11	40	1,312	7	15	7	15	105	105	210
Randolph, . .	5,538	1,663,428 25	21	1,043	1,020	832	768	70	77	1,150	1	18	10	11	104.10	77	181.10
Roxbury, . .	18,477	13,613,731 50	71	3,485	3,411	3,279	3,211	–	275	4,094	8	65	8	66	426	426	852
Sharon, . . .	1,331	548,452 25	6	246	266	196	211	13	31	241	–	6	3	3	28.10	21	49.10
Stoughton, . .	4,369	1,093,296 00	16	939	914	694	712	44	91	944	2	18	7	12	69.12	65.10	135.02
Walpole, . .	1,935	812,984 50	9	299	293	236	243	26	32	340	–	9	1	8	39.15	34.10	74.05
West Roxbury,	4,813	*	19	1,002	1,099	783	800	–	52	905	4	17	4	17	109	109.00	218
Weymouth, . .	6,530	1,714,014 75	26	1,429	1,297	1,036	1,042	139	167	1,386	2	25	7	20	158	88.05	246.05
Wrentham, . .	3,245	1,121,721 00	20	653	693	508	552	31	87	698	–	20	9	11	60.15	66.08	127.03
Totals, . .	94,448	$47,034,521 56	380	18,544	18,308	14,744	14,710	721	1,710	19,324	52	351	125	283	5.02	4.12	9·14

* Valuation included in Roxbury.

Digitized by Google

NORFOLK COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Bellingham, .	$29 20	$17 25	$1,000 00	$7 50	$418 16	$25 09	$140 63	–	–	–	1	22	$16 50	$60 06	Schools.
Braintree, . .	47 93	20 06	3,500 00	275 00	11,100 00	688 00	–	1	40	–	1	20	250 00	136 08	"
Brookline, . .	89 82	31 18	13,100 00	–	–	–	–	–	–	–	3	50	3,000 00	138 81	Town Treas.
Canton, . . .	40 78	21 97	2,800 00	162 10	–	–	–	–	–	–	–	–	–	124 11	Schools.
Cohasset, . .	52 80	13 35	1,900 00	–	1,000 00	50 00	–	–	–	–	–	–	–	78 75	"
Dedham, . .	72 54	23 40	10,470 00	–	1,100 00	66 00	–	–	–	–	2	60	1,100 00	208 11	Town Treas.
Dorchester, . .	106 25	33 13	22,000 00	–	17,837 68	745 77	–	–	–	–	3	75	1,800 00	313 18	Gen'l purp's.
Dover, . . .	28 00	19 00	700 00	–	–	–	–	–	–	–	–	–	–	30 03	Schools.
Foxborough, .	38 38	29 09	2,000 00	–	–	–	–	–	–	–	1	80	1,440 00	98 70	"
Franklin, . .	35 65	18 66	1,500 00	–	–	–	–	–	–	–	1	42	175 00	83 79	"
Medfield, . .	41 00	24 00	800 00	–	3,760 00	225 60	–	–	–	–	–	–	–	41 58	"
Medway, . .	39 90	26 15	2,100 00	–	100 00	6 00	–	–	–	–	5	95	331 00	123 06	"
Milton, . . .	57 14	23 62	5,000 00	–	–	–	–	1	23	$920 00	3	40	1,600 00	108 99	"
Needham, . .	42 00	20 00	2,410 00	–	1,500 00	90 00	–	–	–	–	3	40	1,200 00	99 75	"
Quincy, . . .	67 70	20 90	8,585 00	–	5,000 00	75 00	–	–	–	–	–	–	–	275 52	"
Randolph, . .	47 00	22 00	5,000 00	–	10,000 00	–	–	–	–	–	2	50	1,000 00	254 73	"
Roxbury, . .	110 41	34 18	38,670 81	–	76,191 40	3,121 22	–	–	–	–	25	560	7,000 00	833 49	City Treas'y.
Sharon, . . .	36 00	24 81	1,000 00	–	2,640 00	158 40	120 00	–	–	–	–	–	–	56 49	Schools.
Stoughton, . .	43 81	20 90	4,500 00	66 00	–	–	–	–	–	–	1	25	1,000 00	191 10	"
Walpole, . .	38 00	25 13	2,000 00	125 00	–	–	–	–	–	–	1	45	1,000 00	79 38	"
West Roxbury,	125 00	36 80	12,550 00	200 00	45,000 00	2,700 00	–	–	–	–	6	125	7,596 00	187 95	Town purp's.
Weymouth, . .	58 83	21 43	7,000 00	103 25	7,139 65	428 37	–	–	–	–	2	40	166 00	291 27	Schools.
Wrentham, . .	37 44	22 53	2,950 00	40 00	2,001 71	120 10	341 87	1	20	400 00	1	16	158 75	154 98	"
Totals, . .	$55 89	$23 89	$151,535 81	$978 85	$184,788 60	$8,499 55	$602 50	3	83	$1,320 00	61	1385	$28,833 25	$3,969 91	

Digitized by Google

BRISTOL COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Attleborough, .	5,451	$1,038,000 00	29	998	1,052	777	759	69	129	1,191	3	25	10	22	93.10	103	196.10
Berkley, . . .	924	261,405 00	7	136	232	102	176	16	26	233	–	3	5	2	8.02	21.05	29.07
Dartmouth, . .	3,658	2,279,942 00	26	655	765	440	535	56	118	785	–	26	13	13	106	91	197
Dighton, . . .	1,729	517,487 00	11	329	385	256	311	17	61	355	–	10	5	6	30.16	32.08	63.04
Easton, . . .	2,748	707,887 00	11	550	572	446	453	18	70	579	–	12	8	4	30.10	28.05	58.15
Fairhaven, . .	4,693	3,248,990 00	25	1,039	1,050	752	812	67	166	1,049	2	29	11	20	133.04	110.04	243.08
Fall River, . .	12,680	6,091,250 00	30	2,436	2,482	1,646	1,663	23	181	2,781	6	47	10	40	142.03	147.12	289.15
Freetown, . .	1,585	565,096 00	9	332	320	232	246	10	52	355	1	9	4	4	39.05	21	60.05
Mansfield, . .	2,119	378,902 00	9	391	380	307	305	17	26	414	–	9	3	6	27	28.10	55.10
New Bedford, .	20,389	14,489,266 00	42	3,395	3,452	3,072	3,049	252	452	3,756	10	83	13	88	220	231	451
Norton, . . .	1,894	714,021 00	9	352	407	274	335	15	70	410	–	10	5	5	25.05	27.16	53.01
Pawtucket, . .	4,132	916,587 00	9	601	532	429	392	37	35	883	2	12	2	11	39.05	39.05	78.10
Raynham, . .	1,634	514,908 00	8	340	340	264	265	20	54	310	–	8	4	4	26.10	27.10	54
Rehoboth, . .	2,107	689,206 00	15	338	457	251	362	36	86	431	–	12	6	9	42.05	47	89.05
Seekonk, . .	2,304	695,324 00	14	358	503	262	364	26	59	440	–	12	1	13	45.01	57.15	102.16
Somerset, . .	1,339	463,495 00	6	122	378	80	262	25	24	311	–	4	3	4	11.10	28.01	39.11
Swanzey, . .	1,467	544,232 00	10	174	312	123	245	8	59	260	–	8	6	4	29	35.11	64.11
Taunton, . .	13,750	3,701,472 00	49	2,566	2,740	1,871	1,977	157	248	2,796	5	51	19	40	191.05	202.04	393.09
Westport, . .	2,822	1,451,080 00	20	591	646	421	473	62	54	625	2	20	13	8	79.11	61.05	140.16
Totals, . .	87,425	$39,243,560 00	339	15,703	17,005	12,005	12,984	931	1,970	17,964	31	390	141	303	3.07	3.08	6.15

Digitized by Google

BRISTOL COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Attleborough, .	44 50	$22 50	$5,923 40	–	$11,700 00	$702 00	–	–	–	–	2	–	–	$249 48	Schools.
Berkley, . .	28 60	18 38	800 00	$30 00	–	–	–	–	–	–	–	–	–	49 98	"
Dartmouth, .	27 91	16 26	3,500 00	266 00	–	–	–	–	–	–	1	80	$400 00	177 87	"
Dighton, . .	26 54	17 07	1,200 00	75 00	–	–	$120 00	–	–	–	1	27	525 00	80 85	"
Easton, . .	35 75	19 14	1,800 00	10 00	–	–	–	–	–	–	4	120	120 00	112 77	"
Fairhaven, .	48 47	22 65	8,000 00	–	5,000 00	–	–	–	–	–	1	12	200 00	214 20	"
Fall River, .	73 62	22 67	15,500 00	–	–	–	–	–	–	–	6	140	1,100 00	594 93	"
Freetown, .	36 00	18 54	1,500 00	–	–	–	–	–	–	–	–	–	–	74 97	Not appropriated.
Mansfield, .	34 82	19 38	1,449 00	–	1,000 00	60 00	–	–	–	–	1	42	62 50	87 15	Schools.
New Bedford, .	72 59	27 31	38,044 87	–	18,000 00	600 00	–	1	68	$5,800 00	21	421	9,283 00	788 97	"
Norton, . .	30 06	21 36	1,500 00	–	–	–	–	1	107	3,683 00	1	30	35 00	83 37	"
Pawtucket, .	75 62	17 02	3,000 00	–	–	–	–	–	–	–	3	77	578 84	189 42	"
Raynham, .	33 87	23 05	1,500 00	–	–	–	–	–	–	–	2	32	33 00	67 41	"
Rehoboth, .	26 00	17 50	1,000 00	218 00	3,275 00	196 00	139 35	–	–	–	1	13	125 00	85 47	"
Seekonk, .	35 00	20 08	1,600 00	50 00	3,000 00	160 00	264 00	–	–	–	1	11	50 00	87 36	"
Somerset, .	38 41	15 50	1,200 00	–	–	–	–	–	–	–	2	120	140 00	63 21	"
Swanzey, .	29 52	16 80	800 00	350 00	–	–	–	–	–	–	–	–	–	63 00	"
Taunton, .	53 58	24 28	14,000 00	–	7,000 00	490 00	–	2	65	1,200 00	13	254	2,370 00	557 18	"
Westport, .	28 56	15 80	2,000 00	525 00	–	–	284 18	–	–	–	–	–	–	131 25	"
Totals, . .	$41 02	$19 75	$104,317 27	1,524 00	$48,975 00	$2,208 00	$807 53	4	240	10,683 00	60	1379	$15,022 34	$3,758 84	

Digitized by Google

PLYMOUTH COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Abington, . .	6,936	$1,466,878 00	28	1,499	1,106	1,158	848	111	74	1,433	6	24	8	20	175	71	246
Bridgewater, .	3,363	1,222,351 00	16	663	592	515	398	45	39	651	–	16	7	9	72.10	35.15	108.05
Carver, . . .	1,205	347,995 00	7	205	236	156	176	11	66	234	–	7	6	1	26	18	44
Duxbury, . .	2,620	1,076,363 00	12	455	440	350	351	13	38	480	–	12	3	10	52.13	39.12	92.05
E. Bridgewater,	2,932	814,600 00	11	631	553	436	416	36	37	680	1	12	6	5	47	27.18	74.18
Halifax, . . .	789	255,884 00	5	161	163	121	131	6	26	181	–	5	4	1	16.05	14.02	30.07
Hanover, . .	1,674	550,089 00	8	298	286	228	233	25	31	323	–	8	3	6	39.05	25.17	65.02
Hanson, . . .	1,231	376,786 00	9	274	254	223	191	24	29	263	–	9	2	6	30.03	19.16	49.19
Hingham, . .	4,256	1,570,886 00	13	681	665	489	482	37	33	760	3	10	4	10	71.10	71.10	143
Hull, ...	292	117,823 00	1	46	51	34	34	1	6	64	–	1	1	–	5	4	9
Kingston, . .	1,574	853,645 00	8	306	325	234	249	23	51	313	1	7	6	2	36.10	32	68.10
Lakeville, . .	1,188	*	11	241	215	175	159	14	46	232	–	11	2	7	36.15	28.12	65.07
Marion, . . .	969	†	6	237	239	187	196	10	59	194	1	5	2	5	13.05	18.10	31.15
Marshfield, . .	1,876	643,191 00	10	337	382	288	297	4	60	369	–	10	5	5	40	38.08	78.08
Mattapoisett, .	†	†	8	257	231	193	187	23	69	336	–	9	5	2	33.16	20.07	54.03
Middleborough,	4,324	1,603,928 00	22	862	888	653	680	32	131	907	1	24	18	7	92	81	173
N. Bridgewater,	5,208	1,043,150 00	19	979	976	789	734	43	99	1,174	1	19	4	16	65.08	70.05	135.13
Pembroke, . .	1,500	440,917 00	8	211	228	166	176	11	31	245	–	9	–	8	32	30.01	62.01
Plymouth, . .	6,486	2,473,123 00	32	1,416	1,395	1,227	1,177	41	150	1,265	3	30	5	29	147.19	152	299.19
Plympton, . .	1,000	330,503 00	6	175	180	122	131	22	19	223	–	6	2	4	29.05	24.10	53.15
Rochester, . .	3,048	1,181,629 00	11	202	261	137	212	19	41	254	–	8	–	11	20.12	35.02	55.14
Scituate, . . .	2,271	664,955 00	11	420	430	280	340	25	35	418	–	11	4	7	55	33	88

Digitized by Google

South Scituate,	1,791	747,414 00	9	371	315	300	242	33	12	326	–	10	5	4	52.05	27.10	79.15
Wareham, . .	3,246	901,603 00	13	651	636	499	493	36	45	717	1	12	8	5	45.05	39.08	84.13
W. Bridgewater,	1,734	516,955 00	9	322	291	249	181	12	37	366	–	8	2	6	27.05	22.15	50
Totals, . .	61,513	$19,200,668 00	293	11,900	11,338	9,209	8,714	657	1,264	12,408	18	283	112	186	4.06	3.07	7.13

* Valuation included in Middleborough.

† Valuation included in Rochester.

Digitized by Google

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Abington, . .	$45 71	$19 00	$6,500 00	–	–	–	$167 11	1	40	$960 00	3	–	$60 00	$296 52	Schools.
Bridgewater, .	37 00	21 00	3,000 00	$20 00	–	–	–	–	–	–	–	–	–	135 03	"
Carver, . . .	29 55	14 62	800 00	212 00	$1,000 00	$70 00	–	–	–	–	–	–	–	51 45	"
Duxbury, . .	36 25	19 38	1,800 00	–	20,000 00	1,200 00	281 00	1	44	900 00	–	–	–	117 00	"
E. Bridgewater,	37 09	24 15	2,000 00	–	–	–	–	–	–	–	6	138	722 00	140 07	"
Halifax, . . .	27 10	16 00	600 00	60 00	–	–	–	–	–	–	1	16	25 00	39 48	"
Hanover, . .	33 66	18 12	1,350 00	–	–	–	–	–	–	–	1	38	650 00	64 26	"
Hanson, . . .	25 92	16 81	900 00	–	–	–	–	–	–	–	1	25	80 00	53 55	"
Hingham, . .	40 91	23 41	4,748 03	–	32,981 85	1,753 62	–	1	41	1,375 00	2	33	403 00	161 91	Town Treas.
Hull, ...	39 00	19 00	295 00	–	–	–	–	–	–	–	–	–	–	10 97	Schools.
Kingston, . .	40 30	19 84	2,000 00	–	–	–	–	–	–	–	2	26	500 00	62 37	"
Lakeville, . .	29 50	17 06	1,199 00	16 00	–	–	–	–	–	–	–	–	–	49 35	"
Marion, . . .	39 00	17 33	500 00	–	–	–	370 26	–	–	–	6	120	288 00	44 52	"
Marshfield, . .	36 20	15 53	1,600 00	–	–	–	–	–	–	–	1	20	200 00	75 81	"
Mattapoisett, .	31 80	16 90	1,000 00	–	1,200 00	60 00	–	–	–	–	7	140	700 00	68 67	"
Middleborough,	32 75	18 00	4,500 00	50 00	–	–	–	2	175	3,000 00	2	50	1,000 00	195 72	"
N. Bridgewater,	40 75	22 23	3,500 00	15 00	295 50	17 73	–	–	–	–	3	114	1,617 06	250 11	"
Pembroke, . .	–	16 37	1,000 00	57 00	–	–	152 00	–	–	–	1	20	300 00	53 97	"
Plymouth, . .	63 26	24 25	10,000 00	–	–	–	–	–	–	–	5	73	1,270 00	268 80	"
Plympton, . .	31 00	17 00	800 00	266 00	–	–	–	–	–	–	2	40	800 00	45 78	"
Rochester, . .	–	19 62	1,225 00	–	–	–	–	–	–	–	4	75	1,300 00	54 63	"
Scituate, . .	30 00	14 00	1,500 00	–	–	–	–	–	–	–	1	60	300 00	94 71	"

Digitized by Google

South Scituate,	32	58	17	93	1,700	00	20	00	"	"	"	"	"	"	"	"	"	"	"	"	"	"	73	08	Schools.
Wareham, . .	33	62	20	33	2,000	00	24	00	"	"	"	"	"	"	"	"	"	"	"	"	"	"	167	16	"
W. Bridgewater,	44	00	19	10	1,200	00	-		"	"	"	"	"	"	"	"	"	"	"	"	"	"	82	11	"
Totals, . .	$36	39	$18	68	$55,717	03	$740	00	$55,477	35	$3,101	35	$970	37	5	300	$6,235	00	52	1038	$11,395	06	$2,640	20							

BARNSTABLE COUNTY.

TOWNS.*	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Barnstable, . .	4,998	$1,522,871 00	26	497	1,144	398	904	27	207	1,069	–	14	9	17	44.05	97.15	142
Brewster, . .	1,525	334,827 45	8	261	306	194	232	12	39	312	–	8	–	8	36	38	74
Chatham, . .	2,560	484,718 25	13	541	731	379	545	46	153	563	–	13	3	12	51	47.15	98.15
Dennis, . . .	3,497	798,934 14	18	763	730	523	628	44	150	826	1	17	11	7	109	56	165
Eastham, . .	808	185,714 50	5	125	206	94	159	10	64	160	–	5	3	2	16	15.09	31.09
Falmouth, . .	2,613	954,466 75	17	460	531	351	451	20	137	596	–	16	12	5	64.15	54.15	119.10
Harwich, . .	3,261	524,699 75	19	750	856	490	600	64	148	838	–	19	13	6	95.10	59	154.10
Orleans, . . .	1,754	325,576 30	9	402	519	280	389	7	138	398	1	8	4	7	38.15	38.15	77.10
Provincetown, .	3,096	1,043,135 00	8	530	686	421	529	–	56	630	1	12	5	11	44	28	72
Sandwich, . .	4,496	1,314,391 15	24	620	922	472	714	23	195	1,017	–	19	14	12	68.15	81.05	150
Truro, . . .	1,917	367,199 50	11	342	467	253	401	25	96	432	–	8	7	5	30	33.08	63.08
Wellfleet, . .	2,325	294,228 00	12	522	635	383	564	5	145	565	1	10	9	3	65	36	101
Yarmouth, . .	2,592	746,587 95	10	615	529	576	316	5	85	533	1	9	4	7	35.15	29.04	64.19
Totals, . .	35,442	$8,897,349 74	180	6,428	8,262	4,814	6,432	288	1,613	7,939	5	158	94	102	3.18	3.08	7.06
* Marshpee, *District*, ...			2	56	72	45	53	8	14	57	–	2	2	–	8.10	7	15.10
															4.05	3.10	7.15

Digitized by Google

BARNSTABLE COUNTY—CONTINUED.

TOWNS.*	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, &c., appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Barnstable, . .	$49 88	$20 15	$5,000 00	$25 00	–	–	–	–	–	–	15	460	$2,000 00	$229 53	Schools.
Brewster, . .	–	21 75	1,800 00	–	–	–	–	–	–	–	3	44	180 00	61 32	"
Chatham, . .	46 67	16 54	2,200 00	–	–	–	–	–	–	–	2	40	115 00	118 65	"
Dennis, . . .	34 70	14 15	2,500 00	1,170 00	–	–	–	–	–	–	1	30	450 00	179 55	"
Eastham, . .	31 67	18 99	634 75	–	–	–	$83 00	–	–	–	–	–	–	31 92	"
Falmouth, . .	37 15	16 27	2,000 00	306 85	–	–	321 36	1	25	$275 00	–	–	–	131 04	"
Harwich, . .	28 23	14 97	2,500 00	646 00	–	–	–	1	45	800 00	3	24	994 00	173 88	"
Orleans, . . .	43 75	19 13	2,000 00	–	$400 00	$24 00	–	–	–	–	–	–	–	85 26	"
Provincetown, .	45 00	18 00	3,000 00	–	–	–	–	–	–	–	–	–	–	144 48	"
Sandwich, . .	40 52	17 45	4,000 00	151 00	–	–	–	1	25	262 00	6	100	1,200 00	216 09	"
Truro, . . .	42 00	14 88	1,499 50	–	–	–	–	1	25	400 00	2	50	600 00	92 40	"
Wellfleet, . .	42 00	17 50	2,700 00	–	–	–	99 40	–	–	–	–	–	–	124 11	"
Yarmouth, . .	46 91	21 23	2,500 00	–	15,000 00	900 00	–	–	–	–	–	–	–	117 81	"
Totals, . .	$40 71	$17 77	$32,334 25	2,298 85	$15,400 00	$924 00	$503 80	4	120	1,737 00	32	748	$5,539 00	1,706 04	
* Marshpee, *District*,	$35 85	$20 00	$127 00	–	–	–	$60 00	–	–	–	–	–	–	$265 00	Schools.

Digitized by Google

DUKES COUNTY.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Chilmark, . .	676	$471,365 00	4	34	208	20	128	6	25	133	–	1	3	1	4.02	9.11	13.13
Edgartown, . .	1,898	670,834 00	9	373	346	315	274	6	61	363	2	11	2	10	27.15	37.05	65
Tisbury, . . .	1,827	555,806 00	9	400	420	348	369	10	20	397	4	7	5	6	27	27	54
Totals, . .	4,401	$1,698,005 00	22	807	974	683	771	22	106	893	6	19	10	17	2.13	3.7	6.00

NANTUCKET COUNTY.

Nantucket, . .	8,064	$4,595,362 00	13	1,034	1,034	974	947	–	173	1,240	5	25	5	26	60	62	122
															4.12	4.15	9.07

Digitized by Google

DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Chilmark, . .	$41 40	$17 00	$500 00	–	–	–	–	–	–	–	3	63	$106 00	$28 56	Schools.
Edgartown, .	46 10	17 54	2,000 00	–	–	–	–	–	–	–	7	163	436 00	77 07	"
Tisbury, . . .	45 00	23 00	2,000 00	–	$5,000 00	$150 00	–	1	49	$100 00	6	160	250 00	84 00	"
Totals, . .	$44 17	$19 18	$4,500 00	–	$5,000 00	$150 00	–	1	49	$100 00	16	386	$792 00	$189 63	

NANTUCKET COUNTY—CONTINUED.

Nantucket, . .	$78 00	$24 77	$10,950 00	–	$2,500 00	$1,500 00	–	1	38	$530 00	7	149	$1,415 00	$269 43	Schools.

Digitized by Google

RECAPITULATION.

TOWNS.	Population—State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	No. of Teachers, including Summer and Winter Terms.		Average length of Schools.	Average wages of Male Teachers, per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Mos. Days.	
Suffolk, . . .	171,818	$217,587,172 00	281	27,655	27,792	24,075	24,060	1,495	1,194	31,159	114	922	10.15	$126 17
Essex, . . .	151,018	56,556,466 89	481	25,246	25,800	20,264	20,348	1,064	2,145	28,822	216	898	9.07	49 76
Middlesex, . .	194,082	83,264,719 50	650	39,469	39,241	28,861	28,719	2,087	3,931	36,287	283	1,319	9.03	57 18
Worcester, . .	149,545	55,497,794 00	722	26,915	28,378	21,175	23,040	1,872	4,853	28,712	343	1,147	6.13	38 76
Hampshire, . .	35,485	13,331,240 00	240	6,480	6,695	4,919	5,362	367	1,033	7,070	96	373	6.14	28 67
Hampden, . .	54,852	22,621,220 77	274	9,272	9,419	6,946	7,528	385	1,172	10,380	134	489	7.08	31 77
Franklin, . .	31,655	11,211,309 00	265	6,150	7,176	4,929	5,810	379	1,147	6,763	103	425	5.16	28 52
Berkshire, . .	52,791	17,197,607 00	302	9,366	9,894	6,465	7,042	627	1,282	11,361	128	462	7.12	27 65
Norfolk, . . .	94,448	47,034,521 56	380	18,544	18,308	14,744	14,710	721	1,710	19,324	177	634	9.14	55 89
Bristol, . . .	87,425	39,243,560 00	339	15,703	17,005	12,005	12,984	931	1,970	17,964	172	693	6.15	41 02
Plymouth, . .	61,513	19,200,668 00	293	11,900	11,338	9,209	8,714	657	1,264	12,408	301	298	7.13	36 39
Barnstable,* .	35,442	8,897,349 74	182	6,484	8,334	4,859	6,485	296	1,627	7,996	101	262	7.06	40 71
Dukes, . . .	4,401	1,698,005 00	22	807	974	683	771	22	106	893	16	36	6.00	44 17
Nantucket, . .	8,064	4,595,362 00	13	1,034	1,034	974	947	¬	173	1,240	10	51	9.07	78 00
Totals, . .	1,132,688	$597,936,995 46	4,444	204,925	211,388	160,108	166,520	10,903	23,607	220,379	2,194	8,009	7.17	$48 90

* Including Marshpee District.

Digitized by Google

RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel, and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	No. of Incorporated Academies.	Average No. of Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.
Suffolk, . . .	$29 03	$317,219 32	–	$6,250 00	$375 00	–	–	–	–	66	3,560	$156,332 00	$6,670 17
Essex, . . .	19 51	162,807 47	$85 00	180,185 15	8,410 87	$1,306 11	9	590	$10,864 00	91	2,968	24,820 11	6,236 52
Middlesex, . .	21 75	280,544 37	520 80	114,971 61	6,821 02	92 63	12	666	14,260 93	70	1,873	33,692 00	7,748 10
Worcester, . .	18 77	135,211 12	1,417 40	29,480 96	1,634 83	635 00	6	400	6,250 00	95	2,817	23,891 20	5,967 82
Hampshire, . .	16 07	29,539 00	3,533 35	20,374 54	867 36	422 98	5	648	6,729 00	25	423	7,060 00	1,503 90
Hampden, . .	16 29	48,065 00	3,972 48	56,703 90	3,350 37	1,539 90	4	427	6,715 00	18	370	3,470 00	2,137 10
Franklin, . .	15 37	23,876 17	5,134 52	30,552 82	2,033 21	294 00	4	124	1,600 00	32	793	4,882 13	1,357 28
Berkshire, . .	15 42	33,538 53	10,612 92	20,096 88	1,168 06	617 65	5	247	7,200 00	66	1,014	16,796 00	2,341 18
Norfolk, . . .	23 89	151,535 81	978 85	184,788 60	8,499 55	602 50	3	83	1,320 00	61	1,385	28,833 25	3,969 91
Bristol, . . .	19 75	104,317 27	15 24	48,975 00	2,208 00	807 53	4	240	10,683 00	60	1,379	15,022 34	3,758 84
Plymouth, . .	18 68	55,717 03	740 00	55,477 35	3,101 35	970 37	5	300	6,235 00	52	1,038	11,395 06	2,640 20
Barnstable,* .	17 77	32,334 25	2,298 85	15,400 00	924 00	563 80	4	120	1,737 00	32	748	5,539 00	1,971 04
Dukes, . . .	19 18	4,500 00	–	5,000 00	150 00	–	1	49	100 00	16	386	792 00	189 63
Nantucket, . .	24 77	10,950 00	–	2,500 00	1,500 00	–	1	38	530 00	7	149	1,415 00	269 43
Totals, . .	$19 02	$1,390,382 34	$29,309 41	$770,756 81	$41,043 62	$7,852 47	63	3,932	$74,223 93	691	18,903	$333,940 09	$46,761 12

* Including Marshpee District.

Digitized by Google

GRADUATED TABLES—First Series.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that some counties are liberal in voluntary contributions for the support of their schools. These contributions, to a great extent, especially in the western counties, are of board and fuel. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, many towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1858–9, also, its rank in a similar scale for 1857–8. It presents the sum appropriated to each child between 5 and 15. Nahant stands first and Brookline second on the list the present year, which has been their rank for several years past.

Digitized by Google

GRADUATED TABLES—First Series.

Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 *and* 15 *years.**

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NAHANT, . .	$18 65.7	$1,250 00	–	–	67	–
2	2	Brookline, . .	18 27.1	13,100 00	–	–	717	–
3	3	W. Roxbury, .	13 86.7	12,550 00	–	–	905	$200 00
4	4	Dorchester, .	13 28.5	22,000 00	–	–	1,656	–
5	5	Somerville, .	12 03	16,000 00	–	–	1,330	–
6	6	Brighton, . .	10 92.6	5,823 72	–	–	533	–
13	7	Boston, . . .	10 26.6	295,569 32	–	–	28790	–
12	8	N. Bedford, .	10 12.9	38,044 87	–	–	3,756	–
7	9	Dedham, . .	10 09.6	10,470 00	–	–	1,037	–
19	10	Watertown, .	9 77.6	7,000 00	–	–	716	–
17	11	Medford, . .	9 76.8	8,000 00	–	–	819	–
42	12	N. Chelsea, .	9 64.3	1,350 00	–	–	140	–
11	13	W. Cambridge,	9 64.1	4,406 00	–	–	457	–
9	14	Lexington, .	9 56.1	3,700 00	–	–	387	–
24	15	Charlestown, .	9 46.9	40,175 00	–	–	4,243	–
10	16	Roxbury, . .	9 44.6	38,670 81	–	–	4,094	–
37	17	Malden, . .	9 31.2	8,800 00	–	–	945	100 00
40	18	Chelsea, . .	9 20.6	19,600 00	–	–	2,129	–
18	19	Milton, . . .	9 19.1	5,000 00	–	–	544	–
21	20	Winchester, .	9 16.2	3,500 00	–	–	382	–
15	21	Lowell, . . .	9 00.6	50,000 00	–	–	5,552	–
8	22	Newton, . .	9 00.2	12,000 00	–	–	1,333	–
14	23	Cambridge, .	8 94.3	39,100 00	–	–	4,372	–
16	24	Nantucket, .	8 83.1	10,950 00	–	–	1,240	–
32	25	Melrose, . .	8 71.6	3,800 00	–	–	436	–
28	26	Plymouth, . .	7 90.5	10,000 00	–	–	1,265	–
25	27	Concord, . .	7 80.1	3,300 00	–	–	423	–
29	28	Lawrence, . .	7 66.3	20,000 00	–	–	2,610	–
27	29	Fairhaven, .	7 62.6	8,000 00	–	–	1,049	–
36	30	Framingham, .	7 62.4	6,000 00	–	–	787	–
35	31	Lynn, . . .	7 53.9	23,725 00	–	–	3,147	–

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
34	32	Lincoln,	$7 40.7	$800 00	–	–	108	–
26	33	Worcester,	7 27.5	29,666 82	–	–	4,078	–
46	34	Danvers,	7 23.2	6,100 00	$300 00	$6,400 00	885	–
33	35	S. Danvers,	7 15	8,051 50	335 16	8,386 66	1,173	–
20	36	Winthrop,	7 00	700 00	–	–	100	–
44	37	Waltham,	6 91.7	7,000 00	–	–	1,012	–
31	38	Springfield,	6 77.9	18,000 00	135 00	18,135 00	2,675	–
47	39	Weston,	6 74.4	1,450 00	–	–	215	$5 00
38	40	Littleton,	6 61.4	1,250 00	–	–	189	91 30
41	41	S. Reading,	6 59.7	3,800 00	–	–	576	–
48	42	Quincy,	6 54.3	8,585 00	–	–	1,312	–
49	43	Salem,	6 41.2	21,981 95	–	–	3,428	–
43	44	Kingston,	6 39	2,000 00	–	–	313	–
59	45	Swampscott,	6 34.9	2,000 00	–	–	315	–
56	46	Erving,	6 33.3	450 00	44 00	494 00	78	–
51	47	Hingham,	6 24.7	4,748 03	–	–	760	–
64	48	Chicopee,	6 22.5	6,965 00	630 00	7,595 00	1,220	–
58	49	Harvard,	6 20	1,940 54	–	–	313	–
45	50	Sherborn,	6 19.4	1,400 00	–	–	226	20 00
73	51	Dunstable,	6 17.3	500 00	–	–	81	27 00
30	52	Clinton,	6 12.2	3,734 70	–	–	610	–
74	53	Granby,	6 01.1	1,100 00	–	–	183	–
66	54	Stoneham,	6 00	2,700 00	–	–	450	–
70	55	Barre,	5 97.9	2,900 00	–	–	485	–
79	56	Walpole,	5 88.2	2,000 00	–	–	340	125 00
62	57	S. Hadley,	5 83.3	2,450 00	–	–	420	–
61	58	Haverhill,	5 82.8	8,500 00	521 18	9,021 18	1,548	–
85	59	Brewster,	5 76.9	1,800 00	–	–	312	–
114	60	Beverly,	5 71.2	6,500 00	–	–	1,138	–
60	61	Natick,	5 71.1	4,500 00	–	–	788	–
68	62	Warren,	5 66	1,800 00	–	–	318	126 00
63	63	Fitchburg,	5 64.1	7,000 00	–	–	1,241	–
72	64	Fall River,	5 57.4	15,500 00	–	–	2,781	–
52	65	Longmeadow,	5 55.6	1,400 00	–	–	252	90 00
39	66	Edgartown,	5 51	2,000 00	–	–	363	–
80	67	Hatfield,	5 50	1,100 00	–	–	200	–
55	68	Saugus,	5 46.2	2,102 90	–	–	385	–
67	69	Holliston,	5 43.3	3,450 00	–	–	635	25 00
177	70	Greenfield,	5 37.8	3,200 00	–	–	595	958 00
88	71	Templeton,	5 36.9	2,400 00	–	–	447	–
90	72	Boxborough,	5 31.9	500 00	–	–	94	12 00
53	73	Woburn,	5 29.6	6,000 00	–	–	1,133	–
98	74	Bedford,	5 27.8	1,000 00	92 63	1,092 63	207	–
22	75	Ashland,	5 27	1,170 00	–	–	222	–
104	76	Marblehead,	5 26.7	7,000 00	–	–	1,329	–
91	77	Braintree,	5 25.5	3,500 00	–	–	666	275 00
86	78	Bradford,	5 25.2	1,497 72	–	–	285	–
69	79	Essex,	5 22.6	1,500 00	–	–	287	–
71	80	Greenwich,	5 22.4	700 00	–	–	134	–

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
102	81	Shirley, . . .	$5 22.1	$1,300 00	–	–	249	–
108	82	S. Scituate, .	5 21.5	1,700 00	–	–	326	$20 00
154	83	Lakeville, . .	5 16.8	1,199 00	–	–	232	16 00
83	84	N. Braintree, .	5 16.1	800 00	–	–	155	–
23	85	Tyngsborough,	5 14.7	700 00	–	–	136	54 50
113	86	Athol, ...	5 08.5	2,400 00	–	–	472	5 00
168	87	Northampton,	5 06.2	6,500 00	–	–	1,284	–
147	88	Manchester, .	5 05.6	1,800 00	–	–	356	–
210	89	Deerfield, . .	5 05.4	3,078 17	–	–	609	329 00
122	90	Weymouth, .	5 05	7,000 00	–	–	1,386	103 25
149	91	Ipswich, . .	5 04.9	3,100 00	–	–	614	–
97	92	Tisbury, . .	5 03.8	2,000 00	–	–	397	–
101	93	Orleans, . .	5 02.5	2,000 00	–	–	398	–
103	94	Westfield, . .	5 01.1	4,500 00	–	–	898	–
117	95	Taunton, . .	5 00.7	14,000 00	–	–	2,796	–
57	96	Reading, . .	4 98.2	2,500 00	–	–	502	–
111	97	Attleborough, .	4 97.3	5,923 40	–	–	1,191	–
126	98	Lynnfield, . .	4 96.9	800 00	–	–	161	–
209	99	Middleborough,	4 96.1	4,500 00	–	–	907	50 00
50	100	Carlisle, . .	4 96	625 00	–	–	126	–
92	101	Needham, . .	4 95.9	2,410 00	–	–	486	–
105	102	Burlington, .	4 95.5	550 00	–	–	111	–
142	103	Wellfleet, . .	4 95.5	2,700 00	$99 44	$2,799 44	565	–
94	104	N. Brookfield,	4 95	2,500 00	–	–	505	5 85
75	105	Gloucester, .	4 93.9	10,050 00	–	–	2,035	–
141	106	Wayland, . .	4 91.1	1,100 00	–	–	224	46 00
96	107	Hardwick, . .	4 90.2	1,500 00	–	–	306	12 00
265	108	Tewksbury, .	4 87.8	1,000 00	–	–	205	–
124	109	Bridgewater, .	4 86.5	3,000 00	167 11	3,167 11	651	20 00
128	110	N. Andover, .	4 84.2	2,300 00	–	–	475	–
169	111	Dracut, . . .	4 83.9	1,592 00	–	–	329	25 00
214	112	Raynham, . .	4 83.9	1,500 00	–	–	310	–
159	113	Uxbridge, . .	4 82.9	2,600 00	220 00	2,820 00	584	–
150	114	Newburyport,	4 82.4	12,460 00	–	–	2,583	–
244	115	Rochester, . .	4 82.3	1,225 00	–	–	254	–
143	116	Stoughton, . .	4 76.7	4,500 00	–	–	944	66 00
146	117	Provincetown,	4 76.2	3,000 00	–	–	630	–
131	118	Wrentham, .	4 71.6	2,950 00	341 87	3,291 87	698	40 00
115	119	Sterling, . .	4 70.2	1,500 00	–	–	319	75 00
134	120	Pembroke, . .	4 70.2	1,000 00	152 00	1,152 00	245	57 00
119	121	Northborough,	4 69.3	1,300 00	–	–	277	–
81	122	Holyoke, . .	4 69.1	3,800 00	–	–	810	208 00
230	123	Yarmouth, . .	4 69	2,500 00	–	–	533	–
65	124	Wilmington, .	4 68.7	750 00	–	–	160	–
132	125	Marlborough, .	4 68.4	3,882 65	–	–	829	–
221	126	Barnstable, .	4 67.7	5,000 00	–	–	1,069	25 00
107	127	Dover, . . .	4 66.7	700 00	–	–	150	–
84	128	Groton, . . .	4 65.8	3,000 00	–	–	644	–
100	129	Sharon, . . .	4 64.7	1,000 00	120 00	1,120 00	241	–

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
89	130	N. Reading, .	$4 64.4	$1,000 00	–	–	234	–
82	131	Oxford, . .	4 63.2	2,200 00	–	–	475	–
76	132	Cohasset, . .	4 61.2	1,900 00	–	–	412	–
145	133	Middlefield, .	4 60.9	500 00	$90 00	$590 00	128	$348 50
198	134	Hull, . . .	4 60.9	295 00	–	–	64	–
180	135	Webster, . .	4 57	2,550 00	–	–	558	–
120	136	Canton, . . .	4 56	2,800 00	–	–	614	162 10
148	137	Westborough, .	4 55.5	2,150 00	–	–	472	24 00
299	138	Wilbraham, .	4 54.8	1,800 00	224 94	2,024 94	443	–
135	139	Methuen, . .	4 54.5	2,100 00	–	–	462	–
109	140	Hadley, . . .	4 54.5	1,800 00	–	–	396	75 00
78	141	Abington, . .	4 53.6	6,500 00	–	–	1,433	–
121	142	Marion, . . .	4 48.6	500 00	370 26	870 26	194	–
139	143	Eastham, . .	4 48.6	634 75	83 00	717 75	160	–
54	144	Westhampton,	4 46.4	500 00	–	–	112	120 00
171	145	Dartmouth, .	4 45.9	3,500 00	–	–	785	266 00
99	146	Lancaster, . .	4 44.4	1,600 00	–	–	360	20 00
116	147	Boxford, . .	4 41.1	900 00	61 77	961 77	218	–
130	148	Bolton, . . .	4 40.4	1,167 00	–	–	265	–
162	149	Brimfield, . .	4 38	1,200 00	–	–	274	24 00
167	150	Hawley, . .	4 38	600 00	–	–	137	218 84
156	151	Shrewsbury, .	4 36.4	1,200 00	–	–	275	–
153	152	Petersham, .	4 36	1,500 00	–	–	344	–
140	153	Chelmsford, .	4 34.8	2,000 00	–	–	460	25 00
181	154	Medfield, . .	4 34.8	800 00	–	–	184	–
236	155	Randolph, . .	4 34.8	5,000 00	–	–	1,150	–
138	156	Marshfield, .	4 33.6	1,600 00	–	–	369	–
95	157	Duxbury, . .	4 33.5	1,800 00	281 00	2,081 00	480	–
125	158	Southborough,	4 31.5	1,450 00	–	–	336	400 00
178	159	Sudbury, . .	4 28.6	1,320 00	–	–	308	–
133	160	Westminster, .	4 28.6	1,500 00	–	–	350	–
179	161	Plainfield, . .	4 28.6	450 00	–	–	105	258 00
196	162	Winchendon, .	4 28.3	2,000 00	–	–	467	–
184	163	Mendon, . .	4 25.3	1,000 00	127 00	1,127 00	265	50 00
170	164	Billerica, . .	4 24.9	1,500 00	–	–	353	–
157	165	Seekonk, . .	4 23.4	1,600 00	264 00	1,864 00	440	50 00
112	166	Boylston, . .	4 22.5	600 00	–	–	142	22 50
161	167	Montgomery, .	4 22.5	300 00	–	–	71	164 60
93	168	Bellingham, .	4 22.5	1,000 00	140 63	1,140 63	270	7 50
164	169	Freetown, . .	4 22.5	1,500 00	–	–	355	–
160	170	Hamilton, . .	4 22.1	650 00	–	–	150	–
127	171	Ware, . . .	4 20.1	3,050 00	–	–	726	–
152	172	Georgetown, .	4 18.8	1,650 00	–	–	394	–
77	173	Foxborough, .	4 18.4	2,000 00	–	–	478	–
192	174	Hanover, . .	4 17.9	1,350 00	–	–	323	–
158	175	Upton, . . .	4 17.8	1,500 00	–	–	359	–
331	176	N. Ashford, .	4 16.7	125 00	–	–	30	–
173	177	Chesterfield, .	4 15.8	700 00	36 00	736 00	177	475 00
172	178	Leominster, .	4 12.3	2,775 06	–	–	673	–

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
165	179	Lunenburg, .	$4 11.5	$1,000 00	–	–	243	$48 00
106	180	Paxton, . .	4 11	600 00	–	–	146	–
285	181	Westford, . .	4 10.6	1,400 00	–	–	341	25 00
174	182	Amesbury, . .	4 08.5	2,500 00	–	–	612	15 00
116	183	Leicester, . .	4 08.5	2,500 00	–	–	612	–
190	184	Cummington, .	4 07.6	600 00	$150 00	$750 00	184	294 00
191	185	Lee, ...	4 07.3	4,085 24	–	–	1,003	–
281	186	Grafton, . .	4 06.8	3,600 00	–	–	885	–
155	187	Spencer, . .	4 06.2	2,100 00	–	–	517	–
189	188	Millbury, . .	4 04.6	2,800 00	–	–	692	–
202	189	Hubbardston, .	4 04.2	1,528 00	–	–	378	–
231	190	Townsend, .	4 03	1,600 00	–	–	397	15 00
123	191	Goshen, . . .	4 02.3	350 00	–	–	87	300 00
163	192	Sunderland, .	4 00.9	850 00	–	–	212	116 00
195	193	Charlton, . .	3 98.9	1,500 00	–	–	376	50 00
204	194	Stowe, . . .	3 96	1,200 00	–	–	303	–
175	195	New Salem, .	3 95.3	1,000 00	–	–	253	–
197	196	Sandwich, . .	3 93.3	4,000 00	–	–	1,017	151 00
193	197	Warwick, . .	3 92.2	800 00	–	–	204	20 00
234	198	Pittsfield, . .	3 92.2	6,200 00	–	–	1,581	–
220	199	Agawam, . .	3 91.5	1,100 00	–	–	281	203 00
319	200	Chatham, . .	3 90.8	2,200 00	–	–	563	–
240	201	Auburn, . .	3 89.6	600 00	–	–	154	–
215	202	Falmouth, . .	3 89.5	2,000 00	321 36	2,321 36	596	306 85
186	203	Acton, . . .	3 88.6	1,500 00	–	–	386	–
185	204	Franklin, . .	3 87.6	1,500 00	–	–	387	–
227	205	Phillipston, .	3 86.7	700 00	–	–	181	43 00
176	206	Brookfield, .	3 86.5	1,500 00	–	–	388	–
187	207	Somerset, . .	3 85.8	1,200 00	–	–	311	–
232	208	Blackstone, .	3 85.7	3,500 00	288 00	3,788 00	982	–
212	209	Salisbury, . .	3 85.2	2,500 00	–	–	649	15 00
208	210	Peru, . . .	3 84.6	350 00	–	–	91	–
224	211	Monson, . .	3 83 8	1,800 00	–	–	469	521 75
239	212	Sutton, . . .	3 83.1	2,000 00	–	–	522	–
194	213	Newbury, . .	3 81.9	1,100 00	–	–	288	–
222	214	Royalston, . .	3 81	1,200 00	–	–	315	70 00
199	215	Ashby, . . .	3 80.2	1,000 00	–	–	263	–
238	216	Douglas, . .	3 79.7	1,500 00	–	–	395	–
87	217	Medway, . .	3 79.7	2,100 00	–	–	553	–
151	218	Princeton, . .	3 78.8	1,000 00	–	–	264	–
144	219	Montague, . .	3 78	1,200 00	172 00	1,372 00	363	200 00
206	220	Middleton, .	3 76.9	750 00	–	–	199	–
219	221	Chilmark, . .	3 75.9	500 00	–	–	133	–
183	222	Northbridge, .	3 73.9	1,750 00	–	–	468	–
216	223	Andover, . .	3 73.5	3,500 00	–	–	937	–
207	224	Milford, . . .	3 72.8	4,500 00	–	–	1,207	–
283	225	Rowley, . .	3 71.9	900 00	–	–	242	–
251	226	Dighton, . .	3 71.8	1,200 00	120 00	1,320 00	355	75 00
228	227	Whately, . .	3 69.5	750 00	–	–	203	238 00

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
201	228	Belchertown, .	$3 66.3	$2,000 00	–	–	546	$400 00
205	229	Norton, . . .	3 65.9	1,500 00	–	–	410	–
188	230	Hopkinton, .	3 65.7	2,600 00	–	–	711	–
223	231	Westport, . .	3 65.5	2,000 00	$284 18	2,284 18	625	525 00
252	232	Sturbridge, .	3 61.4	1,500 00	–	–	415	89 75
137	233	Scituate, . .	3 58.9	1,500 00	–	–	418	–
296	234	Plympton, . .	3 58.7	800 00	–	–	223	266 00
225	235	Conway, . .	3 58.2	1,200 00	–	–	335	354 00
248	236	Pepperell, . .	3 56.2	1,300 00	–	–	365	50 00
297	237	Easthampton, .	3 55.7	900 00	–	–	253	128 00
243	238	Prescott, . .	3 54.3	450 00	–	–	127	107 50
218	239	Ashfield, . .	3 54.6	1,000 00	–	–	282	322 00
166	240	W. Brookfield,	3 53.7	1,100 00	–	–	311	–
226	241	Ashburnham, .	3 53.4	1,700 00	–	–	481	9 00
246	242	Heath, . . .	3 52.9	600 00	–	–	170	189 00
261	243	Gardner, . .	3 52.7	1,700 00	–	–	482	–
286	244	Enfield, . . .	3 52.4	800 00	–	–	227	–
217	245	Southbridge, .	3 51.4	2,699 00	–	–	768	208 50
211	246	Mansfield, . .	3 50	1,449 00	–	–	414	–
242	247	Northfield, . .	3 47.8	1,200 00	66 00	1,266 00	364	–
229	248	Sandisfield, .	3 47.1	1,000 00	138 00	1,138 00	325	792 00
241	249	Truro, . . .	3 47.1	1,499 50	–	–	432	–
278	250	Southampton, .	3 45.6	750 00	–	–	217	–
264	251	Berkley, . .	3 43.3	800 00	–	–	233	30 00
233	252	Hanson, . .	3 42.2	900 00	–	–	263	–
250	253	Carver, . . .	3 41.9	800 00	–	–	234	212 00
200	254	Dudley, . . .	3 39.9	1,200 00	–	–	353	50 00
136	255	Pawtucket, .	3 39.8	3,000 00	–	–	883	–
298	256	Topsfield, . .	3 39	800 00	–	–	236	–
254	257	Williamsburg, .	3 39	1,000 00	–	–	295	–
273	258	Shelburne, . .	3 36.1	800 00	–	–	238	470 00
249	259	Orange, . . .	3 34.3	1,200 00	–	–	359	–
245	260	Oakham, . .	3 31.8	700 00	–	–	211	76 80
260	261	Halifax, . .	3 31.5	600 00	–	–	181	60 00
203	262	Holland, . .	3 29.7	300 00	–	–	91	73 25
269	263	Worthington, .	3 29.2	630 00	146 98	776 98	236	733 85
277	264	Egremont, . .	3 28.9	625 00	–	–	190	314 25
258	265	Otis, ...	3 27.9	600 00	–	–	183	372 00
270	266	W. Bridgewater	3 27.9	1,200 00	–	–	366	–
262	267	Russell, . . .	3 25.2	400 00	–	–	123	339 50
255	268	Groveland, .	3 23.7	838 40	–	–	259	–
256	269	Amherst, . .	3 20.5	2,000 00	–	–	624	–
129	270	Rutland, . .	3 20	800 00	–	–	250	–
289	271	N. Marlborough	3 18.8	750 00	327 52	1,077 52	338	434 00
290	272	Berlin, . . .	3 17.5	600 00	–	–	189	17 00
287	273	Tyringham, .	3 15.8	600 00	–	–	190	234 75
275	274	Monterey, . .	3 14.9	450 00	104 13	554 13	176	456 00
292	275	Hancock, . .	3 14.5	500 00	–	–	159	430 00
305	276	Tolland, . .	3 12.5	400 00	–	–	128	10 00

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
247	277	Easton, . . .	$3 10.9	$1,800 00	–	–	579	$10 00
306	278	Dalton, . . .	3 10.1	800 00	–	–	258	356 00
301	279	Swanzey, . .	3 07.7	800 00	–	–	260	350 00
268	280	Blandford, . .	3 06.6	600 00	$194 16	$794 16	259	553 38
237	281	Rowe, . . .	3 04.9	500 00	–	–	164	75 50
235	282	Rockport, . .	3 03.9	2,000 00	88 00	2,088 00	687	70 00
318	283	Dennis, . . .	3 02.7	2,500 00	–	–	826	1,170 00
263	284	Gill, ...	3 01.2	500 00	–	–	166	–
259	285	Wendell, . .	3 01.2	500 00	–	–	166	42 33
322	286	Adams, . . .	3 00.5	3,948 29	–	–	1,314	872 00
257	287	Dana, . . .	3 00	600 00	–	–	200	–
314	288	Harwich, . .	2 98.2	2,500 00	–	–	838	646 00
282	289	N. Bridgewater,	2 98.1	3,500 00	–	–	1,174	15 00
271	290	Wenham, . .	2 97.9	700 00	–	–	235	–
280	291	Huntington, .	2 97.9	700 00	–	–	235	269 50
118	292	Mattapoisett, .	2 97.6	1,000 00	–	–	336	–
279	293	Holden, . . .	2 97	1,200 00	–	–	404	15 00
313	294	Gt. Barrington,	2 96.3	2,000 00	–	–	675	711 00
266	295	Shutesbury, .	2 95.6	600 00	–	–	203	51 00
284	296	Chester, . .	2 95.2	800 00	–	–	271	701 00
213	297	E. Bridgewater,	2 94.1	2,000 00	–	–	680	–
320	298	Windsor, . .	2 92.7	600 00	–	–	205	370 00
295	299	Pelham, . . .	2 92.5	509 00	–	–	144	24 00
288	300	W. Stockbridge	2 86.6	900 00	–	–	314	52 00
274	301	Ludlow, . . .	2 80.7	800 00	–	–	285	374 00
253	302	W. Newbury, .	2 79.7	1,200 00	–	–	429	–
276	303	Wareham, . .	2 78.9	2,000 00	–	–	717	24 00
300	304	W. Boylston, .	2 75.4	1,300 00	–	–	472	–
316	305	Stockbridge, .	2 75.2	1,200 00	–	–	436	10 00
302	306	Alford, . . .	2 74	400 00	–	–	146	–
291	307	Wales, . . .	2 72.1	400 00	–	–	147	92 00
310	308	W. Springfield,	2 64.6	1,000 00	–	–	378	40 00
182	309	Rehoboth, . .	2 64.3	1,000 00	139 35	1,139 35	431	218 00
303	310	Williamstown,	2 62.2	1,500 00	–	–	572	300 00
312	311	Leverett, . .	2 58.6	600 00	–	–	232	166 00
324	312	Washington, .	2 55.1	500 00	–	–	196	304 50
294	313	Lanesborough,	2 54.1	600 00	48 00	648 00	255	350 00
304	314	Granville, . .	2 53.9	500 00	188 00	688 00	271	93 00
308	315	Coleraine, . .	2 53.8	1,000 00	–	–	394	723 25
293	316	Buckland, . .	2 52.1	900 00	–	–	357	57 00
307	317	Leyden, . .	2 42.4	400 00	–	–	165	227 00
311	318	Sheffield, . .	2 40	1,500 00	–	–	625	1,144 00
267	319	Palmer, . . .	2 39.8	2,000 00	–	–	831	60 00
325	320	Becket, . . .	2 31.6	800 00	–	–	341	800 00
329	321	Richmond, . .	2 34.4	450 00	–	–	192	528 50
317	322	Florida, . . .	2 27.3	350 00	–	–	154	268 62
272	323	Charlemont, .	2 22.2	500 00	–	–	225	167 60
323	324	Monroe, . .	2 20.3	118 00	12 00	130 00	59	100 00
327	325	Mt. Washington	2 08.3	150 00	–	–	72	132 00

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
326	326	Cheshire, . .	$2 02.7	$600 00	–	–	296	$250 00
309	327	Savoy, . . .	2 00	380 00	–	–	190	366 30
321	328	Hinsdale, . .	1 97.4	675 00	–	–	342	336 00
328	329	Clarksburg, .	1 81.8	200 00	–	–	110	200 00
315	330	Lenox, . . .	1 74.1	700 00	–	–	402	229 00
330	331	Bernardston, .	1 43.5	330 00	–	–	230	110 00
	332	Southwick,* .	0 83.9	–	$167 80	$167 80	200	425 00
		Belmont,† . .	–	–	–	–	–	–
		Marshpee Dis.,	2 22.8	127 00	–	–	57	–

* Southwick has a Local Fund the annual income of which is $937.08, which added to the sum ($167.80) in the table, makes an amount of $1,104.88 appropriated for the public schools, or $5 52.4 per child between 5 and 15.

† Newly incorporated.

Digitized by Google

GRADUATED TABLES—First Series.

Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, . .	$10 26.6	$295,569.32	–	–	28790	–
4	2	N. Chelsea, .	9 64.3	1,350	–	–	140	–
3	3	Chelsea, . .	9 20.6	19,600	–	–	2,129	–
2	4	Winthrop, . .	7 00	700	–	–	100	–

ESSEX COUNTY.

1	1	NAHANT, . .	$18 65.7	$1,250 00	–	–	67	–
2	2	Lawrence, . .	7 66.3	20,000 00	–	–	2,610	–
4	3	Lynn, . . .	7 53.9	23,725 00	–	–	3,147	–
5	4	Danvers, . .	7 23.2	6,100 00	$300 00	$6,460 00	885	–
3	5	S. Danvers, .	7 15	8,051 50	335 16	8,386 66	1,173	–
6	6	Salem, . . .	6 41.2	21,981 95	–	–	3,428	–
8	7	Swampscott, .	6 34.9	2,000 00	–	–	315	–
9	8	Haverhill, . .	5 82.8	8,500 00	521 18	9,021 18	1,548	–
14	9	Beverly, . .	5 71.2	6,500 00	–	–	1,138	–
7	10	Saugus, . . .	5 46.2	2,102 90	–	–	385	–
13	11	Marblehead, .	5 26.7	7,000 00	–	–	1,329	–
12	12	Bradford, . .	5 25.2	1,497 72	–	–	285	–
10	13	Essex, . . .	5 22.6	1,500 00	–	–	287	–
19	14	Manchester, .	5 05.6	1,800 00	–	–	356	–
20	15	Ipswich, . .	5 04.9	3,100 00	–	–	614	–
16	16	Lynnfield, . .	4 96.9	800 00	–	–	161	–
11	17	Gloucester, .	4 93.9	10,050 00	–	–	2,035	–
17	18	N. Andover, .	4 84.2	2,300 00	–	–	475	–
21	19	Newburyport, .	4 82.4	12,460 00	–	–	2,583	–
18	20	Methuen, . .	4 54.5	2,100 00	–	–	462	–
15	21	Boxford, . .	4 41.1	900 00	61 77	961 77	218	–
23	22	Hamilton, . .	4 22.1	650 00	–	–	150	–
22	23	Georgetown, .	4 18.8	1,650 00	–	–	394	–

Digitized by Google

ESSEX COUNTY—Continued.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
24	24	Amesbury, . .	$4 08.8	$2,500 00	–	–	612	–
27	25	Salisbury, . .	3 85.2	2,500 00	–	–	649	$15 00
25	26	Newbury, . .	3 81 9	1,100 00	–	–	288	–
26	27	Middleton, . .	3 76.9	750 00	–	–	199	–
28	28	Andover, . .	3 73.5	3,500 00	–	–	937	–
33	29	Rowley, . .	3 71.9	900 00	–	–	242	–
34	30	Topsfield, . .	3 39	800 00	–	–	236	–
31	31	Groveland, .	3 23.7	838 40	–	–	259	–
29	32	Rockport, . .	3 03.9	2,000 00	$88 00	$2,088 00	687	70 00
32	33	Wenham, . .	2 97.9	700 00	–	–	235	–
30	34	W. Newbury, .	2 79.7	1,200 00	–	–	429	–

MIDDLESEX COUNTY.

1	1	SOMERVILLE,	$12 03	$16,000 00	–	–	1,330	–
2	2	Brighton, . .	10 92.6	5,823 72	–	–	533	–
9	3	Watertown, .	9 77.6	7,000 00	–	–	716	–
8	4	Medford, . .	9 76.8	8,000 00	–	–	819	–
5	5	W. Cambridge,	9 64.1	4,406 00	–	–	457	–
4	6	Lexington, . .	9 56.1	3,700 00	–	–	387	–
13	7	Charlestown, .	9 46.9	40,175 00	–	–	4,243	–
18	8	Malden, . . .	9 31.2	8,800 00	–	–	945	$100 00
10	9	Winchester, .	9 16.2	3,500 00	–	–	382	–
7	10	Lowell, . . .	9 00.6	50,000 00	–	–	5,552	–
3	11	Newton, . .	9 00.2	12,000 00	–	–	1,333	–
6	12	Cambridge, .	8 94.3	39,100 00	–	–	4,372	–
15	13	Melrose, . .	8 71.6	3,800 00	–	–	436	–
14	14	Concord, . .	7 80.1	3,300 00	–	–	423	–
17	15	Framingham, .	7 62.4	6,000 00	–	–	787	–
16	16	Lincoln, . .	7 40.7	800 00	–	–	108	–
21	17	Waltham, . .	6 91.7	7,000 00	–	–	1,012	–
23	18	Weston, . .	6 74.4	1,450 00	–	–	215	5 00
19	19	Littleton, . .	6 61.4	1,250 00	–	–	189	91 30
20	20	S. Reading, .	6 59.7	3,800 00	–	–	576	–
22	21	Sherborn, . .	6 19.4	1,400 00	–	–	226	20 00
31	22	Dunstable, . .	6 17.3	500 00	–	–	81	27 00
29	23	Stoneham, . .	6 00	2,700 00	–	–	450	–
27	24	Natick, . . .	5 71.1	4,500 00	–	–	788	–
30	25	Holliston, . .	5 43.3	3,450 00	–	–	635	25 00
34	26	Boxborough, .	5 31.9	500 00	–	–	94	12 00
25	27	Woburn, . .	5 29.6	6,000 00	–	–	1,133	–
35	28	Bedford, . .	5 27.8	1,000 00	$92 63	$1,092 63	207	–
11	29	Ashland, . .	5 27	1,170 00	–	–	222	–
36	30	Shirley, . . .	5 22.1	1,300 00	–	–	249	–
12	31	Tyngsborough,	5 14.7	700 00	–	–	136	54 50

Digitized by Google

MIDDLESEX COUNTY—Continued.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
26	32	Reading, . .	$4 98.2	$2,500 00	–	–	502	–
24	33	Carlisle, . .	4 96	625 00	–	–	126	–
37	34	Burlington, .	4 95.5	550 00	–	–	111	–
40	35	Wayland, . .	4 91.1	1,100 00	–	–	224	$46 00
50	36	Tewksbury, .	4 87.8	1,000 00	–	–	205	–
41	37	Dracut, . . .	4 83.9	1,592 00	–	–	329	25 00
28	38	Wilmington, .	4 68.7	750 00	–	–	160	–
38	39	Marlborough, .	4 68.4	3,882 65	–	–	829	–
32	40	Groton, . . .	4 65.8	3,000 00	–	–	644	–
33	41	N. Reading, .	4 64.4	1,000 00	–	–	224	–
39	42	Chelmsford, .	4 34.8	2,000 00	–	–	460	25 00
43	43	Sudbury, . .	4 28.6	1,320 00	–	–	308	–
42	44	Billerica, . .	4 24.9	1,500 00	–	–	353	–
51	45	Westford, . .	4 10.6	1,400 00	–	–	341	25 00
48	46	Townsend, . .	4 03	1,600 00	–	–	397	15 00
47	47	Stowe, . . .	3 96	1,200 00	–	–	303	–
44	48	Acton, . . .	3 88.6	1,500 00	–	–	386	–
46	49	Ashby, . . .	3 80.2	1,000 00	–	–	263	–
45	50	Hopkinton, .	3 65.7	2,600 00	–	–	711	–
49	51	Pepperell, . .	3 56.2	1,300 00	–	–	365	50 00
		Belmont,* . .	–	–	–	–	–	–

WORCESTER COUNTY.

1	1	WORCESTER,	$7 27.5	$29,666 82	–	–	4,078	–
3	2	Harvard, . .	6 20	1,940 54	–	–	313	–
2	3	Clinton, . .	6 12.2	3,734 70	–	–	610	–
6	4	Barre, . . .	5 97.9	2,900 00	–	–	485	–
5	5	Warren, . .	5 66	1,800 00	–	–	318	$126 00
4	6	Fitchburg, . .	5 64.1	7,000 00	–	–	1,241	–
9	7	Templeton, .	5 36.9	2,400 00	–	–	447	–
8	8	N. Braintree, .	5 16.1	800 00	–	–	155	–
16	9	Athol, . . .	5 08.5	2,400 00	–	–	472	5 00
10	10	N. Brookfield,	4 95	2,500 00	–	–	505	5 85
11	11	Hardwick, . .	4 90.2	1,500 00	–	–	306	12 00
29	12	Uxbridge, . .	4 82.9	2,600 00	$220 00	$2,820 00	584	–
17	13	Sterling, . .	4 70.2	1,500 00	–	–	319	75 00
18	14	Northborough,	4 69.3	1,300 00	–	–	277	–
7	15	Oxford, . . .	4 63.2	2,200 00	–	–	475	–
34	16	Webster, . .	4 57	2,550 00	–	–	558	–
23	17	Westborough, .	4 55.5	2,150 00	–	–	472	24 00
12	18	Lancaster, . .	4 44.4	1,600 00	–	–	360	20 00
21	19	Bolton, . . .	4 40.4	1,167 00	–	–	265	–
27	20	Shrewsbury, .	4 36.4	1,200 00	–	–	275	–
25	21	Petersham, .	4 36	1,500 00	–	–	344	–

* Newly incorporated.

Digitized by Google

WORCESTER COUNTY—Continued.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
19	22	Southborough,	$4 31.5	$1,450 00	–	–	336	$400 00
22	23	Westminster,	4 28.6	1,500 00	–	–	350	–
39	24	Winchendon,	4 28.3	2,000 00	–	–	467	–
36	25	Mendon,	4 25.3	1,000 00	$127 00	$1,127 00	265	50 00
15	26	Boylston,	4 22.5	600 00	–	–	142	22 50
28	27	Upton,	4 17.8	1,500 00	–	–	359	–
32	28	Leominster,	4 12.3	2,775 06	–	–	673	–
30	29	Lunenburg,	4 11.5	1,000 00	–	–	243	48 00
13	30	Paxton,	4 11	600 00	–	–	146	–
14	31	Leicester,	4 08.5	2,500 00	–	–	612	–
56	32	Grafton,	4 06.8	3,600 00	–	–	885	–
26	33	Spencer,	4 06.2	2,100 00	–	–	517	–
37	34	Millbury,	4 04.6	2,800 00	–	–	692	–
41	35	Hubbardston,	4 04.2	1,528 00	–	–	378	–
38	36	Charlton,	3 98.9	1,500 00	–	–	376	50 00
50	37	Auburn,	3 89.6	600 00	–	–	154	–
46	38	Phillipston,	3 86.7	700 00	–	–	181	43 00
33	39	Brookfield,	3 86.5	1,500 00	–	–	388	–
47	40	Blackstone,	3 85.7	3,500 00	288 00	3,788 00	982	–
49	41	Sutton,	3 83.1	2,000 00	–	–	522	–
44	42	Royalston,	3 81	1,200 00	–	–	315	70 00
48	43	Douglas,	3 79.7	1,500 00	–	–	395	–
24	44	Princeton,	3 78.8	1,000 00	–	–	264	–
35	45	Northbridge,	3 73.9	1,750 00	–	–	468	–
42	46	Milford,	3 72.8	4,500 00	–	–	1,207	–
52	47	Sturbridge,	3 61.4	1,500 00	–	–	415	89 75
31	48	W. Brookfield,	3 53.7	1,100 00	–	–	311	–
45	49	Ashburnham,	3 53.4	1,700 00	–	–	481	9 00
54	50	Gardner,	3 52.7	1,700 00	–	–	482	–
43	51	Southbridge,	3 51.4	2,699 00	–	–	768	208 50
40	52	Dudley,	3 39.9	1,200 00	–	–	353	50 00
51	53	Oakham,	3 31.8	700 00	–	–	211	76 80
20	54	Rutland,	3 20	800 00	–	–	250	–
57	55	Berlin,	3 17.5	600 00	–	–	189	17 00
53	56	Dana,	3 00	600 00	–	–	200	–
55	57	Holden,	2 97	1,200 00	–	–	404	15 00
58	58	W. Boylston,	2 75.4	1,300 00	–	–	472	–

HAMPSHIRE COUNTY.

4	1	GRANBY,	$6 01.1	$1,100 00	–	–	183	–
2	2	S. Hadley,	5 83.3	2,450 00	–	–	420	–
5	3	Hatfield,	5 50	1,100 00	–	–	200	–
3	4	Greenwich,	5 22.4	700 00	–	–	134	–

Digitized by Google

HAMPSHIRE COUNTY—CONTINUED.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
10	5	Northampton,	$5 06.2	$6,500 00	–	–	1,284	–
9	6	Middlefield,	4 60.9	500 00	$90 00	$590 00	128	$348 50
6	7	Hadley,	4 54.5	1,800 00	–	–	396	75 00
1	8	Westhampton,	4 46.4	500 00	–	–	112	120 00
12	9	Plainfield,	4 28.6	450 00	–	–	105	258 00
8	10	Ware,	4 20.1	3,050 00	–	–	726	–
11	11	Chesterfield,	4 15.8	700 00	36 00	736 00	177	475 00
13	12	Cummington,	4 07.6	600 00	150 00	750 00	184	294 00
7	13	Goshen,	4 02.3	350 00	–	–	87	300 00
14	14	Belchertown,	3 66.3	2,000 00	–	–	546	400 00
23	15	Easthampton,	3 55.7	900 00	–	–	253	128 00
15	16	Prescott,	3 54.3	450 00	–	–	127	107 50
21	17	Enfield,	3 52.4	800 00	–	–	227	–
19	18	Southampton,	3 45.6	750 00	–	–	217	–
16	19	Williamsburg,	3 39	1,000 00	–	–	295	–
18	20	Worthington,	3 29.2	630 00	146 98	776 98	236	733 85
17	21	Amherst,	3 20.5	2,000 00	–	–	624	–
20	22	Huntington,	2 97.9	700 00	–	–	235	269 50
22	23	Pelham,	2 92.5	509 00	–	–	144	24 00

HAMPDEN COUNTY.

1	1	SPRINGFI'LD,	$6 77.9	$18,000 00	$135 00	18,135 00	2,675	–
3	2	Chicopee,	6 22.5	6,965 00	630 00	7,595 00	1,220	–
2	3	Longmeadow,	5 55.6	1,400 00	–	–	252	$90 00
5	4	Westfield,	5 01.1	4,500 00	–	–	898	–
4	5	Holyoke,	4 69.1	3,800 00	–	–	810	208 00
17	6	Wilbraham,	4 54.8	1,800 00	224 94	2,024 94	443	–
7	7	Brimfield,	4 38	1,200 00	–	–	274	24 00
6	8	Montgomery,	4 22.5	300 00	–	–	71	164 60
9	9	Agawam,	3 91.5	1,100 00	–	–	281	203 00
10	10	Monson,	3 83.8	1,800 00	–	–	469	521 75
8	11	Holland,	3 29.7	300 00	–	–	91	73 25
11	12	Russell,	3 25.2	400 00	–	–	123	339 50
19	13	Tolland,	3 12.5	400 00	–	–	128	10 00
13	14	Blandford,	3 06.6	600 00	194 16	794 16	259	553 38
15	15	Chester,	2 95.2	800 00	–	–	271	701 00
14	16	Ludlow,	2 80.7	800 00	–	–	285	374 00
16	17	Wales,	2 72.1	400 00	–	–	147	92 00
20	18	W. Springfield,	2 64.6	1,000 00	–	–	378	40 00
18	19	Granville,	2 53.9	500 00	188 00	688 00	271	93 00
12	20	Palmer,	2 39.8	2,000 00	–	–	834	60 00
21	21	Southwick,*	83.9	–	167 80	167 80	200	425 00

* Southwick has a Local Fund the annual income of which is $937.08, which added to the sum ($167.80) in the table, makes an amount of $1,104.88 appropriated for the public schools, or $5.52.4 per child between 5 and 15.

Digitized by Google

FRANKLIN COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	ERVING, . .	$6 33.3	$450 00	$44 00	$494 00	78	–
6	2	Greenfield, . .	5 37.8	3,200 00	–	–	595	$958 00
8	3	Deerfield, . .	5 05.4	3,078 17	–	–	609	329 00
4	4	Hawley, . .	4 38	600 00	–	–	137	218 84
3	5	Sunderland, .	4 00.9	850 00	–	–	212	116 00
5	6	N. Salem, . .	3 95.3	1,000 00	–	–	253	–
7	7	Warwick, . .	3 92.2	800 00	–	–	204	20 00
2	8	Montague, . .	3 78	1,200 00	172 00	1,372 00	363	200 00
11	9	Whately, . .	3 69.5	750 00	–	–	203	238 00
10	10	Conway, . .	3 58.2	1,200 00	–	–	335	354 00
9	11	Ashfield, . .	3 54.6	1,000 00	–	–	282	322 00
14	12	Heath, . . .	3 52.9	600 00	–	–	170	189 00
13	13	Northfield, . .	3 47.8	1,200 00	66 00	1,266 00	364	–
20	14	Shelburne, . .	3 36.1	800 00	–	–	238	470 00
15	15	Orange, . . .	3 34.3	1,200 00	–	–	359	–
12	16	Rowe, . . .	3 04.9	500 00	–	–	164	75 50
17	17	Gill, ...	3 01.2	500 00	–	–	166	–
16	18	Wendell, . .	3 01.2	500 00	–	–	166	42 33
18	19	Shutesbury, .	2 95.6	600 00	–	–	203	51 00
24	20	Leverett, . .	2 58.6	600 00	–	–	232	166 00
23	21	Coleraine, . .	2 53.8	1,000 00	–	–	394	723 25
21	22	Buckland, . .	2 52.1	900 00	–	–	357	57 00
22	23	Leyden, . .	2 42.4	400 00	–	–	165	227 00
19	24	Charlemont, .	2 22.2	500 00	–	–	225	167 60
25	25	Monroe, . .	2 20.3	118 00	12 00	130 00	59	100 00
26	26	Bernardston, .	1 43.5	330 00	–	–	230	110 00

BERKSHIRE COUNTY.

31	1	N. ASHFORD, .	$1 16.7	$125 00	–	–	30	–
1	2	Lee, ...	4 07.3	4,085 24	–	–	1,003	–
4	3	Pittsfield, . .	3 92.2	6,200 00	–	–	1,581	–
2	4	Peru, . . .	3 84.6	350 00	–	–	91	–
3	5	Sandisfield, .	3 47.1	1,000 00	$138 00	$1,138 00	325	$792 00
7	6	Egremont, . .	3 28.9	625 00	–	–	190	314 25
5	7	Otis, ...	3 27.9	600 00	–	–	183	372 00
10	8	N. Marlboro', .	3 18.8	750 00	327 52	1,077 52	338	434 00
8	9	Tyringham, .	3 15.8	600 00	–	–	190	234 75
6	10	Monterey, . .	3 14.9	450 00	104 13	554 13	176	456 00
11	11	Hancock, . .	3 14.5	500 00	–	–	159	430 00
15	12	Dalton, . . .	3 10.1	800 00	–	–	258	356 00
24	13	Adams, . . .	3 00.5	3,948 29	–	–	1,314	872 00
18	14	Gt. Barrington,	2 96.3	2,000 00	–	–	675	711 00
22	15	Windsor, . .	2 92.7	600 00	–	–	205	370 00

Digitized by Google

BERKSHIRE COUNTY—CONTINUED.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	16	W. St'kbridge,	$2 86.6	$900 00	–	–	314	$52 00
20	17	Stockbridge, .	2 75.2	1,200 00	–	–	436	10 00
13	18	Alford, . . .	2 74	400 00	–	–	146	–
14	19	Williamstown,	2 62.2	1,500 00	–	–	572	300 00
25	20	Washington, .	2 55.1	500 00	–	–	196	304 50
12	21	Lanesborough,	2 54.1	600 00	$48 00	$648 00	255	350 00
17	22	Sheffield, . .	2 40	1,500 00	–	–	625	1144 00
26	23	Becket, . . .	2 34.6	800 00	–	–	341	800 00
30	24	Richmond, . .	2 34.4	450 00	–	–	192	528 50
21	25	Florida, . . .	2 27.3	350 00	–	–	154	268 62
28	26	Mt. Washingt'n	2 08.3	150 00	–	–	72	132 00
27	27	Cheshire, . .	2 02.7	600 00	–	–	296	250 00
16	28	Savoy, . . .	2 00	380 00	–	–	190	366 30
23	29	Hinsdale, . .	1 97.4	675 00	–	–	342	336 00
29	30	Clarksburg, .	1 81.8	200 00	–	–	110	200 00
19	31	Lenox, . . .	1 74.1	700 00	–	–	402	229 00

NORFOLK COUNTY.

1	1	BROOKLINE, .	$18 27.1	$13,100 00	–	–	717	–
2	2	W. Roxbury, .	13 86.7	12,550 00	–	–	905	$200 00
3	3	Dorchester, .	13 28.5	22,000 00	–	–	1,656	–
4	4	Dedham, . .	10 09.6	10,470 00	–	–	1,037	–
5	5	Roxbury, . .	9 44.6	38,670 81	–	–	4,094	–
6	6	Milton, . . .	9 19.1	5,000 00	–	–	544	–
7	7	Quincy, . . .	6 54.3	8,585 00	–	–	1,312	–
10	8	Walpole, . .	5 88.2	2,000 00	–	–	340	125 00
12	9	Braintree, . .	5 25.5	3,500 00	–	–	666	275 00
18	10	Weymouth, .	5 05	7,000 00	–	–	1,386	103 25
13	11	Needham, . .	4 95.9	2,410 00	–	–	486	–
20	12	Stoughton, . .	4 76.7	4,500 00	–	–	944	66 00
19	13	Wrentham, .	4 71.6	2,950 00	$341 87	$3,291 87	698	40 00
16	14	Dover, . . .	4 66.7	700 00	–	–	150	–
15	15	Sharon, . . .	4 64.7	1,000 00	120 00	1,120 00	241	–
8	16	Cohasset, . .	4 61.2	1,900 00	–	–	412	–
17	17	Canton, . . .	4 56	2,800 00	–	–	614	162 10
21	18	Medfield, . .	4 34.8	800 00	–	–	184	–
23	19	Randolph, . .	4 34.8	5,000 00	–	–	1,150	–
14	20	Bellingham, .	4 22.5	1,000 00	140 63	1,140 63	270	7 50
9	21	Foxborough, .	4 18.4	2,000 00	–	–	478	–
22	22	Franklin, . .	3 87.6	1,500 00	–	–	387	–
11	23	Medway, . .	3 79.7	2,100 00	–	–	553	–

Digitized by Google

BRISTOL COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD,	$10 12.9	$38,044 87	–	–	3,756	–
2	2	Fairhaven,	7 62.6	8,000 00	–	–	1,049	–
3	3	Fall River,	5 57.4	15,500 00	–	–	2,781	–
5	4	Taunton,	5 00.7	14,000 00	–	–	2,796	–
4	5	Attleborough,	4 97.3	5,923 40	–	–	1,191	–
14	6	Raynham,	4 83.9	1,500 00	–	–	310	–
9	7	Dartmouth,	4 45.9	3,500 00	–	–	785	$266 00
7	8	Seekonk,	4 23.4	1,600 00	$264 00	$1,864 00	440	50 00
8	9	Freetown,	4 22.5	1,500 00	–	–	355	–
11	10	Somerset,	3 85.8	1,200 00	–	–	311	–
17	11	Dighton,	3 71.8	1,200 00	120 00	1,320 00	355	75 00
12	12	Norton,	3 65.9	1,500 00	–	–	410	–
15	13	Westport,	3 65.5	2,000 00	284 18	2,284 18	625	525 00
13	14	Mansfield,	3 50	1,449 00	–	–	414	–
18	15	Berkley,	3 43.3	800 00	–	–	233	30 00
6	16	Pawtucket,	3 39.8	3,000 00	–	–	883	–
16	17	Easton,	3 10.9	1,800 00	–	–	579	10 00
19	18	Swanzey,	3 07.7	800 00	–	–	260	350 00
10	19	Rehoboth,	2 61.3	1,000 00	139 35	1,139 35	431	218 00

PLYMOUTH COUNTY.

1	1	PLYMOUTH,	$7 90.5	$10,000 00	–	–	1,265	–
2	2	Kingston,	6 39	2,000 00	–	–	313	–
3	3	Hingham,	6 24.7	4,748 03	–	–	760	–
6	4	S. Scituate,	5 21.5	1,700 00	–	–	326	$20 00
13	5	Lakeville,	5 16.8	1,199 00	–	–	232	16 00
16	6	Middleboro',	4 96.1	4,500 00	–	–	907	50 00
9	7	Bridgewater,	4 86.5	3,000 00	$167 11	$3,167 11	651	20 00
19	8	Rochester,	4 82.3	1,225 00	–	–	254	–
10	9	Pembroke,	4 70.2	1,000 00	152 00	1,152 00	245	57 00
15	10	Hull,	4 60.9	295 00	–	–	64	–
4	11	Abington,	4 53.6	6,500 00	–	–	1,433	–
8	12	Marion,	4 48.6	500 00	370 26	870 26	194	–
12	13	Marshfield,	4 33.6	1,600 00	–	–	369	–
5	14	Duxbury,	4 33.5	1,800 00	281 00	2,081 00	480	–
14	15	Hanover,	4 17.9	1,350 00	–	–	323	–
11	16	Scituate,	3 58.9	1,500 00	–	–	418	–
25	17	Plympton,	3 58.7	800 00	–	–	223	266 00
18	18	Hanson,	3 42.2	900 00	–	–	263	–
20	19	Carver,	3 41.9	800 00	–	–	234	212 00
21	20	Halifax,	3 31.5	600 00	–	–	181	60 00
22	21	W. Bridgewat'r	3 27.9	1,200 00	–	–	366	–
24	22	N. Bridgewater	2 98.1	3,500 00	–	–	1,174	15 00
7	23	Mattapoisett,	2 97.6	1,000 00	–	–	336	–
17	24	E. Bridgewater,	2 94.1	2,000 00	–	–	680	–
23	25	Wareham,	2 78.9	2,000 00	–	–	717	24 00

Digitized by Google

BARNSTABLE COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BREWSTER, .	$5 76.9	$1,800 00	–	–	312	–
2	2	Orleans, . .	5 02.5	2,000 00	–	–	398	–
4	3	Wellfleet, . .	4 95.5	2,700 00	$99 44	$2,799 44	565	–
5	4	Provincetown,	4 76.2	3,000 00	–	–	630	–
9	5	Yarmouth, . .	4 69	2,500 00	–	–	533	–
8	6	Barnstable, .	4 67.7	5,000 00	–	–	1,069	$25 00
3	7	Eastham, . .	4 48.6	634 75	83 00	717 75	160	–
6	8	Sandwich, . .	3 93.3	4,000 00	–	–	1,017	151 00
13	9	Chatham, . .	3 90.8	2,200 00	–	–	563	–
7	10	Falmouth, . .	3 89.5	2,000 00	321 36	2,321 36	596	306 85
10	11	Truro, . . .	3 47.1	1,499 50	–	–	432	–
12	12	Dennis, . . .	3 02.7	2,500 00	–	–	826	1,170 00
11	13	Harwich, . .	2 98.2	2,500 00	–	–	838	646 00

DUKES COUNTY.

1	1	EDGARTOWN,	$5 51	$2,000 00	–	–	363	–
2	2	Tisbury, . .	5 03.8	2,000 00	–	–	397	–
3	3	Chilmark, . .	3 75.9	500 00	–	–	133	–

NANTUCKET COUNTY.

		NANTUCKET, . . .	$8 83.1	$10,950 00	–	–	1,240	–

MARSHPEE DISTRICT.

		MARSHPEE, ...	$2 22.8	$127 00	–	–	57	–

Digitized by Google

A GRADUATED TABLE—First Series.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the education of each Child between the ages of 5 and 15 years in the County.

For 1857-8.	For 1858-9.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	$10 18	$317,219 32	–	$317,219 32	31,159	–
2	2	Nantucket,	8 83	10,950 00	–	10,950 00	1,240	–
3	3	Norfolk,	7 87	151,535 81	$602 50	152,138 31	19,324	$978 85
4	4	Middlesex,	7 73	280,544 37	92 63	280,637 00	36,287	520 80
5	5	Bristol,	5 85	104,317 27	807 53	105,124 80	17,964	15 24
6	6	Essex,	5 69	162,807 47	1,306 11	164,113 58	28,822	85 00
7	7	Dukes,	5 04	4,500 00	–	4,500 00	893	–
8	8	Hampden,	4 78	48,065 00	1,539 90	49,604 90	10,380	3,972 48
9	9	Worcester,	4 73	135,211 12	635 00	135,846 12	28,712	1,417 40
10	10	Plymouth,	4 57	55,717 03	970 37	56,687 40	12,408	740 00
11	11	Hampshire,	4 24	29,539 00	422 98	29,961 98	7,070	3,533 35
12	12	Barnstable,	4 14	32,334 25	503 80	32,838 05	7,939	2,298 85
13	13	Franklin,	3 57	23,876 17	294 00	24,170 17	6,763	5,134 52
14	14	Berkshire,	3 01	33,538 53	617 65	34,156 18	11,361	10,612 92
		Marshpee District,	2 23	127 00	60 00	187 00	57	–

AGGREGATE FOR THE STATE.

State,	$6 34	$1,390,382 34	$7,852 47	$1,398,174 81	220,379	$29,309 41

Digitized by Google

GRADUATED TABLES—Second Series.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850.

The first column shows the rank of the cities and towns in a similar Table for 1857–8.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1858–9.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the valuations of the towns were an exact representation of their taxable property, or if the valuations were all too high or all too low in equal proportions, then the results in the fourth column would present a perfectly just view of the comparative liberality of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property of the towns. Some towns may have a valuation much too high, as compared with their property, or as compared with other towns, owing to imperfections in the returns of the assessors, and to the uncertainty attending any mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next Table, cannot be strictly just.

Moreover, some towns, from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten years, or till 1860. This unequal advance in property renders comparisons that are founded on valuations merely to some extent unjust, and the injustice will increase each successive year, or with the increase of wealth.

The first Graduated Tables, showing the sum appropriated per child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

Digitized by Google

GRADUATED TABLES—Second Series.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1858–9.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WELLFLEET,	$.009-51	20	35	Mansfield,	$.003-82
4	2	Somerville,	7-61	34	36	Newton,	3-80
3	3	Melrose,	7-52	38	37	Taunton,	3-78
2	4	Lynn,	6-50	40	38	Roxbury,	3-76
5	5	Orleans,	6-14	39	39	Athol,	3-75
6	6	Attleborough,	5-70	44	40	South Hadley,	3-69
23	7	Chelsea,	5-64	46	41	Cambridge,	3-67
7	8	Stoneham,	5-60	57	42	Manchester,	3-60
11	9	Winchester,	5-39	71	43	Tisbury,	3-60
13	10	Brewster,	5-37	47	44	Brighton,	3-56
25	11	Malden,	5-08	90	45	Middleborough,	3-55
10	12	South Reading,	5-03	52	46	Dedham,	3-49
12	13	Natick,	4-91	50	47	Marblehead,	3-44
33	14	Harwich,	4-76	51	48	Fitchburg,	3-43
15	15	Charlestown,	4-66	53	49	N. Bridgewater,	3-36
98	16	Chatham,	4-55	100	50	Yarmouth,	3-35
9	17	Abington,	4-43	42	51	Lawrence,	3-33
17	18	Danvers,	4-38	63	52	Braintree,	3-32
24	19	Saugus,	4-27	60	53	Medford,	3-32
14	20	Gloucester,	4-24	58	54	Marlborough,	3-31
31	21	Lee,	4-23	106	55	Barnstable,	3-28
18	22	Holliston,	4-20	16	56	Pawtucket,	3-27
19	23	Quincy,	4-12	29	57	Reading,	3-27
43	24	Stoughton,	4-12	55	58	Dorchester,	3-24
21	25	Clinton,	4-11	56	59	Erving,	3-19
22	26	Truro,	4-08	66	60	Webster,	3-18
36	27	Weymouth,	4-08	54	61	Lexington,	3-16
35	28	Bradford,	4-07	61	62	Framingham,	3-14
37	29	Plymouth,	4-03	122	63	Dennis,	3-13
27	30	Haverhill,	4-02	67	64	Bedford,	3-11
26	31	Buckland,	3-95	49	65	Rockport,	3-11
28	32	Milford,	3-93	30	66	Foxborough,	3-09
45	33	Eastham,	3-87	69	67	Montague,	3-07
32	34	N. Brookfield,	3-84	84	68	Berkley,	3-06

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
70	69	Greenwich, . .	$.003-06
200	70	Deerfield, . . .	3-05
62	71	Woburn, . . .	3-05
97	72	Gardiner, . . .	3-04
72	73	Sandwich, . . .	3-04
65	74	Hingham, . . .	3-02
113	75	Beverly, . . .	3-01
73	76	Needham, . . .	3-01
114	77	Randolph, . . .	3-01
160	78	Greenfield, . .	2-99
41	79	Edgartown, . .	2-99
110	80	Watertown, . .	2-98
85	81	Lowell, ...	2-96
59	82	Hopkinton, . .	2-93
76	83	Wrentham, . .	2-93
78	84	Ipswich, . . .	2-92
161	85	Raynham, . . .	2-91
79	86	Huntington, . .	2-90
111	87	Milton, ...	2-88
82	88	Provincetown, .	2-88
83	89	Westfield, . . .	2-88
8	90	Ashland, . . .	2-87
86	91	Springfield, . .	2-85
87	92	Dana, ...	2-84
88	93	Millbury, . . .	2-84
91	94	Westborough,. .	2-80
77	95	Northbridge, . .	2-79
120	96	Granby, . . .	2-78
93	97	Acton, ...	2-77
81	98	Ware, ...	2-75
95	99	Templeton, . .	2-73
80	100	Sherborn, . . .	2-71
121	101	Sunderland, . .	2-69
118	102	Seekonk, . . .	2-68
96	103	Worcester,. . .	2-68
103	104	Freetown, . . .	2-65
187	105	Grafton, . . .	2-65
104	106	Littleton, . . .	2-65
174	107	W. Cambridge, .	2-64
136	108	New Bedford, .	2-63
107	109	Warren, . . .	2-62
126	110	Harvard, . . .	2-62
75	111	Rochester, . . .	2-62
108	112	Concord, . . .	2-61
109	113	Pembroke, . . .	2-61
132	114	Bridgewater, . .	2-59
188	115	Northampton, . .	2-59
112	116	Somerset, . . .	2-59
152	117	Becket, ...	2-55
138	118	Dighton, . . .	$.002-55
181	119	North Chelsea, .	2-55
99	120	Cohasset, . . .	2-54
116	121	Easton, ...	2-54
117	122	Fall River, . .	2-54
119	123	Spencer, . . .	2-51
105	124	Waltham, . . .	2-51
205	125	Tyringham, . .	2-51
233	126	Hull, ...	2-50
163	127	Uxbridge. . . .	2-50
123	128	Ashburnham, . .	2-49
125	129	Marshfield, . .	2-49
124	130	Upton, ...	2-49
68	131	E. Bridgewater, .	2-46
168	132	Fairhaven, . .	2-46
129	133	Sandisfield, . .	2-46
130	134	Walpole, . . .	2-46
131	135	Amesbury, . . .	2-45
178	136	W. Boylston, . .	2-45
192	137	Hanover, . . .	2-45
134	138	New Salem, . .	2-44
133	139	Salisbury, . . .	2-44
137	140	Falmouth, . . .	2-43
176	141	Monterey, . . .	2-43
115	142	Southborough, .	2-42
204	143	Shutesbury, . .	2-42
48	144	Medway, . . .	2-42
248	145	Plympton, . . .	2-42
154	146	Middleton, . . .	2-41
139	147	Belchertown, . .	2-41
141	148	Florida, . . .	2-41
147	149	Brookline, . . .	2-41
144	150	Russell, ...	2-39
145	151	Hanson, . . .	2-39
128	152	Nantucket, . .	2-38
143	153	Southbridge, . .	2-38
153	154	Dover, ...	2-37
149	155	Essex, ...	2-37
151	156	Hubbardston, . .	2-37
101	157	Lancaster, . . .	2-37
150	158	Brookfield,. . .	2-37
158	159	Pelham,. . . .	2-37
156	160	Kingston, . . .	2-34
157	161	Halifax, . . .	2-34
159	162	Holland, . . .	2-34
162	163	Lynnfield, . . .	2-32
165	164	Westhampton, .	2-32
166	165	Rowe, ...	2-32
198	166	Pittsfield, . . .	2-32

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
167	167	W. Bridgewater,	$.002-32	215	216	Leyden,	$.002-01
127	168	Franklin,	2-31	310	217	Windsor,	2-01
146	169	Georgetown,	2-31	216	218	Cummington,	2-00
171	170	Newburyport,	2-31	217	219	Hadley,	1-99
92	171	Bellingham,	2-30	239	220	Southampton,	1-99
169	172	Wayland,	2-30	218	221	Methuen,	1-98
89	173	Oxford,	2-30	219	222	Wenham,	1-98
170	174	Carver,	2-30	259	223	Rowley,	1-97
295	175	Adams,	2-29	211	224	Middlefield,	1-97
173	176	Shirley,	2-28	275	225	Tolland,	1-97
175	177	Heath,	2-28	224	226	Goshen,	1-96
177	178	South Scituate,	2-27	225	227	Monson,	1-96
193	179	Dracut,	2-27	196	228	Carlisle,	1-93
180	180	Leverett,	2-25	183	229	Duxbury,	1-93
147	181	Scituate,	2-25	229	230	Stowe,	1-92
183	182	Leominster,	2-23	245	231	Chesterfield,	1-92
184	183	Blackstone,	2-22	262	232	Burlington,	1-91
190	184	Bolton,	2-22	234	233	Ashfield,	1-90
102	185	Wareham,	2-22	255	234	Petersham,	1-89
140	186	Chicopee,	2-21	235	235	Chester,	1-89
94	187	Savoy,	2-21	64	236	Wilmington,	1-88
300	188	Swanzey,	2-21	191	237	Montgomery,	1-88
184	189	Douglas,	2-20	236	238	Otis,	1-88
189	190	Hawley,	2-20	237	239	Townsend,	1-87
303	191	Wilbraham,	2-19	238	240	Sterling,	1-87
194	192	N. Marlborough,	2-17	240	241	Andover,	1-85
222	193	Winchendon,	2-17	241	242	Dudley,	1-84
195	194	Berlin,	2-17	243	243	Wales,	1-84
197	195	Monroe,	2-15	286	244	Phillipston,	1-83
232	196	Washington,	2-12	283	245	Alford,	1-82
172	197	Groveland,	2-11	246	246	Hardwick,	1-81
199	198	Clarksburg,	2-11	247	247	Granville,	1-79
201	199	Norton,	2-10	249	248	Brimfield,	1-79
164	200	Holyoke,	2-10	250	249	Boxford,	1-78
202	201	Boxborough,	2-09	252	250	Enfield,	1-78
203	202	Chelmsford,	2-09	253	251	Peru,	1-78
206	203	W. Brookfield,	2-08	310	252	Dalton,	1-77
230	204	Northborough,	2-08	256	253	Sturbridge,	1-77
179	205	West Newbury,	2-07	221	254	Prescott,	1-77
207	206	Groton,	2-07	257	255	Conway,	1-77
223	207	Easthampton,	2-07	278	256	Pepperell,	1-76
213	208	Weston,	2-05	258	257	Warwick,	1-76
208	209	Leicester,	2-05	260	258	Worthington,	1-75
209	210	Westminster,	2-05	261	259	Orange,	1-75
242	211	Sutton,	2-05	263	260	Ludlow,	1-74
142	212	Sharon,	2-04	264	261	Northfield,	1-74
212	213	Barre,	2-03	265	262	Medfield,	1-74
214	214	Canton,	2-02	267	263	Billerica,	1-72
155	215	Paxton,	2-01	266	264	Ashby,	1-72

Digitized by Google

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
220	265	Westford, . . .	$.001-72	316	294	Gt. Barrington, .	$.001-55
268	266	Gill, ...	1-71	293	295	Williamsburg, .	1-54
282	267	Whately, . . .	1-71	294	296	Blandford, . . .	1-54
291	268	Topsfield, . . .	1-70	251	297	Holden, ...	1-52
269	269	Shelburne, . . .	1-70	297	298	Shrewsbury, . .	1-52
270	270	Oakham, . . .	1-69	298	299	Auburn, . . .	1-50
292	271	Mendon, . . .	1-68	296	300	Dartmouth, . .	1-45
271	272	Amherst, . . .	1-68	290	301	Hamilton, . . .	1-44
272	273	Hinsdale, . . .	1-67	309	302	Sudbury, . . .	1-44
273	274	Newbury, . . .	1-66	302	303	N. Braintree, . .	1-44
274	275	Lincoln, . . .	1-66	135	304	Tyngsborough, .	1-42
210	276	Palmer, ...	1-66	304	305	Hancock, . . .	1-41
276	277	W. Stockbridge, .	1-66	313	306	Boston, ...	1-38
227	278	Longmeadow, . .	1-65	306	307	Dunstable, . . .	1-38
148	279	Rehoboth, . . .	1-65	228	308	Charlemont, . .	1-38
277	280	Stockbridge, . .	1-64	307	309	Egremont, . . .	1-38
226	281	Tewksbury, . .	1-62	308	310	Sheffield, . . .	1-35
279	282	Mt. Washington, .	1-61	254	311	Boylston, . . .	1-33
280	283	Salem, ...	1-61	231	312	Lenox, ...	1-33
281	284	Royalston, . . .	1-60	305	313	Lanesborough, .	1-29
299	285	Charlton, . . .	1-59	312	314	Wendell, . . .	1-28
244	286	Princeton, . . .	1-58	314	315	W. Springfield, .	1-26
285	287	Lunenburg, . .	1-57	320	316	N. Ashford, . .	1-25
287	288	Plainfield, . . .	1-57	317	317	Richmond, . . .	1-23
288	289	Westport, . . .	1-57	315	318	Cheshire, . . .	1-16
182	290	Rutland, . . .	1-56	318	319	Chilmark, . . .	1-06
301	291	Hatfield, . . .	1-56	319	320	Bernardston, . .	0-88
289	292	Coleraine, . . .	1-56		321	Southwick, . . .	0-32
284	293	Williamstown, .	1-56				

Winthrop included in North Chelsea.
Swampscott " " Lynn.
Nahant " " "
North Andover " " Andover.
South Danvers " " Danvers.
North Reading " " Reading.
Agawam " " West Springfield.
West Roxbury " " Roxbury.
Marion " " Rochester.
Mattapoisett " " "
Lakeville " " Middleborough.
Belmont, newly incorporated.

Digitized by Google

GRADUATED TABLES—Second Series.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1858–9.

SUFFOLK COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA, . . .	$.005-64	3	3	Boston, ...	$.001-38
2	2	N. Chelsea,* . .	2-55			Winthrop,† . .	–

ESSEX COUNTY.

1	1	LYNN,‡	$.006-50	15	18	Georgetown, . .	$.002-31
3	2	Danvers,‖ . . .	4-38	19	19	Newburyport, . .	2-31
4	3	Saugus, ...	4-27	20	20	Groveland, . .	2-11
2	4	Gloucester, . .	4-24	21	21	West Newbury, .	2-07
6	5	Bradford, . . .	4-07	22	22	Methuen, . . .	1-98
5	6	Haverhill, . . .	4-02	23	23	Wenham, . . .	1-98
10	7	Manchester, . .	3-60	26	24	Rowley, . . .	1-97
9	8	Marblehead, . .	3-44	24	25	Andover,§ . . .	1-85
7	9	Lawrence, . . .	3-33	25	26	Boxford, . . .	1-78
8	10	Rockport, . . .	3-11	30	27	Topsfield, . . .	1-70
12	11	Beverly, . . .	3-01	27	28	Newbury, . . .	1-66
11	12	Ipswich, ...	2-92	28	29	Salem, ...	1-61
13	13	Amesbury, . . .	2-45	29	30	Hamilton, . . .	1-44
14	14	Salisbury, . . .	2-44			Nahant,** . . .	
17	15	Middleton, . . .	2-41			Swampscott,** .	
16	16	Essex, ...	2-37			South Danvers,††	
18	17	Lynnfield, . . .	2-32			North Andover,‡‡	

* Including Winthrop.
† Included in North Chelsea.
‡ Including Swampscott and Nahant.
‖ Including South Danvers.
§ Including North Andover.
** Included in Lynn.
†† Included in Danvers.
‡‡ Included in Andover.

Digitized by Google

MIDDLESEX COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	SOMERVILLE, .	$.007-61	33	27	W. Cambridge, .	$.002-64
1	2	Melrose, . . .	7-52	28	28	Concord, . . .	2-61
3	3	Stoneham, . . .	5-60	27	29	Waltham, . . .	2-51
6	4	Winchester, . .	5-39	31	30	Wayland, . . .	2-30
10	5	Malden, . . .	5-08	32	31	Shirley, ...	2-28
5	6	S. Reading, . .	5-03	34	32	Dracut, ...	2-27
7	7	Natick, ...	4-91	36	33	Boxborough, . .	2-09
8	8	Charlestown, . .	4-66	37	34	Chelmsford, . .	2-09
9	9	Holliston, . . .	4-20	38	35	Groton, ...	2-07
12	10	Newton, . . .	3-80	39	36	Weston, . . .	2-05
13	11	Cambridge, . .	3-67	35	37	Carlisle, . . .	1-93
14	12	Brighton, . . .	3-56	42	38	Stowe, ...	1-92
18	13	Medford, . . .	3-32	44	39	Burlington, . .	1-91
16	14	Marlborough, . .	3-31	21	40	Wilmington, . .	1-88
11	15	Reading,* . . .	3-27	43	41	Townsend, . . .	1-87
15	16	Lexington, . .	3-16	48	42	Pepperell, . . .	1-76
19	17	Framingham, . .	3-14	45	43	Billerica, . . .	1-72
22	18	Bedford, . . .	3-11	46	44	Ashby, ...	1-72
20	19	Woburn, . . .	3-05	40	45	Westford, . . .	1-72
29	20	Watertown, . .	2-98	47	46	Lincoln, . . .	1-66
24	21	Lowell, ...	2-96	41	47	Tewksbury, . .	1-62
17	22	Hopkinton, . .	2-93	50	48	Sudbury, . . .	1-44
4	23	Ashland, . . .	2-87	30	49	Tyngsborough, .	1-42
25	24	Acton, ...	2-77	49	50	Dunstable, . . .	1-38
23	25	Sherborn, . . .	2-71			North Reading,† .	
26	26	Littleton, . . .	2-65			Belmont,‡ . . .	

WORCESTER COUNTY.

1	1	CLINTON, . . .	$.004-11	31	14	Grafton, . . .	$.002-65
2	2	Milford, ...	3-93	16	15	Warren, . . .	2-62
3	3	N. Brookfield, .	3-84	20	16	Harvard, . . .	2-62
4	4	Athol, ...	3-75	17	17	Spencer, . . .	2-53
5	5	Fitchburg, . . .	3-43	25	18	Uxbridge, . . .	2-50
6	6	Webster, . . .	3-18	18	19	Ashburnham, . .	2-49
14	7	Gardiner, . . .	3-04	19	20	Upton, ...	2-49
8	8	Dana, ...	2-84	26	21	W. Boylston, . .	2-45
9	9	Millbury, . . .	2-84	34	22	Southborough, .	2-42
11	10	Westborough, . .	2-80	21	23	Southbridge, . .	2-38
7	11	Northbridge, . .	2-79	23	24	Hubbardston, . .	2-37
12	12	Templeton, . .	2-73	15	25	Lancaster, . . .	2-37
13	13	Worcester, . .	2-68	22	26	Brookfield, . .	2-37

* Including North Reading. † Included in Reading. ‡ Newly incorporated.

Digitized by Google

WORCESTER COUNTY—CONTINUED.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
10	27	Oxford, ...	$.002-30	42	43	Dudley, ...	$.001-84
28	28	Leominster, . .	2-23	53	44	Phillipston, . .	1-83
29	29	Blackstone, . .	2-22	45	45	Hardwick, . . .	1-81
32	30	Bolton, ...	2-22	49	46	Sturbridge, . .	1-77
30	31	Douglas, . . .	2-20	50	47	Oakham, . . .	1-69
39	32	Winchendon, . .	2-17	54	48	Mendon, . . .	1-68
33	33	Berlin, ...	2-17	51	49	Royalston, . . .	1-60
35	34	W. Brookfield, .	2-08	57	50	Charlton, . . .	1-59
40	35	Northborough, .	2-08	44	51	Princeton, . . .	1-58
36	36	Leicester, . . .	2-05	52	52	Lunenburg, . .	1-57
37	37	Westminster, . .	2-05	27	53	Rutland, . . .	1-56
43	38	Sutton, ...	2-05	46	54	Holden, ...	1-52
38	39	Barre, ...	2-03	55	55	Shrewsbury, . .	1-52
24	40	Paxton, ...	2-01	56	56	Auburn, . . .	1-50
48	41	Petersham, . .	1-89	58	57	New Braintree, .	1-44
41	42	Sterling, . . .	1-87	47	58	Boylston, . . .	1-33

HAMPSHIRE COUNTY.

1	1	SOUTH HADLEY,	$.003-69	16	13	Southampton, . .	$.001-99
2	2	Greenwich, . .	3-06	10	14	Middlefield, . .	1-97
3	3	Huntington, . .	2-90	15	15	Goshen, . . .	1-96
5	4	Granby, . . .	2-78	17	16	Chesterfield, . .	1-92
4	5	Ware, ...	2-75	18	17	Enfield, ...	1-78
9	6	Northampton, . .	2-59	13	18	Prescott, . . .	1-77
6	7	Belchertown, . .	2-41	19	19	Worthington, . .	1-75
7	8	Pelham, ...	2-37	20	20	Amherst, . . .	1-68
8	9	Westhampton, .	2-32	21	21	Plainfield, . . .	1-57
14	10	Easthampton, . .	2-07	23	22	Hatfield, . . .	1-56
11	11	Cummington, . .	2-00	22	23	Williamsburg, .	1-54
12	12	Hadley, ...	1-99				

HAMPDEN COUNTY.

1	1	WESTFIELD, . .	$.002-88	18	6	Wilbraham, . .	$.002-19
2	2	Springfield, . .	2-85	6	7	Holyoke, . . .	2-10
4	3	Russell, ...	2-39	16	8	Tolland, . . .	1-97
5	4	Holland, . . .	2-33	9	9	Monson, . . .	1-96
3	5	Chicopee, . . .	2-21	11	10	Chester, . . .	1-89

Digitized by Google

HAMPDEN COUNTY—Continued.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
7	11	Montgomery, . .	$.001-88	10	17	Longmeadow, . .	$.001-65
12	12	Wales, ...	1-84	17	18	Blandford, . . .	1-54
13	13	Granville, . . .	1-79	19	19	W. Springfield,* .	1-26
14	14	Brimfield, . . .	1-79		20	Southwick, . . .	0-32
15	15	Ludlow, . . .	1-74			Agawam,† . . .	
8	16	Palmer, ...	1-66				

FRANKLIN COUNTY.

1	1	BUCKLAND, . .	$.003-95	14	14	Leyden, . . .	$.002-01
2	2	Erving, ...	3-19	16	15	Ashfield, . . .	1-90
3	3	Montague, . . .	3-07	17	16	Conway, . . .	1-77
13	4	Deerfield, . . .	3-05	18	17	Warwick, . . .	1-76
7	5	Greenfield, . .	2-99	19	18	Orange, . . .	1-75
5	6	Sunderland, . .	2-69	20	19	Northfield, . . .	1-74
6	7	North Salem, . .	2-44	21	20	Gill, ...	1-71
4	8	Shutesbury, . .	2-42	23	21	Whately, . . .	1-71
8	9	Rowe, ...	2-32	22	22	Shelburne, . . .	1-70
9	10	Heath, ...	2-28	24	23	Coleraine, . . .	1-56
10	11	Leverett, . . .	2-25	15	24	Charlemont, . .	1-38
11	12	Hawley, . . .	2-20	25	25	Wendell, . . .	1-28
12	13	Monroe, . . .	2-15	26	26	Bernardston, . .	0-88

BERKSHIRE COUNTY.

1	1	LEE, ...	$.004-23	27	17	Dalton, ...	$.001-77
5	2	Becket, ...	2-55	15	18	Hinsdale, . . .	1-67
10	3	Tyringham, . .	2-51	16	19	W. Stockbridge, .	1-66
3	4	Sandisfield, . .	2-46	17	20	Stockbridge, . .	1-64
6	5	Monterey, . . .	2-43	18	21	Mt. Washington, .	1-61
4	6	Florida, ...	2-41	20	22	Williamstown, .	1-56
8	7	Pittsfield, . . .	2-32	28	23	Gt. Barrington, .	1-55
21	8	Adams, ...	2-29	22	24	Hancock, . . .	1-41
2	9	Savoy, ...	2-21	24	25	Egremont, . . .	1-38
7	10	N. Marlborough, .	2-17	25	26	Sheffield, . . .	1-35
12	11	Washington, . .	2-12	11	27	Lenox, ...	1-33
9	12	Clarksburg, . .	2-11	23	28	Lanesborough, .	1-29
26	13	Windsor, . . .	2-01	31	29	N. Ashford, . .	1-25
13	14	Otis, ...	1-88	30	30	Richmond, . . .	1-23
19	15	Alford, ...	1-82	29	31	Cheshire, . . .	1-16
14	16	Peru, ...	1-78				

* Including Agawam.

† Included in West Springfield.

Digitized by Google

NORFOLK COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	QUINCY, . . .	$.004-12	13	13	Cohasset, . . .	$.002-54
5	2	Stoughton, . . .	4-12	17	14	Walpole, . . .	2-46
3	3	Weymouth, . .	4-08	6	15	Medway, . . .	2-42
4	4	Roxbury,* . . .	3-76	19	16	Brookline, . . .	2-41
7	5	Dedham, . . .	3-49	20	17	Dover, ...	2-37
9	6	Braintree, . . .	3-32	16	18	Franklin, . . .	2-31
8	7	Dorchester, . .	3-24	12	19	Bellingham, . .	2-30
2	8	Foxborough, . .	3-09	18	20	Sharon, ...	2-04
10	9	Needham, . . .	3-01	21	21	Canton, ...	2-02
15	10	Randolph, . . .	3-01	22	22	Medfield, . . .	1-74
11	11	Wrentham, . .	2-93			W. Roxbury,† .	
14	12	Milton, ...	2-88				

BRISTOL COUNTY.

1	1	ATTLEBOROUGH,	$.005-70	12	11	Dighton, . . .	$.002-55
3	2	Mansfield, . . .	3-82	8	12	Easton, ...	2-54
4	3	Taunton, . . .	3-78	9	13	Fall River, . . .	2-54
2	4	Pawtucket, . . .	3-27	15	14	Fairhaven, . . .	2-46
5	5	Berkley, . . .	3-06	19	15	Swanzey, . . .	2-21
14	6	Raynham, . . .	2-91	16	16	Norton, ...	2-10
10	7	Seekonk, . . .	2-68	13	17	Rehoboth, . . .	1-65
6	8	Freetown, . . .	2-65	17	18	Westport, . . .	1-57
11	9	New Bedford, . .	2-68	18	19	Dartmouth, . .	1-45
7	10	Somerset, . . .	2-59				

PLYMOUTH COUNTY.

1	1	ABINGTON, . .	$.004-43	13	14	Hanson, . . .	$.002-39
2	2	Plymouth, . . .	4-04	14	15	Kingston, . . .	2-34
8	3	Middleborough,‡ .	3-55	15	16	Halifax, . . .	2-34
3	4	N. Bridgewater, .	3-36	16	17	W. Bridgewater, .	2-32
4	5	Hingham, . . .	3-02	17	18	Carver, ...	2-30
7	6	Rochester,‖ . .	2-62	18	19	South Scituate, .	2-27
10	7	Pembroke, . . .	2-61	6	20	Scituate, . . .	2-25
12	8	Bridgewater, . .	2-59	9	21	Wareham, . . .	2-22
21	9	Hull, ...	2-50	19	22	Duxbury, . . .	1-93
11	10	Marshfield, . . .	2-49			Lakeville,§ . . .	
5	11	E. Bridgewater, .	2-46			Marion,** . . .	
20	12	Hanover, . . .	2-45			Mattapoisett,** .	
22	13	Plympton, . . .	2-42				

* Including West Roxbury.
† Included in Roxbury.
‡ Including Marion and Mattapoisett.
‖ Including Lakeville.
§ Included in Rochester.
** Included in Middleborough.

Digitized by Google

BARNSTABLE COUNTY.

For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.	For 1857-8.	For 1858-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools equivalent to mills and hundredths of mills.
1	1	WELLFLEET, .	$.009-51	10	8	Yarmouth, . . .	$.003-35
2	2	Orleans, . . .	6-14	11	9	Barnstable, . .	3-28
3	3	Brewster, . . .	5-37	12	10	Dennis, ...	3-13
5	4	Harwich, . . .	4-76	7	11	Sandwich, . . .	3-04
9	5	Chatham, . . .	4-55	8	12	Provincetown, .	2-88
4	6	Truro, ...	4-08	13	13	Falmouth, . . .	2-43
6	7	Eastham, . . .	3-87				

DUKES COUNTY.

2	1	TISBURY, . . .	$.003-60	3	3	Chilmark, . . .	$.001-06
1	2	Edgartown, . .	2-98				

NANTUCKET COUNTY.

NANTUCKET, ...	$.002-38

Digitized by Google

A GRADUATED TABLE—Second Series.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1857–8.

For 1857-8.	For 1858-9.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	1	BARNSTABLE, ...	$.003-69	$32,334 25	$503 80	$32,838 05	$8,897,349 74	$2,298 85
2	2	Middlesex, ...	3-37	280,544 37	92 63	280,637 00	83,264,719 50	520 80
3	3	Norfolk, ...	3-23	151,535 81	602 50	152,138 31	47,034.521 56	978 85
4	4	Plymouth, ...	2-95	55,717 03	970 37	56,687 40	19,200,668 00	740 00
5	5	Essex, ...	2-90	162,807 47	1,306 11	164,113 58	56,556,466 89	85 00
7	6	Bristol, ...	2-68	104,317 27	807 53	105,124 80	39,243,560 00	15 24
6	7	Dukes, ...	2-65	4,500 00	–	4,500 00	1,698,005 00	–
9	8	Worcester, ...	2-45	135,211 12	635 00	135,846 12	55,497,794 00	1,417 40
8	9	Nantucket, ...	2-38	10,950 00	–	10,950 00	4,595,362 00	–
11	10	Hampshire, ...	2-25	29,539 00	422 98	29,961 98	13,331,240 00	3,533 35
10	11	Hampden, ...	2-19	48,065 00	1,539 90	49,604 90	22,621,220 77	3,972 48
12	12	Franklin, ...	2-16	23,876 17	294 00	24,170 17	11,211,309 00	5,134 52
13	13	Berkshire, ...	1-98	33,538 53	617 65	34,156 18	17,197,607 00	10,612 92
14	14	Suffolk, ...	1-45	317,219 32	–	317,219 32	217,587,172 00	–

AGGREGATE FOR THE STATE.

14 Counties, ...	$.002-34	$1,390,382 34	$7,852 47	$1,398,234 81	$597,936,995 46	$29,309 41

Digitized by Google

Arrangement of the Counties, according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for public schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1857-8.	For 1858-9.	COUNTIES.	Percentage of Valuation—equivalent to mills and hundredths of mills.
1	1	BARNSTABLE,	$.004-00
2	2	Middlesex,	3-38
3	3	Norfolk,	3-25
4	4	Plymouth,	2-99
5	5	Essex,	2-90
7	6	Bristol,	2-68
6	7	Dukes,	2-65
13	8	Franklin,	2-61
11	9	Berkshire,	2-60
8	10	Hampshire,	2-51
12	11	Worcester,	2-47
10	12	Nantucket,	2-38
9	13	Hampden,	2-37
14	14	Suffolk,	1-45
		Aggregate for the State,	$.002-39

Digitized by Google

GRADUATED TABLES—Third Series.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths), when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

Digitized by Google

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1858–9.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ERVING, .	78	89	1.14-10	34	Tisbury, . .	397	358	.90-30
2	Hawley, . .	173	152	1.10-95	35	Townsend, .	397	355	.89-42
3	Boxborough,	94	96	1.02-66	36	Phillipston, .	181	160	.88-67
4	Barre, . .	485	497	1.02-47	37	Monroe, . .	59	52	.88-14
5	Shrewsbury,	275	278	1.01-09	38	Nahant, . .	67	59	.88-06
6	Athol, . .	472	471	.99-79	39	Southwick, .	200	176	.88
7	Marion, . .	194	191	.98-71	40	Upton, . .	359	315	.87-74
8	Boylston, .	142	140	.98-59	41	Greenwich, .	134	117	.87-69
9	Northboro', .	277	273	.98-56	42	Brookfield, .	388	339	.87-50
10	Templeton, .	447	438	.98-10	43	W.Roxbury,	905	791	.87-46
11	N.Braintree,	155	151	.97-54	44	Deerfield, .	609	529	.86-86
12	Warwick, .	204	198	.97-06	45	Princeton, .	264	229	.86-74
13	Westminster	350	338	.96-57	46	Ware, . .	726	629	.86-71
14	Rutland, .	250	241	.96-40	47	Cummington,	184	159	.86-68
15	Charlton, .	376	360	.95-74	48	Harvard, .	313	271	.86-58
16	Oakham, .	211	202	.95-73	49	Lincoln, . .	108	93	.86-57
17	Westboro', .	472	451	.95-66	50	Granby, . .	183	157	.86-07
18	Plymouth, .	1,265	1,202	.95-02	51	Plainfield, .	105	90	.85-71
19	Brighton, .	533	503	.94-47	52	Coleraine, .	394	337	.85-53
20	Sterling, . .	319	299	.93-73	53	Hatfield, .	200	171	.85-50
21	Berlin, . .	189	177	.93-65	54	Raynham, .	310	264	.85-32
22	Bellingham,	270	252	.93-52	55	Paxton, . .	146	126	.85-27
23	Ashland, .	222	208	.93-09	56	Holliston, .	635	540	.85-12
24	Warren, . .	318	295	.92-92	57	N.Brookfield,	505	429	.85-05
25	Hubbardston	378	350	.92-59	58	Malden, . .	945	802	.84-92
26	Royalston, .	315	291	.92-38	59	Brookline, .	717	608	.84-87
27	Dracut, . .	329	303	.92-25	60	Stoneham, .	450	381	.84-78
28	Tewksbury,	205	188	.91-71	61	Melrose, . .	436	369	.84-75
29	Weston, . .	215	196	.91-40	62	Sunderland,	212	179	.84-67
30	Dunstable, .	81	74	.91-36	63	Winchester,	382	323	.84-55
31	Orange, . .	359	326	.90-95	64	Sharon, . .	241	203	.84-44
32	Sherborn, .	226	205	.90-71	65	Sudbury, .	308	259	.84-09
33	Natick, . .	788	713	.90-48	66	Orleans, . .	398	334	.84-04

Digitized by Google

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Wellfleet, .	565	473	.83-81	11	Eastham, .	160	126	.79-06
68	Worthington,	236	197	.83-69	115	Rowe, . .	164	129	.78-96
69	Yarmouth, .	533	446	.83-68	116	Chelmsford,	463	363	.78-91
70	N. Salem, .	253	211	.83-60	117	S. Danvers, .	1,173	925	.78-86
71	Mendon, .	265	221	.83-58	118	Russell, . .	123	97	.78-86
72	Holland, .	91	76	.83-52	129	Somerville, .	1,330	1,045	.78-57
73	Peru, . . .	91	76	.83-52	120	Bolton, . .	265	208	.78-49
74	Wendell, .	166	138	.83-13	122	S. Hadley, .	420	329	.78-45
75	S. Scituate,	326	271	.83-13	123	Reading, .	502	393	.78-29
76	Gardner, .	482	400	.83-09	124	Methuen, .	462	361	.78-25
77	Shelburne, .	238	197	.82-98	125	Lynn, . .	3,147	2,459	.78-14
78	Carlisle, . .	126	104	.82-94	126	Roxbury, .	4,094	3,195	.78-04
79	Stowe, . .	307	249	.82-18	127	Waltham, .	1,012	789	.78-01
80	Medford, .	819	673	.82-17	128	Lynnfield, .	161	125	.77-95
81	Wayland, .	224	184	.82-14	129	Monson, . .	469	365	.77-83
82	Spencer, .	517	424	.82-11	130	Pepperell, .	365	284	.77-81
83	Chatham, .	563	462	.82-06	131	Northbridge,	468	364	.77-78
84	Littleton, .	189	155	.82-01	132	Heath, . .	170	132	.77-65
85	Pelham, . .	174	142	.81-90	133	Easton, . .	579	449	.77-63
86	Lunenburg,	243	198	.81-69	134	Northfield, .	364	282	.77-61
87	Acton, . .	386	315	.81-61	135	Otis, . . .	183	142	.77-60
88	N. Bedford, .	3,756	5,060	.81-48	136	Dorchester, .	1,656	1,285	.77-60
89	Boxford, .	218	177	.81-42	137	Amesbury, .	612	476	.77-53
90	Cohasset, .	412	334	.81-19	138	Belchertown	546	423	.77-47
91	Edgartown, .	363	294	.81-13	139	W. Cambridge	457	354	.77-46
92	Medfield, .	184	149	.80-98	140	Nantucket, .	1,240	960	.77-46
93	Petersham, .	314	278	.80-96	141	Shirley, . .	249	192	.77-31
94	Cambridge, .	4,372	3,536	.80-89	142	Kingston, .	313	241	.77-16
95	Chelsea, . .	2,129	1,721	.80-86	143	Milford, . .	1,207	931	.77-13
96	Montague, .	363	293	.80-85	144	Williamsburg	295	227	.77-12
97	Leominster,	673	544	.80-83	145	Boston, . .	28790	22182	.77-05
98	Charlestown,	4,243	3,425	.80-73	146	Ludlow, . .	285	219	.77-02
99	Richmond, .	192	155	.80-73	147	Oxford, . .	475	365	.76-84
100	Hanson, . .	263	212	.80-61	148	Gill, . . .	166	127	.76-81
101	Leverett, .	232	187	.80-68	149	Lexington, .	387	296	.76-62
102	Dedham, .	1,037	835	.80-52	150	Prescott, .	127	97	.76-38
103	Lowell, . .	5,552	4,445	.80-06	151	Dana, . .	200	152	.76-25
104	Sturbridge, .	415	332	.80	152	Blandford, .	259	197	.76-25
105	Ashfield, .	282	225	.79-96	153	Ashburnham,	481	366	.76-09
106	Billerica, .	353	282	.79-88	154	Holden, . .	404	307	.75-99
107	Dighton, . .	355	283	.79-86	155	Wrentham, .	698	530	.75-93
108	Quincy, . .	1,312	1,047	.79-80	156	Douglas, . .	395	299	.75-70
109	Danvers, .	885	705	.79-66	157	Lancaster, .	360	272	.75-69
110	Framingham,	787	626	.79-54	158	Truro, . .	432	327	.75-69
111	Windsor, .	205	163	.79-51	159	Ashby, . .	263	199	.75-62
112	Winchendon,	467	370	.79-34	160	Wilmington,	160	121	.75-62
113	Marshfield, .	369	292	.79-27	161	Gloucester, .	2,035	1,538	.75-60
114	Fitchburg, .	1,241	938	.79-21	162	Provincetown	360	475	.75-40

Digitized by Google

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
163	Monterey, .	176	132	.75-28	211	Shutesbury,	203	143	.70-69
164	Chesterfield,	177	133	.75-14	212	Chester, . .	271	191	.70-66
165	N. Chelsea, .	140	105	.75	213	Southboro', .	336	237	.70-54
166	Weymouth, .	1,386	1,039	.74-96	214	Westhampton	112	79	.70-54
167	Marblehead,	1,329	993	.74-75	215	Franklin, .	387	273	.70-54
168	Montgomery	71	53	.74-65	216	Walpole, .	340	239	.70-44
169	Fairhaven, .	1,049	782	.74-55	217	Foxborough,	478	336	.70-40
170	Stoughton, .	944	703	.74-47	218	Bridgewater,	651	456	.70-12
171	Ipswich, . .	614	456	.74-35	219	Goshen, . .	81	61	.70-11
172	N. Reading,	224	166	.74-33	220	Clinton, . .	610	427	.70-08
173	Norton, . .	410	304	.74-27	221	Woburn, .	1,133	793	.70-04
174	S. Reading,	576	427	.74-23	222	Egremont, .	190	133	.70
175	Scituate, .	418	310	.74-16	223	Abington, .	1,433	1,003	.69-99
176	Mansfield, .	414	306	.73-91	224	Pembroke, .	245	171	.69-80
177	Cheshire, .	296	218	.73-82	225	Haverhill, .	1,548	1,079	.69-73
178	Medway, .	553	407	.73-69	226	Whately, .	203	141	.69-70
179	Essex, . .	281	211	.73-52	227	Leyden, . .	165	115	.69-70
180	Middleboro',	907	666	.73-48	228	Dennis, . .	826	575	.69-67
181	Wales, . .	147	108	.73-47	229	Halifax, . .	181	126	.69-61
182	Middlefield,	128	94	.73-44	230	Randolph, .	1,150	800	.69-57
183	Tolland, . .	128	94	.73-44	231	Georgetown,	394	274	.69-54
184	Bedford, . .	207	152	.73-43	232	Springfield,	2,675	1,856	.69-38
185	Conway, .	335	246	.73-43	233	Beverly, . .	1,138	788	.69-29
186	Swampscott,	315	231	.73-33	234	W. Newbury	429	297	.69-23
187	Duxbury, .	480	350	.73-02	235	Wareham, .	717	496	.69-18
188	Salem, . .	3,428	2,496	.72-83	236	Braintree, .	666	460	.69-07
189	Longmeadow,	252	183	.72-82	237	Charlemont,	225	155	.68-89
190	Hadley, . .	396	287	.72-47	238	Taunton, .	2,796	1,924	.68-81
191	Westfield, .	898	649	.72-27	239	Bernardston,	203	158	.68-70
192	Hopkinton, .	711	513	.72-15	240	Rochester, .	254	174	.68-70
193	Sandisfield, .	314	234	.72-15	241	Salisbury, .	649	445	.68-64
194	Chicopee, .	1,220	818	.72-01	242	Uxbridge, .	584	400	.68-58
195	Lakeville, .	232	167	.71-98	243	Saugus, . .	385	263	.68-44
196	Auburn, . .	154	110	.71-75	244	Dudley, . .	353	246	.68-41
197	Manchester,	356	254	.71-49	245	Rowley, . .	242	165	.68-39
198	Westport, .	625	447	.71-52	246	Watertown,	716	489	.68-30
199	Hanson, . .	323	230	.71-36	247	Brewster, .	312	213	.68-27
200	Weston, . .	1,333	949	.71-23	248	Buckland, .	357	243	.68-21
201	Seekonk, .	440	313	.71-14	249	Wenham, .	235	160	.68-09
202	Rehoboth, .	431	306	.71-11	250	Concord, .	423	288	.68-09
203	W. Brookfield,	313	221	.71-06	251	Needham, .	486	329	.67-80
204	Huntington,	235	167	.71-06	252	Agawam, .	281	190	.67-80
205	W. Stockb'ge,	314	233	.71-02	253	Wilbraham,	443	299	.67-49
206	Carver, . .	231	166	.70-94	254	Worcester, .	4,078	2,751	.67-47
207	Canton, . .	614	435	.70-85	255	Leicester, .	612	412	.67-32
208	Swanzey, .	260	184	.70-87	256	Freetown, .	355	239	.67-32
209	Greenfield, .	395	421	.70-76	257	Falmouth, .	596	401	.67-28
210	Hardwick, .	306	216	.70-75	258	Groton, . .	644	433	.67-24

Digitized by Google

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
259	Marlboro', .	829	557	.67-19	297	Southbridge,	768	463	.60-35
260	N.Marlboro',	338	227	.67-16	298	Easthampton,	253	152	.60-28
261	W. Boylston,	472	315	.66-84	299	Millbury, .	692	415	.59-97
262	Granville, .	271	181	.66-79	300	Alford, . .	146	87	.59-93
263	Sutton, . .	522	348	.66-74	301	Mt.Washing'n	72	43	.59-72
264	Burlington,.	111	74	.66-67	302	Berkley, . .	233	139	.59-66
265	Dover, . .	150	100	.66-67	303	Fall River, .	2,781	1,654	.59-49
266	Southampton	217	144	.66-59	304	Newburyport	2,583	1,536	.59-48
267	Middleton, .	199	132	.66-33	305	Gt. Barring'n	675	399	.59-19
268	Rockport, .	687	455	.66-23	306	W.Bridgewa'r	366	215	.58-74
269	Tyngsboro',	136	90	.66-18	307	Winthrop, .	100	58	.58-50
270	Becket, . .	314	223	.65-54	308	Sandwich, .	1,017	593	.58-31
271	Tyringham,	190	124	.65-53	309	Grafton, . .	885	514	.58-08
272	Amherst, .	624	408	.65-46	310	Washington,	196	113	.57-91
273	Harwich, .	838	545	.65-04	311	Pittsfield, .	1,581	910	.57-59
274	Brimfield, .	274	178	.64-96	312	Plympton, .	223	126	.56-73
275	N. Bridgew'r,	1,174	761	.64-86	313	Northampton	1,284	726	.56-58
276	Attleboro', .	1,191	768	.64-48	314	Mattapoisett,	336	190	.56-55
277	Hancock, .	159	109	.64-47	315	Chilmark, .	133	74	.55-64
278	Lawrence, .	2,610	1,681	.64-41	316	Lanesboro', .	255	141	.55-29
279	W.Springfield	378	242	.64-15	317	N. Ashford, .	30	16	.55
280	Enfield, . .	227	145	.64-10	318	Somerset, .	313	171	.54-99
281	Savoy, . .	190	121	.63-95	319	Williamstown	572	313	.54-81
282	Hingham, .	760	485	.63-88	320	Hinsdale, .	342	155	.54-24
283	Florida, . .	154	97	.63-31	321	Adams, . .	1,314	707	.53-84
284	Milton, . .	544	344	.63-24	322	Clarksburg, .	110	59	.53-64
285	Blackstone, .	982	618	.62-93	323	Topsfield, .	236	126	.53-60
286	Andover, .	937	588	.62-81	324	Hull, . . .	64	34	.53-12
287	Dalton, . .	258	162	.62-79	325	Lee, . . .	1,003	529	.52-79
288	E.Bridgewa'r	680	426	.62-65	326	Newbury, .	288	152	.52-78
289	Dartmouth, .	785	487	.62-10	327	Bradford, .	285	149	.52-28
290	Westford, .	311	211	.61-88	328	Stockbridge,	436	215	.49-31
291	Groveland, .	259	160	.61-78	329	Webster, .	558	269	.48-21
292	Hamilton, .	154	94	.61-36	330	Shefiield, .	625	299	.47-92
293	Holyoke, .	810	496	.61-30	331	Lenox, . .	402	191	.47-67
294	Barnstable, .	1,069	651	.60-90	332	Pawtucket, .	883	410	.46-49
295	N. Andover,	475	289	.60-84		Belmont,* .			
296	Palmer, . .	834	505	.60-55		Marshpee Dis.	57	49	.85-96

* Newly incorporated.

Digitized by Google

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1858–9.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. 74.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CHELSEA, .	2,129	1,721	.80-86	3	N. Chelsea, .	140	105	.75
2	Boston, . .	28790	22182	.77-05	4	Winthrop, .	100	58	.58-50

ESSEX COUNTY.

1	NAHANT, .	67	59	.88-06	18	Beverly, .	1,138	788	.69-29
2	Boxford, .	218	177	.81-42	19	W. Newbury,	429	297	.69-23
3	Danvers, .	885	705	.79-66	20	Salisbury, .	649	445	.68-64
4	S. Danvers, .	1,173	925	.78-86	21	Saugus, . .	385	263	.68-44
5	Methuen, .	462	361	.78-25	22	Rowley, . .	242	165	.68-39
6	Lynn, . .	3,147	2,459	.78-14	23	Wenham, .	235	160	.68-09
7	Lynnfield, .	161	125	.77-95	24	Middleton, .	199	132	.66-33
8	Amesbury, .	612	474	.77-53	25	Rockport, .	687	455	.66-23
9	Gloucester, .	2,035	1,538	.75-60	26	Lawrence, .	2,610	1,681	.64 41
10	Marblehead,	1,329	993	.74-75	27	Andover, .	937	588	.62-81
11	Ipswich, . .	614	456	.74-35	28	Groveland, .	259	160	.61-78
12	Essex, . .	287	211	.73-52	29	Hamilton, .	154	94	.61-36
13	Swampscott,	315	231	.73-33	30	N. Andover,	475	289	.60-84
14	Salem, . .	3,428	2,496	.72-83	31	Newburyport	2,583	1,536	.59-48
15	Manchester,	356	254	.71-49	32	Topsfield, .	236	126	.53-60
16	Haverhill, .	1,548	1,079	.69-73	33	Bradford, .	285	149	.52-28
17	Georgetown,	391	274	.69-54	34	Newbury, .	288	152	.52-78

Digitized by Google

MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BOXBORO',	94	96	1.02-66	27	Billerica,	353	282	.79-88
2	Brighton,	533	503	.94-47	28	Framingham,	787	626	.79-54
3	Ashland,	222	208	.93-69	29	Chelmsford,	460	363	.78-91
4	Dracut,	329	303	.92-25	30	Somerville,	1,330	1,045	.78-57
5	Tewksbury,	205	188	.91-71	31	Reading,	502	393	.78-29
6	Weston,	215	196	.91-40	32	Waltham,	1,012	789	.78-01
7	Dunstable,	81	74	.91-36	33	Pepperell,	365	284	.77-81
8	Sherborn,	226	205	.90-71	34	W.Cambridge	457	354	.77-46
9	Natick,	788	713	.90-48	35	Shirley,	249	192	.77-31
10	Townsend,	397	355	.89-42	36	Lexington,	387	296	.76-62
11	Lincoln,	108	93	.86-57	37	Ashby,	263	199	.75-67
12	Holliston,	635	540	.85-12	38	Wilmington,	160	121	.75-62
13	Malden,	945	802	.84-92	39	N. Reading,	224	166	.74-33
14	Stoneham,	450	381	.84-78	40	S. Reading,	576	427	.74-22
15	Melrose,	436	369	.84-75	41	Bedford,	207	152	.73-43
16	Winchester,	382	323	.84-55	42	Hopkinton,	711	513	.72-15
17	Sudbury,	308	259	.84-09	43	Newton,	1,333	949	.71-23
18	Carlisle,	126	104	.82-94	44	Woburn,	1,133	793	.70-04
19	Stowe,	303	249	.82-18	45	Watertown,	716	489	.68-30
20	Medford,	819	673	.82-17	46	Concord,	423	288	.68-09
21	Wayland,	224	184	.82-14	47	Groton,	644	433	.67-24
22	Littleton,	189	155	.82-01	48	Marlborough	829	557	.67-19
23	Acton,	386	315	.81-61	49	Burlington,	111	74	.66-67
24	Cambridge,	4,372	3,536	.80-89	50	Tyngsboro',	136	90	.66-18
25	Charlestown	4,243	3,425	.80-73	51	Westford,	341	211	.61-88
26	Lowell,	5,552	4,445	.80.06		Belmont,*			

WORCESTER COUNTY.

1	BARRE,	485	497	1.02-47	14	Berlin,	189	177	.93-65
2	Shrewsbury,	275	278	1.01-09	15	Warren,	318	295	.92-92
3	Athol,	472	471	.99-79	16	Hubbardston	378	350	.92-59
4	Boylston,	142	140	.98-59	17	Royalston,	315	291	.92-38
5	Northboro',	277	273	.98-56	18	Phillipston,	181	160	.88-67
6	Templeton,	447	438	.98-10	19	Upton,	359	315	.87-74
7	N.Braintree,	155	151	.97-54	20	Brookfield,	388	339	.87-50
8	Westminster,	350	338	.96-57	21	Princeton,	264	229	.86-74
9	Rutland,	250	241	.96-40	22	Harvard,	313	271	.86-58
10	Charlton.	376	360	.95-74	23	Paxton,	146	124	.85-27
11	Oakham,	211	202	.95-73	24	N.Brookfield,	505	429	.85-05
12	Westborough	472	451	.95-66	25	Mendon,	265	221	.83-58
13	Sterling,	319	299	.93-73	26	Gardner,	482	400	.83-09

* Newly incorporated.

Digitized by Google

WORCESTER COUNTY—Continued.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	Spencer, .	517	424	.82-11	43	Auburn, . .	154	110	.71-75
28	Lunenburg, .	243	198	.81-69	44	W. Brookfield	311	221	.71-06
29	Petersham, .	314	278	.80-96	45	Hardwick, .	306	216	.70-75
30	Leominster,	673	544	.80-83	46	Southboro', .	336	237	.70-54
31	Sturbridge, .	415	332	.80	47	Clinton, . .	610	427	.70-08
32	Winchendon	467	370	.79-31	48	Uxbridge, .	584	400	.68-58
33	Fitchburg, .	1,241	983	.79-21	49	Dudley, . .	353	246	.68-41
34	Bolton, . .	265	208	.78-49	50	Worcester, .	4,078	2,751	.67-47
35	Northbridge,	468	364	.77-78	51	Leicester, .	612	412	.67-32
36	Milford, . .	1,207	931	.77-13	52	W. Boylston,	472	315	.66-84
37	Oxford, . .	475	365	.76-84	53	Sutton, . .	522	348	.66-76
38	Dana, . .	200	152	.76-25	54	Blackstone, .	982	618	.62-93
39	Ashburnham,	481	366	.76-09	55	Southbridge,	768	463	.60-35
40	Holden, . .	404	307	.75-99	56	Millbury, .	692	415	.59-97
41	Douglas, . .	395	299	.75-70	57	Grafton, . .	885	514	.58-08
42	Lancaster, .	360	272	.75-69	58	Webster, .	558	269	.48-21

HAMPSHIRE COUNTY.

1	GREENWICH	131	117	.87-69	13	Chesterfield,	177	133	.75-14
2	Ware, . .	726	629	.86-71	14	Middlefield,	128	94	.73-44
3	Cummington,	184	159	.86-68	15	Hadley, . .	396	287	.72-47
4	Granby, . .	183	157	.86-07	16	Huntington,	235	167	.71-06
5	Plainfield, .	105	90	.85-71	17	Westhampt'n,	112	79	.70-54
6	Hatfield, .	200	171	.85-50	18	Goshen, . .	87	61	.70-11
7	Worthington,	236	197	.83-69	19	Southampt'n,	217	144	.66-59
8	Pelham, . .	174	142	.81-90	20	Amherst, .	624	408	.65-46
9	S. Hadley, .	420	329	.78-45	21	Enfield, . .	227	145	.64-10
10	Belchertown,	516	423	.77-47	22	Easthampton,	253	152	.60-28
11	Williamsburg	295	227	.77-12	23	Northampt'n,	1,284	726	.56-58
12	Prescott, .	127	97	.76-38					

HAMPDEN COUNTY.

1	SOUTHWICK,	200	176	.88	6	Blandford, .	259	197	.76-25
2	Holland, .	91	76	.83-52	7	Montgomery	71	53	.74-65
3	Russell, . .	123	97	.78-86	8	Wales, . .	147	108	.73-47
4	Monson, . .	469	365	.77-83	9	Tolland, . .	128	94	.73-44
5	Ludlow, . .	285	219	.77-02	10	Longmeadow	252	183	.72-82

Digitized by Google

HAMPDEN COUNTY—Continued.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Westfield, .	898	649	.72-27	17	Granville, .	271	181	.66-79
12	Chicopee, .	1,220	878	.72-01	18	Brimfield, .	274	178	.64-96
13	Chester, . .	271	191	.70-66	19	W.Springfield	378	242	.64-15
14	Springfield, .	2,675	1,856	.69-38	20	Holyoke, .	810	496	.61-30
15	Agawam, .	281	190	.67-79	21	Palmer, . .	834	505	.60-55
16	Wilbraham,	443	299	.67-49					

FRANKLIN COUNTY.

1	ERVING, .	78	89	1.14-10	14	Ashfield, .	282	225	.79-96
2	Hawley, . .	137	152	1.10-95	15	Rowe, . .	164	129	.78-96
3	Warwick, .	204	198	.97-06	16	Heath, . .	170	132	.77-65
4	Orange, . .	359	326	.90-95	17	Northfield, .	364	282	.77-61
5	Monroe, . .	59	52	.88-14	18	Gill, . . .	166	127	.76-81
6	Deerfield, .	609	529	.86-86	19	Conway, . .	335	246	.73-43
7	Coleraine, .	394	337	.85-53	20	Greenfield, .	595	421	.70-76
8	Sunderland,	212	179	.84-67	21	Shutesbury,	203	143	.70-69
9	N. Salem, .	253	211	.83-60	22	Whately, .	203	141	.69-70
10	Wendell, .	166	138	.83-13	23	Leyden, . .	165	115	.69-70
11	Shelburne, .	238	197	.82-98	24	Charlemont,	225	155	.68-89
12	Montague, .	363	293	.80-85	25	Bernardston,	230	158	.68-70
13	Leverett, .	232	187	.80-60	26	Buckland, .	357	243	.68-21

BERKSHIRE COUNTY.

1	PERU, . .	91	76	.83-52	17	Alford, . .	146	87	.59-93
2	Richmond, .	192	155	.80-73	18	Mt. Wash'ton,	72	43	.59-72
3	Windsor, .	205	163	.79-51	19	Gt.Barringt'n	675	399	.59-19
4	Otis, . . .	183	142	.77-60	20	Washington,	196	113	.57-91
5	Monterey, .	176	132	.75-28	21	Pittsfield, .	1,581	910	.57-59
6	Cheshire, .	296	218	.73-82	22	Lanesboro', .	255	141	.55-29
7	Sandisfield, .	325	234	.72-15	23	N. Ashford, .	30	16	.55
8	W. Stockb'ge,	314	223	.71-02	24	Williamstown	572	313	.54-81
9	Egremont, .	190	133	.70	25	Hinsdale, .	342	185	.54-24
10	N. Marlboro',	338	227	.67-16	26	Adams, . .	1,314	707	.53-84
11	Becket, . .	341	223	.65-54	27	Clarksburg,	110	59	.53-64
12	Tyringham,	190	124	.65-53	28	Lee, . . .	1,003	529	.52-79
13	Hancock, .	159	102	.64-47	29	Stockbridge,	436	215	.49-31
14	Savoy, . .	190	121	.63-95	30	Sheffield, .	625	299	.47-92
15	Florida, . .	154	97	.63-31	31	Lenox, . .	402	191	.47-67
16	Dalton, . .	258	162	.62-79					

Digitized by Google

NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BELLINGH'M	270	252	.93-52	13	Stoughton, .	944	703	.74-47
2	W. Roxbury,	905	791	.87-46	14	Medway, .	553	407	.73-69
3	Brookline, .	717	608	.84-87	15	Canton, . .	614	435	.70-85
4	Sharon, . .	241	203	.84-44	16	Franklin, .	387	273	.70-54
5	Cohasset, .	412	334	.81-19	17	Foxborough,	478	336	.70-40
6	Medfield, .	184	149	.80-98	18	Walpole, .	340	239	.70-44
7	Dedham, .	1,037	835	.80-52	19	Randolph, .	1,150	800	.69-57
8	Quincy, . .	1,312	1,047	.79-80	20	Braintree, .	666	460	.69-07
9	Roxbury, .	4,094	3,195	.78-04	21	Needham, .	486	329	.67-80
10	Dorchester,.	1,656	1,285	.77-60	22	Dover, . .	150	100	.66-67
11	Wrentham,.	698	530	.75-93	23	Milton, . .	544	344	.63-24
12	Weymouth,	1,386	1,039	.74-96					

BRISTOL COUNTY.

1	RAYNHAM,	310	264	.85-32	11	Swanzey, .	260	184	.70-77
2	N. Bedford,.	3,756	3,060	.81-48	12	Taunton, .	2,796	1,924	.68-81
3	Dighton,. .	355	283	.79-86	13	Freetown, .	355	239	.67-32
4	Easton, . .	579	449	.77-63	14	Attleborough,	1,191	768	.64-48
5	Fairhaven, .	1,049	782	.74-55	15	Dartmouth,.	785	487	.62-10
6	Norton, . .	410	304	.74-27	16	Berkley,. .	233	139	.59-66
7	Mansfield, .	414	306	.73-91	17	Fall River, .	2,781	1,654	.59-49
8	Westport, .	625	447	.71-52	18	Somerset, .	311	171	.54-99
9	Seekonk, .	440	313	.71-14	19	Pawtucket, .	883	410	.46-49
10	Rehoboth, .	431	306	.71-11					

PLYMOUTH COUNTY.

1	MARION, .	194	191	.98-71	14	Abington, .	1,433	1,003	.69-99
2	Plymouth, .	1,265	1,202	.95-02	15	Pembroke, .	245	171	.69-80
3	S. Scituate,.	326	271	.83-13	16	Halifax, . .	181	126	.69-61
4	Hanson, . .	263	212	.80-61	17	Wareham, .	717	496	.69-18
5	Marshfield, .	369	292	.79-27	18	Rochester, .	254	174	.68-70
6	Kingston, .	313	241	.77-16	19	N.Bridgewa'r,	1,174	761	.64-86
7	Scituate, .	418	310	.74-16	20	Hingham, .	760	485	.63-88
8	Middleboro'.	907	666	.73-48	21	E.Bridgewa'r,	680	426	.62-65
9	Duxbury, .	480	350	.73-02	22	W. Bridgew'r,	366	215	.58-74
10	Lakeville, .	232	167	.71-98	23	Plympton, .	223	126	.56-73
11	Hanover, .	323	230	.71-36	24	Mattapoisett,	336	190	.56-55
12	Carver, . .	234	166	.70-94	25	Hull, . . .	64	34	.53-12
13	Bridgewater,	651	456	.70-12					

Digitized by Google

BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ORLEANS, .	398	334	.84-05	8	Dennis, . .	826	575	.69-67
2	Wellfleet, .	565	473	.83-81	9	Brewster, .	312	213	.68-27
3	Yarmouth, .	533	446	.83-68	10	Falmouth, .	596	401	.67-28
4	Chatham, .	563	462	.82-06	11	Harwich, .	838	545	.65-04
5	Eastham, .	160	126	.79-06	12	Barnstable, .	1,069	651	.60-90
6	Truro, . .	432	327	.75-69	13	Sandwich, .	1,017	593	.58-31
7	Provincetown	630	475	.75-40					

DUKES COUNTY.

1	TISBURY, .	397	358	.90-30	3	Chilmark, .	133	74	.55-64
2	Edgartown, .	363	294	.81-13					

NANTUCKET COUNTY.

NANTUCKET, ...	1,240	960	.77-46

MARSHPEE DISTRICT.

MARSHPEE, ...	57	49	.85-96

Digitized by Google

TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE *of their Children upon the Public Schools, for the year* 1858–9.

	COUNTIES.	Ratio of attend., &c.
1	DUKES,	.81-41
2	Franklin,	.79-40
3	Middlesex,	.79-34
4	Nantucket,	.77-46
5	Suffolk,	.77-24
6	Worcester,	.77
7	Norfolk,	.76-21
8	Hampshire,	.72-71
9	Plymouth,	.72-22
10	Barnstable,	.70-88
11	Bristol,	.70-73
12	Essex,	.70-45
13	Hampden,	.69-62
14	Berkshire,	.59-44

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State,	220,379
Mean average attendance,	163,314
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals,	.74

Digitized by Google

ERRATUM.—In the Recapitulation of Abstracts of Returns, page 40, the number of male teachers in Plymouth County is given as 301, instead of 130, and of female teachers as 298 instead of 469. The aggregate for the State, therefore, is 2,023 male teachers instead of 2,194, and 8,180 female teachers instead of 8,009. The totals for the county are correctly given on page 33.

Digitized by Google

INDEX.

REPORT OF BOARD OF EDUCATION AND OF ITS SECRETARY.

Abstracts of School Reports, 3, *et seq.* (See Abstracts of School Reports.)
Agents of the Board, 10, 38.
Attendance upon Public Schools, 37, 111, *et seq.* (See Abstracts of School Reports, from 111 to 209.

Board of Education, Report of, 5.
Agents of, 10, 38.
constitution, duties, and powers of, 66, *et seq.*
Bridgewater Normal School, 6.
Report of Visitors of, 17.

Crime in its relation to ignorance, 59.
circular with inquiries, 59.
results of inquiries, 61.

District System, laws of 1859 abolishing it, 74.
reasons for abolishing it, 75, *et seq.*
not a promoter of popular liberty, 79.

Framingham Normal School, 7.
Report of Visitors of, 12.

Manufactures in relation to Public Schools, 39, circular and answers, 41, *et seq.*
conclusions concerning, 53, *et seq.*
Miscellaneous Topics. (See Abstract of School Reports, 210, *et seq.*)
Municipal System of Schools, advantages of, 76, *et seq.*

Normal Schools, 5, 68.

Primary Schools. (Abstract of School Reports, 212, 219, 223, *et seq.*)

Report of Board of Education, 5.
Visitors of the Normal School at Framingham, 12.
Westfield, 14.
Bridgewater, 17.
Salem, 21.
Treasurer of the Board, 27.
Secretary of the Board, 33.

Salem Normal School, 6.
Report of Visitors of, 21; plan of building of, 26.
School Committees' Reports, abstracts of, 1, *et seq.* (See Abstracts, 26.)
relate to district system, 3.
attendance, 111, and miscellaneous topics, 210.

Digitized by Google

School Districts, 8, Abstracts of School Reports, 2, *et seq.*
School Fund, amount of, 69, apparent decrease of, 69.
income of, how expended, 70, *et seq.*, to be increased, 74.
Schools, Public, progress and statistics of, 8, 34, 37.
attendance upon, 37, increased, 65. (See Abstract of Committees' Reports, 111, *et seq.*)
in manufacturing towns, 39; circulars and answers, 41, *et seq.*
moral benefits of in preventing crime, 59.
circular and inquiries, 59; results, 61.
regulations of. (See Abstract of School Reports, 226.)
moral instruction in. (Abstract of Schcol Reports, 229, *et seq.*)
Secretary of Board of Education, Report of, 5.
State Scholarships, 10.

Teachers' Associations, 10.
Institutes, 9.
number of, where held, 9, 38.
instructors of, 38.
Teacher, number of pupils for one, 21. (Abstract of School Reports, 210.)
failures of, 217.
duties of, and directions for, 262, *et seq.*
Treasurer's Report, 27.

Westfield Normal School, 7.
Report of Visitors of, 14.

ABSTRACT OF SCHOOL REPORTS.

Extracts Relating to the District System and District Schools.

	Page.		Page.
Agawam,	61	Concord,	15
Alford,	68	Conway,	52
Amesbury,	3	Cummington,	45
Amherst,	44		
Andover,	4	Dana,	27
Ashby,	8	Dedham,	84
Athol,	25	Deerfield,	55
Attleborough,	90	Dennis,	106
		Dracut,	15
Barnstable,	105	Duxbury,	98
Bedford,	9		
Bellingham,	76	East Bridgewater,	99
Berkley,	91	Eastham,	107
Bernardston,	50	Easthampton,	45
Billerica,	10	Easton,	92
Boylston,	26	Erving,	56
Braintree,	80		
Buckland,	50	Fairhaven,	92.
		Falmouth,	107
Canton,	81	Florida,	70
Carlisle,	11	Franklin,	84
Carver,	98		
Charlemont,	53	Gardner,	29
Chatham,	106	Grafton,	29
Chelmsford,	11	Granby,	46
Chesterfield,	44	Great Barrington,	70

Digitized by Google

	Page.		Page.
Hancock,	71	Randolph,	86
Hanson,	100	Rehoboth,	96
Hardwick,	30	Rochester,	104
Harwich,	108	Russell,	65
Hawley,	57		
Hinsdale,	71	Shirley,	22
Holden,	32	Shrewsbury,	37
Holliston,	17	Southbridge,	40
		South Danvers,	6
Lee,	72	South Hadley,	48
Lexington,	17	Stoughton,	89
Lincoln,	18	Sunderland,	60
Lunenburg,	33	Swanzey,	97
Medfield,	85	Townsend,	23
Middleborough,	102		
Monson,	62	Uxbridge,	41
Monterey,	73		
		Walpole,	90
North Andover,	4	Webster,	42
North Bridgewater,	102	Wendell,	61
Northfield,	57	Westfield,	66
		Westhampton,	49
Orange,	58	Weston,	24
		Westport,	97
Paxton,	34	Winchendon,	43
Pepperell,	20	Windsor,	75
Petersham,	35	Wilbraham,	67
Plainfield,	46		
Plympton,	103		
Princeton,	35	Yarmouth,	109

Extracts Relating to Attendance.

Abington,	192	Clarksburg,	177
Acton,	125	Clinton,	137
Agawam,	169	Concord,	130
Amherst,	152	Conway,	156
Ashburnham,	136		
Ashland,	127	Dedham,	180
		Deerfield,	157
Barnstable,	198		
Becket,	176	Eastham,	201
Belchertown,	152	Edgartown,	208
Blandford,	170	Enfield,	153
Bolton,	137	Erving,	163
Boxford,	111	Essex,	112
Brewster,	200		
Brighton,	127	Fairhaven,	186
Brookfield,	137	Fall River,	186
Burlington,	128	Falmouth,	202
		Fitchburg,	138
Canton,	179	Foxborough,	180
Carlisle,	129	Franklin,	182
Carver,	193		
Charlestown,	129	Gardner,	139
Chesterfield,	152	Gloucester,	113

Digitized by Google

	Page.
Great Barrington,	177
Greenwich,	154
Hadley,	155
Hamilton,	115
Hardwick,	140
Haverhill,	116
Hawley,	163
Holyoke,	170
Hull,	194
Ipswich,	116
Kingston,	193
Lancaster,	141
Lawrence,	117
Leicester,	141
Leyden,	164
Longmeadow,	170
Marblehead,	110
Marshfield,	195
Medford,	131
Methuen,	120
Monson,	171
Montgomery,	172
Newburyport,	121
New Salem,	165
Northbridge,	142
North Brookfield,	142
Norton,	187
Orange,	168
Oxford,	143
Pawtucket,	188
Paxton,	143
Pelham,	155
Pembroke,	197
Pittsfield,	178
Plympton,	197
Randolph,	184
Raynham,	188
Reading,	131
Rockport,	121
Roxbury,	185
Royalston,	144
Salisbury,	122
Sandwich,	203
Saugus,	122
Seekonk,	190
Shrewsbury,	145
Somerville,	132
Southampton,	156
South Reading,	132
Springfield,	173
Stowe,	133
Sudbury,	133
Taunton,	191
Tisbury,	209
Topsfield,	122
Truro,	203
Tyngsborough,	134
Upton,	146
Wareham,	198
Watertown,	134
Webster,	147
Wellfleet,	206
Wendell,	168
Wenham,	124
West Boylston,	149
Westminster,	150
Weston,	135
Whately,	169
Winchendon,	150
Winchester,	135
Worcester,	150
Yarmouth,	208

Extracts Relating to Miscellaneous Topics.

	Page.
Ashfield,	255
Billerica,	230
Boston,	210
Boxborough,	231
Brewster,	277
Brighton,	231
Brimfield,	259
Brookline,	266
Cambridge,	233
Chelsea,	215
Chicopee,	259
Danvers,	216
Dover,	266
East Bridgewater,	276

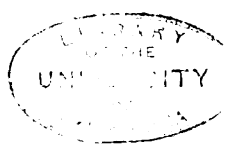
Digitized by Google

	Page.
Fairhaven,	270
Fall River,	271
Granby,	253
Leominster,	245
Littleton,	234
Lowell,	235
Lynn,	219
Manchester,	221
Mansfield,	272
Medford,	237
Mendon,	246
Milford,	246
Milton,	267
Montague,	256
Nahant,	222
Needham,	268
New Bedford,	275
Newburyport,	226
Newton,	237
North Reading,	241
Plainfield,	255
Provincetown,	277
Rockport,	226
Royalston,	248
Templeton,	250
Salem,	228
Shutesbury,	256
Somerville,	242
Southbridge,	249
Spencer,	250
Springfield,	262
Swampscott,	229
Warren,	250
Warwick,	257
Wilmington,	243
Winchendon,	251
Winchester,	244
Winthrop,	216
Worcester,	251
Wrentham,	269
Yarmouth,	278

APPENDIX.

Abstract of School Returns, i.
tabular statements of, ii.
recapitulation of, xl.

Tables, graduated, 1st series, showing the sum appropriated for each child between 5 and 15, xliii.
2d series, showing the ratio of the valuation of the towns to their appropriation, lxi.
3d series, showing the ratio of the mean average attendance to the number of children in each town between 5 and 15, lxxiv.



Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

FOURTEEN DAY USE
RETURN TO DESK FROM WHICH BORROWED

This book is due on the last date stamped below, or on the date to which renewed.
Renewed books are subject to immediate recall.

14 May'55 P.C.
MAY 4 1955
ICLF (N)

18 Aug'64DY

REC'D LD
JUN 9 '65 -12 M

APR 26 1968 50
RECEIVED
MAY 25 '68-9 AM

LD 21-100m-2,'55
(B139s22)476

General Library
University of California
Berkeley

Digitized by Google

YC 22993

L 160
.B2
v.23

117860

Mass.

Digitized by Google