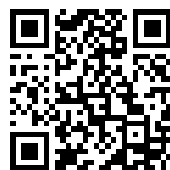

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NINETEENTH ANNUAL REPORT

OF THE

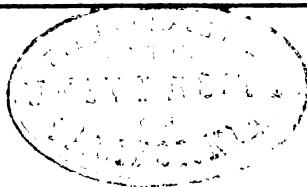
BOARD OF EDUCATION,

TOGETHER WITH THE

NINETEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.



NINETEENTH
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NINETEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

The Board of Education respectfully present to the Legislature their Nineteenth Annual Report:

The results of the past year seem calculated, if possible, to increase the confidence of the State in its system of public instruction. Not that our system is perfect; but there is among the people a universal interest, which has been manifested in increased appropriations for the support of schools, in the erection of improved schoolhouses, and in the demand for well qualified teachers. This progress, so satisfactory to the friends of education, and so essential to a system of instruction eminently popular, is evidence that the judgment of the people harmonizes with the policy which the legislature has seen fit to pursue.

The appropriations for the school year 1853-4, including only the wages of teachers, board and fuel, were 1,013,472.26; and for the year 1854-5, the appropriations for the same purposes were 1,137,407.76; being an increase of 123,935.50, equal to 12 per cent.

This is a larger advance than has ever before taken place in the Commonwealth, whether we regard the aggregate or the ratio. These appropriations were self-imposed by the people, and it is not known that they have in any section been the subject of general complaint. But, on the other hand, the majority of the people seem to consider that the support of the common schools is an indispensable element of public prosperity, and that their influence affects favorably the material, as well as moral and intellectual interests of the State. It is thought that the operations

and measures of the Board of Education, in connection with its Agencies, the Teachers' Institutes, and Normal Schools, have been favorably received.

Professor Alpheus Crosby and Rev. Augustus R. Pope are the Agents of the State, under the Resolve of March 17, 1853, and we respectfully refer to their reports for specific information concerning the nature and extent of their labors. These gentlemen have been kindly received in every part of the State, and we are assured that they have rendered important services in the cause of education.

The reports of the visitors of the Normal Schools furnish satisfactory evidence of the prosperity and usefulness of these institutions. Mr. George N. Bigelow is now the Principal of the Normal School at Framingham, in place of Rev. Eben S. Stearns, whose resignation was accepted at the close of the last term.

This school is at present the smallest of the four ; but we feel confident that it will soon receive large additions to its numbers. Several causes have concurred to affect it unfavorably. While the school was at Newton, a large number of pupils were furnished by the city of Boston, which has now a Normal School of its own. The removal of the school may have weakened it for the time, and since the last Annual Report the entire corps of teachers has been changed. It is not possible that any system or supervision could have withstood, without loss or injury, the influence of all these circumstances. It is probable that the depression is only temporary, and that the labors and zeal of the teachers now employed, aided by the increasing demand for Normal instructors, will soon place this school in the desired position.

It was stated in the Eighteenth Report of this Board, that the Normal School at Salem was under the direction of Mr. Richard Edwards. This gentleman has since been appointed Principal, and his management seems to have been quite successful. The school is the largest of the four, but this is due in part to its location in a city which furnishes one-fifth of the pupils, and is also the railway centre of a large population.

The schools at Bridgewater and Westfield are in a prosperous condition, and are both fortunate in the well-deserved confidence of the public. We think it just and proper to say, that the Normal System is now exerting more influence than at any former period of our history ; yet, all the difficulties in the way of com-

plete success have not been overcome. The candidates for admission are not always properly qualified, owing, as we suppose, to the imperfect character of the public schools in which most of the applicants have received their preliminary education. In proportion, however, as the public system is improved,—and the Normal Schools are a principal agency in the work of improvement,—the evil of which we speak will diminish.

There are also some failures among the graduates of the Normal Schools. All persons are not endowed by nature with the proper qualifications for teachers. Defects are sometimes so radical as to render their removal beyond the reach of any general system of education; in such cases we can only hope to ameliorate their influence. The Normal Schools do not produce these failures, but on the other hand, they render them less signal and disastrous. Nor is it by any means admitted that the proportion of failures among educated teachers is greater than in other professional classes.

We present* the following statistics in relation to the Normal Schools:—

						Admitted in 1855.	Graduated in 1855.
Bridgewater,	.	.	.	.	.	85	35
Framingham,	.	.	.	.	.	22	30
Salem,	.	.	.	.	.	70	—
Westfield,	.	.	.	.	.	89	27
						266	92

Number of Pupils in the several Normal Schools.

	Junior Class.	Middle Class.	Senior Class.	Total.	Males.	Females.	Total.
Bridgewater,	35	27	6*	68	24	44	68
Framingham,	12	9	14	35	—	35	35
Salem,	33	35	53	121	—	121	121
Westfield,	58	33	17	108	18	90	108
	138	104	90	332	42	290	332

* Resident Graduates.

Residence of the Pupils admitted in the year 1855.

	MASSACHUSETTS BY COUNTIES.														Total In State	From other States in the Union.	From foreign countries.	Total.
	Barnstable.	Plymouth.	Middlesex.	Essex.	Norfolk.	Bristol.	Hampshire.	Hampden.	Franklin.	Berkshire.	Worcester.	Suffolk.	Dukes.	Nantucket.				
Bridgewater,	3	25	9	7	10	8	-	-	-	6	1	1	3	73	12	-	85	
Framingham,	-	-	9	2	1	1	-	-	-	4	1	-	-	18	4	-	22	
Salem,	-	2	8	53	1	-	-	-	-	1	1	-	-	66	3	1	70	
Westfield,	-	2	3	5	1	3	11	22	7	8	23	-	-	85	4	-	89	
	3	29	29	67	13	12	11	22	7	8	34	3	1	3	242	23	1	266

Two classes of twelve students each, have entered the several colleges of the Commonwealth upon the foundation established by the Act of 1853. Sufficient time has not elapsed to justify an opinion of the merits of this measure, based upon experience; yet every circumstance known to the Board of Education leads to the conclusion that the expectations of the State will be fully realized. The specific object of the Act is to furnish competent teachers for the high schools; and there has never been a time when the demand for such teachers was greater. There are probably one hundred high schools in Massachusetts, and the number of towns required by law to maintain such schools is annually increasing. These schools ought all to be supplied with well educated, thorough teachers. In addition to this manifest want of our own, there is a constant, and in some cases, pressing demand, for teachers of different grades to go into other States. This demand has in a few instances borne hard upon our own schools. It is not, of course, the primary object of our system to furnish teachers for other States, nor does it seem to be wise to attempt any restriction. It is no trifling compliment to our system of public instruction, that it furnishes teachers whose services are desired by the citizens and governments of other States.

Rev. Barnas Sears, D. D., who was appointed Secretary of the Board of Education in September, 1848, resigned the office on the 24th of August last, and on the 7th of September Hon. George S. Boutwell was appointed his successor.

The Board feel that by the resignation of Dr. Sears, the cause of popular education in Massachusetts lost a zealous, faithful, and highly cultivated supporter and friend. His administration was eminently calculated to conciliate public sentiment in favor of education, to consolidate the system, and to bring it into harmony with the wants of the people and the policy of the legislature. During Dr. Sears' administration great progress has been made. The appropriations have been increased, schoolhouses and apparatus have been improved, and the professional character of teachers has been elevated and their influence extended. We are sensible that these changes are in a high degree owing to the labors and wise counsels of the late Secretary. On his retirement from the service of the State, the Board of Education unanimously adopted the following Resolutions:—

At a meeting held August 30, 1855, the Board of Education, having received a communication from the Rev. Dr. Sears, informing them of his having accepted the place of President of Brown University, and in consequence tendering his resignation of his office of Secretary of the Board,

Resolved, That while they regret the loss of Dr. Sears' very valuable services, they cannot object to the step which he has taken, but rather rejoice at his being advanced to a seat of such dignity and honor, and entering upon a new sphere of usefulness and responsibility, and congratulate the friends of the University upon obtaining, to occupy that place, a person of such eminent qualifications for the high office.

Resolved, That the members of this Board will long retain a most respectful and affectionate remembrance of the wise and prudent course of Dr. Sears in devising and suggesting measures, and of the faithful, energetic, kind and courteous manner in which he has executed the purposes of the Board; conciliating opposition by his liberality and gentlemanly deportment, and enlisting co-operation by his disinterested earnestness.

Resolved, That the hearty good wishes of the members of the Board will accompany Dr. Sears into his new sphere of action, with their sincere prayers that God's favor may rest upon him always.

Since the passage of the foregoing Resolutions Dr. Sears has acquired a new claim upon our consideration and gratitude. His

Seventh, and last Annual Report, is a paper of unusual value, and we commend it to the careful consideration of the State. It presents the dangers to which our system of education is exposed, and the necessity of strengthening those moral influences by which they are to be avoided. We have thought fit to provide for the circulation of this Report according to the limited means at our disposal.

HENRY J. GARDNER.
SIMON BROWN.
MARK HOPKINS.
EDWARD OTHEMAN.
ISAAC DAVIS.
HENRY WHEATLAND.
HOSEA BALLOU, 2d.
ARIEL PARISH.
CORNELIUS C. FELTON.
ALONZO H. QUINT.

Report of the Visitors of the State Normal School at Framingham.

When the last annual report of this school was made, the corps of teachers consisted of Rev. E. S. Stearns, Miss Adeline G. Greely, and Miss Fanny A. Parsons. Rev. Mr. Stearns, who had been the Principal of the school for more than six years, and who had discharged his duties with great fidelity, resigned his office in September last, to take charge of the Female Academy in Albany, New York. Miss Greely, who was an able and accomplished teacher, resigned to take a place in the seminary under the charge of Mr. Stearns. Miss Parsons, a faithful and devoted teacher, resigned on account of ill health. George N. Bigelow was appointed by the Board to fill the vacancy occasioned by the resignation of the Principal. Miss E. G. Hoyt was appointed in place of Miss Greely. Miss Mary E. Wilson, who was appointed a teacher in place of Miss Parsons, tendered her resignation in order to accept of an appointment in the Spingler Institute, in New York city. Hopes of doing more good, and larger salaries, had an influence in inducing these excellent teachers to leave the Normal Schools for other institutions.

The teachers of the school at the present time are, George N. Bigelow, Principal; Misses E. G. Hoyt, Mary E. Bridges, Frances L. R. Babcock.

Mr. Bigelow had spent the two past years in Europe to qualify himself as a teacher. The three assistant teachers are all graduates of the school, and appear to be well qualified to discharge the duties required of them.

The statistics of the school for the past year are as follows:—

Whole number of pupils connected with the school is	78
“ “ “ admitted,	22
“ “ of graduates,	30
“ “ dismissed on account of illness, or a want of proper qualities to make teachers,	12
The average age of the whole school is (years)	19½

The number of Towns represented in Massachusetts is	44
The whole number of Towns represented is	53
The number of Counties,	9
“ “ . of States,	6

Barnstable County has sent 4 ; Bristol, 2 ; Norfolk, 6 ; Suffolk, 5 ; Plymouth, 1 ; Essex, 8 ; Hampden, 1 ; Worcester, 12 ; Middlesex, 30.

Maine has sent 3 ; New Hampshire, 3 ; Vermont, 1 ; Connecticut, 1 ; New York, 1.

The improvements on the grounds about the school have been completed, except the bank wall in front, and the setting out of trees in the rear. The appropriation made for this purpose will cover the expenditures. The street from the station on the Agricultural Road to the school-house, is about completed, which will make the school more accessible to those scholars who board at home and come in daily by the trains.

Respectfully submitted,

ISAAC DAVIS, *Chairman.*

*Report of the Visitors of the Bridgewater State Normal School,
December 14, 1855.*

This school is steadily advancing in its capability and means of training teachers. It continues to receive that attention and patronage which its admirable management under the former and the present Principal, has so unqualifiedly justified.

The whole number of pupils during the year, is as follows :—

44th term, closing March 9, 1855,	20	males,	18	females—	38
45th “ “ August 7, “	27	“	39	“	66
46th, current term, . . .	36	“	53	“	89
					193

The number of pupils entering the school each term is as follows :—

44th term, 8 males, 7 females,	15
45th “ 9 “ 23 “	32
46th “ 15 “ 22 “	37
Whole number for the year,	84

The average ages of those who entered are :—

44th term . males, 21 years ; females, 17 years.	
45th “ . “ 20 $\frac{1}{2}$ “ “ 18 $\frac{1}{2}$ “	
46th “ . “ 18 $\frac{1}{2}$ “ “ 19 “	
Average for the year, “ 20 $\frac{1}{3}$ “ “ 18 $\frac{1}{15}$ “	

Of those entering classes, nineteen members had previously been engaged in teaching.

The towns represented by the pupils entering this year are : Abington, 1 ; Ashby, 1 ; Athol, 2 ; Attleborough, 2 ; Boston, 1 ; Braintree, 1 ; Bridgewater, 13 ; Canton, 1 ; Chatham, 1 ; Danvers, 4 ; Dartmouth, 1 ; Dennis, 1 ; Easton, 1 ; Framingham, 2 ; Franklin, 1 ; Gloucester, 1 ; Kingston, 1 ; Lawrence, 1 ; Lexington, 2 ; Marblehead, 1 ; Middleboro', 1 ; Nantucket, 3 ; Newton, 1 ; New Bedford, 1 ; Northboro', 1 ; North Bridgewater, 1 ; Pembroke, 1 ; Plymouth, 4 ; Randolph, 1 ; Rehoboth, 1 ; Roxbury, 1 ; Sterling, 2 ; Sturbridge, 1 ; Taunton, 1 ; Tisbury, West, 1 ; Wellfleet, 1 ; West Bridgewater, 2 ; Weston, 1 ; Weymouth, 3 ; Woburn, 2 ; Worcester, 1 ; Wrentham, 2 ; Candia, N. H., 1 ; Derry, N. H., 1 ; Hanover, N. H., 2 ; Francestown, N. H., 1 ; Kingston, R. I., 1 ; Lincoln, Me., 1 ; Newport, Me., 1 ; Bellville, N. Y., 1 ; New Hamburg, N. Y., 1 ; Saratoga, N. Y., 1 ; West Eaton, N. Y., 1.

The Counties of Massachusetts thus represented :—

Barnstable County,	3
Bristol “	7
Dukes “	1
Essex “	7
Middlesex “	9
Nantucket “	3
Norfolk “	10
Plymouth “	24

Suffolk County,	1
Worcester "	7—72
Other States :—	
Rhode Island,	1
Maine,	2
New Hampshire,	5
New York,	4—12
	84

The fathers of these pupils represent the following occupations : Farmers, 30 ; Machinists and Mechanics, 10 ; Merchants, 7 ; Grocers, 2 ; Shoemakers, 5 ; Retired Manufacturer, 1 ; Clergymen, 3 ; Sea Captains, 3 ; Carpenter, 1 ; Ship Carpenter, 1 ; Railroad Agent, 1 ; Expressman, 1 ; Manufacturer of earthen ware, 1 ; Manufacturer of tin ware, 1 ; Shoe Dealer, 1 ; Teacher, 1 ; Land Surveyor, 1 ; Manufacturer of cotton gins, 1 ; Custom House Officer, 1 ; Brick Maker, 1 ;—Deceased, 10.

During the year, five pupils were obliged to leave school in consequence of ill health—one on account of sickness of friends. One left, not qualified to graduate. One young man entered into the mercantile business, having abandoned the idea of teaching. Another young man is about to leave the class next to graduate, having an urgent call to teach at the South.

The number of graduates the past year is 35, viz. :—

44th term, 7 males, 6 females,	13
45th " 3 " 5 "	8

After 9 weeks of the present term, 8 males, 6 females, 14

Owing to the recent introduction of long terms, two classes have been obliged to graduate in the process of a term.

Of the class that has just graduated, all the males, eight in number, are already engaged in teaching in the public schools of the State. And all the other graduates of the year are now, or have been teaching, except two. In regard to these last no certain information has been received.

The average amount of wages which these teachers receive is, male, \$40 per month ; female, \$5 per week.

The whole number of pupils now in daily attendance is sixty-eight.

Twelve pupils have received pecuniary aid from the State appropriation, during the past year. The amount which they received is \$303. It may be gratifying to hear the testimony of the Principal in relation to them and former beneficiaries. He says: "The *character* of these pupils is such as we may hope *much* from. I know but a single instance in which an individual has been aided, who is not likely to become an excellent teacher."

In one instance, an individual receiving such aid, has abandoned the idea of teaching. It may be proper to inquire whether, in such a case, the money bestowed for a specified object, should not be refunded by the party when practicable.

The arrangement made by the Board requiring two long terms a year, instead of three shorter ones, in the Normal Schools, has gone into effect in this school during the past year. The longer period of study to be pursued by the attendants at this school, in addition to other views of progress, has required some advance and extension in the course of study. An attempt has been made to enlarge the scope of these studies, so as to adapt them, as much as possible, to impart mental strength and development, and an accurate and liberal culture, in view of the great object of the school. This course of study was not sufficiently matured to be published in the catalogue or circular of the School sent out last August. For these, and other reasons which will be noticed, it is proposed to publish it in connection with this Report.

No little difficulty has been experienced in carrying out, at Bridgewater, the expressed will of the Board relative to having a model school connected with each Normal School. Though the citizens of the town manifest a disposition favorable to the interests of the Normal School, and this disposition is, we think, increasing, still, for various reasons, no connection of the school with any town school has been formed that has promised either permanence or utility. The Principal has endeavored to establish such a connection as would not only be mutually agreeable, but be especially efficient in accomplishing the main design contemplated—the practical training of the Normal Pupils. But his efforts have been fruitless, and he has ventured to adopt certain methods of practical training within the Normal School itself. The Committee are of the opinion that this plan is worthy of special consideration.

In his report at the close of the last winter term, the Principal observes: "It has been a matter of much study and investigation with me, how to impart judicious instruction in respect to teaching and management in our common schools,—these instructions having reference more particularly to preparing the graduating class during the last term of their course. After endeavoring to awaken the conscience to *feel* the responsibilities and duties that devolve upon the teacher, I have sought to draw out the experience of such members of the class as have been engaged in the work. Here I have found materials that come in *naturally* to deepen the interest in these instructions, and apparently adapted to make them effectual.

"I have also selected individuals (each taking his turn) to give exercises in teaching before the class; after which I have called for suggestions and criticisms from its different members, adding also my own. In this way there seems to have been produced something of a very *practical* and available character to aid the pupils in their future work; in its nature, however, not showy.

"In respect to didactics, it has appeared to me that they must be given more or less at every lesson, and in connection with the subjects in hand. Ways and methods,—authors and their works,—seem to come up then in a natural course, and with impressive distinctness, and thus to be of practical value."

During the succeeding term, he introduced the arrangement, since continued, by which certain recitations are conducted by the more advanced students, in the classes less advanced. This arrangement is noted in the Plan of Study herewith presented.

In his report at the close of that term in August last, he says: "From further experience, I am more convinced of the adaptation of these methods to giving instruction in regard to teaching and discipline in our public schools. In connection with the careful study of the school laws of the State, and of the Constitution of the United States, I find it very easy to lead on the minds of the pupils to a just conception of the necessity of good *government* in our schools, and of the importance of *real character* in the teacher."

And in a report made a day or two since, he remarks: "So far as I am able to judge, this course of studies appears to be admirably fitted for our special object—that of preparing competent and skilful teachers for our public schools. The feature of it

which seems to promise *much*, is that of requiring pupils by turns to go thoroughly into the practice of teaching. This arrangement gives the Principal an opportunity of rendering more effectual aid in the attainment of good methods; and, in some measure, of making the theory of teaching become a matter of life and reality.

“As an element looking to the same end, and also for securing more practice in the application of the principles involved in the lessons, I have divided a large class into sections of five or six pupils each, with a leading pupil for each section. These leading pupils conduct a part of the recitation in their own sections, in the presence of the teacher. This affords the teacher an opportunity to discover the special wants of each pupil, and to adapt his instructions accordingly. The design is to have these sections different for two or three of the different branches pursued, in order to bring as many of the pupils as possible into the actual business of teaching.”

A few words may be allowed in fuller explanation of the Plan of Study herewith presented, and in reference to the method of using it.

The three terms of study in the school, naturally occasion the division of the pupils into three classes, designated as Junior, Middle, and Senior. The plan exhibits the branches of study, and the days and hours when they come up in recitation, so that each pupil sees at a glance what his work is, and when it will be required. This plan, in manuscript, is placed under glass in a frame. The right side of the frame is so cut as to allow a piece of Bristol board, on which are written the names of certain advanced pupils as teachers, at certain hours, to be passed in and out at pleasure. This piece of board is represented on the right of the table of studies, and is changed with a change of these pupils.

Plan of Study and Instruction in the State Normal School at Bridgewater, Mass.

MORNING.

Hours.		MONDAY AND FRIDAY.				STUDENTS TEACHING.				
9	to 9½	 Devotional Exercises.								
9½	to 10-10	{ Juniors. }	Arithmetic.	{ Mid. Class. }	Arithmetic.	{ Seniors. }	Miss Taft, Arithmetic.			
10½	to 11		1st Latin.		2d Latin.					
11½	to 12		Algebra.		Algebra.					
TUESDAY AND THURSDAY.										
9	to 9½	 Devotional Exercises.								
9½	to 10½	{ Juniors. }	Geometry.	{ M. Class. }	Nat. Philos.	{ Seniors. }	Mr. Tourtellotte, Geometry. Miss Taft, Arithmetic.			
10½	to 12		Arithmetic.		Arithmetic.					
WEDNESDAY.										
8½	to 8½	 Devotional Exercises.								
8½	to 9½	Physiology.		Logic.		Rhetoric.				
9-35	to 10-35	 Compositions.								
10-45	to 12	 Music.								
SATURDAY.										
8½	to 8½	 Devotional Exercises.								
8½	to 9½	{ Juniors. }	Philosophy.	{ M. Class. }	Logic.	{ Seniors. }	Mr. Crooker, Physiology. Mr. Copeland, Algebra. Miss Robbins, Grammar.			
9-35	to 10-35		Algebra.		Algebra.					
10-45	to 11-40		Grammar.		Grammar.					
11-45	to 12	 Moral Philosophy and Duties.								

AFTERNOON.

1½* to 1-40 Writing and Spelling every P. M.

MONDAY AND THURSDAY.

1-40 to 2½	Reading.	Mid. Class.	Reading.	Book-Keeping.	Miss Taft, Reading.
2-35 to 3½	Grammar.		Grammar.	Grammar.	Miss Robbins, Grammar.
3½ to 4½	Geography.		Geography.	Geog'y, or Industrial Drawing.	Miss Robbins, Geography.

TUESDAY AND FRIDAY.

1-40 to 2½	Reading.	Mid. Class.	Reading.	Reading.	Miss Taft, Reading.
2-35 to 3½	Ment. Arith.		Eng. Language.	Theory of Teaching and School Laws.	
3½ to 4½	Geography.		Geography.	Surveying and Ind. Drawing.	Miss Robbins, Geography.
4½ to 4½	General Exercise, every P. M.				

* These are the hours for the Winter Term, those for the Summer Term are a half hour later.

At the close of the last term, Mr. J. Lincoln, Jr., resigned his situation as assistant teacher, having been called away by other necessary obligations. His services as teacher were very highly esteemed. The vacancy has been supplied by the appointment of Mr. Leander A. Darling, another graduate of the school, who has been successfully employed thus far, the present term.

For several years a lyceum has been conducted by members of this school, in which other young persons of the place have united. It has been the conviction of those having charge of the school, both Principal and Visitors, that all such elements of improvement should hold an intimate connection with the general management. A judicious and successful endeavor has been made the past year to render the lyceum a legitimate source both of instruction and entertainment to the pupils. The practice of frequent composition, and the instruction adapted to it, now pursued in the school, produce marked results in the lyceum. Its business transactions are all conducted in appropriate and legal forms; and the exercises in reading, speaking, and debating, are such, in general, as to induce and confirm good habits.

By means of a recent appropriation by the Board, more than eighty text and reference books have been added to the library. The reference books are specially valuable. The Geological Observer, by De La Beche, Carpenter's Comparative Physiology, Dana's Mineralogy, Ewbank's Hydraulics, Maury's Physical Geography of the Sea, Mahan's Industrial Drawing, and Lippincott's Pronouncing Gazetteer, among the books lately added, answer important ends, and excite the hope of additional aid in a similar direction.

Instruction in music has been given by Mr. E. Ripley Blanchard, of Boston, once a week, during the last term, and so thus far in the present term. This instruction has been very acceptable; but given at so long intervals—owing to the limited appropriation for music—as to lose much of its real worth. Mr. Blanchard cherishes the idea that elementary instruction in music may be rendered not merely a means of pleasing exercise and personal accomplishment, but also, in the case of Normal pupils, an essential element of didactic training. Indeed, we consider the latter as the only consideration that would justify an appropriation for musical purposes to the Normal School. It must be the very design of employing such instruction to render the

pupils able to make practical use of it in the schools which they may be called to teach. It is hoped that the appropriation for this purpose will be sufficiently enlarged to realize fully this idea in actual results.

Near the commencement of the last term, a Teachers' Institute was held in Bridgewater, which was regularly attended by the pupils of the Normal School, with both interest and profit. During the present term, Professor Guyot delivered a course of nine lectures, which were of signal benefit to the school. Notes of these lectures were taken by the pupils for future examination in the school. He also delivered one course last December, subsequently to the annual meeting.

The Board has appropriated fifty dollars per annum for a course of lectures either on botany or chemistry. This appropriation has not been used the past year, because no suitable time occurred. It is proposed to have a course on chemistry next week, to be given by Mr. Sharpe, who has already given one course there. It is expected that either this appropriation will be continued, or that a new appropriation for the purpose will be made at this session.

Improvements have been effected, to some extent, in the apparatus designed to aid scientific study. A valuable donation was also made for the cabinet by Mr. George B. Emerson, just before his resignation as a member of the Board. Six boxes of geological specimens were presented by him, which will tend to stimulate personal observation and further accumulation.

The Visiting Committee has been gratified to notice the deep interest of the pupils in the excellent advantages afforded them in this school. Evident diligence and thoroughness characterize their studies, and their general deportment is correct and earnest. The relation of the school to the great cause of popular education, seems to affect their minds with due impressiveness. The idea of the Principal is, we trust, becoming inwrought into the constitution and habits of the school. "I am anxious," he says, "to fit our young people to do *faithfully* the work that must devolve upon them in training the youth in our public schools; that they may be specially instrumental in developing a type of citizenship that shall not be the *shame*, but prove the *glory* of the Commonwealth."

For the Visitors,

EDWARD OTHEMAN.

Report of the Visitors of the Westfield State Normal School.

Mr. William H. Wells has recently completed his first year in charge of the school, as successor to Mr. Rowe. Mr. J. W. Dickinson has completed his third year in connection with it, and Miss A. G. Parsons continues as female assistant. The number of pupils has been steadily increasing during the year, and now has as large a number as has ever been connected with it at any one time, viz.: about one hundred, of whom about four-fifths are females.

The central district, having erected new buildings for its use, has withdrawn from the normal building, leaving the lower story free for occupation by the Normal School, which is greatly needed.

The whole number of different pupils in attendance during the year has been 183; 42 in the male department, and 141 in the female department. The whole number admitted during the year has been 106. Of this number 30 were admitted in the fall term, 31 in the winter term, and 45 in the summer term. Of the whole number, 50 had had more or less experience in teaching, previous to their admission.

The number of those who have regularly completed the course of studies during the year, is 27; 10 at the close of the winter term, and 17 at the close of the summer term.

The number in attendance during the different terms of the year has been as follows: fall term, 85; winter term, 73; summer term, 101.

Of these Hampden County has furnished	.	.	59
Worcester	"	"	47
Hampshire	"	"	20
Berkshire	"	"	17
Franklin	"	"	9
Essex	"	"	9
Middlesex	"	"	7
Bristol	"	"	5
Plymouth	"	"	2
Suffolk	"	"	1
Norfolk	"	"	1

Sandwich Islands	1
Kentucky	1
Connecticut	1
Maine	1
New Hampshire	1
Ireland	1—6
	183

Westfield has furnished 41 ; Lunenburg, 7 ; Leverett, 6 ; Great Barrington, 5 ; Southampton, 5 ; Lancaster, 5 ; Worcester, 4. The number from other towns is, in each case, less than 4.

The occupations of the parents of those who have been admitted during the year, are as follows:—

Farmers, . . . 58	Fishermen, . . . 2
Mechanics, . . . 21	Physician, . . . 1
Clergymen, . . . 9	Mariners, . . . 3
Merchants, . . . 7	Inkeeper, . . . 1
Teachers, . . . 3	Gentleman, . . . 1
	106

An attempt has been made during the year, to establish a standard of qualifications that shall be attained, as a condition of graduating. Pupils that reach this standard are entitled to the regular diploma of the institution.

The whole number of applicants during the year for the aid afforded by the State, has been 109 ; 25 in the fall term, 31 in the winter term, and 53 in the summer term.

The average age of the pupils in school during the summer session, was 20 years, 10 months.

Previous to the fall term, a year ago, the amount applied for was less than the sum appropriated to this school, and each applicant received the highest sum allowed by the rules of the Board. The amount applied for during the last fall and winter terms was considerably greater than the amount appropriated to this school for those terms ; but, as there was a balance from previous terms, in favor of the school, each applicant still received the largest sum allowed. Recently, the number of applicants has still further increased, and having no balance from previous terms,

each applicant received only one-half the sum that has been furnished heretofore. This large and sudden reduction falls quite heavily upon some of the pupils, who are entirely dependent upon their own efforts and the aid afforded by the State, to meet the expenses of their course.

We may be allowed, with propriety, perhaps, to suggest to wealthy, benevolent individuals, that there are few objects to which they can devote their contributions, that shall have so extensive and lasting influence for doing good, as in giving efficiency to means of instruction, by assisting worthy and promising individuals in their preparation for their vocation.

This school, it is confidently believed, is accomplishing a good work. Its teachers are all earnest, devoted laborers, and appear to appreciate the responsibility resting upon them in view of the great object to be effected. The pupils, also, manifest an excellent spirit, and are evidently striving to qualify themselves in a thorough manner, for their future duties. •

A. PARISH.

State Normal School at Salem.

At the opening of this school, in September, 1854, Richard Edwards was appointed a temporary Principal. In the month of the following April, his appointment as Principal was unanimously confirmed by the Board. In April last, the visitors were authorized to appoint an additional assistant; Miss Lucy A. Tefft was selected for the situation. The school is accordingly organized with the following teachers: R. Edwards, Principal; Miss Martha Kingman, Miss Elizabeth Weston, and Miss L. A. Tefft, assistants. Mr. E. Ripley Blanchard has given instruction in music during the past year. A course of lectures on Physical Geography has been delivered during the month of November by Prof. A. Guyot.

The number of pupils in the school at the last report, was 65; since admitted, 69; retired or dismissed, on account of illness or want of proper qualifications to become teachers, 13. The present number in the school, 121. Of this number 27 have had

more or less experience in teaching before becoming members of the school, and 43 are graduates from High Schools.

Number in Senior Class,	53
“ Middle, “	35
“ Junior, “	33
Total in school,	121

Towns represented in the school, and number from each:—

Ashby,	1	Lowell,	2
Beverly,	14	Lawrence,	1
Bridgetown, N. S.,	1	Marblehead,	8
Boscawen, N. H.,	1	Melrose,	1
Boxford,	2	Middleton,	7
Chelsea,	1	North Andover,	4
Cambridge,	1	North Bridgewater,	1
Danvers,	8	North Reading,	6
Dedham,	1	Plymouth,	1
Dunstable,	1	Philadelphia, Pa.,	1
Essex,	1	Portsmouth, N. H.,	2
Gloucester,	7	Rockport,	1
Hamilton,	1	Salem,	25
Hampton, N. H.,	1	Salisbury,	1
Ipswich,	2	South Danvers,	2
Kingston,	1	Sterling,	1
Lynn,	7	Wenham,	2
Lynnfield,	4		

Essex County,	97
Middlesex “	12
Plymouth “	3
Worcester “	1
Suffolk “	1
Norfolk “	1
Massachusetts,	115
New Hampshire,	4
Pennsylvania,	1
Nova Scotia,	1
	121

It is very desirable that some appropriation should be made for the purpose of fencing and grading the grounds, and furnishing the school with the necessary apparatus, books, &c., which are so essential to the progress of the scholars in the acquisition of knowledge.

The school appears to be in a good condition, and the teachers are faithful and assiduous in the discharge of their respective duties.

H. WHEATLAND.

TREASURER'S REPORT.

Dr.

THE BOARD OF EDUCATION in account with THOMAS KINNICUTT, Treasurer.

Cr.

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF STATE NORMAL SCHOOLS.

1854. Dec. 13.	To balance due Treasurer on account of this appropriation, as per account settled Dec. 13, 1854,	\$256 09	1854. Dec. 20.	By Amount of Warrant on Treasurer of Commonwealth, on account of this appropriation,	\$4,500 00
1855. Jan. 2.	To sundry payments for Normal School at WESTFIELD— Salary of Principal, three months,	\$375 00	1855. March 28.	By Amount of Warrant on Treasurer of Commonwealth, on account of this appropriation,	3,000 00
	Salary of Assistants, three months,	275 00	June 27.	By Amount of Warrant on Treasurer of Commonwealth, on account of this appropriation,	3,000 00
	Instruction in Music,	40 00	Oct. 2.	By Amount of Warrant on Treasurer of Commonwealth, on account of this appropriation,	3,000 00
	Instruction in Writing,	40 00	Nov. 14.	By Amount of Warrant on account of Special Appropriation to purchase right of School District in Westfield in the Normal School House in that town, as per Resolve, May 2, 1855.	1,500 00
	Bill of Books,	50 00			
	Repairs,	30 00			
	Care of house, wood, attending, &c.,	35 00			
	J. C. Sharp's bill for Lectures on Chemistry,	50 00			
March 13.	Salary of Principal, three months,	375 00			
April 4.	Salary of Assistants, three months,	350 00			
	Contingent expenses,	70 00			
July 12.	W. H. Wells' bill, travelling expenses to meet the Board,	8 40			
	Salary of Principal, three months,	375 00			
	Salary of Assistants, three months,	365 00			
	Contingent expenses,	70 00			
Oct. 1.	Salary of Principal, three months,	375 00			
	Salary of Assistants, three months,	270 00			
	Contingent expenses,	70 00			
Nov. 19.	Remitted Treasurer of First School District in Westfield for the right of said District in Normal School-house, purchased under Resolve of Legislature, passed May 2, 1855,	3,223 40			
		1,500 00			
1855. Jan. 2.	To sundry payments for Normal School at FRAMINGHAM— Salary of Principal, three months,	375 00			
	Salary of Assistants, three months,	241 67			
	P. Briggs' Bill of coal,	269 75			
	Hardy's Express Bill,	9 00			
	Paid Merchants & Farmers' Insurance Company,	28 13			
	Paid People's Insurance Company,	33 00			
	Paid E. S. Stearns for temporary Assistant Teacher,	50 00			
	Salary of Principal, three months,	375 00			
	Salary of Assistants, three months,	128 80			
	Salary of Assistants,	22 00			
	Brunnet's Bill, care of house, &c.,	52 25			
	Brown's Bill, pointing cellar,	1 75			
April 6.	Moulton's Bill, carting,	50			

July	5.	sundry Bills for advertising, &c.,	18 50	
		Coe's Bill, for painting,	6 80	
		Salary of Principal,	375 00	
		Salary of Assistant,	255 15	
		Brunmet's Bill,	14 00	
		Carr's Bill, for repairs,	6 75	
Sept.	12.	Salary of E. S. Stearns, Principal, to Sept. 12, Salary of Miss Greeley, to Sept. 12,	272 00 72 51	
		Coe's Bill, repairs,	15 42	
		Childs' Bill,	2 75	
		Salary of G. N. Bigelow, Principal,	107 15	
		Salary of M. C. Wilson, Assistant,	94 54	
		Salary of E. G. Hoyt, Assistant,	100 00	
		Salary of M. A. Bridge, Assistant,	27 83	
		C. M. Briggs' Bill of Coal,	252 48	
Dec.	4.	M. E. Wilson's Salary, (Assistant Teacher,) from Oct. 1, to this date,	71 43	3,278 57
To sundry Payments for Normal School at BRIDGEWATER—				
1855.	3.	Salary of Principal, three months,	375 00	
	Jan.	Salary of E. C. Hewett, Assistant,	115 00	
		Salary of J. Lincoln, Assistant,	100 00	
		Paul J. C. Sharp, for Lectures on Chemistry,	50 00	
April	4.	Salary of Principal,	375 00	
		Salary of Assistant,	275 00	
		Paul Manufacturers' Insurance Company,	33 75	
June	9.	Salary of Principal,	375 00	
July	5.	Salary of Assistant,	275 00	
		M. Conant's Bill, incidental expenses,	60 14	
Sept.	10.	Burnham & Brothers' Bill of books,	70 72	
Sept.	18.	Burnham & Brothers' Bill of books,	17 60	
Oct.	10.	Salary of Principal,	375 00	
		Salary of Assistant,	275 00	2,832 21
To sundry Payments for Normal School at SALEM—				
1854.	Dec.	Bill of reference books,	68 30	
	13.	Bill of reference books,	43 50	
		Bill of reference books,	70 45	
		Bill of class books,	83 15	215 40
Dec.	20.	Salary of Principal,	300 00	
1855.	Jan.	Salary of Assistant,	187 50	
	3.	Bill of books,	7 40	
		Advertising,	6 00	
		Six Wooden Dividers,	5 00	
		Carried over,	\$506 90	\$11,306 67

Carried over, \$15,000 00

Dr. THE BOARD OF EDUCATION in account with THOMAS KINNICUTT, *Treasurer*—Continued. *Cr.*

		Amount brought over,		Amount brought forward, \$15,000 00	
1855. 3.	To Express,		\$505 90	\$11,305 67	
Jan.	Crayon,		\$1 00	70	
	sundry Bills of books, furniture, &c., purchased by H. Wheat-				
	land,		435 41		
April 2.	Salary of Principal, .		300 00		
	Salary of Assistants,		187 50		
	Contingent Expenses,		12 13		
	Israel Felton's Bill of book cases,		75 00		
	J. Drury's Bill repairs,		2 10		
	N. Berry, care of house,		37 50		
	Salem Register, \$4; W. P. Fuller, \$4.50; Aqueduct Co., \$25,		33 50		
	W. Phelps, hanging bell,		2 30		
	Salem Register, Bill for advertising,		1 00		
	Ives & Streeter's Bill of books,		7 79		
	D. H. Jewett, carpenter's work and stock,		21 24		
	J. Smith, clock,		9 50		
	Erastus Hoyt, carting,		1 25		
	J. Wilkins, carpenter's work,		32 84		
July 9.	Salary of Principal, .		350 00		
	Salary of Assistants,		253 33		
	Stationery, &c.,		6 55		
	John Dike's Bill of coal,		76 75		
	N. Berry, care of house,		38 28		
	Rent of piano,		24 00		
	Insurance of house,		34 00		
	Savory's Express Bill,		5 25		
	Asa Brooks, brushes,		2 12		
	Jason Wilkins, furniture,		56 47		
	James Kimball, furniture,		79 22		
Oct 1.	D. B. Brooks & Brothers, for books,		3 11		
	J. M. Ives, chalk,		75		
	Ives & Smith, books, &c.,		56 80		
	R. Edwards, Principal, salary,		375 00		
	Assistants' salary,		300 00		
	Contingent Expenses,		25 98		
	N. Berry's Bill, care of house, &c.,		40 50		
	Aqueduct Company,		25 00		
	Use of piano,		12 00		
			\$8,461 77		
1854. 16.	To sundry General Payments for State Normal Schools—		79 97		
Dec.	paid for Mural Maps purchased by B. Sears for all the Schools,		3 60	83 57	
	paid for reference books,				

TREASURER'S REPORT.

31

1855.			
Dec. 13.	Balance in hands of Treasurer, on account of this appropriation,	148 99	\$15,000 00

ON ACCOUNT OF APPROPRIATION FOR ERECTING STATE NORMAL SCHOOL-HOUSE AT FRAMINGHAM.

1854.				
Dec. 24.	To paid A. R. Esty, Architect, balance of his Bill,		\$200 00	By balance in hands of Treasurer, on account of this appropriation, at this date. See account settled Dec. 13, 1854.
Feb. 22.	W. & W. R. White's Bill, furnaces, &c.,		400 00	
June 15.	Bill for trees and labor,		16 72	
July 9.	paid Seth Davis, in part for fences, &c.,		100 00	
Aug. 2.	Otis Childs' Bill,		82 43	
	paid Seth Davis for work on grounds, &c.,		150 00	
Sept. 12.	W. & W. R. White's Bill, work on furnaces,		27 62	
	Bailey & Jenkins' Bill, window sashes,		28 65	
Sept. 17.	Seth Davis, for work on grounds and fences,		150 00	
Oct. 26.	Seth Davis, for work on grounds and fences,		150 00	
Dec. 13.	Balance in hands of Treasurer, on account of this appropriation,		314 70	
			\$1,730 49	

ON ACCOUNT OF APPROPRIATION IN AID OF PUPILS ATTENDING STATE NORMAL SCHOOLS.

1855.				
Jan. 27.	To paid E. S. Stearns for Pupils at Framingham School,		\$204 50	By balance in hands of Treasurer on account of this appropriation, Dec. 13, 1854. See account settled at that date,
Feb. 22.	paid E. S. Stearns for Pupils at Framingham School,		31 50	
March 8.	paid E. S. Stearns for Pupils at Westfield School,		416 00	
June 30.	paid E. O. Bennett for Pupils at Bridgewater School,		56 00	
July 6.	paid E. S. Stearns for Pupils at Framingham School,		42 00	
July 25.	paid E. S. Stearns for Pupils at Framingham School,		422 00	
July 27.	paid E. S. Stearns for Pupils at Westfield School,		151 00	
	paid E. O. Bennett for Pupils at Framingham School,		65 00	
Nov. 21.	paid H. Woodman for Pupils at Salem School,		54 00	
Dec. 13.	paid E. O. Bennett for Pupils at Bridgewater School,		311 00	
	Balance in hands of Treasurer, on account of this appropriation,		\$2,185 50	

Dr. THE BOARD OF EDUCATION, in account with THOMAS KINNICUTT, *Treasurer*—Continued. *Cr.*

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF STATE SCHOLARSHIPS.

1855. July 8.	1855. July 7.	1855. July 7.
To paid State Scholars, as follows:		
paid George W. Crosby,	\$100 00	By amount of warrant drawn on State Treasurer, on
paid William H. Fox,	100 00	account of this appropriation,
paid Alfred S. Hartwell,	100 00	
paid Charles H. Leroy,	100 00	
paid Charles D. Sanford,	100 00	
paid J. Grosvenor,	100 00	
paid S. C. Priest,	100 00	
paid A. T. Jones,	100 00	
paid J. F. Fisher,	100 00	
paid J. W. Cross,	100 00	
paid Benjamin Worsell,	100 00	
Balance in hands of Treasurer, on account of this appropriation,		
	\$1,200 00	\$1,200 00

ON ACCOUNT OF THE TODD FUND.

1855. Jan. 9.	1854. Dec. 13.	1854. Dec. 13.
To paid A. Guyot for Lectures on Geography,	\$200 00	By balance in hands of Treasurer, on account of this
paid C. R. Blanchard, Instruction in Singing, Salem School,	64 00	fund, Dec. 13, 1854. See account settled at that
paid C. R. Blanchard, Instruction in Singing, Framingham School,	32 00	date,
paid J. & W. Grunows' bill for Microscopes for all the Normal Schools,	100 00	
paid Burdum & Co.'s bill for four sets Hitchcock's Geology,	98 00	
paid O. Colchester's bill, Instruction in Singing, Framingham School,	50 00	By amount of income of this fund received of Treas-
paid Instruction in Singing, at Westfield School,	50 00	urer of the Commonwealth,
paid E. H. Blanchard, Instruction in Singing, Salem School,	78 00	
paid E. H. Blanchard, Instruction in Singing, Framingham School,	50 00	
paid E. H. Blanchard, Instruction in Singing, Bridgewater School,	60 00	By balance due the Treasurer on this account,
paid Professor A. Guyot, for Lectures on Geography at the Normal Schools,	200 00	
	\$900 00	\$900 00

Dr.

RECAPITULATION.

Cr.

To balance due to Treasurer, on account of Todd Fund, as above stated,	\$155 97	By balance in hands of Treasurer, on account of appropriation for support of State Normal Schools,	\$148 99
General balance in hands of Treasurer, at date of rendering this account,			
Dec. 13, 1855,	778 72	By balance in hands of Treasurer, on account of appropriations for erecting, &c., State Normal School-house at Frammingham,	344 70
		By balance in hands of Treasurer, on account of appropriation in aid of pupils attending State Normal Schools,	341 00
		By balance in hands of Treasurer, on account of appropriation for support of State Scholarships,	100 00
	<u>\$484 69</u>		<u>\$484 69</u>

E. E.

THOS. KINNICUTT, *Treasurer.*

We, the subscribers, have examined the foregoing account, and find it correctly stated and properly vouched.

 ISAAC DAVIS, } *Auditing Committee.*
 ARIEL PARISH, }

NINETEENTH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

TO THE BOARD OF EDUCATION.

GENTLEMEN :—

In submitting this, my last Report, as Secretary of the Board of Education, it would be natural to take a general survey of the present state of education in the Commonwealth, as compared to that of the period when I entered upon my official labors. But as that was made the subject of the last year's Report, I propose in this to point out such defects, and to suggest such improvements in our public schools, not already suggested in former reports, as occur to the mind after a period of seven years' observation. Great progress has been made in education at home and abroad during this period. In the British empire and in the central and northern states of Europe, the public attention has been especially drawn to the subject. In England few topics, except those of war and reform in the government, engage the public mind to an equal degree. The leaders, whose names stand out most conspicuously as the advocates of a national system of education, are not isolated individuals, acting merely from their own personal convictions. They are but the representatives of an immense body of earnest and intelligent men, without whose support no great public measure could be carried. The chief barrier in the way is the connection of the church with the state. In fact, the question of a general system of education in England is essentially a church question. If this were satisfactorily disposed of, all the other parts of a national system could be adjusted with comparative ease. In the free States of our own country but one line of policy is pursued, and that is the encouragement and indefinite improvement of the public schools. It is with them no longer a question whether a universal system of free education shall be maintained, nor whether Christianity shall be recognized in the schools. The advocates of private schools, as the means of popular education, or of secular schools in which religious influence shall have no place, or of sectarian schools in which the distinctive doctrines of particu-

lar creeds shall be taught, have mostly disappeared, having been driven from the field by a force of argument which it was not easy to resist.

The great principle of the necessity of a public system of education, which shall be free to all, may be regarded as theoretically established. The value of this principle is now to be tested by experiment on a very broad scale, no civilized state being willing to leave its subjects in ignorance while others are, by means of that experiment, advancing steadily in power and prosperity. Inasmuch as it is no longer necessary to advocate the theory, it is the more important to guard against mistakes in conducting the experiment.

One of the most common and fatal mistakes made by ardent friends of education is the indulgence of unreasonable hopes, and the maintenance of extravagant views as to what they can effect by means of it. It is often supposed that great results can be produced in a single term of twelve or fifteen weeks. Both teacher and committee aim at this rapid mode of manufacture. True education is that which aids the slow and healthy growth of the mind,—the incorporation into it of principles and the formation of tastes and habits, the full value of which will appear only after mature years have developed their tendencies. The highest and best parts of education are incapable of exhibition. The show made at the close of a term is well enough to amuse children and their fond parents, but is often like that of newly dressed pleasure-grounds, adorned with trees and shrubs fresh from the nursery, having a show of vitality in the foliage, though as yet drawing no sap from the root. Such frostwork of the school-room is soon dissolved and generally passes away with the occasion. All attempts at such premature results of education are nearly useless, and yet our system of employing teachers by the term renders it almost necessary for a teacher who is ambitious of distinction, to lay his plans for that kind of superficial culture and mechanical drill which can be produced in a few weeks, and shown off as evidence of marvellous skill. An experienced educator or observer can, indeed, inspect the processes of education, and judge of their fitness, as an agriculturist can of the preparation of the soil, and of the quality of the seed. But most persons must wait for time to bring forth the fruits of education, before they can form a true judgment of its character. All expectations of triumphant suc-

cess in the schools, founded upon such views of speedy results as those above alluded to, are destined to fail of their fulfilment. And when the people have been misled by these vain hopes, and find themselves in the end bitterly disappointed, the public schools will be in danger of languishing, bleeding from wounds inflicted by their own friends.

There is, moreover, in the ardor of philanthropic enthusiasm, danger of overlooking the limitations of the teacher's power. While that power is great, when properly sustained by collateral influences, it has yet many limitations, partly from the nature of the human mind, and partly from peculiar circumstances. One of these limitations is to be found in the individuality of the pupil's mind. When it is said that the teacher has a power over the young, like that of the sculptor over the block of marble, some abatement is to be made for the rhetorical character of the statement. The marble is entirely passive. It has no embryo nature to develop, no hidden tendencies to some unknown result, no secret processes working great changes, expected by no one, and bursting, at length, suddenly upon the view by some new exhibition of talent, or some new form of character. To such an extent have these phenomena been observed in original minds, that a conclusion has often been hastily drawn disparaging to all education. All real talent, it is sometimes said, is self-developed and self-regulated. The truth contained in this statement is, that some minds have such strong intellectual instincts, and such natural energy, that they are less dependent on a teacher's aid than others; that in struggling with difficulties and overcoming obstacles, they acquire an independence and power which more than make up for a want of early elementary training. But even upon such intellects the influence of a genial teacher must be favorable, while to those of the common class it is indispensable. Still, it must not be forgotten that there are under-currents in almost every pupil's mind, which are not easily detected by the teacher or by the parent, which sometimes conduct to issues wholly unexpected. When remarkable powers and capacities are working thus in secret, the school training may come so little in contact with them as to do but little good or harm; or it may be that an earnest teacher's endeavors have been nothing but unsuccessful contests against natural proclivities which could not be resisted, but might, with more skill, have been guided and modified. In other pupils there is a weak-

ness or dullness of intellect, which effectually limits the teacher's power. His labor is not lost, it is true; but the public expectations are not in these instances realized. No one ought to be disappointed or discouraged at such results. They ought to be foreseen, and none but reasonable expectations ought to be cherished.

Another limitation of the teacher's power lies in himself. Education, when pursued as a definite object, is the action of a well-formed and well-furnished mind in forming and furnishing another's mind, while the latter is in a plastic state. Some of the difficulties connected with the mind that is to be educated have been considered. There are others, not less real, growing out of the educator's mind. I do not refer here to the necessity of knowing and comprehending the subjects to be taught, without which no one ought to find employment as a teacher; nor to the necessity of a thorough apprenticeship in the art of teaching, respecting which there remains, at the present time, little doubt; but to that study and control of one's self which must be even more searching and rigid than of the pupil. The mind that exerts a formative influence upon so many others should itself be a model mind. This, though simple in theory, is not quite easy in practice. The teacher's mind cannot be constructed anew, according to prescription. And yet there are few teachers whose minds do not need remodelling, or, at least, to be changed in many particulars, in order to give them even a relative perfection. What shall the teacher do in these circumstances? Shall he passively resign himself to his lot, and teach and govern the young in the manner which is to him most natural and easy? or shall he have a perfect standard, a beau ideal, in his mind, and then by an analytical process, subject himself to the most searching examination and record the results for his own careful inspection? Suppose there are idiosyncrasies which can never be remedied. Suppose some of the organs in the mental constitution are feeble and almost imbecile. Suppose there are peculiar tastes of decided predominance, and yet of questionable character, and habits that are strong and obstinate, and yet objectionable. There may be a want of clear and well-settled principles in morals, so as to furnish no basis for a system of sound discipline: or there may be remains of early vicious habits, which leave their taint long after the correction has been applied. How are such things to be managed? If a teacher could be relied on for making an examination of himself with the thor-

oughness of a philosopher, and for forming an idea of himself with the impartiality of an indifferent spectator, one class of difficulties would be disposed of. If, moreover, he had the power to supply what is wanting and to remove what is evil, that would enable him to accomplish something of great moment. If he would conscientiously give his earnest attention to the subject, and do what he could towards remedying defects, or by a careful and cautious procedure so manage himself, his instruction, and his discipline, that the injury or loss sustained by the school should be reduced to its minimum, a very important end would be secured. But how many of the teachers actually selected and employed, possess these traits of character; and how many will there be after all the efforts made by the public to bring about such a result? If, then, we found our expectations on ideal views of teachers, of teachers as they should be, and not as they are, it is quite clear that the hour of our disappointment, though it may be delayed, will certainly come. The sooner our expectations are moderated the better, and the safer will it be for us, and for the stability of our interest in those invaluable institutions, the public schools.

But the greatest obstruction to the teacher's success, the most absolute limitation of his power, is to be found in the fact, that of education, in its full and proper sense, only a part belongs to the school-room. Over that larger department of education given out of the school-room he has no control. For the character of such education other parties are generally held responsible. But even this responsibility cannot always be fixed definitely upon individuals. There are circumstances in the history of a people which have their educating influence, and yet cannot be changed. The pioneer in a new settlement is not bound to perform, in respect to education, more than the state of society will admit. If the population of the country is sparse, and there is a general want of refinement, and the means of high intellectual culture do not exist, he cannot be held answerable for deficiencies which he cannot prevent. In the rapid growth of great cities, and the general increase of wealth and luxury, difficulties of an opposite character are experienced. Here there are positive tendencies to a corruption of the public manners which no merely human power can remove. In the ordinary course of events, wealth and luxury will, as all history teaches, exert an influence over the young, taking away the motives to industry, economy, and other home-bred virtues, stim-

ulating the more dangerous appetites and passions, educating them, in short, to any thing but to a useful and honorable life. This is a miasmatic influence, which no vigilance of the wealthy parent can, with certainty, keep from injuring his offspring.

A people may, as is now the case with us, be subject to influence from the presence of a foreign race of men. The domestics in our houses form a part of the circle in which our children are reared. Falsehood, deception, and petty frauds, practised daily in the nursery and about our homes, by persons in our employ, will leave their effect on the tender susceptibilities of childhood. The men who are employed about our houses, gardens, and farms, or in our workshops, uttering words of profanity and of vulgarity, are acting most effectually in destroying the virtuous sensibilities of our sons, and in sowing the seeds of vice. The influx of a more intelligent class of foreigners, educated in the corrupt monarchies of the old world, brings with it other perilous influences, besieging the very citadel of our social virtues. The refined epicurism and infidelity, imported largely at this time from countries where the popular religion is a state trick or a farce, is in danger of being diffused in social circles by men of some literary and scientific pretension. The Sabbath is to many of them a mere day of amusement. The church and its holy services are spoken of with levity and disrespect. The manners, the sentiments, and the virtues of our worthy ancestors are ridiculed, and even the most sacred institutions of society, the marriage and the family relation, are held in little esteem. These things the parent may see and lament, but can he prevent them, or be sure that his children are entirely shielded from their influence?

Unfortunately for the purity and nationality of our manners, the customs of society are undergoing a change, which favors the introduction of these demoralizing foreign influences. Our civilization is becoming cosmopolitan. By various means the panorama of the whole world is kept before our minds. The great countries of Europe, as if they were but so many little provinces, are pouring in their items of intelligence upon us almost daily. Our whole population belong, in a certain sense, to a great complex social system, in which whole nations act but a single part, by which means we take on much that was once totally foreign to us, and lose much that was once characteristic of us. In this general intermingling of European and American influences, and part-

ly by means of it, it is becoming very common for the sons and daughters, not only of the rich but of the middling classes, to visit the old world, to see its sights, to learn its manners, and to acquire "liberal" ideas. How often do they return with their ideas of life greatly modified, more to their own satisfaction than to that of the wise and good among their friends. They have learned, perhaps, that pleasure ought to be the end always kept in view; that our simple and staid manners need reform; that so much ado about labor, duty, and virtue, makes life dull and prosy. They come back among us with these new views and feelings, and become leaders in all the circles of fashion. The young are fascinated and catch the same spirit. It flows down to them from high places, like water into the valleys, and when the effects begin to appear, some Solomon steps forward and points to them as evidence that our system of public schools is productive of evil rather than of good.

Again, the crowds of young people rushing from the country into the cities, and the gregarious life of childhood and youth in our numerous manufacturing towns and villages, furnish peculiar facilities for the diffusion of corrupt principles and morals. The former find, in their new places of abode, pleasures set before them appealing to every sense, and in gradations adapted to every variety of the intellect. The current of sensuality, more or less refined, is so strong that it too often sweeps almost every thing before it. The village has fewer, but more vulgar entertainments for the young, and temptations peculiar to itself. This life of congregated human beings, where money, leisure, shows, and a succession of excitements are the objects of pursuit, is now, with inconceivable power, educating myriads of children who will soon be called upon to act a most important part in history, deciding, perhaps, the destinies of our government, and affecting, more or less, the hopes of mankind, as involved in this great experiment. Are the public schools justly responsible, if, in such a state of things, a new generation should not turn out to be all that the friends of virtue and humanity could desire? Are we called upon to promise or to believe, that, unaided and alone, they will have the power necessary to turn back the tide of degeneracy setting in from so many different points? There are other agencies to which we are entitled to look for aid, and happy will it be for posterity if, by their

combined action, all the objects of a Christian education can be realized.

The general tone of society, when at variance with the influence of the conscientious teacher, is a powerful check upon the success of his efforts. Indeed, as to manners and morals, it is society chiefly that educates. The influence of the school-room is limited in respect to time. A part of each day is spent by the pupil in the family, and a part in promiscuous intercourse with others. Every child, on entering a school for the first time, carries with him a character formed elsewhere. This character is what parents and companions have made it; and being daily nourished by intercourse with these, it will be very likely to be maintained, notwithstanding the efforts of the teacher to the contrary. But suppose the teacher to be so fortunate as to gain the victory for the present. When the pupil leaves the school at the early age which is now common with us, he returns to the influences of that same society where he first drank in a poisonous atmosphere, and where, in all probability, the defeated party will retrieve its losses. A teacher may not despair even in these circumstances. He may prevent much evil. He may prepare the soil for some other persons to cultivate with better success. He may produce enough of effect to constitute a sufficient reward for his labors, though far below his wishes. He may, in many instances, make an impression on the heart which time will never efface. At any rate, having done what he could, he will share with the good of all ages in the high satisfaction of having done his duty. Still, the adult portion of the community should remember that with them mainly rests the responsibility of forming the moral character of the young. And here a distinction must be made between the legitimate sphere of domestic discipline and the more general control of public manners. Who is to guard the morals of the young, when they are abroad and in company with such persons as they may chance to meet? How can their eyes be kept from polluting sights, and their ears from sounds freighted with immorality? Here, at some place of village resort, they see what they ought never to see, and hear words of strife, of ribaldry, and of blasphemy, which ought to be confined to dens inaccessible to childhood. Still worse is it when the streets swarm with juvenile offenders, because the sympathies of the young with each other are so strong. The vicious practices of adults may be so viewed, where proper instruction is given,

as to be repulsive, and be turned into a warning. The grosser forms of vice in adults may not be so seductive as those that are more decent. But with children associating with each other it is otherwise. Their vices are more contagious. When a child is outdone by another in wrong doing, there is a silent appeal to the courage of the former, which few have sufficient strength to resist. Children, moreover, have selfish passions. They readily listen to the recitals of a companion who describes the little arts by which he procures forbidden indulgences, escapes the vigilance of parents, and deceives them. One such companion has it in his power to corrupt the children of a whole neighborhood; and it often happens that a group of boys form connections in practising petty vices, which exert a pernicious influence upon their character far outweighing the salutary influence exerted by parents and teachers. It may be said that if parents cannot extend their control over the morals of children generally, they can, at least, keep their own children from bad companions. This is true but in part. Children are so fond of each other's society, and so weary of the monotony of retirement, that they seize greedily upon all the incidental opportunities which present themselves for meeting with companions, making choice of associates rather from congenial tastes and feelings than from moral considerations. The greatest security will therefore be found to exist in those communities where, by various means, the youthful population are generally kept far from the contamination of vice. What may be done to repress juvenile misdemeanors, as they are now manifested too commonly in public places and in the streets, is a subject worthy of consideration. The difficulty lies chiefly with those children who are neglected by their parents, and with others who, when beyond the observation of their parents, are swayed by the example of the former. The negligence of many parents, who otherwise are good citizens, in respect to the moral training of their children, is almost unaccountable. They provide liberally for their physical wants, but leave them, as if strangely indifferent to their higher interests, to form their own moral habits and tastes. They do not apply their minds constantly and earnestly to the subject of forming their character. They neither study the principles, nor inform themselves of the best methods, of training their children to wisdom and virtue. Their minds are engrossed with business, or with the demands of social life. They act as if they believed that a pecuniary provi-

sion for the present and future support of their offspring were the main part of parental obligation. But is there any thing more sure to end in disaster than leaving indiscreet and inexperienced children, in whom the passions are strong and the understanding weak, to choose their own ways and their own associations? Indulgence seems to be deemed equivalent to the law of love. Appetites whose excesses are dangerous to both body and mind, are allowed to grow to exuberance. Habits that enfeeble the mind, and foster a love of luxury and indolence, are suffered to be confirmed. The filial duties of obedience and respect are not insisted on. Independence and smartness in a child, with a spice of impudence, seem to be interpreted as an omen for good. The kindness, forbearance, and acts of service, are all on one side. Pure selfishness in the child, it is supposed, will, in time, if left to itself, work its own cure. Will it be strange, if such parents in their old age should have occasion to think of the proverb, "It is easier for one parent to support seven children than for seven children to support one parent!" It will not be strange if the current of love be found by them, to their grief, to be downward, from parent to child, rather than in the opposite direction. It cannot be too deeply impressed on our minds, that generally children are, in their character, what we make them. How unfortunate, then, must be the condition of those children, who are not merely neglected by their parents, but are directly and deeply injured by their pernicious example! If there are persons who neglect their own moral culture, and by indulging in wrong feelings, words, and acts, are willing to jeopard their own happiness, it would seem, that in holding the place of parents, and pouring the tide of evil upon their helpless offspring, they add cruelty to immorality. At least, they should take as much pains to hide their vices from their families as from others. Yet how unrestrained are the passions, the ill feeling, the harsh words, and unkind acts of many parents, where there are none but their young children to witness them! These are lessons that are sure to produce their effect. The imitative nature of childhood will here show itself with fearful energy.

There is one more element in the adverse influence of society, as counteracting the work of the teacher, which must be mentioned. It is that of the equivocal character of much of the reading, and of the public amusements in which the children of the present age share with others. The daily papers lie upon the

tables of every household. The angry quarrels of editors with each other, the bitterness of political controversy, and the mendacity of the press on the eve of elections, furnish a very unsuitable aliment for the young. And how many of the short, spicy paragraphs, with which the editor or contributor seeks to enliven his columns, are addressed to the sensual passions, in language and tone so lascivious that no pure minded father could read it in the presence of his family. This is the more alarming as a sign of the times, from the circumstance that not only is the supply of material such in amount as no other age ever knew, and the reading habits of the young, in consequence of our public schools, far in advance of those of adults in former times, but that those papers which are the least scrupulous in their moral tone, have often a wider circulation than others, and are even extensively patronized for the use of families. It is not necessary here to refer particularly to much of the lighter literature, of no better moral tendency, which finds its way to the homes of the young, vitiating their imaginations with pictures of scenes which no pure mind can contemplate with pleasure. Many of the popular amusements, too—once an occasional luxury, but now a necessity of the young—have the same character and tendency. They must be adapted to low and vulgar tastes, in order to attract the multitude and be made profitable. A large proportion of the support they receive comes from children, for whose injury the fond, but inconsiderate parent, pays the price more freely than he does his school tax.

In view of all these facts, it will be safe to conclude that if, notwithstanding all that is done for the education of the young, they are, as is sometimes said, no more likely to make good citizens than were the children of former generations, who enjoyed no such advantages of education, the cause may easily be found elsewhere than in the character of the public schools. That they accomplish less good than they might, if more skilfully conducted, is conceded. That they produce of themselves, by a direct and positive influence, any considerable part of the evils complained of, may, it is believed, be justly denied. In all the schools which are worthy of the name, the pupils are trained to some kind of order. All teachers give directions in regard to the deportment of their pupils, exacting industry, allotting the time and prescribing the manner of their recreations, requiring submission to authority, respect and obedience to themselves, and freedom from violence and wrong to

each other. So far as this goes, it is favorable to moral training. If the discipline were carried to a greater perfection, the effect would be still better. Not to have sufficient power to prevent all the evils to which the young of this age are exposed, is quite a different thing from being the positive cause of these evils. Christianity itself does not entirely arrest the progress of evil. Is it therefore the procuring cause of evil?

Having touched upon some of the causes of the want of complete success in the schools, which lie beyond the control of those to whom is intrusted the work of education, and having intimated the evil effect of overlooking these in forming our estimates of what our public schools may reasonably be expected to accomplish, I shall next proceed to indicate some of the more important dangers to be guarded against, and some of the more prominent defects to be removed by the various bodies of men and individuals through whose agency our system of public instruction is carried on.

It may appear hardly decorous to suggest that mistakes are liable to be made in that branch of legislation which relates to the public schools. That such, however, should sometimes be the case, will not appear remarkable, if we consider that it is comparatively a new department of legislation, at least, in its present extent. As we are destitute of the guidance of any well-settled and long-tried system of school legislation, in advance of our own, in any of the States of the Union, and as those of the old world are not adapted to our condition, we are obliged to develop a system of our own as exigencies arise, and to proceed sometimes without the light of much experience. Many new laws relating to schools have been enacted within a few years, and these do not always perfectly harmonize with each other. It would, perhaps, be well if new laws proposed for adoption, should first undergo a little more careful scrutiny by some person, or persons, familiar with all the existing enactments on the subject, and the principles on which they are founded, so that a strict consistency and unity of character should be preserved. The importance of this subject will not be diminished at all by the revision of the laws now in progress. Unless great caution be used, the adjustment of all the parts of the system which are now so disjointed, will soon be disturbed again. The danger lies more on the side of over-legislation than of too little legislation. I may be pardoned for suggesting, in this con-

nection, that great vigilance will probably be necessary to guard that part of the income of the School Fund which is placed at the disposal of the legislature from the encroachments of those who would divert from its appropriate uses, and apply it to other objects than the promotion of the public schools. It is believed that the general understanding among the parties to the existing arrangement was, that it should be applied exclusively to the purpose of improving and invigorating the common schools. The education of particular classes of people, except those who are to teach in the public schools, and the encouragement of professional schools, and of literary and scientific institutions, however worthy objects they may be in themselves, do not legitimately come under this provision.

There is good reason to question the policy of patronizing, from the income of the School Fund, parties interested in the manufacture and sale of books and school apparatus. Such appropriations do much to bring the whole system of State action in respect to the schools into discredit. Admitting the necessity of furnishing the public schools with books, maps, and apparatus, there is no good reason why the towns and cities should not themselves supply the means of doing it. They certainly have the ability. If they are unwilling to do it, there is little reason to believe that they will provide for the safe-keeping of this species of property. The towns, if they purchase their own books and apparatus, can select precisely what they need, whereas the State cannot adapt its bounty to circumstances, but must adopt the same measure for all. It will thus happen that schools already furnished with these things will have a superfluous supply. The history of the past shows that money so appropriated does not accomplish so much good as a less amount would do, if raised and expended by the towns themselves.

The object of reserving this part of the income of the School Fund was to enable the State to render that kind of aid, which is needed because it is not in the power of the towns to furnish it. Of this character are all the operations of the Board of Education. The nature of the work is such that, if it be not performed by the State, it cannot be performed at all. The whole spirit of our school legislation is on the principle that the schools be sustained, as far as may be, by the towns themselves; and that the State bear as little of that expense as is consistent with the efficiency of the general system. This, and this alone, accounts for

the moderate provision made for distributing school money among the towns.

In respect to the spirit of the people, in welcoming cordially our admirable system of education, little need be said. That they must adopt it, as their own, and, by their enlightened zeal and energy, work out its beneficial results for themselves, if they would experience its advantages, must be evident to all. The State does not attempt to confer the boon of education upon the people; it only gives them the power and the requisite facilities for supporting schools. It indeed requires certain schools to be maintained; but it leaves, in great measure, to the will of the people the degree of excellence which they shall attain. While this truly philosophic and well-balanced system, devised by the wisdom of the State, receives the admiration of the world, there are, we regret to say, towns, few indeed in number, and becoming fewer every year, which complain of State interference, and wish to be left in their native independence. It is regarded as an inconvenience to be compelled to maintain public schools for a given length of time each year, and to be at the expense of paying for the services of the school committee, which might so easily be dispensed with. But these are the lowest depths that have been sounded. Never were men more mistaken in regard to their true interests. The State is a nourishing mother, as wise as she is beneficent, and happily has few ungrateful children. Who that knows the inestimable value of education, and the great amount of labor and expense necessary to produce a flourishing state of the schools, would not regard it as one of the greatest of blessings for these schools to receive the constant attention and fostering care of the State?

Being no longer connected with the State department of education, I may be permitted to express my sense of its value with the more freedom. A better organization for this purpose, I venture to say, nowhere exists. Human foresight can scarcely devise a way of organizing a Board of Education, and of appointing its members, and the officers and agents employed in its service, in which the liabilities to abuse shall be less, and the certainty of usefulness greater. Men selected for their wisdom and experience devote their best thoughts to the great interests committed to their hands. The man whom they place at the head of the department, enjoying their confidence, and receiving their counsel, devotes himself exclusively to the service of the people, collecting from every

quarter the most valuable information, and throwing it out from the heart of the State to circulate in every artery and vein. Side by side with him stand able men, familiar with the practical working of every part of the system, who visit every town and village in the State, and render most valuable assistance to the local committees, and to the teachers of the schools. Besides all this, the Board has rendered a noble service by its Normal Schools and Teachers' Institutes, in elevating the teacher's profession to its present high position. It is strange indeed that there should be a single town in the Commonwealth that can overlook the great benefits resulting from this wise policy.

Of a similar character and effect, to return to my general topic, is that low estimate of the value of education, which leads a much larger number of towns to make, in their annual appropriation, very inadequate provisions for the support of the schools. No money expended by a town is surer to yield good returns than that which is judiciously applied to educate the young. The increased intelligence of the people will, among its other results, manifest its power in the increased ability and skill with which they engage in their various enterprises, producing within the period of a single generation an increase of wealth which will far more than compensate for all the cost of education. Any town which enjoys the reputation of having good schools, will find, in that circumstance, an element of growth. It will, on that account, draw to itself from abroad wealth, intelligence and virtue. Both the value of real estate, and the refinement and civilization of the people will be enhanced. If we take a higher view, and inquire how the inhabitants of a town can make the most valuable contribution towards the improvement of mankind, we shall unhesitatingly reply, by sending out into the world well-educated and well-trained men and women to act their part with honor in advancing the progress of civilization, and all the interests of society. That such an end cannot be attained by us in our present social condition without the aid of a vigorous system of public schools, will be admitted by all.

It is needless here to repeat what has already been said in former reports of the evils of an imperfect administration of our system of common schools on the part of the towns, which alone have the power of giving to it any high degree of efficiency. If the schools are not properly constituted, and adapted to the state of

the population, and to all the existing means of improvement; if the persons who are to have the superintendence of the schools are not selected on right principles and chosen with sole reference to the interests of education, if teachers are, by any faulty mode of procedure, injudiciously selected, it requires no great sagacity to foresee the consequences. On these several topics, together with others of a kindred character, I beg leave to refer to the valuable Report of Prof. Crosby, as Agent of the Board of Education. If further information be needed, it will be found in the subjoined abstracts of the school committees' reports.

The irregular attendance of the pupils of the public schools is a subject that deserves the attention of all who have, in any measure, power to diminish it. The loss of one-fifth of the benefit for which pecuniary provision is made by a public tax, is a just subject of complaint on the part of the tax-payer. If society has the right to levy a tax upon his property for the purpose of preventing the evils consequent on a state of popular ignorance, it would seem that he is justly entitled to expect that there shall be no culpable neglect in attempting to secure the full amount of the benefit contemplated. The parent is bound by a two-fold obligation—to his children and to the community—to see that the means of education provided at the public expense, be not neglected by his children. Each town and city is also bound to use all reasonable endeavors, through appropriate officers, to bring all the children living within its borders under the influence of the public schools. If it can be shown that children ought to be in the schools at all, the same arguments would prove that their attendance should be such as to accomplish, in the best manner, the object for which the schools are supported. If parents have no just right to withhold their children from the schools, much less have they a right to interfere with the progress of the children of others by the irregularity of the attendance of their own. If it be admitted that a pupil may attend school at just such times as he or his parent may choose, and is entitled to receive instruction accordingly, it will follow either that his class ought to be detained till his deficiency in the class exercises shall be made up, or that special instruction ought to be provided for him out of the class. But no one will pretend to such a right as this. Various expedients have been resorted to by different towns to diminish this irregularity of attendance. In some places it has been made the subject of public

discussion, and the sentiment of the community has been so improved as to act very favorably upon the minds of parents. In others, a custom prevails of publishing in the school report the names of those who have distinguished themselves for their regular attendance. In many towns, rules have been established by the school committee, excluding from the school those whose absences exceed a certain amount. A still better method is that of degrading such pupils, by putting them into a lower class. Great success has, in several instances, attended the labors of persons appointed to look after absentees, to inquire into the causes of their absence, and to use proper means to bring them back to the schools. No doubt different courses will need to be pursued in different places. Mild and persuasive measures, if successful, will prove the best. In manufacturing towns and cities, something more may be required. A very important point will be gained if the public attention is so drawn to the subject as to lead to any course of action upon it.

There is great danger that an excited state of feeling will spring up in towns whose territory is large, or whose population is unequally distributed, in respect to the policy to be pursued, both in arranging the different grades of schools, and in locating the school-houses. Those who live near the centres of population and those who live remote from them, will sometimes have, and still more frequently think they have, conflicting interests. Local prejudices already existing will come in to increase the difficulty. Instead of looking dispassionately at the benefit of the whole, and favoring that arrangement which will accomplish the greatest general good with the least sacrifice, parties will sometimes be induced, by the arts of selfish and designing men, to consult only their passions and prejudices, and refuse to advance any other interests than their own. It is deeply to be regretted that, on these and similar grounds, many a town has kept up a fierce contest for several successive years, while the dearest interests of a whole generation have been unnecessarily sacrificed. It is to be hoped that, in these unfortunate towns, a feeling of humanity will gain the ascendancy, which shall rescue children from being the victims of such disastrous strife. From the temperate and even earnest discussion of these topics, there is nothing to fear. On the contrary, the truth will thereby be more likely to be elicited, and the public mind to be enlightened.

I pass now to consider the work of the teacher. A very gener-

al defect observed in the schools is a want of clear ideas in the very elements of knowledge. Words take the place of ideas, and signs, of the things signified. The first thing to be done in teaching a child is to be sure that its ideas of sensible objects are complete, accurate, and clear. The process of forming general notions and giving to these common names, as designating classes of objects, belongs to the early period of childhood. The range of such classes of objects, constantly referred to, both in conversation and books, is quite large. With some of these the pupil is familiar, with others he is not. With regard to all those objects less known, which are frequently mentioned in daily lessons, the teacher's first aim should be to test the pupil's knowledge and to supply its defects. Things, not already carefully observed, must be frequently pointed out or illustrated. If practicable, a variety of each class should be presented, so that the general idea shall be so fully and truthfully formed as to lay a solid foundation for all that shall be built upon it. It is enough, perhaps, to draw attention to those objects of which it is necessary to speak in the lessons. An attempt to bring every thing before the pupil's mind at once, would lead to superficiality. The means of knowledge are limited, and so is its necessity. A child cannot travel abroad for the sake of extending his observation; and, if he could, his mind would not have time, nor sufficient power, to arrive at clear and fixed ideas on so many new objects. What is most important is, that, within a given circle of knowledge, the mind should be made to grapple with ideas, and gain the mastery over them. Afterwards this circle can be enlarged. So of all those elementary ideas which do not relate to sensible objects. By such means as the nature of each subject requires, all indistinctness and uncertainty must, if possible, be removed. The teacher should not only believe, but know, that his pupils understand clearly all the simple ideas which form the subject of their school exercises. In nothing is the teacher more frequently or more egregiously mistaken than in this. There is no other safe rule for the teacher to follow on this point than to take nothing for granted; and to call in question the accuracy of the pupil's knowledge till it is incontestibly proved. It is surprising that, with all that has been written and said on this subject, so many pupils in our schools remain almost without any clear apprehension of the ideas conveyed by the words they repeat. It is quite obvious that, when such a state of things pre-

vails, there can be no rational or profitable study of language. Unless the power of language is felt, and an ability to use it skillfully acquired, the study of its outward forms will be of but little use. Language takes its root in ideas, and ideas in things.

The connection of memory with a clear apprehension of things is very close. Memory is but little more than knowledge retained or recalled. When a thing is remembered because of the clearness of the perception or of the idea, or on account of its being referred to its proper class, and thus associated with what is already known, the act of remembering is purely intellectual, and the idea thus possessed is a permanent acquisition, and becomes a part of the mind itself. The more closely the memory is identified with the understanding, the more valuable will its cultivation prove to be. The memory that is arbitrary or accidental, that depends entirely on repetition or casual association, has its use, indeed, and cannot be dispensed with in the schools. But it may be the characteristic of a weak mind; and its exercise may be a substitute for thought. Where this distinction is overlooked in schools, great evils will be liable to ensue. Those who attach to the latter kind of memory the value which belongs only to the former, will be in danger of cramming the mind with words and the names of things, and calling it education. Those who estimate the former by the latter, will think lightly of both, and discard the cultivation even of a philosophical memory. There is a very current practice in the schools of exercising the memory in a way which is of little value. I refer to the great effort made to retain many things for a short time, until a lesson is recited, or an examination passed. These things not being understood according to their nature and qualities, or made perfectly familiar by use, glide from the mind as soon as the effort to retain them is relaxed. By excluding every other thought, and fixing the mind intently on a given subject, one may accomplish prodigies of memory; and this process may go on for many successive days with as many different subjects. But every successive day almost obliterates the work of former days. Hence it often happens that a pupil would pass a better examination soon after the middle of a term than near the end. The mind is not then too much exhausted, by being kept continually on the stretch, to act with freshness and vigor, nor hopelessly confused by a greater accumulation of heterogeneous materials than it can contain. The true mode of training the mind is just the opposite. It requires

that what is fundamental be studied till it is thoroughly understood. Being fundamental, it is constantly used in all that follows, and because it is understood and put to daily use, it is remembered. The memory of the pupil should not be encumbered with unessential details. Principles, important facts, points on which other things hinge, and those characteristic particulars which are necessary in order to form clear ideas, should be so studied and applied as never to be forgotten. That kind of memory which is purely arbitrary should be allowed to treasure up what it will, but should be forced to treasure up only the best things. It is a mistake to suppose that the exercise of one kind of memory strengthens the other. They do not depend on the same laws. The memory of words, of names, of figures, and of all arbitrary signs, depends either upon familiarity or upon accidental association. Principles, on the contrary, are remembered only when they are thoroughly understood, and are arranged in the mind in a philosophical order. As a knowledge of names contributes but little towards knowledge in general, so the memory of names contributes but little towards strengthening the memory in general. If a pupil is found to remember only words, or incidents and illustrations, it is certain that the subject itself has not been properly studied and understood. Either the mind is wanting in power, or the teaching has been defective. In many cases the mental imbecility is only apparent, a vicious habit having been superinduced by a faulty method of teaching. It is not enough, then, to know that the memory has had a certain degree of exercise in the schools. What is vastly more important is to know how the memory has been trained and exercised.

Of the use to be made of the imagination and of the understanding in processes of education, nothing need be said at this time, as the subject was discussed at considerable length in the fifteenth Report, to which the preceding remarks may be regarded as supplementary.

In the schools of many teachers there is an obvious want of power to secure the attention of the pupils. In those of others the attention, though secured, is directed to objects entertaining rather than instructive. In the one case, the means are sacrificed, and with them the end; in the other, while an end, such as it is, and the means are secured, the right and important end is lost sight of. The common fault of pupils is the want of interest in the subject

of study, to remedy which is an important element of the teacher's art. Studies must be adapted to a child's capacities, and to the present amount and character of his attainments, in order to interest him. Pupils are, in most cases, urged on to stages of study too far advanced for them with their present state of knowledge, or to new subjects above their power of comprehension. Sometimes whole classes are carried over the ground too fast, and as they pass the proper limits, they lose all pleasure in study, and become discouraged. More commonly, individuals will be kept in a class that is in advance of them, and will be forced through a course of study without being able to comprehend it. Not only is it impossible for a teacher, in these circumstances, to interest the minds of his pupils, and keep their attention fixed on the subject, but the spirit of the pupil is very likely to be broken, and thus an irreparable injury to be done him.

Again, the principle of curiosity, inherent in every mind, may not only be neglected and the attention consequently lost, but it may be unduly stimulated or misdirected. It may degenerate into a mere love of novelty, and render the mind averse to all study and continued effort. The curiosity which seeks for something new in an old subject, which advances one step farther in it for the sake of the pleasure of additional knowledge, is of the utmost importance in steadily holding the attention to its point, and leading to farther progress. The danger lies in allowing pupils to rove from subject to subject in quest of novelty, which destroys all concentration of the mind and continued thought, and leads necessarily to habits of superficiality. The attention which must be secured in order to profitable study, is not merely that state of mind which is opposed to listlessness, but that which is opposed to distribution by a rapid succession of objects. Both these ends ought to be accomplished. If the attractiveness of the subject, when properly presented and illustrated, fails to do this, the difficulty lies in the mental habits of the pupil, the correction of which is one of the most important duties of the teacher. A mature mind may, by a determination of the will, force the attention, till from habit it shall become easy. The child may need encouragements and some other rewards besides the pleasures of knowledge. But such experiments must be made with great caution, and must be so managed as to lead to a spontaneous attention from the interest of the subject, as a result. A freer indulgence of the love of

novelty may be granted for a time, and by a proper adjustment of these intellectual rewards to intellectual effort, one may, in the end, succeed in making the acquisition itself of substantial knowledge its own reward. Often the best means of success is the influence of companions, whose sentiments and whose example may operate far more powerfully than the persuasion of the teacher or of the parent. New associations frequently change the tastes, the habits, and the character of young persons.

In respect to the moral training of the young, there are still greater deficiencies than in their intellectual training. The causes of this are various. Too frequently the subject receives but little direct attention. It is looked upon as a purely incidental part of education, and is either neglected or treated in a desultory manner. This is the first error to be corrected. All the parties concerned in the management of the public schools, must, as has been already observed, come to view this subject in another light, and to regard the discipline of the schools in the light of its direct and vital connection with the public morals. Reference has already been made to the duty of the community at large, and of parents in particular. But when the public sentiment, parental influence, and the school supervision, are all as they should be, there will still remain a great work to be performed by the teacher. If he thinks lightly of this part of his duties, he is not worthy of his place. How far the ranks of the profession would be thinned, if all such incumbents were dismissed, it is not for us to say. But it is quite clear that the schools should never be committed to such hands. None ought to be selected for this responsible office but persons of moral earnestness, who themselves attach great importance to the subject of morals, and who give satisfactory evidence of it by the labor they bestow upon their own moral improvement. A person who does not actually make it his definite aim to study his own heart, to cultivate and strengthen all the pure and noble affections, to control his passions, and to subdue his inordinate appetites, cannot have that moral discipline, nor that knowledge of its means and processes, which is indispensable to the successful cultivation of the morals of the young. A mere absence of striking moral blemishes, a negative sort of virtue, is not enough. If it suffice to guide the individual through a quiet and passive kind of life, it will not fit him to combat skilfully every form of moral obliquity, and to evoke virtue from minds of

every variety of temperament. The mind that is to infuse moral life into others, must itself have great vitality, must abound in all the elements of positive goodness. The labor, however, which the teacher bestows upon himself, is merely preliminary. His work as an artist still remains to be accomplished, and a more important work than that of forming the moral character of the young can scarcely be named.

The most common mistake in the discipline of children is that of judging their moral acts by the standard of our own minds. Many things which appear clearly wrong to a person of experience and mature reflection, do not appear so to a child. His feelings may readily respond to simple principles that are purely moral, so far as they are understood. But maxims which are the result of the experience and observation of centuries, though current in society, and identified in our minds with moral law, do not come to the uninstructed mind of a child with the same meaning or with the same authority as they do to ours. So it is with many of those rules which we have come to adopt from expediency. If we put all these upon the same footing with the simplest dictates of conscience, and suppose the child to understand them and feel their force as he does the latter, we do him great injustice. Discipline administered without regard to this distinction will often be founded on motives and feelings falsely attributed to the child, with an appeal to a sense of obligation which has, as yet, no existence in his mind. If, instead of judging his motives by a standard known only to adults, and making him feel an authority that seems to him purely arbitrary, we were to seize upon some moral sentiment within him, whose authority he understands and acknowledges, and to refer the act under consideration to that sentiment or principle, both parties would then be acting upon common ground, and the wrong reprehended by the one would be recognized and acknowledged by the other. Indeed, an individual act can be shown to be wrong, before a general maxim or abstract rule, applying to a large class of such acts, can be comprehended. That arbitrary procedure which makes one feel the terror of authority without feeling the force of moral obligation, often produces a deleterious effect by creating a keen sense of injustice. When it is necessary to inculcate and enforce rules founded on expediency or mere convenience, the obligation to submit to them can be made plain by a reference to the general law, entirely within the com-

prehension of a child, requiring him to be guided by others till he is capable of guiding himself. The great danger of the teacher is that he will not take the pains to inquire into all the moral elements involved in a case of discipline. His summary procedure is like that of a physician who should administer a remedy at random, without having time to ascertain the nature of the disease.

Acts, when made the subject of discipline, are not to be regarded so much in their outward form as in their causes. If a pupil fails to comply with what his teacher has required of him, this circumstance, of itself, furnishes no sure data to proceed upon. There is no one specific rule to meet all such cases as this. This single act, which is one and the same externally, may, in different individuals, have as many different grounds, each of which requires a peculiar mode of treatment. The failure may arise from obstinacy. Then the question will be, what course of treatment is adapted to strengthen and increase the obstinacy, and what to allay and overcome it? It may arise from diffidence, which is to be overcome, not by threats and punishments, but by inspiring confidence, by drawing the pupil out imperceptibly and by degrees. It may be from embarrassment, or over-excitement, producing confusion of ideas, which a little time and calm consideration will remedy. It may be from a sudden fit of passion, or from mere recklessness. So of falsehood, which is always to be reprehended, but in various degrees. If it be traceable to the habit of deceiving, with no strong temptation in the particular case then requiring attention, that circumstance gives it a peculiar character, which must have a treatment of its own. It may be a malicious falsehood, told for the purpose of gratifying revengeful or malignant feeling. It may be deliberate falsehood, whose object was to gratify some strong desire in itself innocent. It may be from fear, which has its numerous varieties according to its objects. Now, in one instance, the force of inveterate habit is to be overcome, and the corrupting influences of it removed, if possible; in another, a base passion is to be subdued; in a third, the excess of some rational desire is to be checked; and in another still, some virtuous principle is to be strengthened, as the antagonist of the passion or feeling that has undue influence. That off-hand kind of discipline which overlooks all such distinctions, and by a summary procedure visits each transgressor with the same penalty, because the external act is the same, is wholly out of place when applied to young children whose

plastic minds may bear the marks of such violence ever after. If there are teachers who cannot govern otherwise, let them learn some mechanic art, and work on coarser and less precious materials.

A teacher who habitually, in governing his pupils, acts with discrimination and conscientiousness, who is so just in his estimate of the nature and degree of the fault, and of its correction, as to give the impression that right-dealing is his aim and study, will acquire the confidence of his pupils in a degree that will render discipline easy; while the one who, from carelessness, haste, or passion, makes frequent mistakes, and punishes unjustly, will be regarded as destitute of the feelings of humanity, and hated as a tyrant. The good or the evil reaches far beyond the particular instances to which the discipline is applied, it spreads out like an atmosphere over the whole school, and brings its benign or malignant influence in contact with every pupil.

In some of the schools, it is perceived that the teacher governs too much. He is incessantly checking innocent or indifferent acts, not leaving his pupils for a moment to a natural and easy deportment, but keeping them, as if he were a tactician, all the while under physical restraint. If to this there be a little love of fault-finding, or ill humor, the annoyance to the pupils is complete. There can never be a generous sympathy between such a teacher and his pupils. He has, in short, neither the natural temper, nor the moral feeling requisite for his office. Children ought to be emancipated from such a life of petty tortures as he will be sure to make them experience.

In other schools we find persons who govern solely by law. With them the duties of government are purely legislative and executive. There is no parental solicitude, anticipating temptations, and fortifying the mind against them; no offices of charity winning the affections; no example of attractiveness and moral beauty; no attempt to establish an inward law, by inspiring a love of goodness; but all is summed up in the words, law, transgression and penalty. Now, if, instead of allowing evil tendencies to work out their own results and develop themselves, and then depending on punishment to make reparation, a course of prevention were adopted, by planting the seeds of virtue and cultivating their growth, and by removing the seeds of vice, or by weeding them out as soon as they appear, how different would be the gen-

eral effect. Such persons are better adapted to be keepers of jails and prisons, dealing with hardened and stubborn offenders, than to educate the feelings and form the character of the young.

Another mistake, frequently made by persons of great moral worth, is that of supposing that the principles, character, and habits of the young are as fixed as those of adults. Both the evil and the good, as they appear in children, are regarded as having a settled tendency, as though they were subject to no fluctuations. In point of fact, children are creatures of impulse rather than of reason, and act from feeling rather than from any settled principles. Hence great changes are liable to take place from purely accidental causes. He who understands the secrets of young hearts, and knows by how slender a thread a latent passion may be drawn forth and guided, can often set indirect influences to work which will, by their silent operation, change a mischievous and troublesome pupil into an earnest and enthusiastic student. A book, a companion, an object of curiosity, a congenial occupation by way of amusement, may call forth elevated tastes where they were not supposed even to exist. On the other hand, he who overlooks the mutability of the character of the young, will sometimes find himself disappointed in those of whose good character he entertained no doubt. As there is always hope for a wayward child, so there is always danger that a dutiful child will degenerate, if left to bad influences. A mistaken view of this trait of juvenile character unfits one for training, in the best manner, either class of individuals.

From what has been stated, it is easy to explain why so many inexperienced teachers fail in government. It is because they have not studied the subject. Without much observation and reflection, it is not to be expected that one can succeed in a work of such delicacy and complexity. In school discipline the facts of the case merely give the starting point. The inclinations which predispose one to such acts, the impulses which moved him to it, the law by which such inclinations and impulses can be checked, the effect of certain modes of treatment, the choice of the best means and the use of them in the proper time and manner—these are points on which the inexperienced teacher has not sufficiently reflected. He proceeds, at once, to handle weapons which he does not know how to use, and whether he do more harm than good is a mere matter of chance. An act done in a passion is punished

in a passionate manner ; and the evil, instead of being remedied, is strengthened. Forgetting that the teacher's spirit begets its like in the pupil, he proceeds quite confidently to cast out devils by Beelzebub, the prince of the devils. He, by an injudicious threat, deprives himself of the liberty of using any of the means at his disposal except the particular one—not the best perhaps—to which he is committed. A skilful disciplinarian will have large resources. If one method does not succeed, he has another at hand ; and instead of being embarrassed, he is clearer in his judgment as to what is needed than he was before. This fertility of expedients is the result of much thought, suggested generally by personal experience. The teacher has no right to undertake so delicate and responsible a task without much preparation and much thought. He must, indeed, begin without experience, but not without observation and reflection. If a young teacher would first become an assistant, and in that situation treasure up experience, under the guidance of another, it would prevent many of the failures which now occur. When inconsiderate persons have undertaken to teach without having studied the subject of school government, school committees could aid them by calling their attention early to the subject. Many a teacher could in this way be so prepared for an emergency as to be able to meet it without a total failure, and so be saved from the disgrace of an early dismissal. Though the teacher must reflect for himself, and have a personal knowledge of the principles to be acted on, he can be aided in his reflection by others. It is no uncommon thing for one who fails in government in the first school, to succeed well afterwards. The first furnishes materials for reflection, and compels one to study the nature of children, their temptations, their weakness, and their wants, and to learn by what means a wrong feeling may best be corrected, or a right feeling strengthened. And when once the teacher begins to reflect carefully, and to proceed upon settled principles and by sober calculation, there will soon be, with a person adapted to the profession, an approximation to the right way, that cannot in the end fail of being successful. As most of the failures of teachers in the country towns are owing to this one cause, it is important that both school committees and teachers take the matter into more earnest consideration. Inconsiderateness with both parties is the great cause of the evil.

The fault of some experienced teachers in administering disci-

pline lies in an omission to refer to a higher than human authority in enforcing moral obligation. Acts that are essentially wrong, are reprehended on the ground of being violations of the rules of the school, which are supposed to depend merely upon the will of the teacher, and to extend no farther in their ground and principle than to the convenience of the school. There can be no true moral training, no formation of character on great and immutable principles, where nothing more is done than to enforce rules established for convenience. A child ought to be taught to regulate his actions by the will of God. In one respect the teacher and pupil ought to stand on a level with each other, both bowing to the will of their Maker, and performing their respective duties to each other out of regard to his authority. A school should be led to view itself as under the inspection of an All-seeing Witness, and each member to hold himself accountable to Him for the spirit and character of his deportment. Let these comprehensive principles be kept before the mind, and they will have a weight of authority which every one will feel. There will be a sense of obligation lying back of the teacher's rules, making it the easier for him to require of them the performance of their duties from the fact that both he and they together are accountable to a higher being. In this way the moral natures of children are called into action. The conscience has its part to act. A line is dropped which sounds the heart to its lowest depths. Character thus formed has strength and firmness. Its roots strike deep and spread in every direction, giving a vigorous growth to its trunk and waving branches, and holding them firmly in their true position. Such a method of treatment would prevent many of the collisions which will otherwise occur between the parties. It will place both upon higher ground, and render the one voluntarily subject to the other. While the latter acknowledges his obligation to be just and kind, and to govern according to the will of his Master in Heaven, the former will generally feel the equity and propriety of being held to the corresponding obligation of obedience and respect. So far as success attends discipline conducted on these principles, its influence will extend to all places and to all times. It will follow the pupil as he leaves the school room, and manifest itself in all his intercourse with others. His companions will be treated with kindness. Wrong and violence will be inflicted upon no one, even the most helpless. The rights of property will be regarded, though the pos-

essor may be far away, and though there be no one at hand, either to restrain from evil conduct or to witness against it. The home will feel the power of such a school discipline. The habit of respect and prompt obedience to the teacher, and of affectionate and courteous intercourse with pupils, will manifest its power and influence in the presence of a parent, brother, or sister.

What we often see in the members of a school is just the opposite of all this. The sacredness and responsibility of the teacher's position are overlooked by both parties. Teacher and pupil regard each other as having opposite interests, and cherish rather suspicion than confidence in each other. The habit of contending against a properly constituted authority, not for one's rights, but for one's selfish desires and passions, strengthened by the practice of many years, and encouraged by the sentiment of associates, is but a poor preparation for a youth, who, on leaving the school, is introduced into society to act his part on the more public theatre of life. If a teacher do not regard such tendencies, if he fail to look forward into the future for the results of his method of training the young, and to apply it accordingly, he thereby shows himself incompetent for his task, whatever be his intellectual acquisitions.

The Teachers' Institutes have been sustained with interest and efficiency. Eleven Institutes were held during the year, as follows :

IN THE SPRING.

						Attendance.
Littleton,	March	26 — 30,	.	.	.	227
Bridgewater,	April	2 — 6,	.	.	.	170 *
Brewster,	"	9 — 13,	.	.	.	83
Montague,	"	16 — 20,	.	.	.	172
Westfield,	"	23 — 27,	.	.	.	215†

IN THE AUTUMN.

Chelsea,	October	1 — 5,	.	.	.	50
Shrewsbury,	"	7 — 12,	.	.	.	72
Ashburnham,	"	15 — 19,	.	.	.	127

* 50 were pupils of the Normal School.

† 100 " " "

Rutland, October 22 — 26,	94
Adams, " 29 — Nov. 2,	92
Yarmouth, Nov. 12 — 16,	70
Whole number,	1,372
Average attendance,	125

Dictionaries furnished during the year ending Dec. 31, 1855, to the Public Schools, at the expense of the Commonwealth, according to the Resolves of May 2, 1850,—Webster's, 36 copies, at a cost of \$144.

Whole number of copies furnished since the Resolves took effect,—Webster's, 3,198; Worcester's, 112; and the total expense to the Commonwealth to Jan. 1, 1856,—\$13,016.

Summary of Statistics relating to the Public Schools of the Commonwealth for the past year.

Number of towns in the Commonwealth,	331
Number of towns that have made returns,	327
Number of towns incorporated at the last session,	3
Number of towns neglecting to make returns,	1
Number of Public Schools in the State,	4,215
Increase of Public Schools for the year,	52
Number of persons in the State between five and fifteen years of age,	213,934
Increase of persons between five and fifteen years of age,	7,309
Number of scholars, of all ages, in all the Public Schools, in summer,	189,997
Increase of attendance in summer for the year,	3,369
Number of scholars, of all ages, in all the Public Schools, in winter,	202,709
Increase of attendance in winter for the year,	3,262
Average attendance in all the Public Schools in summer,	143,973
Increase for the year,	2,747
Average attendance in all the Public Schools in winter,	157,657
Increase for the year,	3,380

Ratio of the mean average attendance upon the Public Schools, to the whole number of children between five and fifteen, expressed in decimals,	.74
Number of children under five attending Public Schools,	15,601
Decrease for the year,	492
Number of persons over fifteen attending Public Schools,	21,877
Increase for the year,	268
Number of teachers in summer—males, 375; females, 4,262; total,	4,637
Increase of male teachers, in summer, 1; females, 90; total increase,	91
Number of teachers in winter—males, 1,739; females, 3,071; total,	4,810
Decrease of male teachers in winter,	101
Increase of female teachers in winter,	180
Number of different persons employed as teachers in the Public Schools, during the year—males, 1,809 females, 5,325; total,	7,134
Increase for the year,	36
Average length of Public Schools, seven months and sixteen days.	
Average wages of male teachers per month, including board,	\$41 45
Average wages of female teachers per month, including board,	17 29
Amount of money raised by taxes for the support of Public Schools, including only the wages of teachers, board, and fuel,	1,137,407 76
Increase for the year,	123,935 50
Income of surplus revenue and of similar funds appropriated only for Public Schools,	9,491 67
Amount of voluntary contributions of board, fuel, and money, to maintain or prolong Public Schools,	37,776 09
Income of local funds appropriated to schools,	34,460 59
Amount received by the towns and cities as their share of the income of the State School Fund,	48,611 04
Increase from last year,	1,702 94

Amount paid by the towns and cities for superintendence of the Public Schools,	\$33,149 86
Aggregate returned as expended on Public Schools alone for wages, fuel, and superintendence,	1,266,436 42
Amount raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen, per child,	5 36
Percentage of the valuation of 1850, appropriated for Public Schools,	.001-92
The law requires each town and city 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.	
All the towns and cities that have made returns have raised \$1.50, or more, for each child between five and fifteen.	
Number of towns that have raised the sum of \$3, or more, per child between five and fifteen,	244
Increase for the year,	19
Number of incorporated academies returned,	71
Average number of scholars,	4,716
Aggregate paid for tuition,	\$82,496 10
Number of private schools and academies,	646
Estimated average attendance on private schools,	17,571
Estimated amount paid for tuition in private schools,	\$271,290 06
Amount annually expended to promote popular education in Massachusetts, exclusive of the cost of erecting and repairing school-houses, of providing school books, of appropriations by the legislature for Normal Schools, Teachers' Institutes, &c., and of the support of Collegiate, Professional and Charitable Institutions,	1,620,222 58

BARNAS SEARS,

Secretary of the Board of Education.

BOSTON, December 31, 1855.

REPORTS OF AGENTS.

PROFESSOR CROSBY'S REPORT.

To the Board of Education :—

Gentlemen :—I have been requested, in making my Report at this time, to communicate the results of my observations respecting the defects still remaining in the system and administration of our public schools. Where there is so very much that is truly excellent, it is an ungrateful work to expose defects. The subject of the last year's report of your Secretary—the great advances in the cause of education which have been made within a few years—was a far more agreeable theme. And Massachusetts has so worthily acted her part as pioneer, not only in the first institution of free schools for all, but, more recently, in that reawakened interest and those signal improvements in our systems of public instruction, which one of the early principals of your Normal Schools has so happily termed, in a late address, the *revival of education*, that one would be glad to believe, if possible, that her schools were now without fault—the goal of perfection quite attained. But no one can be practically familiar with our common school system without the deep conviction that, however much may have been done, there still remains much to do ; that the system, with its venerable foundation and recent improvements, has still many inequalities and irregularities of action, and many unharmonized details ; and that its noble theory is not unfrequently degraded by the unworthy representation of a mean practice. From the wide extent of the subject proposed, and the narrow limits beyond which I ought not to trespass upon your time, you will excuse me, I trust, if my views and observations seem to be presented rather in the form of an abstract than of proper and full discussion.

The defects which still remain in the system and administration of our public schools may be classified according as they relate to action of the State, of the towns, of the districts, or of the people in their more individual and unincorporated capacity.

I. STATE ACTION.

1. *Normal Schools.* The distinction is accorded to Massachusetts of having been the first State in the new world to establish a Normal School. But of those which have been since established (as by other States in the Union, some of the British Provinces, and even Chili,) I am not aware that there is more than a single one which does not receive a more adequate pecuniary support than our own. To some of them the annual appropriations are two or three times as great as to one of our schools. In some of our Normal Schools there is especial need of larger appropriations for the library and apparatus, those important instruments of education.

I am aware that it will be said, that Massachusetts has four Normal Schools to support, while most, if not all, of the other States referred to have each but one. But this, while it may save, to some extent, the honor of the State, does not prevent the effect upon each individual school. And I cannot believe that Massachusetts, with her ample means and proverbial liberality, is willing to establish institutions, and then to deny them that support which is requisite to endow them with all the advantages belonging to similar institutions elsewhere.

2. *Examination of Teachers.* A good general system of examining teachers, and candidates for teaching, and granting them, when worthy, certificates (of different grades according to their attainments,) which might be received by school committees, at their discretion, in lieu of the examination now required to be made by themselves, would, I cannot doubt, have the same excellent influence in this State which it has had elsewhere, in elevating the qualifications of teachers.

II. TOWN ACTION.

1. *High Schools.* While many towns, to their honor be it said, maintain high schools, although not required to do so by law, or maintain such schools of a more elevated character than the law requires of them, on the other hand there are quite a number of towns (and a longer black list than one would suppose it possible now to find in Massachusetts,) who are bound by law to maintain high schools, and yet wholly disregard the requisitions of the statute. Indeed, one of the most remarkable features in the educa-

tional aspect of Massachusetts consists in the striking contrasts presented by different towns (lying, perhaps, side by side, and closely akin in other respects) in the interest, zeal, liberality, wisdom, and efficiency, with which they manage their public schools. Almost all strangers, and most citizens, are so little aware of the extent of these contrasts, that they are almost sure either to vore or undervalue the educational condition of the State, according as they take, for the basis of their estimate, a town of the higher or lower class.

2. *Length of Schools.* In whatever other respects the State is advancing educationally, it certainly does not appear to be in the amount of schooling which it furnishes to its children. In the school abstracts for the years 1844-5, 1845-6, and 1846-7, the average length of the schools is given, for each year, as seven months and twenty-five days, while for each of the years 1853-4, and 1854-5, it is given as only seven months and sixteen days. As these months are only *school months* of four weeks each, it follows that the average of our school year can be but little more than thirty weeks, or not much above half of the calendar year. Considering the large and increasing number of annual schools, we are compelled to infer that, somewhere in the State, there must be a large number of very short schools, perhaps schools that are growing shorter from year to year, with multitudes of children scantily fed with the bread of knowledge. These short schools—brief snatches of education—are by no means confined to poor and sparsely inhabited districts, but are sometimes found in wealthy and populous villages. If my limits permitted, I would attempt, what I must now forego, some remarks upon the causes and consequences of this evil; and, as having some connection with it, upon some of the methods in which the towns distribute their school money.

3. *Choice of School Committees.* This is too often influenced by other considerations besides the best welfare of the schools; as party spirit, sectarian jealousy or compromise, personal pique, love of change, weariness of hearing Aristides called *the just*, &c. I should not wish that a member of the school committee should be chosen for three years, whether faithful or unfaithful; but I should deem it a matter of the first importance, that a faithful school officer, when found, should be continued in office until he had initiated others into his spirit and experience.

4. *Action of School Committees.* These generally perform more work than they charge for, or their towns would be willing to pay them for. Some towns still regard even a slight expense for the supervision of their schools as a needless addition to their taxes, and if one of the committee should perform his duty fully, and charge for it at the moderate rate prescribed by law, would inform him, at the next annual election, that his services were no longer wanted. Hence, the neglect is very common, to visit the schools as often as the law requires,—in some parts of the State so common, that the neglect has become the rule, and school committees think it impossible that the statute on this subject could ever have meant what its language plainly expresses.

In respect to defects in the examination of teachers, I need only refer to the last annual report of your Secretary.

5. *Re-districting.* Most towns, if they retain the district system, ought to be re-districted, by reason of the great changes which, in a long series of years, have taken place in the *school population*, even more than in the general census of the districts; the once barren waste having become the seat of a dense manufacturing community, with streets full of children, while many a district of beautiful hill farms, which formerly had a closely packed school-house, has so sent off its sons and daughters to the villages and the great West, that it has now scarcely materials for the semblance of a school. In a community like ours, with its movements of population to and fro, and its villages springing up, as it were, in a night, the division into districts will, in most of our towns, require an occasional readjustment; and it would be wise, I think, so to modify our statutes, that, while the rights of individuals are secured, there should be no obstacle to this.

III. DISTRICT ACTION.

1. *School-houses.* How much has been done, since the “revival of education,” to expose the evils of bad school-houses, and by many towns and districts to illustrate the benefits of good ones. Yet, after all, how many wretched school-houses are there still in the Commonwealth, wretchedly contrived, wretchedly built, wretchedly furnished, wretchedly ventilated and warmed, wretchedly kept,—no, wretchedly *neglected* and *abused*, and themselves abundant sources of wretchedness! The condition in which many of

our districts suffer their school-houses and school premises to remain year after year, is amazing,—abhorrent to every sentiment of propriety, taste, comfort, health, decency,—and would be quite incredible, were it not attested by the eyes, and other no less credible witnesses.

2. *Boarding round.* The practice, in many districts, of contributing the fuel, for the purpose of lengthening the school, is highly commendable; and so, in its purpose, is that of contributing the teacher's board. But, could not the latter be done in some other way, than that which is familiarly known as *boarding round*? This practice, while its advantages and disadvantages in other respects are perhaps nearly balanced, deprives the teacher of that quiet room, with the books and writing desk, which every teacher needs, and of that daily study and special preparation for the school exercises, without which no teacher can do his best, and converts the whole school season into a continuous period of visiting, with its various admixtures, in different cases, of feasting, parties, games, chit-chat, jokes, flirtations, and gossip. What progress young teachers are likely to make, in such circumstances, towards the true ideal of their calling, can readily be inferred.

3. *Choice of Prudential Committees.* The custom is still extensively prevalent of appointing the citizens of the district to this office, mainly upon the principle of rotation, and then of leaving each one to keep the school machinery in motion his year without a district tax. Upon this system, the best men in the district are sometimes appointed, and sometimes the very worst. The office is apt to be regarded as one of trouble and expense; but then it comes for only a single year, with a long exemption following. The requisite funds are not furnished to the committee for making the needful repairs upon the school buildings; but then it is not expected that he should make any beyond such as are indispensable for carrying through his summer and winter schools. He must take care, of course, that the old house does not fall down *on his hands*. If the boarding round system prevails, he is expected to furnish gratuitously an over-Sunday home to the teachers whom he employs, and a room where, through the week, they may keep their trunks and change their clothes; but then he is regarded as excusable if he employs such teachers as will be agreeable to his own family, some kinsman or kinswoman, it may be, or, perhaps, one of his own children. Of course, the examining committee

take the responsibility of their being qualified to teach ; and if, in any case, they decline to take this responsibility, he is apt to feel that he has a right to be offended with them. And his neighbors are apt to sympathise with him, for will they not wish the same privilege when their turn comes round ?

And as, upon this system, the district meeting becomes a mere form, it is no wonder if no more attend it than are absolutely requisite to carry out the form, and these perhaps through the special solicitation of the clerk. In some towns even this form is not required, the prudential committees being chosen at the annual town meeting, upon nominations for the several districts. How wonderfully adapted this whole method of procedure is, as if specially designed for this end, to exercise a withering, deadening influence upon our noble system of popular instruction !

4. *Action of Prudential Committees.* This action, in many cases, deserves to be spoken of only in terms of high praise ; but would be expected, from the causes mentioned above, to be very variable. And the constant change of committees, and the practical autocracy of each one for his year, is apt to lead (except in the case of annual schools) to a scarcely less constant change of teachers. The flittings of teachers from place to place, and their changes and interchanges of their scenes of labor, look, to one who can dart his eye over the field, like a rapidly played game. But how unfortunate a game to the pupils who are played upon, I need not remark. I have been surprised to find, how little the prudential committees visit the schools to observe the actual success of the teachers whom they have employed. I should also have hoped that they would consult more frequently, than they seem to do, with the school committees, respecting the selection of teachers. I should have hoped from them other things which I often fail to find. Yet I am persuaded that their *short-comings* are not to be charged so directly upon themselves individually, as upon the general system under which they hold office, and the prevalent sentiments and spirit of the community by which they have been elected.

5. *Number of Prudential Committee, &c.* I like that provision in our laws, by which every town is permitted to determine for itself, whether it will contract with its teachers through its school or prudential committees ; and should deprecate any legislative action which should even seem to the people to be removing them

farther from the management and control of the schools which they maintain for the education of their children. But I would beg leave to suggest one change, which none could doubt would be bringing the people still nearer to this: viz., that the laws should be so altered, that the prudential committees should never be chosen otherwise than by the districts; that they should never consist of less than three persons, (as in New York and some other States,) and might consist of as many more as the district should choose to elect; and that they should be required to visit the schools, but not so as to interfere with the duties of the school committees. As the prudential committee represents the district, it ought, according to the principles of our government, to be chosen by the district. As the prosperity and usefulness of the district school for the year, depend primarily, where the district system is in force, upon the prudential committee, so vast an interest ought not to be placed at the mercy of the fidelity and good judgment of a single, and commonly inexperienced agent, acting according to his own pleasure, without counsellors, and without accountability. What an anomaly this seems to be in our democratic institutions! Still further, the proposed change would mainly break up the rotation system of appointment, would scarcely fail of calling out larger district meetings, would commonly secure some experience in the committee, and would effectually check the system of family patronage. For even if their executive business were chiefly performed through their chairman, still he must consult his associates respecting the engagement of teachers. Moreover, the present chance would be trebled of obtaining one zealous, judicious, and efficient man upon the committee; and three would have more strength and courage than one, for making any needed repairs, or securing any improved accommodations. By visiting the school, they would observe for themselves the success of the teacher, and be aided in judging respecting the wisdom of a change or a reappointment.

The fourth head which was stated in the preliminary division, is of very wide range and cardinal importance; but I presume that the request with which I have endeavored to comply, had no direct reference to this, and that therefore you will readily excuse me from entering, in this already protracted communication, upon so vast a field.

The following is a summary of that portion of my work, during the past year, which can be conveniently reduced to a statistical form :—Lectures in Teachers' Institutes, 94 ; other Lectures, 22 ; Examinations at the Normal Schools and for the State Scholarships, 7 ; Teachers' Associations and Conventions attended, 12 ; Visits to Towns, 125 ; Different Towns visited, 89 ; Visits to Schools, 254. Weeks not included in my period of service, 5½.

ALPHEUS CROSBY.

Boston, December 14, 1855.

MR. A. R. POPE'S REPORT.

To the Honorable Board of Education of the State of Massachusetts :—

Gentlemen :—The Report, which it is incumbent upon me now to present, must necessarily be very meagre, as a period of less than three months cannot be supposed to be very rich in results. I entered upon the work of the agency on the first of October, just when the autumnal series of Teachers' Institutes was commenced ; and, at the suggestion of the Secretary of the Board, attended them all, excepting the one at Adams. Though this course took me from my more immediate work, for the time, I think I can perceive that it was indispensable to a correct apprehension of the proper office of the agency.

Besides the public lectures delivered at Chelsea, Shrewsbury, Ashburnham, Rutland and Yarmouth, in connection with the Institutes, I have also addressed audiences in Barre, Chilmark, Quincy, Brewster, (twice,) Barnstable, Falmouth, Burlington, Brimfield, Lowell, Dedham, Westfield and Wareham. These meetings included upwards of four thousand persons ; and were not reached without more than one thousand miles of travel !

Three of the occasions were furnished by the regular meetings of Teachers' Associations ; and the cordiality with which the agency has been greeted by these principal laborers in our common cause has been highly gratifying. In six other instances, the meetings of the citizens were held in connection with the dedication, or opening, of new school-houses ; and in every such case the interest already existing in the community is almost a guarantee that a speaker's words, if at all appropriate, will be taken for all that they are really worth.

It is obviously an advantage not to be lightly estimated, whenever an invitation from the school committee, or other suitable persons of influence, can be made to prepare the way for a visit

to a town. And thus far, as I have intimated, my services have been chiefly rendered under such circumstances, or as they have been asked for. When advice is wanted, and suggestions are solicited, these, if opportune and judicious, can scarcely fail to enter into the experience which is waiting for them. But it is not very likely to happen that the towns most requiring to be explored and addressed will be the readiest to press requests for such assistance as an agent of the Board can furnish. I suppose that such cases are meant to be provided for, in the appointment of one or more persons, "to visit the towns, and school districts, as may seem expedient to the Board, for the purpose of inquiring into the condition of the schools, lecturing upon subjects connected with education, and, in general, of giving and receiving information in the same manner as the Secretary of the Board would do if he were present."

Acting upon this conviction, I have proposed to myself in future, first, of course, to embrace every opportunity which is offered for coming into direct contact with the schools and the community, and, also, as far as time will allow, to seek out occasions, by means of which, to quicken, if possible, the desire for improvement where it does not already exist. I deem this to be the proper method of carrying out, both in letter and in spirit, the purpose of my appointment: and trust the labors thus contemplated will not be wholly without good results to the educational interests of the Commonwealth.

With sentiments of respect,
I remain, very truly yours,

AUGUSTUS R. POPE.

SOMERVILLE, December 14, 1855.

ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

EVILS AND DEFECTS TO BE REMOVED FROM THE PUBLIC SCHOOLS.

S U F F O L K C O U N T Y .

BOSTON.

It is not to be supposed that our school system has attained the perfection at which we should aim, and it does not become us to boast of our success, or to rest satisfied with what we have already accomplished, while there are still many deficiencies to be supplied, many errors to be corrected, and many improvements to be made, before we can be entitled to say that we have done our whole duty towards our schools. The increasing wants and demands of the times require the exercise of unceasing vigilance and care in the management of these institutions. Some of the deficiencies to which we allude may be easily corrected. Of others it must be left to time and a more enlarged experience to discover and apply the remedy.

It is only by slow degrees that the true methods for the advancement of any art or science are perfected. Many steps in the wrong direction must be retraced, many false theories exploded, and many imperfect systems overthrown before the truth is finally discovered. The science of education is no exception to the general rule. The principles which should direct it, though plain and simple when once perceived, have been with difficulty recognized, and some of the most important of them are, as yet, perhaps, but imperfectly understood, or if understood, not practically applied.

The great principles are even now too frequently overlooked, that every true system of education must, as far as possible, correspond with and assist in the natural course of the development of the mental faculties, and that the cultivation of the intellect and all the higher powers of the mind must be an intelligent process. Our methods are apt to be

too mechanical, and not sufficiently addressed to the understanding and the reasoning powers of the learner. They proceed too often upon the ground that the pupil is a machine, from which a certain amount of work is to be expected, rather than a being endowed with reason and intelligence, to be carefully trained and educated according to the laws of his nature. On this account his progress becomes tedious and difficult, and he loses the benefit to be derived from the high enjoyment which is the natural attendant upon intellectual activity, when directed to its appropriate channels.

To the young, the first steps in the acquisition of knowledge and the exercise of the intellectual powers are evidently attended with the greatest satisfaction and delight. It too often happens, however, that those occupations which should continue to give intense pleasure, become in the school-room a mere drudgery and a task. It must be owing to some great error in our views and practice on this subject, that such a perversion of the natural instincts should have become almost the rule rather than the exception.

If it were possible to introduce into all our schools the correct methods of education, so that the various elements of knowledge might be presented to the mind of the pupil in their true and natural order, and with due regard to their adaptation to the development of his faculties, the actual amount of knowledge acquired, as well as the beneficial effects of the process of acquisition upon the intellect and character, would be greatly augmented. A new interest in their pursuits would be awakened among the pupils, their understanding of the principles of the subjects studied would be facilitated, the memory quickened, the faculty of attention strengthened, and the general powers of thought called into action. A keen and vivid enjoyment would take the place of that listless inactivity of mind which is too often observed, and which is, of all others, the most discouraging and hopeless hinderance to intellectual progress.

That an approach to this state of things is possible, is evident from the success which has attended the efforts of those teachers who have best appreciated these principles. They have known how to make study attractive as well as profitable to their pupils, so that the hours devoted to school are looked forward to with pleasure, and employed with satisfaction and advantage. Education, with them, implies something more than the mere study of books, the mechanical performance of certain tasks, and the committing of pages to memory. It extends to the cultivation of all the powers of the intellect, the improvement of the taste, the guidance of the imagination, and the elevation and refinement of the whole character.

Your Committee would suggest that more care is necessary than has

hitherto been taken, to exclude unsuitable books, and to secure the introduction of those only of the best character in each branch of study. It has too often happened that books of at least very doubtful merit have been introduced into our schools, by the perhaps well-intentioned efforts of authors and publishers, without a sufficient examination. Instances have occurred in the history of this board, of the adoption of books, without due consideration of the consequences of precipitate action on this subject.

No book ought to be adopted without a thorough examination of its merits, and a favorable report by an appropriate committee. It is desirable and proper that such committee should, if they see fit, consult with experienced teachers in regard to any book brought to their notice; but the custom, which appears to be gaining ground, of allowing authors and publishers to offer to the board the signatures of the masters, in favor of their own publications, obtained for the purpose of superseding other books already in the schools, is one which ought not to be encouraged.

In regard to the text-books at present in use in the schools, your Committee believe that some improvements might be made, and they would recommend the subject to the particular attention of the Board.

We have some books in daily use which, if they had been more carefully examined, would never have been introduced into the schools, and others which ought to be superseded by better books on the same subject, which have been since published. We would not, however, recommend any sudden changes without due deliberation, and the certainty that the change proposed would be an improvement.

Without dwelling too much on the details of this subject, we may refer to the text-books in reading and arithmetic as particularly requiring notice.

The reading books for the higher classes have the merits of good judgment and taste in the selections, and they are perhaps equal to any that have been prepared for the purpose. All of those used by the younger classes, however, cannot be spoken of in the same terms of praise, and some of them are quite unworthy of a place in our schools. Some of these contain pieces which are beyond the reach of the understanding of the pupils by whom they are intended to be read, with others which are trivial both in style and matter, and, in some instances, not written with due regard to the rules of grammatical construction.

A good reading book for any class should contain selections from the best writers in the language, prepared with a reference to the cultivation of the taste, and the education of the intellect, at the same time that they serve as exercises in reading. It requires the same judgment and discrimination to compile books for the younger pupils as for those of a

more advanced age. Our language has many classical authors, of correct taste, and pure and simple style, selections from whose writings would be quite appropriate for the youngest classes, as well as for older pupils.

The extent of the influence of the reading books upon the character of the pupils, is not, perhaps, sufficiently considered. With some, whose opportunities for reading at home are limited, they are the chief means of their acquaintance with the best writers of our language. There are many who owe their first impressions of beauty in composition to these books; and there are probably few who have ever learned to read at all, who do not, in after life, remember and recur with pleasure to the selections of prose and poetry from the masterpieces of our literature, which have been rendered familiar to them through their class books at school.

The text-books of arithmetic, also, need a careful revision. Our regulations now allow the use of seven different books on arithmetic. Some of these are probably unnecessary, and might be dispensed with; others are not well adapted to the wants of the pupils, from their deficiency in a full and complete analysis of the principles of the subject. There are many excellent recent works on arithmetic, which teach, not by rules to be committed to memory, but by a thorough explanation of methods and principles. If any of these are found to be superior to the books now in use, the interest of the pupils requires that a change should be made.

The beneficial tendency of the annual exhibitions, as conducted in many of our schools, has been seriously questioned by some of our most experienced teachers. They have complained of the loss of time and the interruption to the regular course of study, caused by the usual preparations for these occasions, and have remarked upon the false impressions which they give of the comparative merits of the schools. It is, on all accounts, desirable that the parents and friends of the pupils should have opportunities to observe the progress and conduct of the schools, and the exhibitions might be conducted in such a way as to obtain this result, and, at the same time, serve as a healthy and beneficial stimulus to the pupils. They should aim to show, not what display a class may make after weeks of careful training and drilling for a special occasion, but the real progress they have actually made in their studies, the amount of useful information they have gained, and the whole result of the methods of instruction and government employed, and of the influence exercised over them by the teacher. Nothing should be done for mere effect, or to exhibit a superficial brilliancy in the place of solid attainments.

In this connection we would mention, with commendation, the special care taken by some masters that each individual in a class should receive his just share of attention and assistance in his studies. There is

a tendency in certain schools, perhaps fostered by our system of exhibitions, to put forward the brightest scholars, and to bestow an undue share of time upon them, while those of inferior capacity or less attainment are comparatively neglected. The injustice and impolicy of this course are evident. Every pupil has an equal right, according to his industry and application to his duty, to receive the full benefit of all the means of instruction provided by the city, and no personal feeling of partiality, or the gratification of the natural desire to exhibit a brilliant class, should lead a teacher to favor any portion of his school at the expense of the rest. It is, besides, undoubtedly true that the most prominent pupils at school are not always those who, in after life, become the most valued and respected members of society. The mind and character are developed according to laws which are beyond our scrutiny, and our calculations are constantly liable to error. It is not precocious brilliancy of intellect, but those moral qualities which lead the scholar to perform all his duties faithfully and to improve the time, which will determine his future position.

The time of the school hours should be fully and profitably employed, but the most ample opportunities for healthful exercise, and for a large amount of salutary recreation out of school, should also be allowed. But a small amount of actual study out of school, should be required, even of the oldest pupils. To the younger classes none but the shortest and simplest lessons, if any, should be assigned to be learned at home.

Much depends upon the manner in which instruction is given, and upon the state of mind of the student. He should be encouraged to look upon study as a source of enjoyment rather than as a task; but, to be fully enjoyed, requiring the highest exertion of his faculties, and a thorough interest in his work. What is taught should be clearly and definitely explained, so that when once learned it is fully understood and not easily forgotten. A few things intelligently studied will make more impression and be of more permanent benefit than a much larger amount hastily and carelessly passed over, and one hour spent upon any lesson when the mind of the pupil is active and interested in the subject, is better than many hours passed in listless poring over books. The pupil is not then constantly obliged to retrace his steps to study over again what he has at first but imperfectly comprehended.

The actual amount of knowledge obtained at school is not so important as the habits of thought and methods of study acquired. The time, however, spent in the school course is fully sufficient, if well employed, for the acquisition of a large amount of instruction, and all that is necessary or important to be learned up to the age at which our pupils leave the Grammar Schools, might be easily attained without any excessive amount of study.

The proficiency of pupils in reading is perhaps one of the best tests of their general intelligence and mental development. Much attention was therefore given to the examination in this branch. The same diversity of merit in this respect as in most others, is found in the different schools, depending perhaps mainly on the taste and ability of the teachers. In some schools an intelligent and expressive manner of reading is cultivated, in which, without any effort at theatrical display or forced and unnatural emphasis, the sentiment and meaning of the author is given with a truth and simplicity that leaves little to be desired. In other schools a style of reading has been introduced and encouraged, whose object would seem to be to leave truth and nature out of view, and substitute an artificial standard in their place. This system aims to teach what emphases and cadences are proper to express any particular emotion, and to apply them to the piece to be read, instead of making the pupil first understand what he reads, and allowing the emotion or sentiment itself to suggest its own manner of expression.

A tendency may be observed in some schools to look upon grammar as a science having no relation to our ordinary speech, and not applicable to our daily communication with each other. Some pupils, who could parse and analyze remarkably well, used incorrect language in conversation; and frequent inaccuracies of expression were observed even in the discussion itself of the rules of grammatical construction.

Grammar is simply an abstract of the fundamental laws and principles of language, and English Grammar is the expression of those laws as applied to our own tongue. All instruction, therefore, on the subject, to be practically available, should be such as will lead the pupil to form correct habits of expression in his own use of language, in conversation and writing. This is a point which needs to be insisted upon, because it is frequently overlooked. The errors and mistakes constantly made by pupils, are too apt to pass without correction by the teachers, and it must even be confessed that all of the teachers themselves are not sufficiently careful in their own use of language. It should be remembered that in this matter, more perhaps than in any other, practice is better than precept, and no teaching of grammatical rules will counteract the injurious effect of the frequent hearing and use of ungrammatical language.

Sufficient care is not always taken, to make the pupil understand the principles of arithmetic, and the reason for the processes performed. We have frequently, for example, been pleased with the facility with which a class have solved problems involving complicated operations in fractions or in proportion, but on inquiry for an explanation of the reason for the various steps of the process, no answer could be given, except that such was the rule of the text-book. No attempt seemed to have

been made to analyze these rules, and to investigate the principles upon which they are constructed. This fault may be partly owing to deficiencies in the text-books themselves, in regard to analysis, but it must also be attributed partly to want of sufficient care on the part of the teachers to draw the attention of the pupil to this subject. Pupils seem sometimes to imagine that the rules of the text-book are arbitrary directions given by the author of the book, rather than applications of the general laws of the relations of numbers to particular classes of cases. No scholar can be considered as well instructed in arithmetic, unless he can arrive at the solution of the problem before him independently of any given rules. A thorough analysis of one question will enable him to construct rules for himself applicable to the whole class of similar cases. The unnecessary multiplication of rules, however, is in itself an evil, and it is better that every problem should be considered and solved on its own merits. By this method of studying arithmetic, the mind of the pupil is kept awake and his intellect excited, and while his progress is facilitated, the subject itself is better understood, and he obtains all the advantage which the study is capable of affording, as a mental exercise.

Much attention is paid to geography in our schools, and generally with a good degree of success. It is one of the most interesting studies to the pupils, and one of the most profitable of the course, when properly pursued. Too much time, however, may be given to minute details, and to the attempt to remember the situation of comparatively unimportant places on the map, in such a way as to confuse the mind of the learner and divert his attention from those broad features which form the groundwork of the science. Much unprofitable labor is sometimes spent upon these minor points, and we believe it to be a fact, that a very large proportion of all the knowledge of this kind acquired by the pupil, is forgotten immediately on his leaving school, unless circumstances occur to bring it into daily use.

The general outlines of geography should be first studied, with the use of the globe and such other apparatus and diagrams as are necessary to fix the chief points definitely in the mind. The main features of physical geography come next in importance; such as the outlines of continents and oceans, the situation and direction of mountain ranges and great rivers, and the principal laws which affect climate and temperature. Political geography should be connected with the preceding, in the natural order. A definite acquaintance with its grand divisions should first be formed, to serve as a skeleton or groundwork for future acquisitions.

Physiology.—This subject has been studied with much care in some of the schools, but it does not appear to have been attended to, in all

of them, in the most judicious manner. Too many pages of the text-books are taken up with anatomical details, and the attention is not sufficiently directed to the general laws of health and their application. It is desirable that all should be acquainted with the most important and interesting points in the structure of the human frame, but your Committee doubt the expediency of allowing anatomy to occupy so large a part as it now does, of the books of physiology used in our schools. We need a text-book which shall, in a few simple pages, set forth all that is necessary to be taught to pupils on the laws of health and the rules for its preservation, and it should be considered the duty of teachers, so far as their influence goes, to see that these rules are not only known, but practically applied.

CHELSEA.

It becomes our duty, and by no means an agreeable one, to apprise the town that the teachers and scholars in this building are subject to many annoyances of a very serious character, arising from the connection of the school-rooms with the town hall. A favorable influence upon young persons could hardly be expected in a place of so much public resort. Too many things are of daily occurrence, which excite curiosity or engage the attention of the pupils; and in those rooms immediately below the public offices each footfall is painfully distinct, and awakens echoes in remote parts of the house. But these are slight annoyances compared with those growing out from the various uses to which the hall is put. Several days in the year we meet for town or other public purposes; and when we gather together, the children might as well disperse. Lectures, either foreign or domestic, have become indispensable. Assemblies are a staple. Howling Pottawatamies from beyond the Mississippi, in the *afternoon*, rehearse those euphonic war-songs and pantomimic dances, designed to delight the evening audience. Ethiopia, in operatic troupes, with an ingenuity suggestive of Yankee origin, scrapes the premonitory fiddle, which *advertises* to three hundred and fifty pupils, in the rooms below, that the "good time is coming,"—children *half price*. These are actual occurrences. The school committee have no control over the hall, except on the forenoons of Wednesday and Saturday; and they have been obliged several times to refuse to dispense with school exercises on these days, for the accommodation of those to whom such refusal may seem ungracious. By actual computation the hall has been publicly used within the last year one hundred and fifty-one different days or evenings. The difficulty is not in the evening performance, but in the afternoon *preparation*. In many instances the settees are either entirely removed, which involves their

replacement, or are differently arranged; and in either case, the tramping of feet and scraping of this cumbrous furniture, is as much worse than thunder as it is less remote. Grant that the schools are not dismissed on all such occasions, as is sometimes the case, from the sheer impossibility of living beneath such a Niagara of noise; grant further, that with all these annoyances, the teachers do teach, and teach well, save on those days when they are obliged to dismiss; still it is to be considered how much it tends to increase the labor of these instructors to preserve order and quiet, and adds to that distraction and weariness which are always incident to the school-room. We make no complaint of those who have charge of the hall or offices. So long as the hall is public, according to the design of its projectors, it is difficult to perceive how they can discriminate. In opening it to all, they only meet the public wish: but it may soon become a question whether the town will not think best to relinquish this structure, notwithstanding its great cost, to the uses for which it was designed—town hall, armories, etc.—and erect school-rooms elsewhere.

Truancy.—This subject engaged the attention of our predecessors. In their last annual report they said:—

“One of the most perplexing difficulties which the committee have had to encounter during the past year is that of truancy and non-attendance. The report of a sub-committee, to whom the subject was referred, disclosed a state of facts calculated to awaken very serious apprehension. Cases of habitual truancy are still numerous; and in the absence of any proper institution for such delinquents, the committee find no remedy in the by-laws adopted by the town, for this purpose. Nor do the legislative enactments afford any practicable means by which to secure the attendance upon school of a large class of children growing up in ignorance. Where the evil is occasioned or excused by extreme poverty, it is questionable whether the law can be pressed very far into the service; but whether the remedy is to be found in the personal exertions of the benevolent and humane, or whether more efficient measures can be devised, are questions we are compelled to refer to the wisdom of the town, and the consideration of our successors.”

This evil exists in an aggravated form. The vicinity of some of our school-houses is polluted by the presence of profane and vulgar boys, not only vile themselves, but exercising a most disastrous influence upon their less depraved associates. Efforts have been made to induce their return to the paths of virtue and decency, and in some cases with success. Where the conduct of the incorrigible has fallen under the cognizance of the law, the law has been enforced. But many cases municipal regulations do not reach. The question at present is, not so much what measures shall be taken to reclaim the vicious, as how shall

we protect the innocent. Occasionally the services of our constables have been employed with advantage; and we now desire to submit to the consideration of the town, whether there is not constant need of a humane and efficient officer for protecting those who attend schools from the pernicious influence of such as do not come under the authority vested in our teachers.

In one or two instances, for the purpose of retaining teachers of approved ability, we were reluctantly obliged to vote an increase of salary. We say reluctantly, not that we thought the increase undeserved, but because there are grave objections, after the scale of salaries has once been deliberately established at the commencement of the year, to its alteration at a later period. It is not always the case that our best teachers happen to be invited to enter other fields of labor; and under such circumstances, an increase of the salary of one who proposes to leave, tends naturally to unsettle the minds of those who remain. Requests of this nature multiply; the precedent is quoted, and compliance is either ungraciously refused, or involves the committee in the necessity of overdrawing their appropriation. Upon the whole, therefore, we deem it advisable that the salaries should be established at the commencement of the year, and not afterwards disturbed.

We have already adverted to the fact that we have lost several of our most efficient teachers in consequence of the greater inducements held out to them by our neighbors. It is impossible for us to compete with Boston; yet, perhaps, it is not too much to say that we have not exceeded our ability. Comparing the amount of taxable property and rates of salaries in Chelsea with those of some other towns in our vicinity, we find that we pay somewhat less than the towns referred to. Thoroughly educated teachers of mature age and judgment and with a natural aptitude for the profession, are worth more than we have been paying; while, on the other hand, the immature and inexperienced (if we should be so unfortunate as to have any such) are worth less. Teaching is a great art, to which instructors themselves should be trained. It is also a calling, and many mistake it for their own. The Commonwealth has made ample provision for the special education of teachers; and committees always presume that the general intelligence, maturity and natural fitness of several candidates being equal, those teachers will meet with the best success who have been regularly and specially educated for the profession. To presume otherwise implies a disregard of those established principles and maxims which guide men in all other kinds of business. But though these rules are so plain to be understood, and so easy of application, it will not be inferred that committees are always permitted to choose between the experienced and the inexperienced—between the well-educated and the uneducated; for

it sometimes happens that they are obliged to select from the latter class. First-rate teachers are not at all times to be had even for good salaries ; but with low salaries the chances of securing their services are very much lessened. These remarks we deem pertinent, for two reasons ; and first, that committees are supposed to select unwisely from error of judgment. This is sometimes the case ; but, generally, they elect the best they can find for the compensation at their command. Again, their ability to find depends very much upon the inducements they are able to hold out. If, then, we are unable at all times to command applications from the capable and experienced, or, if having good teachers, we are unable to retain their services by reason of insufficient compensation, we see no course left but to revise the scale of salaries.

We deem it our duty to state frankly the obstacles which retard the progress of our schools, and the measures by which they may be improved. They undoubtedly require a more careful supervision. Frequent visits of parents to the school-rooms would do much good both to teachers and scholars. Perhaps we are peculiarly liable to neglect this duty. A large proportion of our citizens do business in the neighboring city, and there is ground for the conjecture that few have ever entered a school-house (except on examination days) for the purpose of ascertaining the progress of their children. This may be accounted for in various ways. Many are out of town during school hours. Some erroneously suppose that making a speech to the children would be the penalty of their visit. Others may entertain the notion that all duty ceases when suitable school-rooms and instructors are provided. Indeed, there is reason to apprehend a prevalence of exaggerated ideas as to the design of common schools. By some they seem to be regarded as a divine institution, which, when perfected, will eradicate every conceivable evil, and confer all possible good. As a State institution they are of American origin. Their founders declared it to be the duty of the Commonwealth to provide means of instruction to all ; but the care with which they superintend the education of their children at the fireside shows that they felt other obligations than simply to establish schools. Common schools were not founded on the idea that one teacher can instruct forty or fifty children better than an equally well-educated parent, having leisure, can instruct four or five ; but because it was observed how many parents want the requisite means and cultivation. They are the next best thing to home influence and instruction, and in some respects are even superior. Perfection is found in the union of both. Intelligent travellers who have examined New England schools, while they express unbounded admiration for the system, have thought they perceived indications that people were imposing too great a burden upon them. Their true office is auxiliary to that of the natural guardian

and instructor; and in no golden age, in no millennial period, will they relieve parents of all care except that of feeding and clothing children. To suppose that when children are once sent to school, and at a tender age, no further care for their progress in science or their cultivation in morals is required; that no anxiety need be felt respecting their morning or evening associations; to expect common schools to furnish all education, all police regulation, all parental restraint, all inculcation of elevated sentiment, all home influence—to require all these things is vain. Such confidence will prove a snare and a delusion. Unquestionably, schools have not yet accomplished the half of what they will do when made perfect. We can hardly exaggerate their importance, nor labor too assiduously for their improvement. They demand, as they are receiving, the attention of some of the best intellects of the age; and it is impossible to conjecture what height they may not reach, nor what good they may not accomplish, except that of relieving parents of their just and peculiar obligations; and when they are allowed to usurp that duty, it will be a revival of the old Spartan experiment, which like that, must ingloriously fail.

ESSEX COUNTY.

ANDOVER.

Prudential Committees.—The Superintending Committee have no particular desire to increase their present responsibilities, or add to the labors already devolving upon them;—they are aware, also, of exposing themselves to a charge of want of modesty in expressing the conviction that those duties which have been usually performed by others can be accomplished to better advantage by themselves. But those who reflect for a moment in regard to the common custom of authorizing prudential committees to engage teachers, while the general committee are to approve or reject, sanction or condemn, the conduct of the teacher, must see that the responsibility is really shared by neither party. There is a perpetual conflict between the powers and trusts delegated to each. A prudential committee hires a teacher, but still his hands are tied and his authority limited, by the action of the Town Committee. They may reject the teacher that he has engaged, and compel him to seek another.

Constant Attendance.—One great evil that afflicts some of our schools

is the irregularity of attendance that is practised by many of the scholars. Every parent must see that nothing can be more discouraging to the teacher, or more injurious to the intellectual, and we may add the moral welfare of the scholar, than to allow this irregularity of attendance on the part of their children, for slight and trivial causes. It is easy for children to manufacture reasons for absence from the school-room, if they are so disposed; and it is easy for indulgent parents to accede to their wishes. But no parent who regards the prosperity of the school, and the interests of his children, will suffer them to be absent from school unless for some very important and weighty reason. The time and privileges of childhood are too valuable to be wholly wasted in idleness and play, and it is vain for a district to build school-houses, procure teachers, and furnish all the means of intellectual culture, when a large number of the children of that district neglect to improve them. And no school can attain a high standard either in scholarship or discipline, where much indifference is manifested in respect to constant attendance. It is to be hoped that parents will take this matter into serious consideration.

Getting Dismissed.—Another grievous evil in close connection with the one just named, is the practice of getting dismissed before the time at which the school closes. This occurs in many of our schools, much to the annoyance of the teacher, and injury of the school. If there were any particular necessity for the existence of this practice, it might be more complacently overlooked; but there is scarcely any whatever. It is generally for the most frivolous reasons that children are permitted to get dismissed. And the evil does not consist wholly in the fact that so much time has been lost by the scholar out of school; but it diverts his attention from his studies while in the school-room, disturbs the good order of the school, and renders the scholars that remain more discontented with their situation. Your Committee are deeply impressed with the conviction that we should have much better schools if this evil were entirely removed.

BEVERLY.

[*Note by the Secretary of the Board of Education.* Though the subjects treated in this extract hardly come within the range of the leading topic of the Secretary's Report they furnish such valuable, and, at the same time, peculiar testimony, as to justify a little deviation from the general plan.]

The School Committee, in resigning the trust accepted by them one year since, would respectfully submit to their fellow-citizens the following report of their doings:—

At a meeting for the organization of the board, it appeared that, no

vote having been passed by the town within the time specified in the statute, transferring the power of selecting teachers, and contracting with them, from the superintending committee to the prudential committees of the several districts, that responsibility still remained with the board; an arrangement was accordingly adopted by which the sub-committees should embrace, among their duties, that of procuring teachers *for the schools over which their special supervision extended*, they were to contract for the teachers on the most favorable terms, and as for two years past, were to decide upon their qualifications. It was found in the effort to carry out this plan that in some instances contracts had already been made with teachers by prudential committees, who had received their appointments, and commenced the discharge of their usual duties before the true posture of the case was generally apprehended. In such cases it was only necessary for the sub-committees, if they saw fit, to sanction the doings of the prudential committees. The experience of a single year is not regarded by the committee as furnishing a complete test of the value of this new feature, which was thus unwittingly introduced into the educational arrangements of the town. The innovation upon what had been the established order of things for long years, was looked upon by some with suspicion and distrust, and not a few were ready to predict, with considerable confidence, the failure of the new movement. The report of last year suggested some advantages which might possibly accrue from a change like that which, though unintentionally, has really been brought about. Your Committee are happy to say, that to a fair extent these advantages have been realized, together with others not contemplated in the Report. A wider range than ever before has thus been opened for the selection of teachers. Local feelings, and prejudices of a party nature, which sometimes prevail in a district, and control entirely the choice of prudential committees, when the power of selecting teachers resides solely with them, have found no room to work under the new arrangement, and thus keep the district in a continual turmoil. The personal piques of prudential committees against favorite teachers have not operated to prevent their re-appointment, when their services were available, nor have the individual preferences of the committees given to any district teachers who were generally unpopular. In appointment of teachers during the year, the rights of no one have been invaded; so far as possible, the preferences and dislikes of districts in respect to particular teachers, have been regarded. The examination of candidates has been more rigidly and thoroughly conducted than heretofore; and, as the result, it is believed a more thorough and efficient corps of teachers, as a whole, has not been employed in this town for many years. This is especially true in respect to the masters of the winter schools. Without exception, they have been

men who have proved themselves well qualified for their work; they have devoted themselves assiduously to the interests of their pupils, and marked success has crowned their earnest efforts. They have thus secured the warm approbation of the Committee, and the general favor of the districts where their labor has been expended. So far then as the results of a single year are concerned, the wisdom of the change under consideration has, in the opinion of the Committee, been amply demonstrated. The testimony of numerous other towns in the Commonwealth, as well as that of the present Secretary of Education, and the Board under whose direction he labors, is given in favor of vesting with the superintending school committees the exclusive power of selecting teachers and of contracting with them.

It is for this town to say, whether this shall be its settled policy, or whether such power shall again be transferred to the prudential committees. At the meeting above referred to, your Committee, acting upon the basis of the appropriation which the town had generously placed in their hands, proceeded at once to re-engage the superintendent whose term of office had recently expired. This salary was fixed by himself at \$300 per annum, being \$50 more than was paid the previous year. This sum, including as it did all his travelling expenses, was deemed by the Committee to be a very moderate one, and by no means an adequate compensation for the services proposed to be rendered. Some idea of the nature and extent of these services may be formed by referring to the last year's report of the superintendent; for many of the statements there made, might with equal justice have been made in respect to the labors of the present year. Much, however, of the work which he has performed in various directions for the benefit of our schools, must necessarily remain untold in any report. Mention may be made, for example, of numerous *visits* to the schools; but who can calculate the favorable *results* secured to scholars and teachers by being brought into so frequent and close contact, sometimes for an entire half-day together, with an instructor of large and ripe experience. One who can detect at a glance whatever is deficient in a school, and can see where and how the remedy is to be applied, who knows when the word of encouragement is to be spoken, as also the word of caution and rebuke, who is familiar, moreover, with the best modes of discipline and of instruction. That the teachers have felt themselves greatly indebted to the superintendent for valuable suggestions, and timely advice in the prosecution of their work, has been freely acknowledged to individual members of the board. Very valuable aid, too, has been rendered by him to the sub-committee in the business of procuring teachers. Besides these direct results, the Committee feel that widely extended influences for good, silent, indeed, many of them, and yet sure in their operation, have thus been brought

to bear upon the interests of education throughout the town ; influences, the full force and reach of which, remain to be developed in future years. They therefore take great pleasure in bearing this public testimony to the faithful and satisfactory manner in which the duties of the superintendent have been performed, and also to the importance of the office itself. For two years, trial has been made of the wisdom of the arrangement by which this office was created.

In the judgment of the board, the expediency of making annual provision for filling such office, ought no longer to be considered as doubtful. They would regard any retrogression from the advanced position already reached by the town, in this matter, as most earnestly to be deprecated.

BRADFORD.

We close this report with two suggestions. One is the great advantage that must result to the schools if parents and guardians would manifest a greater interest in them. A good teacher, unaided and alone, cannot make a good school. The pupils alone, at the age they are usually sent to school, cannot do it. The school committee, though ever so wise, and diligent, and faithful, cannot do it. All these together cannot accomplish all that might and ought to be done for our schools. There is another element absolutely indispensable. That element is the influence of parents. We observe in the records many black marks, indicating numerous instances of absence and tardiness. There is no need of this, and it ought not to be. But how can it be prevented? The remedy is with the parents. During the season of school, parents should see that their children give up their time to the business of learning, as much as possible. They should see that they are at school regularly and promptly. At least they should allow no slight reason to detain them at home. How much of truancy there is among the scholars of our public schools we cannot tell. But we fear there is no little. We fear that many very busy and very easy parents, think their children are at school while they are off playing in the streets, and perhaps in actual mischief. We commend this subject to the attention of parents. By a very simple arrangement with the teacher, such as rigidly requiring excuses from parents for every absence or tardiness of the children, this evil custom might soon be broken up.

Again, parents should take pains to visit the schools frequently. It is not enough to be present at the quarterly examination. They should often go into the schools. They should see the scholars and the schools in their every day dress. Then they would be able to see and judge for themselves about the real condition of the schools. They would

thus be able to encourage their children in whatever they might be faithfully and earnestly striving to accomplish, and intelligently to reprove each dull delay. Their expressions of interest, of approbation or of disapprobation, would then be like goads, as the words of the wise are wont to be.

The other suggestion we would make is, that we need more money to make our schools as efficient and prosperous as they should be. We now stand the lowest town in the county except one, in the amount of money appropriated for each child in town between the ages of five and fifteen. We hardly think this creditable to the ancient and honorable town of Bradford. We ought to have a little more public spirit. Again, we have not advanced for many years in our appropriations. Every thing else has advanced,—business has advanced,—property has advanced,—the produce of the farmer has advanced,—the wages of teachers have advanced. Is it not then perfectly manifest, that, if we have not advanced in our appropriations of school money, we must, relatively, have fallen far behind. Once, and that within a few years, as good a teacher could be procured for twenty-five dollars per month, as can now be secured for forty dollars. Now one of three things is certain—we must either have much shorter schools, or much poorer teachers, or a great many more children, so as to make the schools too large to be of any great service. The truth is, we have suffered more or less in all these particulars. Sometimes we have poorer teachers. Generally, we have shorter schools, and in two of the districts the schools have been altogether too large to be profitable. All these evils could be remedied by a little more money.

A brief survey of our schools will show how much need there is of more money. In District No. 1, they had a winter school of quite respectable length. And why? Because the summer school proved a failure, and a part of the money that should have been expended upon it was reserved to lengthen out the winter term. The little ones were thus deprived of their privileges by a mischance, and the older ones reaped the advantage of the ill wind, that blew others evil and them good. But the winter school has been altogether too large. No man can do justice to sixty or seventy scholars, and teach all the various branches of learning now required. Once, when all the attention of the teacher was devoted to what an old man, more remarkable for his good sense than his learning, called the “three R’s,” “Reading, Riting and Rethmetic,” it might have been done, but now it is an impossibility. The school in No. 1 *should be divided*, and a portion of the smaller scholars placed under the care of another teacher. A little more money than is now raised, would enable the district to do this, and the school-house could easily be made to accommodate both grades of scholars.

The grammar school in No. 2, is in much the same condition. For two terms in the year it is altogether too large. A female teacher ought to have charge of the recitations of at least one-half of the pupils of the grammar school. This could be managed with perfect ease, if we only had money enough to pay the bills. Besides, we need more money in this district, because we cannot expect again to secure any teacher that would at all answer our purpose, for the same amount of wages we have hitherto paid.

Of District No. 3, no more need be said by way of proving the need of more money, than the statement of the simple fact, that the winter school here was only five weeks. Those little children, growing up with such slender advantages of education, most certainly need some assistance.

It is thought that seventy-five cents on the dollar additional to what is now raised, making the whole sum two dollars per scholar, together with the help we may receive from the State and otherwise, will put our schools in tolerably working order. Shall we have it? It is for you, voters of the town of Bradford, to say. If you would not have poorer schools than your fathers furnished you,—if you would not have your schools more and more behind the times,—if you would not have your children obliged to put up with fewer and yet fewer advantages, and of course each generation growing up more and more ignorant, and more and more exposed to vice and ruin,—if you would not have all these things, we think you will cheerfully vote more money. At any rate we hope you will. But we will not detain you by further arguments. We speak as to wise men, judge ye what we say.

GEORGETOWN.

We do not think facts would warrant us in saying that our schools, as a whole, advance year by year as they do in a majority of the towns in the Commonwealth. And by advance we mean that the number of scholars receiving a general common school education never approximates to the whole number in town; that while the instruction becomes more thorough in the elementary branches, the course of studies should be extended, and that the scholars should attend school until well fitted to discharge the ordinary business of life. We do not know but the assertion may be made now, with about as much truth as it ever could, that the money, in part, is wasted. We are speaking of the system. Some of the schools make great improvement one term, and the next a very little, if any. Uniform attainment is what should be sought for and obtained. Well, if the money is not expended to advantage, who is to blame? The parents, the scholars, the teachers, the prudential com-

mittees, or the superintending committees? We will not say that any of these classes are faultless. But if the fault is attributable wholly to the two last named classes, it would seem that the many changes they undergo would obviate it. We will not say that the parents and children are not as much the friends of education, at heart, as they are in any neighboring towns. Surely we cannot charge the blame to our teachers, as a class. In view of these considerations, is it great presumption to just ask if the system under which our schools are managed is the best that is adopted by any town in this Commonwealth? Do the towns having the best schools adopt the same system we do? No, they cast it off years ago for one they consider better. Would any one say that our system is well enough if well worked? How many years would it take to learn to manage it? It certainly would seem that this town had tried it long enough, and stuck to it with sufficient tenacity, to educe good from it, if there is any in it. If not, cleave to it a little longer. Soon the change will come. The grand radical improvement needed in our school system is the abolition of district lines, and a grammar school for the use of all the scholars in town. This is no new idea. It has been recorded as the deliberate judgment of the school committee of the town, nearly or quite every year for the last eight or ten years.

Should the town fail to adopt the last named suggestion, we recommend, for reasons fully stated in the report of the committee of the town three years ago, that the power to hire teachers be left with the town committee.

And whether the town adopt either of the foregoing suggestions or not, it is important that the schools be so managed that in cases of difficulties in schools occasioned by disobedience of scholars, an unfortunate selection of teachers, or any other cause, the remedy may be soonest and most effectually applied. The means of education is what the scholars need, and if that is furnished, it is of no real importance whether they are instructed by this or that teacher. The law, wisely or unwisely, lodges the authority to discharge teachers with the committee. Then all efforts for remedy should be made in that direction. The opposite course on the part of individuals in a district, destroys a school and excites irritation in a district that continues for years.

GROVELAND.

The past year has, on the whole, been one of very decided encouragement; and the Committee feel justified in assuming a more hopeful tone than heretofore. The prospect which now lies before us of a change in our school system, that cannot possibly do otherwise than greatly to promote its efficiency, is extremely pleasing. We have considerable

confidence that this change will take place immediately ; but feel entirely sure that it will before long ; for the citizens of the town are now thoroughly awakened to this subject ; and being awakened, their natural good sense will inevitably lead them, sooner or later, to just conclusions. But aside from this prospective good, the retrospect of the year is gratifying. It is impossible not to see that an unusual interest in schools has been felt and displayed by the citizens. Busy men have left their customary avocations to attend the examination at the close of the school ; and it is curious to observe how accurately the interest felt in a given district corresponds to, as it no doubt, in a good degree, begets, the advancement of the scholars. The labor of the teacher is here no longer the obscure task, which it has too often been in all countries and times ; fidelity and ability in that employment is becoming, as it should be, a road to social dignity and estimation ; and there is large promise in this fact.

There has been a perceptible increase in the average attendance at the schools—one of the most indubitable and gratifying tokens of fresh interest. Last year the average number of scholars was sixty per cent. of the whole number in the town between five and fifteen years of age. This year the average is sixty-four per cent., exhibiting an increase of four per cent. ; and this is certainly cause for encouragement.

We have indeed no doubt that future years will show an advance, and a large advance, upon this ; as they surely should. The mean attendance heretofore has been far, far too small ; and it was hardly to be hoped that the coming generation would be very much wiser than their fathers, so far at least as schools are a means of progress, without a change for the better. The prevailing occupation of the people of this town renders the labor of children, especially male children, available at an early age ; and offers a strong temptation to employ their hands to the impoverishment of their minds. But this is a tendency to be most rigorously resisted. And it will be well for us, if we wish to avoid the evils developed in English manufacturing populations, to begin this resistance early, to establish a just precedent, before the false course shall harden into a fixed custom, and gain that most tenacious energy, the conservative sentiment, to its side. We therefore heartily rejoice to see a movement in the right direction ; and we desire to use every lawful and honorable means to assist it.

To this end measures were taken in one of the districts to prevent truancy. Parents whose children were legitimately detained at home, were required to give the teacher an intimation of the fact, either orally or in writing—in some way which should not leave him in doubt, upon the return of an absentee with an excuse in his mouth, whether he was listening to an honest statement or to the fabrication of a wily truant.

To avoid, therefore, all invidious distinctions, and all cross-examinations, which necessarily seem to suggest a taint upon the pupil's veracity, it was deemed best to make an impartial and invariable rule. This rule was not accurately understood at first, and excited a little complaint; but it is intrinsically reasonable, and so useful in operation, that when rightly apprehended, it will assuredly meet the approbation of every citizen.

It was remarked, that the average attendance in Groveland for the year 1853-4, was sixty per cent. In the whole State the average was seventy-two per cent., leaving us twelve per cent. on the wrong side of that mean. Should the State continue the same, we shall appear for the year immediately past, to have fallen eight per cent. behind the entire State. But we owe it to ourselves to have done with this lagging in the rear, simply because there is no good reason for it. Our territory is compact, —our population not sparse,—our people as well capable as any of intellectual, and of all generous interests;—why, then, are we reckoning, not how much we are above, but how much below mean averages in county and State? Such position is quite unworthy of us. We should assume, in all respects, a higher rank, not for the sake of surpassing others, but of doing justice to ourselves. We may enter into these comparisons, not in a spirit of frivolous rivalry, though a noble emulation is not to be reprehended, but as the means among others, of ascertaining whether our obligations are manfully discharged, our privileges wisely used. And what excuse, we again ask, can Groveland offer for being behind-hand in these endeavors toward universal mental culture, which constitute the distinction and the promise of the State? Is not such a position suggestive of some un wisdom, some delinquency in duty? Nor can we say in excuse, that ours is a dull-minded, unthinking population, incapable of prizing mental discipline and the results of school instruction at their worth. On the contrary, it cannot be denied that an unusual degree of intellectual activity has been here developed, and our apology for any special deficiency must be, not inability, but inattention. This can be remedied, and undoubtedly will be. An excellent beginning has been made during the past year; we rejoice that it will be carried on during the present.

As a part of this movement, however, it will be indispensable to raise a larger amount of money for the support of schools. Without this, the only infallible token of present, and pledge of future interest, will be wanting; while this alone will enable us to adopt a better general arrangement. The citizens of the town will find it impossible to interest themselves cordially in the schools, without this piece of justice and generosity. That interest must be fairly paid for. We must invest more in our schools to give them value in our eyes. Where men's

money has gone their eyes will follow. The schools are needing better pecuniary support; this, the Committee believe, is generally recognized by the citizens of the town, and any penurious withholding of appropriations must inevitably be felt by ourselves as akin to the refusal to pay a just debt, to admit a fair claim. Now men invariably shun those to whom they have been unjust or ungenerous; and we should compel ourselves to neglect our schools if we refuse to endow them.

IPSWICH.

Your Committee cannot refrain from again calling the attention of the town, to the irregularity of attendance of the pupils upon the schools. It is undoubtedly true that some of the pupils are necessarily detained from school. But is it not equally true, that much of the time which ought to be spent in school, is spent in roaming about from place to place, practising the elementary lessons of vice and crime? They are the loungers in the stores and at the corners of the streets, passing their time in idleness, and practising all the modes of juvenile vice. Are these children in a way to become useful citizens or happy and respectable men? Are they not, rather, growing up to be the occupants of prisons and almshouses? Are they not in a course of education for worthlessness and crime? To correct this evil demands the active co-operation of every citizen of the town. .

MIDDLETON.

The irregularity and tardiness of attendance on our schools, and the amount of absences had been so great, that in considering it, the Committee felt that an urgent responsibility required of them to attempt some expedient to lessen its magnitude. An appeal was therefore made to the scholars, and through them to their parents, at the opening of the schools, and the co-operation of the teachers was also solicited, to aid in the overthrow of these pernicious habits. A rule was also adopted by the Committee, to keep alive an interest in the subject, to this effect: that the name of every scholar whose marks, of absence, counting one for each half day, added to their marks of tardiness counted in the same manner, did not exceed five for a single term, should be published to their commendation in the Committee's report at the close of the school. The result of this expedient has exceeded our most sanguine expectation. And it has convinced us, that the principle of publishing the names of scholars, with reference to their promptitude and regularity in attendance on school, and perhaps on other topics, may be made to have a very beneficial influence.

Besides the following list of names there are others who, while they have attended school, have been prompt and punctual in their attendance, and others again who have been kept at home by sickness. So that, were these cases averaged with reference to the time they were able to attend, and three or four small scholars who had but little to gain by attending, and who were consequently irregular, be deducted, the average attendance could not fall much short of ninety-five per cent. As it is, the average in the winter schools is eighty-four per cent., and in the summer schools, seventy-seven and one-third per cent.; and the average, summer and winter, eighty and one-half per cent.

NAHANT.

The Committee are constrained to believe, that the evils of irregular attendance of the pupils at the schools are not fully comprehended. It is utterly impossible for the character or grade of any school to be maintained, without a strict attention to this matter.

It greatly increases the labors of the teacher, and is a fruitful source of hinderance to the progress of all the various operations of the school. The public good, which supplies the means of acquiring a thorough common school education to every young person, demands that they should have all reasonable opportunities for this purpose, and no parent can be justified in allowing this privilege to be unimproved, except upon the most urgent necessity. Another obstacle to the progress and usefulness of many schools, is found in the unguarded expressions of disapprobation of the teacher, upon the partial representation of the scholars, who are thereby encouraged to continue in acts of disobedience, for the double purpose of gratifying themselves, as well as to furnish occasions for strengthening the impressions on the mind of their parents, which they have the evidence that they have created. As you value these opportunities for the improvement of your children, or the harmony and quiet of the neighborhood, restrain all such expressions as have a tendency in that direction.

ROCKPORT.

The Committee, therefore, desire to call the attention of the town to some of the evils which prevail, earnestly hoping that measures will speedily be adopted for their removal.

1st. *Inadequate School Accommodations.*—There are, in Rockport, nearly twelve hundred persons who are entitled to school privileges, and money enough is expended to secure, by a judicious arrangement, those privileges to all of them through the whole year. Yet, for the want of

accommodations, not more than one-half of them enjoy these advantages.

2d. *The multiplicity of Classes and Studies* in each school is a most serious evil. The studies are so various and numerous, the teacher must hurry through, or rather over them, giving little attention to each; and, consequently, at the closing examination it is difficult to discover whether the school has advanced or not.

So much has been said and written on the subject of graded schools, and the immense advantage of the system over the old one has been so often and ably demonstrated, the Committee do not feel it necessary to go over the ground here. They desire only to state the results of their experience. It is their conviction,—and this conviction is founded on the observation of absolute facts,—that, by grading the schools, there is secured a gain of at least four hundred per cent., in education, order, improvement, and every thing that goes to make up the character of a school of the highest rank. This being the case, ought we to hesitate a moment to adopt a system which is fraught with so much good? It cannot possibly be worse than the existing system, and involves no increase of expenses or larger appropriation of money. There is surely no good reason why we should not give the system a fair trial.

3d. Another evil is to be found in the prevailing mode of engaging teachers. Although the law makes it the duty of the town's committee to procure the teachers, unless the town at each annual meeting order otherwise, yet the prudential committees have generally been allowed to exercise this power. Consequently it often happens that the teachers are engaged at the last moment, and coming, it may be from a distant State, do not present themselves for examination until the evening previous to the day appointed for commencing the schools. In these circumstances the Committee cannot insist so rigidly on absolute fitness for the office, as the interests of the schools require. The season being far advanced, knowing the difficulty in the way of procuring suitable teachers at so late a moment, and not wishing to displease the prudential committees who have made these engagements, the school committee reluctantly approve teachers whose qualifications and fitness they distrust. Should it be deemed advisable for the superintending committee to resume this right, they would be able to procure teachers better adapted to the wants of this community, and possessed of superior qualifications for the high and sacred office of instructor.

4th. *The want of Discipline* is another evil of immeasurable magnitude. Nothing can be plainer than that, with lax discipline, all the interests of a school must suffer. All are ready to admit this, and yet it is to be feared that too many parents are, directly or indirectly, chargeable with a considerable portion of the insubordination, which

destroys the order, and consequent usefulness, of our schools. If all parents would sustain the authority of the teacher, and insist on implicit obedience to every reasonable rule, instead of listening to the complaints of a child, and encouraging him in disobedience, we should doubtless see a very marked improvement in the conduct of our schools. It is to be hoped that this matter will receive that serious consideration which its importance demands.

5th. The practice which prevails in all of our schools, and which is inevitable in the present system, of allowing pupils to press forward from lower to higher grades before they are qualified for such a promotion, is a serious detriment to them. They are too apt to think, that the main point is to get through a book whether they comprehend it or not. Thus it too often happens, that scholars pass from class to class, and from study to study, and when they get through know little more than when they begun. Especially is this the case with young readers, and beginners of arithmetic. Far better would it be to spend months on a few pages, and thoroughly master their contents, than to rush thus blindly, through whole volumes, without comprehending any thing thereof. Both parents and teachers should discourage all such haste and impatience. The question put to a child should be, not how far have you advanced in a particular book, or how many books have you gone over, but, *how much do you know?*

The foregoing are the most apparent evils which the Committee have had to encounter. They have been briefly stated, for the Committee well know that, for enlightened citizens, a bare suggestion is as good as a long dissertation.

ROWLEY.

It will be seen from our statement, that, with the exception of a brief term of eight weeks, our schools have all been taught the past year by females. It has sometimes been objected to them as teachers, that they are not able to govern the older scholars. Our teachers have met with no such difficulty. The older scholars, with few exceptions, have been the least troublesome. Our experience has confirmed us in the opinion, that female teachers are best for us, and that we should act wisely by employing them in all our districts.

There are a few suggestions which we deem of sufficient importance to be presented on this occasion. One pertains to the business of procuring teachers. We take it for granted, that if we would have good schools we must have good teachers. Other things may be important, but *this* is indispensable. How shall such teachers be provided? The law contemplates the obtaining of them by the town's committee. But here it

has never been done. No such desire has been expressed on the part of the town, and the committee have not been covetous of the responsibility. They have felt a delicacy in recommending such a change, and they do not intend to do so now. They cannot, however, refrain from expressing their conviction, that the adoption of such a change would be an advantage to the schools of the town. We have no fault to find with prudential committees. Our intercourse with them has always been pleasant. But there is an evil inherent in the system. There is not unity of action. Both committees are sometimes thrown into a very delicate and embarrassing situation when the intentions on all sides are perfectly good. If the general committee make all contracts, they may reasonably be expected to secure teachers as good as those obtained on the present plan, and they would feel far less delicacy in rejecting an unworthy candidate of their own engaging than of another person's. But if this business is to be left in the hands of the prudential committees, the procuring of teachers should always be attended to as soon as possible. Good teachers, as a general thing, do not seek for schools. They are not among the *seekers*, but the *sought*, and they should be obtained in season. Unless this is the case, they will generally be pre-engaged. Though some whose business it is to engage teachers, may be dilatory, yet all will not be of this character. Some will attend to the duties of their office in season, and they will generally secure the best. Every prudential committee man then, if the business of obtaining teachers is left with him, should be a man of activity and good judgment. More depends upon this committee than upon that which examines the candidates. If a candidate be brought before the examining committee, and possess the requisite moral and literary qualifications, they can hardly do less than approbate him, though there may be a great deficiency in several other important particulars. This makes it very important for every district to have the right sort of a man for a prudential committee, because his interest in this matter goes just so far as the worth of a school depends upon the character of its teacher.

Nor is this all. Teachers as soon as engaged, should immediately present themselves before the examining committee for approbation. It has sometimes been the case, that they have neglected to do this till a few days, or even a few hours before the school is expected to commence, and then, in some instances, the committee have been obliged, from their sense of duty, to reject the applicant. This is always very unpleasant to the rejected teacher and his friends, and exceedingly painful to the Committee.

Another important thing to which we would call your attention on the present occasion, is the want of punctuality on the part of many of the scholars in their attendance upon the schools. This negligence is a

serious loss to the absentees, to the children regularly attending, and to the whole community. The absentee suffers not only the loss of what he would learn were he at school, but in part, certainly, the remembrance of what he learned when he was present. His small acquisitions are made in such disconnected parcels, that to retain them in remembrance, requires a memory of uncommon power. Nor is this all. The absentee is, necessarily, uninterested in what is required of him when at school. Most subjects of study are so arranged, that the lesson of to-day is to follow that of yesterday, and to precede the one of to-morrow. This order is to be observed, consequently the absentee of to-day, by withdrawing the connecting link of the lessons preceding and following it, takes away very much from the interest and profit of studying to-morrow's lesson. Hence every teacher testifies that the frequently absent scholar is little interested when present, and also from this want of interest, and from his acquiring knowledge in this fragmentary manner, most of which is forgotten, he is but little profited by his occasional attendance.

But the evil does not end with the absentees. Those children who regularly attend are also sufferers. They must be kept back to allow those in the rear to come up. As an illustration. Let us suppose that a principle in arithmetic has been clearly explained in the morning, to a class numbering twelve, ten only being present. The ten perfectly understand the principle, and are ready to apply it in the afternoon, when the absentees present themselves. But nothing can be done until these two acquire some knowledge of the principle which was the special subject of the forenoon's lesson. The teacher gives ten minutes to its imperfect explanation, which, being partially comprehended by the two, the class proceeds. By this operation the ten have lost ten minutes each, the time required to explain to the two—the class, as a whole, have lost one hundred minutes by the absence in the morning of these two scholars. Again, a class of ten is called up to read—six of whom regularly attend the school, and are rapidly improving scholars—the other four are only occasionally present, and when there as uninterested as they are uninteresting. The six having studied their reading lesson, read with but few mistakes—the exercise occupying twelve minutes. The seventh, the first of the irregular attendants, begins, and as he has had no time for study, he hesitates, stumbles, and finally stops. He begins again, and going through the same uninteresting process, at last finishes the sentence. So with the others, until the twelve minutes have been thus spent. Saying nothing of the amount of the profit obtained by the four, we ask of what imaginable advantage has the time which these four have consumed, been to the other six?

Most surely, then, those who regularly attend must suffer from the irregular attendance of others.

There is still another item in the account. The community suffers by being unnecessarily taxed. As an illustration on this point, take a fact from one of our schools. In one of them there was a class of six scholars. During six consecutive days there were no two of them present on the same day, and the teacher found it necessary to hear the same recitation from six different scholars on six different days. Is there not, in this way, a great loss to the town? The Committee feel confident that an accurate investigation would demonstrate the fact, that thirty-three per cent. of all the money appropriated, is, in consequence of tardiness and absence, entirely lost. It is hoped that parents and guardians will, in future, see that those under their care avail themselves of all the advantages which a punctual attendance upon the school will secure. By so doing they may render it certain that the money appropriated will accomplish its intended good, and the education of all our children will be thereby facilitated.

Another suggestion which we would make on the present occasion, regards the conduct of the scholars when at school. The conduct of the pupil in school should always be what we would have it in the virtuous walks of life. We would, therefore, have the pupil's obedience to a good government perfect. We wish him to know that he goes to school to obey his teacher—not to have his own will. We wish him not to go there for fun and frolic, for noise and play, for contention and strife. He should submit himself to wholesome discipline—to the order and regularity of the school-room. This we greatly desire, not only for the sake of the child, the parent, and the school, but for the sake of our common country and its free institutions. The well-ordered school-room more than any spot, except the Christian home and the sanctuary of God, is the nursery of such institutions as we enjoy. Those children and youth who attend school to violate its order and to break down its discipline, who are allowed in such a course by parents and guardians, are rapidly preparing for anarchy and confusion in the state—and what is more, for the prison and the gallows. We cannot, therefore, with too much earnestness, urge the sentiment, that in relation to obedience, diligence, stillness, decorum, respect to superiors, manliness in manner, the pupil should be disciplined most thoroughly and systematically by the teacher, and should be encouraged by parents and guardians in receiving such wholesome discipline. We speak advisedly when we say, that those schools are best where the discipline, in its broad and best sense, is thorough, efficient, and even, in the eye of the world, somewhat rigid. Every person must see, that, if the legitimate authority of the teacher is to be trampled upon with impunity by reckless and disorderly

scholars, then we may bid farewell to all good results from the common school system. Let, then, every child enter the school-room with the indelible impression from his parent, that the authority of the teacher is necessary, and right, and legal, and must and will be sustained; let the parent require, on pain of his own displeasure, as if he had been himself disobeyed, that his child shall submit to all the regulations of the school, and that no infraction of them can be countenanced or even tolerated.

Another and very important suggestion which we wish to urge is, a liberal appropriation of money for educational purposes. True, enlightened and Christian policy says, educate the people—the whole people. The grand object to be aimed at, is not merely the impartation of some little information to the pupil in arithmetic, so that he may know how to do the common business of life—to teach him to read, so that he may acquaint himself with the news of the day—to teach him to write, so that he may be able to keep his accounts—but it is to secure for the scholar that thorough mental discipline which will prepare him for any sphere in which he shall be called to move—that development of the mind which will elevate and ennoble his aspirations—that cultivation of the faculties which will awaken a quenchless thirst for knowledge—that influence on the mental powers which inclines them to the truth. It is to make strong minds, courageous hearts, prompt, active, and energetic men—it is to make a generation of men capable, valuable, benevolent—a generation which, in time to come, will evince to the world around them that they had an enlightened and valuable parentage.

But this is not all that is wanting. Intellectual training alone does not meet the wants and necessities of man's nature, nor the demands of the age. The system which looks to intellectual culture merely, will not only fall short of accomplishing what is necessary, but will actually occasion much mischief. It is not the head alone, but the heart, the moral feelings, that should also be cultivated. The school-room is the place where the moral and mental faculties should be developed in due proportion. Here that foundation upon which the structure of a complete manhood, in all its graceful and beautiful proportions, may rear itself, should be broadly and safely laid, that thus the edifice may stand firm, in defiance of earth's blandishments, and all the machinations of man's great enemy. But while we are lavish in our expenditures, and ingenious in our inventions and management to detect and punish crime, we are unwisely parsimonious and woefully blind in seeking means to prevent it. We build prisons, erect gibbets, and construct navies with which to punish the giant when he shall be full grown, but are frightened out of our senses at the call of the school-master, who can crush a multitude of giants in embryo. How often do we hear the remark, that

the money appropriated is about the same as thrown away—whereas, if we gave double the amount of our present contributions, our schools would be much better, and thus we should see that what was spent for education would be returned four-fold by the prevention of crime. These remarks may be regarded as theory or mere speculation, nevertheless we believe, that when government shall adopt and pursue the wise policy of giving to every child of the Republic a good education, more glorious results than any yet conceived by the most hopeful and sanguine educators, will be realized. We call upon you then, fellow-citizens, to be liberal in your appropriations, that your Committee may command the best teachers that are to be obtained, and thus make our schools what they ought to be. More money is necessary now to accomplish the same amount of good, than was needed in times past. Teachers' wages are higher, and fuel costs more than it did a few years since. We have, also, forty-one more scholars than we had a year ago. We must expect to pay more than we have done, and to enable us to do this we must raise more money than we have been accustomed to do. We close this report with the expectation that Rowley will not suffer itself to be behind any other town in the Commonwealth, in the appropriation of money for the education of her children.

SAUGUS.

The Committee are satisfied that something is necessary to be done to make the schools what they should be, and they would take the liberty to offer a few suggestions and recommendations on the subject, for the consideration of all concerned.

The importance of placing the whole management of the schools—the hiring of the teachers, as well as examining and approving them—in the hands of the superintending committee, has been urged upon your attention, and we think the subject of sufficient importance to claim a brief notice in this report. If the superintending committee are required to examine and approbate teachers, they should also *select* them; otherwise they are seriously embarrassed and cannot properly discharge their duties. Two committees, in procuring teachers, conflict with each other, and the consequence often is, unsuitable teachers are employed.

The statutes of the Commonwealth provide, that, unless the town shall determine otherwise, the school committee shall select as well as decide on the fitness of the teacher; and it seems to us just and right that both should devolve on the same committee. The responsibility should rest where it belongs. We hope the town will consider the subject, and leave the matter of procuring teachers wholly with the super-

intending Committee. Should this be done, we are satisfied that a decided improvement would be made in the schools.

The importance of employing the right kind of teachers, is a subject which cannot be too deeply considered. To procure competent teachers, it is necessary to give them suitable compensation. This they reasonably demand, and if they cannot get it here, they will obtain it elsewhere. The sum appropriated by the town for the support of the schools, during the current year, was \$1,500. This, the Committee believe, is not sufficient to meet the necessary expenses of competent teachers, and would therefore recommend that the sum be increased for the ensuing year.

Regular attendance on the part of the scholars is a matter of great importance, and was urged upon your attention in the last report. This is a subject for the special consideration of parents. We are satisfied that the great irregularity of attendance is attributable mainly to inattention and inefficiency on the part of the parents, and until they are brought to see and feel the evil—the serious evil they are inflicting on their children—it will not be wholly removed. The practice of taking children from school for trivial causes is highly injurious to the children and to the interests of the school. If parents become dissatisfied with a teacher, owing to some small error or offence he may have, or be supposed to have committed, they do a serious wrong by taking their children from school, or in any way encouraging them in disobeying the orders of the school. This is the direct way to teach insubordination and subversion of all authority.

Wholesome discipline in the schools cannot be too strongly urged upon the attention of teachers and parents. No school can prosper without it. Where it is not properly observed, all other means will prove ineffectual. Parents may do very much in encouraging and sustaining the teacher in maintaining that discipline necessary for the success and prosperity of the school.

Too frequent change of teachers is another serious evil, and should be removed. These changes operate injuriously, in many respects, upon the interests of the schools. Good teachers should be obtained, and retained in the schools, if possible, from year to year. Experience has abundantly shown this to be the true policy.

WENHAM.

Before we close, we wish to offer one suggestion in respect to a single item in the education of our youth. That item is *moral* instruction; without which our children will be but poorly prepared to exert that healthful and saving influence upon society and the country, which is

so much desired and needed. It requires but little reflection to perceive that, however well a child may be educated in reading, writing, geography, history, grammar and the like, if he has a *bad moral character*, he cannot answer the end for which every parent is anxious to educate his child. If a child grows up regardless of truth, honesty, chastity, sobriety and the kindred virtues—aye, if he grow up addicted to profane swearing, falsehood, theft, licentiousness, idleness and intemperance, he cannot exert that influence upon society and the world, which every parent desires his child to exert; neither can that child be respectable or respected. And every child is exposed to influences which lead to these vices, and in *school*, too, is he exposed to these influences, and in proportion as he becomes addicted to these vices does he depart from the above named virtues. And every teacher, if he or she be of the right stamp, can do much towards restraining our children from these vices, and they may do much towards instilling into their young minds those virtues which will qualify them for useful and responsible stations in life. Hence the importance of teachers having regard to the *moral* instruction of our children, and pointing out to them the evil tendency of vicious habits, and cautioning them against those habits.

But we believe these duties of teachers are quite too much neglected; and we have reason to fear they have been *entirely* neglected in some of our schools the past year.

MIDDLESEX COUNTY.

BILLERICA.

Almost without exception, the largest scholars have manifested a decorum and propriety of behavior which are worthy of high commendation. In years past, the exertions of the School Committee to secure such a result were often unsuccessful. The prevalence of false sentiments on school government, and of inveterate bad habits, presented obstacles with which they sometimes struggled almost in vain. The Committee earnestly called the attention of teachers, parents, and others, to this subject. It was made a prominent theme in the school reports of the last two years, which were printed for circulation in town, that

all, and especially that mothers, whose influence is mighty in the schools, as well as in the family, might give their co-operation in the promotion of this desirable object. Under the influence of a rectified public sentiment, with the intelligent and efficient co-operation of the friends of the schools, there has been a manifest improvement in the manners, morals and behavior of many of the children and youth.

BRIGHTON.

Your Committee suggest to teachers more care in the classification of scholars. It not unfrequently occurs that pupils are found, e. g., in the first class, who are no more advanced than those of the second, and that pupils are found in the second class advanced quite as far as most of those in the first. Classification strictly according to attainments will give the schools a better appearance, and what is mainly to be considered, will conduce much to the improvement of every scholar.

In some of the schools the scholars go over too much ground, and in others too little. In the former case, the school appears to disadvantage at examination; in the latter, very much better than it really is. The teacher should determine how many pages, or lessons, the class may be able to master, *by suitably taxing their industry*. If pupils learn only a very few pages during a term, though they learn them perfectly, one great end of study is defeated, if the extent of ground passed over has not been sufficient to bring their own resources into exercise.

If too much ground is passed over, of course nothing is learned well; and yet it is a serious question, whether the stretch of mind thus, in some measure, secured, is not quite as good as the perfect lessons learned by the endless repetition of the teacher, and without the effort of the scholar.

The registers, in most cases, are not kept perfectly, and therefore are of little value to the Committee or the Board of Education. Your Committee suggest to teachers, that they have no private judgment in the matter, but keep the registers *precisely as they were designed to be kept*.

BURLINGTON.

Your Committee would here remark, that our *winter* schools were very far from being what they should be, or what they *might* be, under a different system; a system of gradation. The whole number of scholars in this town, in May last, between the ages of five and fifteen, was 99; and here it will be readily seen, from the sum of money raised by the town, that between three and four dollars is appropriated to *each child*, which sum would not suffer, in comparison with the sums raised by a

majority of the towns in this State. In a town like ours, where the population is sparse, our schools could not be graded as in a town of more dense population, but where most of the children are living within two miles of a central point. Your Committee would submit whether it would not be wisdom and economy to provide a suitable place for scholars of such age and qualifications as the town or your Committee might determine, to be kept by a man of experience as a teacher, and whether it would not add to our outward prosperity. Your Committee believe that by such a grading of our schools, the younger scholars would be benefited, as well as the older, and that they would receive *double* the amount of good that they now do. In a school properly graded, classes consisting of twenty persons can as well be instructed as an individual scholar could be in the same time, and it is easy to perceive the *superior economy* of such schools, when pupils are arranged in convenient classes, over those in which only a few pupils can be associated together in the same class. Another argument is, that in a graded school the pupils are subject to a better mental discipline. That a certain degree of emulation, arising from companionship in study, is necessary to success in teaching, is admitted by all. The influence of such association operates with *peculiar force* upon the minds of the young. Perhaps there is not a person in this house, who has not observed with what a different spirit a child performs any work alone, from that which it manifests in doing the same work in company with others; and only where the schools are graded will it be possible to form the whole number of scholars into properly constituted classes. The necessity of such schools will be still more apparent if we consider that without such an arrangement there can be no perfect adaptation of teachers to the schools under their charge. To put young children under a male teacher, is almost in every respect undesirable, they are not so well governed, they are not so well taught, and they are a great hinderance to those more advanced, and exceedingly troublesome to the teachers. It is bad economy. They occupy part of the time of a teacher who is paid, it may be, forty dollars a month, and are less benefited than they would be under a female teacher, whose services could be had for half that sum. How many a tender child is injured by stern administration of just the man required for larger, turbulent boys. We are led to suggest this alteration, believing that you have the best interest of your children at heart, and wish to have them get the greatest amount of good from our schools. Another reason why this alteration in our schools should be made, is that order would be more easily and better maintained, which we have all known the want of, the past year; we do not ask you to raise more money for the education of your children, but that you would secure to

them the benefits of what you *do* raise ; probably but very few of the children will ever enjoy the advantages of any other schools than ours.

Your Committee cannot close this report, without adverting to the duties of parents in giving a strong and vigorous support to teachers in enforcing their rules and regulations, and in carrying out their plans. This support is essential to the moderate success of the ordinary teacher, and to the best success of the ablest. If parents would, at the commencement of every school, speak to their children of the sacrifices they make in providing a school for them ; of the expense they are at in fitting them out with books and clothing, scholars would be more likely to appreciate their privileges, for we are all very apt to think that which costs something, is *something worth*. If parents would tell them of the importance of having their lessons thoroughly learned, of the importance of good order in school, and that they shall request the teacher to inform them of cases of neglect, in getting lessons, and violating the rules of the school, and that being called to account at school will bring accountability at *home*, and punishment there, will make punishment certain at home ;—let sentiments like these go forth from every dwelling, and what a change should we witness in our schools.

Again, the little faults of teachers are not always to be noticed ; remember that teachers are human, the best of them, and consequently they may commit errors, and many, and this is to be expected where young persons are employed in our schools. If their methods for governing are not always the best, they will need your support and co-operation the more. By remembering that you too are human, that you are not infallible, that your government may not always prove the best, you can better cast the mantle of *charity* over the faults of the teachers.

CAMBRIDGE.

It is on the intimate acquaintance thus acquired with all our schools, that we base the opinion already expressed of their high character, and of the thoroughness and excellence of the work that is done in them. If there are any among our fellow-citizens who have doubts on the subject, or who complain of the heavy expense of the system, we would invite them to follow the Committee in one of these semi-annual reviews, and then judge for themselves. Let them remember that it is in these schools, that more than three thousand children are now receiving nearly all the intellectual culture which they will ever obtain from any other source than the stern experience of life. In these schools influences are exerted, second in importance only to those of the family fireside and the Bible, to mould the characters and the destinies of the coming gene-

ration,—to train up the men and women, the fathers and mothers, who are to take our parts and fill our places when our own earthly work is either finished, or is left incomplete behind us. These three thousand children represent at least fifteen hundred families in our community, to all of whom the nature and the degree of the school instruction which their sons and daughters are receiving are matters of the liveliest interest. Is there any other municipal concern, any subject which claims the attention of our civic government, that equals the public school system in magnitude and importance? Shall the money which is needed to keep up this system be more avariciously counted, and more sparingly doled out, than that which is spent upon fire engines and street-lamps, police and paupers, roads and bridges, or any of the hundred other objects which drain the city treasury?

CHARLESTOWN.

There is no department of our municipal affairs which requires more constant care and attention than that of the education of our children and youth; while there are new developments from year to year in the world of science and of art, it is hardly to be supposed that no further improvement is to be made in the means and appliances for training the human mind. The system of education generally, which is in operation here at the present time, has been sanctioned by those among us of large experience and observation; and improvements have been introduced from time to time, but the main features of the plan have been retained. The question has often presented itself to those who have been particularly connected with the management of our schools—By what means can our excellent system of public instruction be made more efficacious to the moral and intellectual improvement of all the children of our city?

When it is realized that there are more than four thousand children in the city between the ages of four and sixteen years—that there are thirty-eight public schools to be looked after and provided with teachers, fuel, &c.—that there are sixty-three teachers to be examined and consulted, and twice at least in each year all these schools are to be examined—and that all this work is to be done by thirteen men who have business of their own besides, it must be evident that the supervisory power is not commensurate to the magnitude of the work.

Our schools need to be visited (not merely called upon) much oftener; comparisons to be instituted between them, each teacher's system of instruction observed, its excellences approved, its objectionable features condemned, and thus an intimate acquaintance with each school would be formed, alike beneficial to teachers and scholars. It has been the opinion of many persons in whose judgment the community has often

placed confidence, that the best condition of our schools could not be realized without the employment of an intelligent, educated, practical man, whose whole time should be spent in visiting the schools and carrying out the details of a general plan adopted by the School Committee.

It is not proposed by this agency to relieve the School Committee of the responsibility of a thorough annual examination of the schools, or of their general supervision, but by exemption from the minuter details of duties now performed, to give more time for a general and comparative examination of them.

GROTON.

Your Committee apprehend that there is in the community a great disregard of punctuality in the attendance of the scholars. This seems to us a very serious matter. He who sends his child to school should make it a point of strong endeavor to have that child constantly and promptly in his place. He should do this for the sake of the child. If the scholar attend school but half the time in an irregular manner, instead of learning half as much as he would if he attended constantly, it is quite likely that he will learn nothing to good purpose. But, further, the parent should see to this matter on account of the school and the teacher. He has no moral right to allow his child to attend school irregularly, without absolute necessity. By doing so, the parent counteracts all the exertions of the teacher in respect to classification, a point of the utmost consequence, occasions a disturbance of order, a waste of time, a disparagement of the standing of the school, and a general mischief, which cannot be justified by any supposed convenience of his own.

It is needful that the inhabitants of each district should do all in their power to strengthen the hands of the teacher. They should manifest in every possible way a hearty concern for the prosperity of their school. Frequent visits of observation, not of dictation, on the part of parents especially, may be of great advantage. Attendance on their part at examinations is of consequence. The more acquaintance there is between the parents and the schools, the more pleasant and profitable they will become. All parties will be aroused and benefited by it. Want of harmony in the district has often a very prejudicial influence upon the school. The school should be judged impartially, according to its intrinsic merits or demerits, not according to incidental circumstances of individual or local disagreement. The teacher's work is difficult enough without being subjected to unjust disparagement through the imperfections of others.

In regard to the qualifications of teachers, it is no easy matter to decide justly, without more opportunity of information than the Committee

very often possess. Some reliable conclusion may be reached by a few hours' examination, respecting the intellectual exactness and readiness of the candidate, on which depend, to a very great degree, the efficiency and impartiality of government in the school, the hold over the scholar's affections and aspirations, in fine, the general result even in regard to mental attainments. It is far from being the case that the best-informed person always makes the best teacher. One may know a great deal, and have little tact or success in imparting what he knows. In addition to moral traits, there are other mental traits besides knowledge to be considered. The spirit with which the teacher's calling is pursued, is of great consequence. A person who teaches occasionally for pocket-money, or to eke out the means of his own education, is not, other things being equal, so likely to do good in the occupation as one who has adopted it permanently from preference for it considered by itself. The more of earnest attachment to the calling, the better for all. However great the amount of wages paid to a good teacher, it is of no moment, provided only that you get your money's worth in the superior excellence of the teacher. A short school, well kept, is worth immeasurably more than a poor one, however long. In fact, oftentimes the longer a poor school is, the more harm accrues to the community. That which is dearest at the outset, is very frequently cheapest in the end. A good teacher would be cheaper at fifty dollars per month, than a poor one who would teach for nothing, and board himself.

Your Committee have observed that in several of the districts the same teacher has been engaged for both schools, the summer and the winter. When the teacher is a competent one, this, we think, is a desirable arrangement. It is well-known that it takes considerable time for teacher and pupils to get mutually acquainted, and to go on together with proper order, ease and efficiency; so that often the last half of a term of study is far more valuable than the first. In the same way, a candidate, previously familiar with the scholars of the district, is, other things being equal, far preferable to one who is more a stranger to them. If the principle of change which has prevailed in our common schools were applied to other concerns, we should at once see its mischievous influence. What if writers in banks and insurance offices, merchants' clerks, preceptors in academies, professors in colleges, gave way every six months to new incumbents of their offices? Would nearly as much useful work ensue as at present?

It is sometimes said that education is omnipotent. If this is true at all, it is not true of mere school instruction. The most important part of education is probably always accomplished away from the school-room. The teacher's voice is but one of many which the child hears, the teacher's system must in general have far less sway over him than

out-door scenes or the informal lessons of the domestic circle. The tone of society, the manner in which he sees the prizes of society regarded and distributed, tend strongly to educate him. The human life in which he mingles, all nature around him, the innumerable circumstances of his lot, convey constant influence over his mind and character. Nevertheless, the school is of vast importance. And what is its object? Do children attend it merely to be *supposed* to have received an education; as it is said some students have *ate* their way to a college-diploma by unflinching attendance at the meals of Commons? No! School life should be sincere and earnest. The teacher and the pupil should regard it thus. Substance, not pretence, should be the watchword. The teacher should seek, above all things, to arouse and sharpen the desire of real improvement. The effort should be to have every thing done heartily. There should be a habit of thinking, not a mere storage of the memory with the signs of thought. The words employed should always hold something, and the pupil should know what they hold. Mere verbal repetition is of little use. Not the wrapper, but the thing enclosed, should have chief attention. Somebody says, the first requisite in order to know your way, is to know where you are going. Clear ideas from the start, are of great consequence. Principles should always be inculcated rather than separate, unconnected examples. The help given to the pupil, in the doing of sums, for example, should be directed to the theory, rather than the process. A great principle, completely mastered, is worth a whole library of results. Get hold of the dollar and you of course have the cents. In the investigation of truth, *reduction ascending* is perhaps the most profitable general rule. Win the leader of the herd into your enclosure, and you have the whole herd. It is servile to take results upon trust; to get at the reasons of things is mental freedom. Freedom of inquiry, naturalness of mental action, should be cherished in the school-room. Restraint on the freedom of the mind is restraint on its energy.

But few branches of study should be prosecuted at once. Not the quantity, but the quality, of learning should be chiefly considered. Better learn a little thoroughly, assuredly, than a great deal superficially and doubtfully. The elements of a study need constant regard. Reviewing is a useful method. Let not the parent complain that the child is "put back." It is oftenest well that he should be. The mind may be crammed beyond good digestion, as well as the body. A moderate amount of aliment, well-digested, will serve better than gross feeding to furnish iron muscles for the physical man. So with the intellectual man. The muscles of the mind need analogous training. The most athletic intellect is not always the most corpulent one.

LOWELL.

We have not been unmindful of our duties, under the statute, which relates to the employment of children in manufacturing establishments. Children have been found working in such establishments, who were under fifteen years of age, and had not attended school the required time during the year, and who did not come within the exception of the statute. Such cases have been comparatively rare, and when the facts have been made known to the employer, the child has been discharged. When we consider the extent of our manufacturing establishments, the number of young persons employed in them, the very many poor families in our midst whose chief dependence for subsistence is upon the earnings of their children,—the difficulty of detecting misrepresentation on the part of parent and child, as to the age of the child, or the time he has been within the State, it is not surprising that children sometimes find employment in the mills who should be in the schools, and that too in spite of the honest endeavors of employers to comply with the law in its letter and its spirit. That helpless parent who has a family of young children and who sees no alternative but to find employment for them or throw himself and family upon the city for relief, is surely to be commiserated. But even in such cases, the interest of the children, as well as those of the parent and of the public, point in the same direction. The intellectual and moral wants of the children must be supplied. The statute is a salutary one, and no one can be justified in violating it; nor should he be allowed wantonly or knowingly so to do with impunity.

Doubts as to the construction of the statute, and the proper form of certificates to be required, having been expressed, the School Committee have prepared forms adapted to public and to private schools, which they have recommended to manufacturing establishments to require.

In our search after children thus illegally employed, as well as in the performance of our duties under the statute of 1852, chap. 241, we have been greatly assisted by the truant commissioner, Jesse Huse, Esq., who was appointed to that office early in the year. The important service rendered by this officer to the cause of education and the promoting of order and good morals in our city, we cannot omit to notice. As furnishing evidence of the various duties which have devolved upon him—his fidelity and perseverance in the execution of them—and proving beyond question, the necessity of a prompt and persevering enforcement of this ordinance in our city, we give the following brief abstract of his report, viz.: Whole number of truants, 306. Of these, 292 were boys and 14 were girls. Twenty-two of the boys were arrested by virtue of warrant; two of these were sent to the house of employ-

ment and reformation for juvenile offenders, for two years, three for one year, and four for six months ; nine were bailed by parents or by friends, and for four employment was found. Whole number of absentees, (children not attending school and apparently out of employment,) 482. Of these, 371 were boys, and 111 were girls. Of the truants and absentees, 166 were American, and 620 were of foreign parentage. Of the absentees who were placed in schools, forty-four had never attended school in this city. Some of the boys were found to have partial employment, and some were engaged in *mindin'g house*, to enable their parents to go out to work. A large number of the girls who are counted as absentees, claimed to belong to the school of the Sisters of Charity.

In attending to his duties, the commissioner has visited and conversed with 820 families—made 757 visits to the schools, and received 197 written requests from teachers, to all of which he has attended. We are tempted to quote from these reports, which contain other matter of public interest, but forbear. We suggest that the field of labor is too broad for a single officer. This the present commissioner has found to be his own experience. If the territory were divided and two officers were employed, time would be given to make thorough investigations in cases of doubt, and each would more easily and surely detect cases of truancy, absence, &c.

MALDEN.

Before closing this report, the Committee would respectfully submit a few considerations to their constituents, which they believe deeply concern the interests of our schools.

1st. The Committee believe it would greatly subserve the educational interests of the town, if a High School, such as the law contemplates, were established within its limits. Many of our youth would gladly avail themselves of the advantages afforded by such a school : and in its absence, parents are obliged to send their older children elsewhere, to pursue those higher branches of study which cannot be introduced into our public schools. In this way hundreds of dollars are annually expended for the support of schools in other places. In the present crowded state of our public schools, no suitable provision can be made for this advanced class of pupils ; so that the cause of education in the town demands the establishment of a High School among us. It is believed that a wise policy on the part of the town would dictate a suitable appropriation for this object. It would add to its already high reputation, and would increase the inducements held out to the better class of citizens, who are continually emigrating from the city to the suburban town, to take up their abode with us.

2d. While the public schools generally are in a healthful and prosperous condition, yet, had the appropriation of the town for their support warranted an increase of expenditure, more would have been done to promote their interests. Believing it to be the best policy to *obtain and retain* the services of *superior* teachers in our schools, the Committee have been obliged to advance the salaries of several teachers,—a course demanded by the increased expensiveness of living, and by the fact that the *best* teachers are commanding higher salaries than the town has hitherto paid.

The contingent expenses this year have been somewhat larger than usual, in consequence of repairing school-houses, painting, furnishing stoves, &c.; and, at the same time, the Committee have refrained from making improvements which they deemed desirable, from fear of exceeding the money voted for this purpose. As it is unreasonable to expect retrenchment in the matter of salaries, unless we would have the schools deteriorate, and as the other expenses cannot well be lessened, the Committee believe that an increased appropriation will be necessary to meet the future wants of the schools. The amount appropriated for this purpose the past year was \$4,600, with \$1,000 for contingent expenses.

3d. The Committee have thought it advisable to make as few changes as possible in the text-books used in the schools, and have made no change, except where they believed it demanded by the immediate interests of the scholars. They found some books in use, which, in their opinion, did not fully subserve the best interests of the schools, and therefore introduced others, deemed superior, in their places. A large number of text-books, not now used, and consequently valueless, had accumulated upon the hands of the town agent; these were exchanged for such as were needed, and thus the expense to the town has been considerably lessened.

4th. The Committee, being aware of the evils arising from frequent changes of teachers, have sought to make as few as possible. Sometimes unavoidable circumstances may arise, rendering a change not only desirable, but necessary—and then it should unhesitatingly be made. When a school is greatly mismanaged, when the teacher has no aptness to instruct, and the pupils are at a stand-still, or are retrograding, when he cannot succeed in securing the interest and esteem of his pupils, and the school is constantly declining under his care, a change is not only expedient, but is demanded. But no considerations should ever prompt a change of teachers, except those of the weightiest character.

5th. The great irregularity of attendance at our public schools is an evil loudly demanding remedy. The Committee have not deemed it expedient to adopt any stringent rule to secure the punctual attendance of the scholars; knowing that this is a matter depending mainly upon

home influence, and the action of parents. The evil exists to a lamentable extent, and should be remedied by parental interference. If scholars are allowed to absent themselves frequently from school, their absence necessarily interrupts the progress of the classes with which they are connected. Either they must omit what the class has learned in their absence, or the class must be delayed till they can overtake it. Either course is injurious, and if parents do not wish to retard the progress of their children, and to derange the whole machinery of a school-room, they should not require the absence of their children from school, nor even allow it, unless the necessity for so doing is of the most imperative kind.

6th. The Committee desire to say a few words to parents on the necessity of their co-operating with the teachers of the respective schools, as without this they cannot prosper as they ought. Some teachers feel sensibly the want of this co-operation, and are conscious that they are not doing for their schools what they might, with the aid and influence of the parents. If parents sustain the teacher in maintaining good order, in counselling their children to obedience and diligence, in requiring promptitude and constancy at school, in expressing their regard for, and sympathy with the teacher, in frequently visiting the school, and manifesting an interest in all appertaining to it, they will soon perceive a great improvement in both teacher and pupil. The teacher, encouraged, will put forth new efforts for the improvement of his charge; the pupil, stimulated to activity will progress with unprecedented rapidity. But let the parent withhold his influence and aid from the teacher, let him speak lightly and disrespectfully of him in presence of the child, and magnify every trivial error in judgment, or fault in action, into an unpardonable enormity, let him avoid the school-room as though he knew not its existence, and withhold from the teacher every expression of sympathy, and it would be unreasonable to expect great or permanent prosperity.

The Committee are happy to say that they have witnessed with pleasure an increasing disposition on the part of parents to co-operate with teachers, but not to the extent which is desirable. They are confident that an improvement in this respect would be productive of most gratifying and beneficial results.

MEDFORD.

Your Committee have labored to give and make permanent the impression, that the first and great purpose of education is to give the *power to think correctly*, and to do every thing with understanding. Books are to be studied, and rules committed to memory, not that the

pupil may have so many facts in his mind as remembered facts, not that he may *recite fluently*, but that he may understand the *reasons* of those rules, and be able to apply their principles to the manifold exigencies of life and actual business. A scholar may solve problems in interest, for example, in school, with his book and the directory words of the *rule* before him, and a model solution for his eye to follow, and yet not know enough of the subject and reasons of interest to be able to calculate the amount due upon the simplest indorsed promissory note in the counting-room. This is not an unfrequent experience and observation; and is the fruit of a totally erroneous and slovenly mode of education. It takes no more time, it costs no more labor, to instruct a child in the real nature of interest, to illustrate to him clearly the principles on which it proceeds, so that he shall be fully qualified to solve any of its problems anywhere, than it does to drill him into his parrot-memory of the words of the book; and the results of the two modes are widely different: what he learns *in its principle*, becomes a permanent possession, always available, part of himself; and a teacher who refuses or neglects, for any cause, to give this better instruction—who does not set it up as the unyielding rule of his school—is undeserving of the responsible station he fills. No matter what may be his graces and qualifications in other respects—how amiable, how faithful, how intelligent soever, unless *his work begins* where the office of the *book ends*,—unless he *can* and *will* make the dry theory of the books radiant with practical knowledge to the scholar; unless, in the language of another he “*can teach very well indeed*,” then he cannot do the very thing for which he is employed, and for which his salary is paid.”

NATICK.

Many of the defects in our schools are to be attributed directly to the want of proper qualifications in the teachers. Very few teachers have been educated, themselves, to close and accurate habits of thought, and the result is, that they perpetuate their own defects of mind, by transmitting them to their pupils. Accuracy of thought, and clearness of mind are qualities easily impressed by the teacher upon his pupils, and they are of inestimable value in every condition of life. A teacher loosely and carelessly educated, with rambling and disjointed notions of men and of things, is an injury of the most positive kind to a school under his charge, inasmuch as he induces a like habit of negligence of thought and expression in his pupils. Some of our teachers have been properly educated in this respect, and are thus competent to instruct in a thorough and exact manner. But in the present state of things, it is not always practicable to obtain such persons to teach in schools.

But a teacher should not only have a thorough and exact education, but he should also have skill and aptness in teaching, and in governing and managing a school. All these qualities must co-exist in order to make a good teacher. The number of persons in the community who possess these qualities and are thus fitted by nature to become teachers, is, and must be small, and these are not always the ones selected by the wisdom of the prudential committees, to teach our schools. Nor can this evil be remedied by the examination which the superintending committee are required by law to make, of all the teachers. The examination cannot extend to any other matters except the mere knowledge of books, while the tact and skill of a teacher can only be tested by an actual and often disastrous experiment.

Providence seems to have designed that woman should be the teacher of childhood. To teach the young, is the vocation of woman by nature, and all those who have accurately observed our schools, unite in attributing to our female teachers a greater degree of tact and skill in teaching than is possessed by those of the opposite sex.

It is the impression of the Committee that all our district schools, both summer and winter, might be taught more successfully by female than by male teachers. According to our experience, female teachers are better educated in the various branches usually taught in our common schools, than the male teachers. Many young ladies qualify themselves expressly for the purpose of teaching, by attending normal schools, or otherwise; whereas very few of the other sex ever take any pains to do so. Male teachers, of the class employed in district schools, seldom manifest that degree of interest which is necessary to success in teaching. They use school-keeping as a stepping-stone to something else that is better and more desirable for them. Ordinarily they do not expect employment, as teachers, but a few months in the year. They teach, emphatically, for the *pay*, in which all their interest centres. They have no particular ambition to succeed, as they do not usually expect re-employment in the same place. They are adventurers in quest of lucre, without any interest in their calling, with their whole thoughts and attention turned to other things, and it is not strange that they are generally unsuccessful. Perhaps they are students in college, without experience in common schools, poorly instructed in the elementary branches, in search of funds to help them in paying their college expenses, and sometimes escaping from the irksome studies at the University, to have a good time in fun and frolic in a country school district.

This is true of male teachers, as a class. There are a few who teach with correct aims and intentions, who are looking forward to a life of usefulness in the profession of an instructor of youth, and who

begin in our district schools with the intent to rise higher in their calling.

Female teachers generally look forward to employment in the art of instruction for several years. They naturally take a deep interest in children. They have every incentive to exert themselves to the utmost, and the practical result is, that they make the best teachers.

The fact may be noted in this connection, that the four most difficult schools in this town have been successfully taught, during the past winter, by female teachers.

Frequent changes of teachers exert a very pernicious effect upon schools. When a teacher has become acquainted with the pupils of the school, he is much better qualified to teach them than any stranger can be. The Committee are satisfied by actual observation of schools that have remained under the charge of the same teacher for considerable periods of time, that very great advantage is derived from that state of things. A good teacher ought to be retained in the same school as long as possible, and no whim or mere fancy ought to induce our prudential committees to make a change of teachers. Too frequently the tried and faithful teacher has to give place for another, because it will be pleasant for the prudential committee to board sister A., or cousin B., in his own family, or because of some other fancied or real convenience to some person, in a matter which has no possible connection with the good of the schools.

NORTH READING.

Moral Education is almost wholly unknown in our schools. It has no place as a science, and if imparted at all, it is quite incidental to the course of training. Here is a general defect, for the intellect is cultivated, to the woful neglect of the heart and conscience. Such education can be given without being *sectarian*. Our youth should be taught to act from principle rather than from impulse, to be pure in imagination, conversation and action; to love the truth, to regard justice, to govern their tempers and appetites; to be submissive to all proper authority, to respect the aged and rulers, to practice liberality, even while they should be in all things considerably frugal, to be compassionate to the unfortunate, to love all their race, with God their Maker; laying up for themselves a good character and reputation. Their moral nature which is the highest, should receive its appropriate development.

Practical Education is also wanting. The best scholars in our arithmetic classes are incapable, as a whole, of correctly and readily casting interest on *real* notes; measuring land, wood and lumber, away from their teacher, rules and school-room. They imitate well the copy in

writing, but cannot launch off unaided in the execution of a letter, note or notice, having all accurate in spelling, punctuation, use of capitals, etc. If their communication is to a distant friend, 'tis not neatly folded and bearing the proper inscription. So with the thousand and one things that occur in actual business life. The best educated man is *practically*, as well as theoretically educated.

Finally: let parents who employ teachers for their children, manifest the same interest in the success of the enterprise, and in its being *well done*, as they do in other work they *hire* performed. This will bring them into the school during its progress and at its close.

Let them not confide wholly in the representations of their children, in so high a matter as education, and forming an estimate of teachers, when they usually do not regard the judgment of children as accurate and reliable, in far less difficult matters than instruction, and progress in the sciences.

SHIRLEY.

Your Committee cannot but express a regret that so many people are yet in favor of a frequent exchange of teachers. So great are the disadvantages that arise from this custom, that were our schools private, instead of public institutions, they would all fail, if not be dissolved, within five years. No board of trustees could sustain one of our colleges, or higher seminaries of learning, for that length of time, under such a system. One term is long enough for a *poor* teacher, but the way to keep our schools supplied with good teachers, is to hold on upon the services of those who prove themselves of this character. The experience of the Committee warrant them in the declaration, that where the same individual has been continued at the head of a school through a series of terms, the result has been a thorough and speedy improvement of a large portion of his or her pupils. And we know of no argument that can be advanced in favor of a new teacher every term, that may not be advanced in favor of a change every month, or every week. The policy which we condemn is fatal to the best interests of our schools. These assertions may be sustained by facts. With your permission we will adduce a single instance of the effects of this custom, which will not cast the least reflection, even by the most remote implication, on the district, when it occurred, nor yet upon any member of that district, but is intended only to show the ill effects of a policy that at present has a large and honest support from a respectable class of our community.

A teacher was placed in one of our public schools, four years since, and was continued there through four successive terms of public school,

and she had one private term in the mean time, making five terms in two years. The school was in a low state when her labors commenced, but it rose under her care until—at the close of the last term—the most sanguine expectations of the Committee were fully answered, and the school was regarded as being surely established on a progressive basis, could the teacher's services be continued. But here the fatal policy came into exercise, and a new teacher was employed, and new teachers have been employed every term since; this, with other circumstances, have reduced the school, as a whole, to a lower position than it occupied four years ago. And to prove to you that we have not overrated the teacher's services, to whom we allude, she has been employed in the first school of a neighboring town, from the time she left the school alluded to—two years—has kept three terms a year, and is now under a contract to continue a year longer.

SOMERVILLE.

There is a vast difference of opinion, as to what constitutes the elements of a practical education. One opines that the object of common school instruction is to enable a boy to understand all that relates to common things—including, of course, the number of nails needed for a horse-shoe, and the number of grains required to plant a hill of corn! Another says, a boy should know what country he lives in? What river is nearest to him, and where it rises and empties? Of what materials his jacket is made? Who was the first president of the United States? And what is the rate of interest in the State in which he lives? Half-a-dozen boys, it is conjectured, taken indiscriminately from the mass, and interrogated in this way, would afford a pretty fair specimen of the state of popular education in any given country town of one or two thousand inhabitants.

All this may be well enough; but, the fact is, teachers, as a general thing, take their tone from committees. These boards of supervision are usually changed, more or less, every year. The teacher tries, as in duty bound, to suit them all. Of course he changes his plan, more or less, every year; and the wonder is, that, after ten years faithful service, he has any plan or mind of his own at all.

This is no fancy sketch. If one board of examiners require rigid adherence to the language of the text-book; while a second insists on ideas; and a third is willing that the pupil's general intelligence shall serve as an offset for the absence of either—if a fourth committee urge the cultivation of the perceptive; and a fifth, the reflective faculties; a sixth, recommend corporal punishment; and a seventh deprecate it, very little real progress will be made, beyond that of travelling in a circle.

The advantage of system is nowhere more apparent than in the education of children. But to reap its greatest benefits, a uniformity of system must be maintained through all the successive stages of our common school course.

These evils have seriously affected the progress of the schools, ever since the commencement of our history as a town. It has been our misfortune rather than our fault.

STONEHAM.

Your Committee believe that the leading thought of every common school report should be to inspire a firmer attachment to our most excellent mode of education. Not that it is now perfect; nor, indeed, have we derived all the blessings which it is designed to bestow; but a true sympathy for the rising race—a just appreciation of our institutions, and the basis on which they are built, will teach us what is to be done from time to time—what changes are required—what efforts and sacrifices are demanded to complete the work of education.

It belongs to the parent, especially, we think, to the affectionate mother, to create within the breast of her son and her daughter the love of knowledge. It cannot be done at once—nor by scolding and whipping: it will require patience and affection on the parents' part—efforts that shall tend to draw out the manly and considerate emotions of the heart. Do not allow the child to feel that he attends school merely to "get out of your way," that you do not know what to do with him! What a sorrowful impression! No wonder then, that he fails to improve—or that he plays truant. He does not feel the *necessity of study*, because *you* do not feel it—or appear to when you converse with him on the subject of attending school. It is a rare thing that a child feels a deeper interest, especially in the early part of childhood, in moral and intellectual subjects, than its parent. The wise man has said, "Train up a child in the way he should go," and another has said, "As the twig is bent, the tree's inclined." These are old, but they are none the less important statements. They should be faithfully pondered, because they contain a lofty and practical maxim, which cannot be discarded with safety.

We venture the assertion, that with the increase of sympathy and respect among our parents and adults, for our schools and teachers, will be, from year to year, the increase of interest with our children and youth for their studies—and very much in that ratio will be their improvement.

When the wayward son sees that his father is really in earnest in the work of education—that he means what he says, no more need be done

to secure compliance. To secure the devotion of the scholar to his duties, the teacher needs to feel that he or she has the good-will and heart-felt sympathies of the parent.

Youth look on the page of life with an excited vision. They do not see what use there is in going to school and obeying those high moral laws that are from time to time urged upon them. But parents know, or *ought* to know the benefit of these things; hence, to parents is to be traced much of the immorality and laxity among our children and youth. Let our parents and citizens generally, see to it that they discourage, by precept and practice, every vice, that they foster every virtue, and strive to create in the affections of our young a love of the good and the beautiful.

We have a few special suggestions to submit, hoping they will receive, as they most certainly deserve, your candid consideration.

1. We respectfully suggest to each and every citizen of Stoneham, the great importance of choosing each year such a school committee as they have confidence in, and when that is done, let that committee *entirely* alone as to the management of the schools. Do not interfere with their work. Let them do what they judge best. Believe no flying reports—make no talk about that which you do not probably understand—suspend judgment until you are put in possession of the facts, and then as candid men and women, draw your own conclusions. But if at your town meeting you find good cause of complaint against your school committee, or any other committee to whom you have confided your business, pass a vote of censure. These are our views and feelings.

At all hazards, never believe flying scandal and indulge in evil surmises.

And, again, never attempt to side with, or inflame the mind of a teacher, who is inclined to discard the wishes of the committee. Let him or her know that you regard all teachers, while teaching, as the servants of those who employ them.

2. Your Committee have found it extremely difficult to secure the services of suitable persons to make fires and take the general charge of the different school-houses. This is an important matter, far more so than you will at first believe. The town would save much in fuel, and repairs, every year, on the school buildings, if some experienced and reliable man was employed to take charge of the same. We are confident that a reasonable salary thus paid would be money at more than double interest. And it is hoped that a measure manifestly so important to the comfort and success of your schools, and the security of your property, will be adopted.

3. We regret to be obliged to say that there is yet a lack of regularity and punctuality in the attendance of scholars at the different schools.

Though we believe an improvement on preceding years has been made the past year, still there is need of greater regularity in this matter. And why are so many scholars permitted to be absent when the school closes? This is a sorrowful fact which every parent and guardian should consider in all its effects on the youth, and the success of the school. Much might be said on this point, showing the bad effects of such neglect, but we wish to keep the subject alive in the thoughts of those on whom the responsibility principally rests.

Father, guardian, friend, if you cannot confer upon your charge but one blessing, let that be the *key* to all wisdom, and the blessing of him that is ready to perish will rest on you.

WOBURN.

"Amidst all the foreign and domestic wars of Ancient Greece," says Professor Hoit, "there was one spot, the central island of the Cyclades, always consecrated to peace. Ionians, Persians, and Athenians, alike leaving behind shield and the recollection of hard fought battle-fields, met together at Delos, and around the same altar, joined in the worship of a common Deity. Not unlike these old warriors may we, whatever be our party names, pause for a moment amid the strifes and animosities of our political warfare, and, under the white flag of peace, make our united offering at the shrine of Letters."

That this is the wise spirit with which we should act, in all matters connected with the momentous question of the education of the young, no one will pretend to deny. But alas! it is to be feared that the wisdom of the ancient Greeks, in this respect, has died with them, and that we can hardly claim to have kept alive a few sparks of the Greek fire. It would seem as judicious to choose the guardians of our schools for their sectarian or party predilections, as, according to Sir Walter Scott, was the practice of the Scottish legislature, in choosing men of "*no knowledge*" to constitute the Macer's Court,—a court established "for trying questions of relationship or descent, which often involve the most nice and complicated questions of evidence." In one of our recent teachers' conventions, the character of school committees came up for discussion, and the poor animals were so completely stripped, that, like Plato's man, it was difficult to tell to what species they belonged. That such a process in many instances would produce the same result, there can be but little reason to doubt. Nor can this well be otherwise, while the present principles of selection are allowed to prevail. The men best fitted for this office are seldom or never *party* men. We cannot wonder that the teachers have taken this matter in hand. Indeed it is desirable that they should do so. "If," as Mr. Jackson says,

"many a promising teacher has been ruined by a bad committee," it is high time that the matter be investigated. If the man who would teach others must first be taught himself, does it not require, at least, equal preparation to become competent to weigh the qualifications of the master? The artist laughs to scorn the silly criticisms of the rich patron he dares not offend, so the educated teacher must often find it difficult to restrain his feelings when brought before the assembled wisdom, perhaps, of an entire party. Committees are no more born fully armed and equipped, than are heroes, in these degenerate days. The words of Mr. Emerson, in regard to teachers, might be well applied to committees. "It is true that there are excellent committees, self-prepared, who never received instruction in the art. But usually there is no historian to record the tribulations they passed through, in the early days of their labor, or the sufferings and losses of the teachers, experiments upon whom constituted an important part of what is called their self-preparation." If this be a little too strong to be fully applicable, still no one can question that the office of school committee is one of much importance, and that upon the faithful discharge of its duties the welfare of our schools greatly depends. A certain teacher tells us that he was once asked, "How many *vases* are there in the 119th Psalm?" and that he came very near failing of employment because he was unable to answer, and was "let off" upon the condition that he should inform himself upon so important a question in "*rethmatic*." This subject might be pursued to the extent of a volume, which might, perhaps, be as interesting as most of the literature of the day, but we are reminded that we have other topics of equal importance to discuss. What are the qualifications for a good school committee, and how to secure such officers, we shall leave for others to decide, suggesting the idea that experience in this office must be of *some* value, and that membership of a particular party or sect, can give no one very *great* claim to the *ars divina*. "Do your duty as a school committee-man," said a learned divine, "and you may be sure that you will have but one year to do it in." Notwithstanding this, a conscientious man will never shrink from duty, firmly relying upon the divine law, that every good endeavor will produce its ultimate harvest.

If school committees should be well prepared in order to examine and watch over teachers, surely, teachers themselves, should be well taught. They should come prepared for, and should desire, a thorough examination into their claims. They should know the science, and understand the art, of teaching,—that art which Sir William Hamilton says, "is the most important and the most difficult of arts." We are of those who believe that there is a science of education, resting upon principles as certain and as fixed, and as important, as are the principles of any of the sciences.

We have to discover these laws and organize them into action, to become scientific teachers. As a man may have a profound knowledge of surgery, and yet be no operator, from never having taken the knife into his hand; so one may have developed the laws of teaching so as to state them in "fixed words," and yet be no teacher. One must *essay* to bend the bow of Ulysses in order to *bend* it. This art of teaching, which the great philosopher recognizes as so important and difficult, comes not by intuition, but, as Mr. Emerson says, "requires as really a specific apprenticeship as the art of making saddles or ploughshares, of laying walls, of mixing colors, or of sculpturing marble." This every one recognizes, for in the common language of the community is heard the praise of the "*experienced teacher*,"—which means one who has in some manner tried experiments in teaching—oftentimes more perilous than those the physician is said to try upon his patients—and who has from these experiments, or this experience, fixed upon some settled plan of instruction. It is to obviate the necessity of learning how to teach, by experiments with all sorts of medicines and keen-cutting instruments upon the quick living mind, that Normal schools are established,—as are hospitals and dissecting-rooms, to prevent similar experiments upon the living body. That these schools have been eminently successful, so far as our experience goes, we are glad to be able to testify. That they fail in making good teachers of all who are under their instruction, is of course, to be expected. The wonder is that they fail in so few instances. We have had seven Normal teachers in our schools, during the last year; these teachers have all been eminently successful. We shall speak of them again, in connection with the schools they have taught. We would recommend to all who intend to make teaching a profession, (and no one else should undertake to teach,) to spend some time at one of the State Normal schools.

One great object of education is to develop the human intellect,—“that thing so noble, that may be so refined in itself, as to approach the purity of the soul, if, indeed, it be not the same.” The work of the teacher, then, is for eternity. It is to him we are to look for the “coming man,” who “shall assert in all its fulness the dignity of his kind; who shall raise humanity to the station awarded it by the Psalmist—a little below the angels.” In order that the teacher may labor successfully to this end, he must know what are the human faculties, and their natural order of development. He ought to study these faculties in their relation to each other, so that one be not cultivated at the expense of the others; and also in their relation to the physical system, that they be not cultivated at its expense, and that it be not so pampered as to destroy them.

Another object of education is to store the mind with useful knowl-

edge, so as to give it food appropriate to its nature; to supply wants as real as those of the body,—and if we be not mere animals, destined only to live here,—of as much higher moment as the spiritual is above the animal.

To this end the teacher should be capable of surveying the whole field of the sciences, so as to select first, those which are necessary, and afterwards, those which are the most useful to be known. He should also study them in reference to each other, so as to teach them in such order that the attainment of one shall assist in the attainment of the others. He should also study each science, so as to discover the best method of presenting it to the young mind, so as to make the acquiring of it subserve the great purpose of developing the faculties; and, at the same time, he should study it so as to render it really the pupil's property. There seems to be sound philosophy in the saying, that there is but one best way of doing a thing. Whatever may be the opinion upon this, it would seem as if in education, the proverb that "whatever is worth doing at all, is worth doing well," were peculiarly applicable. This seems to us the true philosopher's stone, whereby the Magician of the Rod may change the studies of his pupils into the gold of knowledge. *Thoroughness* has been our motto since we have been connected with the schools, and we think we can see in some degree beneficial results. As we have dwelt upon this idea so much, in all our visits to the schools, it might be expected that we should enlarge somewhat upon it. Fortunately we are better prepared to show, by living examples, what may be done by carrying this idea into practice.

A short time since, there appeared in the *New York Independent*, an article upon the family of Rev. J. W. Ward, of Abington, chairman of the legislative committee on education, which we give entire, premising it with the remark that the reverend gentleman assures us that *thoroughness* is his magical wand of success.

"Some weeks since I visited the family of a pastor, and member of the Massachusetts Legislature, Rev. J. W. Ward, of Abington. In this family there are five children, who have been motherless seven years. The four eldest, three sons and a daughter, between the ages of nine and sixteen years, are the prodigies of these times. At family worship, the father reads from the French Bible, one son from the Hebrew, the daughter of twelve years from the Latin, another son from the Greek, and the youngest, nine years of age, from the Hebrew. They all give readily free and correct translations of the most difficult passages in the Bible. Their varied knowledge is astonishing. They seem to be equally at home in solving difficult problems in mathematics, and discussing the doctrines of religious sects, as well as in giving the locality and opinions of authors and public men in this country. The father has

been almost the sole instructor, and has trained them to be particularly useful in the garden and kitchen, independent of servants, and cheerful and social in an unusual degree, in the family circle.

"If there is a family exhibiting such propriety, intelligence, and genius, or a father more devoted to the welfare of his children, an interview would compensate for a long journey. Governor Everett, years since, in his message, mentioned the 'Learned Blacksmith Burritt' as an example to the youth of the State; and I am sure the boy and girl in this family, who, when under ten years of age, had conquered three languages, and in addition are exact and generally intelligent, are more worthy of mention and imitation."

We add to this a letter of the reverend gentleman, written in reply to a communication asking further information upon his system.

SENATE CHAMBER, March, 1855.

Dr. PIPER:—

Dear Sir,—In answer to your communication received yesterday, I would say, that as to the corrections in that newspaper article, I do not recollect precisely from what languages the different members of the family read, as they often change, but the daughter, I know, read not from the Latin, but from the German or Hebrew. We sometimes use, at family prayers, the Hebrew, Greek, Latin, German, French, and English.

In answer to your questions:—

1. How much do they learn before six years of age? Reading, writing, spelling; some geography and arithmetic.

2. How many hours of study? From two to six, before six years of age.

3. What physical discipline? All kinds of house work and garden work, for boys and girls alike, together with the use of balls, kites, dolls, jumping, walking, running, cutting and sawing wood, &c., thus filling up the hours not devoted to study or *intellectual* sports.

4. Diet? They use no tea or coffee, very little meat or butter, but mostly a vegetable diet, and milk, eggs, syrup, &c.; still, meat and butter are not prohibited.

5. In summer they generally retire at dark, and remain in bed according to age, from about eight to twelve hours. They generally rise about daylight, unless the days are very short. In winter they sit up later, and read or amuse themselves in the evening.

6. I gradually increase the hours of study from the time they begin study, when they may not study more than two hours per day, though when sixteen they may be engaged in study and recitation eight or nine hours, though not generally so much. I consider six hours of close study enough for children.

7. When they commence Hebrew, I make that the principal study, and they attend to it the whole day. I consider one principal study enough for small children, and two per day enough for older children. With only one or two they become more interested in the study or studies, and have less confusion and distraction of attention. The

children will, however, naturally be making some progress in arithmetic, geography, history, &c., though not by any very definite course of study. They study Hebrew three years; then Greek two years; then Latin two years. They finish one, then take another, but when they take the second, a little daily reading in the first is required, so that it may not be forgotten; and when the third is taken, a little reading weekly in the first and second, for the same purpose. You see I adopt the order of *production* instead of that of *investigation*. I think they would learn faster to reverse the order, and begin with the Latin, but I think the order I adopt will be found the most sure in fixing the languages in the memory. I practice reviewing, to an extent far beyond what is usually done. In beginning the Hebrew, for instance, I have the preceding lessons reviewed, sometimes even to fifty, and so decreasing. I think that generally about three lessons should be reviewed; a good review is as profitable as the first preparation, and perhaps more profitable.

As to any *particular* studies being necessary to make thorough scholars, I do not think they are. A child may be a thorough scholar in one class of studies as well as another. All that is necessary is to excite a love for the studies, whatever they may be, and then be sure to pass nothing till it is as clear as light in the mind of the child. And to make the child love a study, we must make him, from the first, and step by step, *thoroughly comprehend it*.

My children do not enter college in advance, as I prefer that they should have time to attend to the acquisition of general information. They have more or less attended academies and common and high schools, as I wish them to study with others, and mingle with them in life. They then study the studies attended to in the schools, entering some class or classes, and reciting with the class. Sometimes a child has attended school half a day and studied and recited at home half a day. I have not been uniform in the course of English study, though generally I have taken the studies dependant on the memory first, and those most taxing the reasoning powers later. I want the whole mind and body cultivated and improved, and rather than to pursue one study to a very great extent, I prefer that children, as they advance, should gain a *good* acquaintance with the first principles of *various* studies and sciences, so that they may develop their taste for any particular one, if they have such taste, and may pursue such study in after life. My children, therefore, study mineralogy, ornithology, and other branches of natural history, and do it mainly by themselves as a recreation. What is *studied* should be studied *thoroughly*, but I think that men and manners, the state of the world, &c., should be known, and the information may be drawn from interesting books put in their hands, and the periodicals of the day. We sometimes have an exercise in reading poetry, taking such a book as Milton or Shakspeare, and each reading a portion, and being then called upon to answer such questions on the language, figures, allusions, &c., in the portion read, as others may ask. Sometimes also the children amuse themselves with taking a subject, and then each one in order contributing a line of poetry, so as to carry along the subject, and so repeating the process, till a number of verses have been made. Any thing to keep the mind active, happy, and properly improving, is my motto.

I am obliged to you for your article on the use of the Bible in schools,

and think your views correct. I think it generally better for boys and girls to study together, and prefer our State system of schools to private.

Yours, truly,

J. W. WARD.

Physical Education.—This subject, which has been before alluded to, and also touched upon by Mr. Ward, in his letter, is one of vital importance. If, as we are told in the Divine Record, diseases spring not from the ground, but come as the necessary result of our sins, or, in other words, if we cannot violate a single law of our system, without the penalty coming sooner or later, it becomes us to examine into the matter; and, if possible, provide some remedy for the wide spread misery, arising from this source. And here, as elsewhere, we must begin with the young. We learn from another report, that over fifty children, under ten years of age, have left our hearths and homes within the last year. To say that these little ones are given to us but to be called away, is charging God with folly; it is saying that in his noblest work, he fails to realize that perfection we see everywhere else in nature. No, fond mother; many a little nursling dies as surely of cold, from exposed limbs and neck, as would the tropical plant, if exposed to our climate. We talk of hardening children by exposure; who ever succeeded in hardening an orange tree, so as to make it endure our winters? Doubtless much may be done by judicious management, but fashion is a very poor physician and worse mother. But we must leave this subject, interesting as it is, and touch upon a few points only, which come within the scope of this report.

We would say, however, that the judicious teacher will look after the recreations of his pupils. He should see that, at the hours of recreation all studies are laid aside, and that all join in some active exercise; and this should, if possible, be taken in the open air. No young lady should avoid active exercise in some appropriate manner, for fear the ignorant observer should think it "unbecoming for girls to romp so."

Capacity, Temperature, and Ventilation of School-Rooms.—Much ill health is occasioned by crowding children into small apartments. So rapidly do the walls of rooms become contaminated by having many persons a considerable portion of the time within them, that it is said that among the Chinese, gardeners will take them down once in five years, and replace them with new, the old material compensating them for their labor, by its value as a manure. In addition to this, what an atmosphere of poisonous gas must constantly come in contact with the delicate lungs of children, in our small and crowded school-rooms! Many a child loses health and life from this cause alone; and many a

valuable teacher breaks down in health, thinking it is all owing to the hard labor of school-teaching. The poisonous vapors of the quicksilver mine destroys its victim in two years. Our school-rooms often do the work sooner. In this respect, however, our worst public school-room is a perfect temple of Hygeia, compared with some private school-rooms we could mention; and yet parents send their children, from year to year, to these dens of the "carbon fiend," and if the lungs which were made to breathe air, and not carbon, refuse to go on, and the little spirit spreads its wings for flight to another sphere, it is said to be a wonderful providence, and we charge God with our ignorance and folly.

Great care should be taken in the heating of our school-rooms. When children come into the school-room in the morning, they should find it well aired and warmed. This is the worst time of the day to take cold, from the fact that most children get heated by exercise in coming to school; and immediately upon entering the school-room, throw off their outer clothes, when a chill is very liable to follow. As another important safeguard to health, as well as morals, the school-room should be kept scrupulously neat. Every one conversant with our national vessels and our hospitals, knows with what care this is attended to, as a sanitary measure, as well as for other reasons.

Ventilation.—The importance of ventilation it would seem hardly necessary to allude to; and yet how much ignorance still exists upon this subject; and how much carelessness is practised, where ignorance cannot be plead as an excuse. There is one fact in regard to this matter, to which sufficient attention is not paid. The human system, to a certain extent, by degrees becomes insensible to most poisons. That is, a person may take arsenic or tobacco in small doses at first, until he becomes a walking mass of poison. A few drops of the saliva of a tobacco-user, upon being put upon a ringworm on the face of a child, immediately caused convulsions, and confirmed idiocy followed. In the same manner, both children and teacher become insensibly poisoned in the school-room. And the teacher perhaps thinks the children peculiarly dull, and inattentive to their lessons, while the children at least, realize that the teacher is particularly cross—when the fact is that both are poisoned, by trying to breathe what was never made for breathing. We have frequently entered a school-room where the air was so poisoned that we were obliged to have both the doors and windows thrown open, before we could remain in it, without all the symptoms of incipient poisoning, from carbon, while the inmates of the room, although showing to us the same symptoms, were in a great degree exempt from suffering. Poisoned they were, as every thing showed, and the evil effects would surely follow. Perhaps the teacher would remark that he felt particularly dull, with pain and stricture over the eyes, but that he had

often felt so in the school before ; while a glance at the scholars would show that they, too, were suffering in a similar manner. We ought to say, in passing, that these cases generally occur in those houses where it is impossible to ventilate without a draught of air falling directly upon the scholars ; but we shall allude to this matter again.

Four cubic feet of fresh air per minute, for one person, is the lowest amount allowed by any writer upon the subject. Multiply this by fifty, and this product by sixty, and we get the amount absolutely necessary for respiration in one of our school-rooms, in a single hour, if we would have any health on the part of children, to say nothing of progress in study. We cannot better close this part of our subject, than by giving the following, from the report of the superintendent of public schools in Boston. "Teachers must resort to every means in their power, to change the air in their rooms as often as possible, without exposing their pupils to sudden changes of temperature. Every day, at the close of the morning and evening session, and also at the times of the recess, the rooms should be opened and well ventilated, for the sake of preserving the health of both teachers and scholars. Inattention to this matter during the season for fires, is daily diminishing the comfort, and impairing the health of thousands in our city (town) ; for the bad effects of defective ventilation are by no means confined to school-rooms ; they are felt in many churches, lecture-rooms, and in nearly all places where many people are accustomed to assemble. They are often felt in the private dwelling—in the mansion of the rich, and in the cottage of the poor—everywhere performing the same fatal work, slowly, but surely, 'as the pestilence that walketh in darkness, and wasteth at noon-day.'"

WORCESTER COUNTY.

ATHOL.

It is with much hesitation that we approach the subject of the relations of the committee with the public. Its importance, as well as a sense of justice to the office, demand of us a few words. We wish to be understood in the outset that the suggestions we are about to make, are not prompted by the experience of this year alone, but by the unvarying experience of the committees and this town for several years.

We appreciate and are truly grateful for the cordial sympathy which a large and intelligent portion of our most judicious citizens are ever ready to extend to the committee. We would fain believe that this feeling generally pervaded our town. We are constrained to say, however, that there are some who have ever been ready, not only to heap reproach on the committee, whoever they may be, but to extend their animadversions to the office itself. The opinion has more than once been openly expressed, that the town and the State would be gainers if this office should be abolished. Such an opinion could of course only be entertained by the superficial, and those whose mental vision is completely distorted by prejudice. Men of such views are few, but they constitute a portion of that class, ever found arrayed against the committee.

Whatever may be the policy of the committee in regard to schools, it seldom fails to meet opposition somewhere; their measures, if noticed at all, are examined with the object of fault-finding and criticism. The opinions of these men, so far as we are ourselves concerned, we feel are unworthy the slightest notice: it is only in reference to their mischievous effect upon the schools, that we give them a brief examination.

That an office created by wise and sagacious men, and filled by those who know their duty and are ready to perform it, may fail to accomplish the amount of good for which it was created, we presume will not be denied. It will not be denied that an office which has proved of invaluable service to the cause which gave it birth, even though its functions are faithfully discharged, may, in some instances, prove of little value. A variety of circumstances may defeat the wisest aims. Where public opinion and public prejudices are concerned, it makes a vast difference, it may make all the difference between failure and success whether those opinions and those sympathies are for or against a proposition. These views and feelings may rest entirely on ignorance and ill will, their influence on the measures in which the public are concerned will be precisely the same.

In this connection let us look at the position of the school committee. Let us suppose, for a moment, that the present excellence of our schools, taken as a whole, superior in point of mental discipline, thorough instruction and order, to their condition at any previous period, has been the result of various causes; that the committee have failed to be of any advantage to the cause of education, and are deserving of no credit; that the office itself is useless; with such a view of the case, let us inquire for a moment where rests the responsibility. The office has been filled by different men, men capable of forming an unprejudiced judgment; men in whom on other matters you have unbounded confidence. They have had an interest in the cause of education. They have been

ready to perform, to the best of their abilities, the functions of their office. They have willingly examined the machinery which the liberal policy of the State has brought to bear upon the cause, and reap all the advantages which the extensive experience of men devoted to the subject could afford. Why have not these efforts been followed by some success?

All are liable to err. The committee may have made mistakes. But we believe if there is any one answer to this interrogation, it is the want of a unanimous and cordial co-operation of the people of the whole town, in the efforts of your committee in their labors to promote the success of schools. The very reverse of this is often true. The office whose importance should receive respect, and a warm support, is a thankless one. Those who consent to serve, enter upon their duties with the expectation of receiving more censure than praise. They are even accused of selfish motives, as if the paltry sum allowed by law, of one dollar per day, was an ample compensation for time taken from business, and an antidote for all the censure, of their fellow-citizens. In the performance of those duties which the law requires, and which it is conscientiously believed would promote the good of the schools, opposition is so certain to be developed, and embarrassments extending to relations which have no connection with the cause in which they originate, are so apt to arise, that some of our citizens, the best qualified by position and education for the office, refuse to serve. There is nothing cheering in a prospective view.

The experience of all who serve as committee, illustrates still further this unfortunate state of things. Do we as a painful duty refuse a certificate to some candidate lamentably deficient in all the requisites of a good teacher; the agent who has presented him and a score of friends do far otherwise than to rise up and call us blessed. Do we see a class of scholars in reading, stumbling along through words and sentences they but faintly comprehend, and act as duty and their good require in sending them back, we have affronted friends and parents who deem themselves the only proper persons to regulate such matters, and hence they are dissatisfied. Would the condition of the schools, in our opinion, be benefited by a change of text-books, the old cry that the committee are continually changing the books, is at once raised. No matter how much such a change may be demanded, how great an improvement on the old books the new ones may be, there is a strong probability that the committee will be censured. If, instead of fifteen or twenty different kinds of writing-books, it is thought proper that one or two should be prescribed, if instead of one copy-book one term, and a different system each succeeding term, it is thought best that a uniform plan should be adopted, and an attempt made to acquire a permanent style of hand-writing, it is a dictatorial exercise of power, an extension of

authority inconsistent with the right of private judgment in the matter. We have recommended to parents the necessity of frequent visits to the schools, and pointed out the advantages which would thus arise from an acquaintance with the teacher, his method of instruction and discipline, but still find in many districts those visits few and far between. We have again and again called attention to the serious loss of time, and the great interruption resulting from want of regularity of attendance, and the numerous causes of tardiness, but our disfigured registers show that these are still crying evils. Under such circumstances it cannot excite surprise if we have not realized to their fullest extent the benefit of the liberal means which have been used to promote education. Indeed we might wonder that so much good had been accomplished. But is there not a great inconsistency in contributing freely all pecuniary means, constructing large and expensive school-houses, engaging the services of the best teachers, and then opposing any arrangement which may be deemed proper to give such measures their greatest efficacy? Does not the imputation that the office is a useless one, and of course the services of those who fill such an office are entirely worthless, come with a bad grace from those who embrace every opportunity to make this opposition?

We do not make these remarks in a spirit of recrimination; we feel that, aside from temporary annoyance, we have personally suffered no harm. We allude to them only on account of the pernicious influence we have seen them exercise in our schools. The reflection that nearly all this opposition which is brought against the proper discharge of the functions of school committees, is the result of ignorance, prejudice, or party spirit, is any thing but satisfactory.

We say then let your committee be men in whose wisdom, benevolence and judgment, you have the most unlimited confidence. Men who are willing to perform their duties without regard to consequences. Let them have your cordial sympathy and support. Divest yourselves of prejudices arising from personal feeling and party spirit, and afford to all connected with our schools, that encouragement which unanimity and a fair appreciation of services can alone give. Do this, and all the complaints against committees, diverse as the hues of the rainbow, will vanish like dew before the morning sun.

BARRE.

The most important thing we would suggest is, that the town take all the schools under their own control. The old district system, with its prudential committees, etc., has had its day, and done its work,—but, like the machinery formerly used in our manufactories, it is now far behind the improvements of the age, and ought to be given up.

Many of our schools, according to the existing arrangement, are very small, and must continue to be so; several of them have an average attendance of not more than twelve or thirteen, and one has only ten scholars named on the register,—average attendance only eight. It is very difficult for a teacher to keep up a healthy excitement in such a school; they are, without an exception, the most backward schools, and our conviction is, that the public money, in such cases, is little better than wasted. Those best qualified to judge in the business of teaching have said, that a teacher may advantageously instruct forty pupils. A school then that has twenty scholars, costs twice as much as it ought, and when it has but ten, as is the case in some of our schools, its expense is four times as much as it should be.

BLACKSTONE.

We now bring this report to a close by offering two or three suggestions, as the result of our observations during the year:—

1. It may be said of the schools generally, that a more *rigid discipline* is highly desirable. A school of a high order is quite out of the question, except as there is a manifest sense of the teacher's supremacy in the school-room. It is a fact, the world over, that scholars, at the average age of those in our public schools, will trifle with their advantages, and take liberties with the constituted school authority, so far as they can do it with impunity. And so far as these juvenile propensities are indulged, so far there is cultivated in the minds of children a contempt of authority, and of school advantages. The consequence is, besides their own loss of the best opportunities for improvement they will ever have, they come to mature years entirely unprepared for the responsible duties of citizens and freemen; thus sowing, in the school-room, the seeds of a public calamity. The supremacy of law is to be taught in the school-room. This lesson, well learned, will prepare the way for a high degree of improvement in all other respects. Without this, the school is worse than useless. The teacher's general character, and his fidelity in school, should be such as to inspire his pupils and the public with the profoundest respect for him, and then there should not be admitted the possibility of such a thing as a justifiable deviation from his requirements. The moment it is admitted, except in a case of flagrant wrong on his own part, or the moment any external interference becomes influential in the school, that moment the school had better be closed. A loose discipline sometimes prevails because parents and patrons withhold from the teacher their cordial support, or openly oppose him in the proper exercise of his authority, particularly if he has to use severe measures. The teacher, for want of sufficient moral courage, too often

yields to such influences, and his authority, together with his usefulness, is at an end. Thus it often happens, that unwarrantable interference, on the part of parents, with a teacher's authority, ruins a school.

2. Another evil from which some of our schools greatly suffer, is, *irregularity of attendance*. This will surely defeat the best endeavors of the best teachers. A pupil had better attend school but three months in the year, and attend regularly, than pretend to go nine months, and be absent half or three-fourths of the time. Such an attendance involves the pupil himself in a great waste of time—it teaches him very bad habits for life, and it works most disastrously for the classes and the whole school of which he is a member. It discourages a teacher, and often leads him to give up the hope of accomplishing much in his office. Thus parents are often really responsible for a poor school. We are inclined to think, that so far as the schools in the eighth district have fallen short of high excellence, it is owing, in no small degree, to irregular attendance, which parents should not have allowed.

3. There is one remaining topic which your Committee feel that they ought not to pass in silence. We refer to the evils of *small districts*. These evils are of such a serious magnitude that we beg leave to present them, nearly as possible, as they lie in our own minds.

The second, third, fourth and sixth districts have had schools the past year, whose average attendance has varied from *eleven* to *fifteen* scholars. These schools have been kept in houses which no one would consider fit for such a purpose. This is one of the evils of such small schools. The number of scholars, in neither of these districts, is hardly sufficient to furnish motive enough for building good houses. Then again, the *expense* of such small schools is quite disproportioned to that of larger schools. The instruction costs as much by the month, as in the intermediate departments of the largest schools. For instance, in the sixth district, the pay has been as high as the highest in the intermediate departments of the village schools, and yet their average attendance has been but *eleven*. This is one way in which the expensiveness of such schools appears.

But it appears in another way. This money thus spent in supporting these small schools, as a general thing will have to be given to *poor teachers*—not always, for the past year furnishes exceptions to this remark. But such small schools, with such miserable furniture and conveniences, will not long retain good, enterprising teachers in their service. In the long run, they will have to pay very high for very poor service.

But the greatest evil falls upon the scholars themselves. In a very small school, there must necessarily be the absence of that salutary emulation among pupils, which, under the guidance of a good teacher, secures

the superior excellence of the larger school. When a single scholar forms a class by himself, he cannot well be quickened to that intensity of effort which is secured with the utmost ease by having his mind brought into contact with those of a numerous class. He falls into careless habits of study, which eventually produce a disrelish for books, that cannot easily be cured. Besides, in a very small school, the best methods of instruction cannot well be employed. In such a school, the scholars range through as wide extremes of age, and differences of attainment, as are found in the largest schools. The teacher, therefore, has almost as many classes as individuals, and can give but very little time to each. Your Committee have felt very deeply the serious nature of these evils, and cannot but express the belief that the money spent for schools in these small districts might be spent at a much better advantage.

DANA.

Before closing this report, we would invite your candid attention for a few moments to one or two considerations. The custom in this town has been for the prudential committees of the several districts to engage or contract for the teachers of their several schools.

To this custom there exist practically many valid objections; and 1st, it is considered almost universally by members of districts as a burden, to which they must submit when it is their turn, get along with as easily as possible, for one year, and then inflict upon some one else. The result of this feeling, and of this system of rotation in office is, that the responsibility of hiring teachers is a great part of the time in the hands of those entirely unacquainted with the business, and who pay no attention to the requisite qualifications of the teachers, if the price be right, and our schools are in too many instances struck off, as are the town's poor, to the lowest bidder.

2d. The system of rotation in office of prudential committees brings with it a continual change of teachers. Each new committee will have some friend or relation to whom they will give the preference, regardless of qualifications, as they may have some trivial personal objection to the old teacher, and an entire stranger, is each year or term sent into school. Any one, who will reflect a moment, will see the objections to this course. A stranger must acquaint himself with the disposition of the school, and the peculiarities of many of the scholars, and arrange them into classes suitably. Much time is thus wasted, which might be saved to the districts, if the practice more generally prevailed of hiring the successful teachers for a succession of terms.

The advantages to be derived from allowing the power of hiring teachers to remain in the hands of the town committee, are :—1st. They would

generally retain approved teachers for successive terms in the same school. 2d. From an acquaintance with a greater number of teachers, they would have a better chance of making appropriate selections for the respective districts; and 3d. The teachers would be selected with reference to their qualifications solely, and would enter the school under no obligation to any particular faction or individual in the district.

This change we would ask for our successors with the earnest conviction that it would subserve the best interests of the schools. One word in regard to the choice of teachers. We are of the opinion that we might every year procure a sufficient number of teachers of just the right stamp from the Normal schools. Teachers better fitted to supply the wants of this practical age, and better acquainted with the philosophy of governing the young, and of "training the young idea how to shoot."

The object of Normal schools is, to furnish a class of thorough, practical instructors, and it is not to be accredited that they utterly fail in securing their main object.

GARDNER.

Power of the School Committee.—There are some who think the power of the school committee is too great. But let us look at the subject candidly. The superintending committee are nearly the only ones who feel much responsibility in regard to the schools. And a large part of the people are disposed to throw the responsibility on the committee. And we do not say that this is wrong. But all who *will*, can see, that to throw the responsibility and the blame, if the schools are not good, on them, is wrong, if they have not the power to do all they would. Wherever there is responsibility, there must be ability, or there is great injustice. The town must look out for the best men they can find, to take charge of their schools, and then leave the care and oversight with them for the year. If they find such a committee incompetent and unfaithful to their trust, they can easily exchange them for others more competent and more faithful. But there are very few persons to be found, who would be willing to take upon themselves much responsibility, if they had not the power to act.

Some there are who seem disposed to blame the committee for using the power which has been delegated to them by the laws, and to neglect which, would subject them to a fine. But we should feel (and any committee ought to feel) that we were recreant to the trust committed to us, if we should do any thing less than the laws imposed. And we hope, if we ever again act in the capacity of school committee, or in any other office, we shall not fear to do what we think is right, though false accusations may be brought against us, and unmerited blame be heaped upon us.

Hiring Teachers.—In regard to the best mode of hiring teachers, we would say, if the town could feel satisfied to give it up into the hands of the superintending committee, we think this would be much the best course. They certainly ought to know who the best teachers are, and what teachers are adapted to particular schools.

GRAFTON.

It would be no small task to point out all the sources of failure or success in the different schools. But you will allow us to make a few suggestions on this subject.

1. The change of teachers every term, or indeed every year, is a great detriment to the success of a school. A poor teacher will do more injury to a school in a single term than a good one can do good. And a good teacher cannot enter a school, and in a single term, learn the wants, capacities, and attainments of the pupils so as to be able to render the school those valuable services that the same teacher would render after becoming acquainted with the condition of the scholars. This evil will not, in the nature of things, be cured while we administer the affairs of the several schools under the school district system, and while the teachers are employed by the prudential committee. We think that changes would be seldom made in teachers, except from necessity, or where the teacher employed is not suited to her place if the schools were under the immediate direction of the town. There have been enough first rate teachers engaged in the schools of Grafton, within the last two years, to supply every district. These have not been all employed at the same time. But they have been known to the general school committee. And had they the control of the matter they would before this, we think, have secured a sufficient number of this class of teachers to supply each of the districts. As it is, changes are made for other causes than the wants of the school.

2. The interference of parents is sometimes interposed between the teacher and the pupil to the injury of the school, and the great increase of the cares and labors of the teacher. It is true that it seldom happens that the parent enters the school-room and actually interferes with the discipline of the school. But it is not uncommon to hear remarks of the parent in the presence of the child and pupil: "That the teacher is too severe, too strict, punishes too trifling faults." This is oftener unjust than otherwise; and as often destructive to the influence of the teacher. This is often said under a misapprehension of the facts in some particular instance of discipline, rather than from any real desire to interfere with a thorough school government. Sometimes it is said from the want of a proper understanding of the true system for a perfect school government.

They misapprehend the facts because they decide too hastily, or without a proper hearing of the subject matter. They decide and act on the *ex parte* statement of the child without further inquiry. The child is by no means an indifferent witness. He is interested. And though he may not intend to tell a positive and plain untruth, yet he would so modify the description of the offence committed by him, and give that coloring to the punishment received, as really to make the punishment appear too severe for the offence. This may be done often by a very slight modification of the circumstances on the one side and the other. Thereby the parent may believe his child wronged. Whereas if the parent would withhold his opinion until the teacher is consulted, and the whole truth known, the teacher would be sustained rather than a disobedient, or refractory pupil.

Again we must remember that to sustain good order in school, *the trifling faults must be checked*. If this be done there will seldom be occasion to inflict the severer punishments required by the more aggravated offences. To maintain good order in school, disorder must be met at the threshold.

3. The school-house may have an effect on the character of the school. The school-room should be pleasant and attractive. The seats should be arranged and constructed for the convenience and comfort of the school. The house should be properly ventilated and warmed, and the light for the room should not be such as to injure the eye of the pupil that makes a diligent application. Other things being equal, a school in such a room will be more prosperous than a school in a room wanting one or all of these requisites.

4. Another source of this diversity of character and influence of the several schools, is from the different degrees of interest taken in them by the people of the respective districts.

In some of the districts the people manifest an interest in the school by often encouraging the teacher and the pupils by their presence in the school. In others this seldom occurs. In the latter the teacher toils from the commencement to the end of the term, hardly knowing whether there is any one besides herself that is interested in the welfare of the school. The pupils know that so far as their deportment and progress in school is concerned, they pass on unobserved. If they do well the parent does not observe it, and if they do ill it is the same. They think they may safely complain to the parent of the teacher falsely, because the parent will never take the trouble to see the teacher, or to inquire further. The result is that they find fault with the teacher, and matters go wrong continually. The influence of such parents is almost sure to be on the wrong side. It is seldom that it is thus with those who are in the habit of occasionally visiting the school.

HARDWICK.

Your Committee would again remind you, gentlemen, that a very happy influence would be exerted upon our schools, were they frequently visited by the parents and guardians of the pupils. Did they look into their condition personally, as closely as they do into that of their farms, it would be a powerful stimulus to both teachers and scholars. Parents would have a better knowledge of the school, feel a deeper interest in it, and aid more efficiently the teacher. It would increase the interest of the pupils in their studies, inspire them with greater confidence in recitation at the public examinations, and lead them to feel more deeply the importance of a preparation to recite their lessons with readiness. Were your herds and flocks under the care of some individual in town, or at a distant pasture, would you not feel that interest in them, that would lead you frequently to look after them in person? Would you not be anxious to know whether they received proper attention, or were in a thriving condition? Had you a field of grain, even, or a portion of meadow land of considerable value in your estimation, would you not feel that interest in it that would lead you occasionally to take a general survey of it? What intense interest, then, should be felt in the intellectual and moral culture of the young? Is not the training of the immortal mind of your child, of the very highest importance? Your frequent personal presence in the school-room, would greatly aid the teacher, and benefit the scholar. We would also state, that it is our humble opinion, that the prosperity of the schools would be promoted, by lodging the power of contracting with teachers in the hands of the town committee. Does not their very position give them a decided advantage, in becoming acquainted with the character and necessities of the schools,—and in judging of the adaptation of teachers to them? Have they not a better opportunity to make a good selection of teachers? Would not the same teacher, if successful, be more likely to be retained in the school, a succession of terms? Is not the frequent change of teachers injurious to the interests of any school? The same teacher is certainly better acquainted with the character and condition of the school, the attainments and dispositions of the different scholars, and the manner in which they should be classed, than any stranger can be. Will it not take time to acquire this knowledge? Will not this for a time be a hinderance to the successful operation of the school in the hands of a stranger? Will not the man who has labored for you a season, and understands your business, be more profitable than a stranger, all other things being equal? Would not the town committee be more likely to retain good teachers, than districts whose prudential committees change every year? When teachers are responsible only to the town committee, a personal dislike to a teacher from an individual in the district, or

a desire to find a place for a relative or a friend, will not so readily operate to the disadvantage of the school. There will be less change, and greater stability in the management of the interests of the schools. As the town sustain the schools, should they not be responsible to them only, and not to the district? It is sometimes a delicate thing to reject a candidate presented by the district. He appears, perhaps, on the morning of the opening of the school, for examination, and the town committee cannot control this thing, as matters now stand. There is no favorable opportunity to hire another. The district are satisfied with their choice, and all the best teachers are engaged for the season. If this man is rejected, the prudential committee may not feel disposed to go in search of another. There may be such a division in the district, that one party will not be satisfied with what is done by the other. In certain circumstances, the rejection of a teacher, when not entirely satisfactory to the committee, may endanger the harmony and peace of the district, and jeopardize the interests of the schools. Let the town control the management of the schools, as they do the building of roads, and their other interests, and how much more simple the machinery, regular and stable its operations. It would save time in the examinations, as in that case all the teachers might be examined for the year, ordinarily, at two sessions of the committee. Why should not the educational interests of the town be managed through a committee directly responsible to them?

HARVARD.

No one who will carefully compare the whole number of scholars with the average attendance, can fail to be struck with the discrepancy between them and the need of reform in this particular. An average absence of four or five daily and even of eleven in the instance of one district during the summer term, is a serious matter, and your Committee believe wholly unnecessary. The actual loss in the latter school amounted to the enormous aggregate of eight hundred and forty-seven days, or more than one-fourth of the whole term. Can any district afford such a waste of money? Surely on none but the most important considerations should a child be permitted to absent himself a whole or part of a day. A single absence diminishes that average upon which the appropriation of the school money depends, hence is a pecuniary loss to the district in which it occurs. But far more serious is the injury inflicted upon the scholar himself, as well as the school at large;—upon the scholar, in that the loss of a single recitation is in itself an evil, tending to irregularity, retarding his progress, and is the seed of discouragement; often repeated it destroys all spirit of emulation and is fatal to the formation of good habits of study; he comes to be

contented with the low attainments of others or perhaps with barely escaping the censure of his teacher, thus oftentimes laying the foundation of an inefficient and useless life ;—upon the school, interrupting its routine, requiring extra time and labor on the part of the teacher, and producing derangement and confusion in recitations peculiarly trying. To remove this great evil is chiefly the work of parents, a work of vital importance, calling for their careful consideration.

Your Committee, impressed with the importance of having teachers not only qualified as scholars, but well versed in the “art of teaching” and with capacities to govern, would renew the recommendation made by your committee last year, and oftentimes previously, that the whole matter of election of teachers be left where the law leaves it, and not taken from the hands of the school committee.

HUBBARDSTON.

The Committee would now address ourselves to the “suggestions” ; and we beg a liberal indulgence in the performance of this duty. Some of them may seem to be trivial or impertinent. But we shall say nothing that we do not deem “necessary or proper,” or that does not have an application, though this may not always be understood, except by those who may have called forth the remarks, and for whose good with others they are intended.

We would suggest in the first place, the importance of a conscientious and faithful performance of duty on the part of the teachers. After all that others may do for the schools, if the teachers are delinquent, if they are recreant to the high trust committed to them, the whole system of education is embarrassed, and either wholly or in part is frustrated in its operations.

We are acquainted with the pressure of responsibility that rests upon some teachers ; we consider the labors and the difficulties of their office ; we know of their anxiety to do well, to secure the approval of their employers, and to promote the improvement of the scholars ; and that they deserve the succor and sympathy which their situation, often amid trials and strangers, requires. And we would do any thing to cheer and encourage them.

But when the teachers feel that they have an unwelcome task to perform, and that its anxieties and toils are to be confined within the six hours of the school-room, and to a certain mechanical round of performances to be gone through with ; when on other hours they exhaust their strength and vitality in domestic employments, or in those of a private or personal character, or task themselves for some future exigency, and

thus become unfit for their great duty; when they clip the hours of schooling by a tardy or irregular commencement of school, that they might economize their own time, and be sure that scholars would be all present; when they take miscellaneous reading books into the school-house for their own perusal because the school is small and the large scholars may be benefited by hearing the classes recite; when they attend other schools, or indulge in pleasure or other parties, which occupy too frequently too much of the night for the faithful performance of the duties of the day; then we think that they should occupy some other sphere, and not constrain the Committee to make an exposure, which, to say the least, would not be very pleasant.

We know of one teacher, employed during the past year in town, who was in the school-house regularly just five minutes before the hour for commencing school, as regular as a clock, and much more so than some clocks that do not know how much blame they have to bear in this matter. We know of other teachers who were almost as regularly late five minutes, more or less, that they might indulge their scholars in a little recreation and find the school all seated when they were ready to commence. But for some reasons, however mysterious, the scholars did not seem very grateful for the indulgence, and those of the first teacher were by far the more punctual.

The Committee have nothing to say in this report about the moral or immoral tendencies of pleasure parties, however imprudently extravagant they may be, or sometimes injurious to good habits and health. But we do say that when a teacher takes upon herself that important office, she is morally bound to the district and to the school, before her conscience and her God, so to spend and employ all her time, both night and day, that she shall most efficiently and successfully discharge the duties she owes to her school. Every thing else should be regarded as secondary and conducive to this end.

If we would have good schools, the prudential committees must carefully and conscientiously perform the duties of their office, with a supreme regard to the interests of the schools.

It is not always that they do thus. They take the office because it is their turn, or because some party or sectional interest is gratified thereby. They employ some relative or special friend, because she is thus connected, rather than because they suppose she would make an excellent teacher, though she may be a good one notwithstanding; or they wait with indifference for applications until other agents have borne off the choicest selections. And when their own teacher is at length presented to the school committee for approval, it is a very quieting opiate to their own delinquency to say, if the school committee do not think her competent, they need not give her a certificate. And then, if the committee

see no other course to take in the circumstances but to approve, and she proves to be an inefficient or worthless teacher, it is comforting to reflect that all the blame is on the school committee, who might so easily have shut the school-room door against her.

The time of commencing the schools has much connection with their usefulness, and this matter is at the disposal of the prudential committee. The usual time is the best time, so experience and observation have determined, and it is with great caution that indulgence should be given to teachers to vary from it, where the greater interests of the schools are in danger of being sacrificed. But when the committee deliberately postpones or anticipates the commencement of the school from its best time, for the sake of turning the larger scholars to good account in the spring or fall work ; or where he breaks in, like a Vandal, upon the successful progress of a school and suspends it, that the larger scholars may go into the haying, and leaves the mere fraction of a term, to drag out an unprofitable existence ; we would ask if he honors his office, or has any adequate idea of the superlative importance of education, or even of a single term of schooling. There are also many little services which he may perform for the school-house, for the school, and for the teacher, which will cost but little time and but little labor, but the aggregate of which may make all the difference between a good and bad school.

In questions of importance, also, such as selecting teachers, it is not out of place to consult the school committee, who are in fact the colleagues of the prudential committee. We do not make this suggestion to extol ourselves or our successors in office ; for, if heeded, it would enhance our responsibility ; but, one word spoken to the school committee during the past year by a prudential committee, had in one case, we hesitate not to say, all the effect of giving to his district a most excellent school in place of one that would be almost good for nothing.

LANCASTER.

And now, having completed this detail, necessarily more brief than it might be made, it will be proper to dwell for a moment upon one or two of the inferences and suggestions to which it most naturally and forcibly gives rise.

However it may appear at first thought, we are inclined to believe, comparing it with the observations made and recorded by your Committee in previous years, that it shows an attainment of the usual average of talent and qualification in the instruction, and of about the usual amount profitably accomplished in study. There has been no entire failure, and, in the majority of instances, good and substantial success.

It is our opinion, that in the one exception which more particularly calls for remark, the partial failure was not altogether that of the teacher. Those who felt aggrieved by his course should have been readier than they were to seek explanation and counsel with him when it was found that they were not in hearty co-operation together.

It is not always the teacher who is alone responsible in such a case. We naturally and very properly look to him for a good deal. But he is only one of the parties who may be held to account. We do not attribute perfection to him in virtue of his office. There may be in him a lack of some qualifications essential to success, which, not your Committee's preliminary examination, but only the longer and more serious trial to which he will be subjected, can bring to light. Such sometimes proves to be the fact, and then the school must be relieved from his incapacity, if in any just and expedient way it can be. But it is, moreover, to be considered that occasionally the troubles which exist are not altogether and clearly traceable to the teacher, to his incapacity or neglect. We must remember that parents have duties and responsibilities; and, though we do not expect that they will never mistake or forget these, we must regret to see them frequently doing so: failing to sustain and encourage the teacher by cultivating a familiar and friendly intercourse, by frequent visits to the scene of his labors, by free communications with him, especially in case of any misunderstanding, and by rebuking an unruly and fault-finding spirit on the part of their children. In saying this we do not intend to impugn any body's sincerity or good intentions, or to imply that some persons are more in fault than others.

A due regard to the most obvious aspects of this relation, as it generally obtains in this community, might show that we are all more or less remiss in our duty. The teachers we employ are usually young men. Some of them may have left home for the first time and come into the town strangers to us, to our children, to whatever is peculiar in our social habits and ways of thinking, and even to any practical experience of the office they have undertaken. What we should feel to be fair and just, not to say kind and hospitable treatment for our own friends under similar circumstances, let us be ready, if not anxious, to accord to others. Of one thing we are convinced; that in a good proportion of instances, the difficulties that arise in our schools, and which we call, technically, misunderstandings, are literally so, and would be prevented in their very beginning, on either side, by a better acquaintance.

It will have been perceived that we are speaking in this connection with more especial reference to a single feature in the condition of our

schools,—discipline. We are sorry that, from year to year, we are obliged to demand more serious attention to this. But that reiterated statements fail to effect the desired reform is no reason why we should not continue, however unpleasant it may be, to make them.

To show that there has not been very rapid progress in the right direction, and to free ourselves from any suspicion of personal feeling in this matter, as well as on account of their appropriateness and the decided approval with which they were received by the town at the time, we shall here quote some observations of a committee in your service so long ago as the year 1845. Alluding to the same thing, they say: "For some reason this has been gradually relaxing and growing feeble, until the evil has become altogether too great to be endured. A strong and manly school government, whose laws are enforced without fear or favor, is becoming quite too rare, amidst feebleness, timidity and disorder. This may be owing sometimes to a radical want of intellectual and moral energy in the teacher; it may be owing to false notions and mawkish sentiment which have crept over the public mind, infecting both teachers and parents, creating in some districts a state of opinion which the teacher dare not encounter by the strong enforcement of his rightful authority. Whatever the cause may be, we think that parents are everywhere called upon not only to concede to the teacher as a right, but to demand of him as a duty, to enforce strict and righteous rules of discipline; feeling that the punishment of their own children, if it be inflicted in wisdom and in kindness, is less disgraceful to all concerned than disobedience and disorder. We like to see the teacher govern by the power of persuasion alone if he can do it, and to charm the spirit of misrule and stubbornness into submission through the power of kindness. Perhaps there are those who can always do this, without resorting to punishments; but that such teachers as we can command will or can do it uniformly in the present state of society, we know to be a delusion and a dream.

"We do not think the practice of consulting the mere tastes and feelings of the children in reference to their teacher has a favorable influence in sustaining his authority. If the child is questioned as to his likes and his dislikes, till he finds them of vast consequence in fixing the character and standing of the master, we render the foundations on which his government rests as unstable as a child's whims and caprices. We send our children to school not merely to be pleased, but to learn; and not only to learn books, but to learn respectful and deferential manners. It is important, we know, that the teacher have the affections of his pupils, but we are not prepared for a democracy quite so radical as fixing the reputation of our teachers by putting it to vote among the children.

"Parents ought to know by visiting the school what are the teacher's qualifications and talents; and these ought to be judged of, not by the extent to which he pleases the children, but by the impulse which he gives to their minds, and the habits of truthfulness, obedience and virtue into which their characters are forming."

LEICESTER.

If your Committee may be indulged in a few suggestions, they will allude briefly to some of the evils, and some of the wants of the school department. Among the first of these evils, is the great irregularity of attendance. In some of the districts many of the scholars seem to make it a rule not to be present at the opening of the school—but to come straggling in at any time before the middle of the forenoon, thus occasioning great loss to themselves, and interruption to others.

But besides this, the absences are very numerous. From the reports of the several schools already presented, it will be seen that the average attendance is only about three-quarters of the whole number of scholars. Thus, about one-quarter or twenty-five per cent. of the amount paid for the schools is lost; a loss greater than can well be afforded.

Your Committee also notice with regret, the tendency in these latter days for scholars to press on to higher studies, before they have made themselves masters of the lower ones. Reading and spelling are too much neglected in the haste to commence arithmetic, grammar, and geography, and those, in their turn, are discarded after a very superficial acquaintance, in the zeal to be in still higher society.

It would also, without doubt, contribute greatly to the interest of our schools, if the parents and friends of the scholars would visit them more frequently, and especially if they would often examine the children at home on the studies they are pursuing at school. If proper faithfulness was manifested in this way, the long intervals between one school and another might not cause the scholars to forget almost all they had learned, and so be obliged to spend a large portion of each term in regaining lost ground, but they would be able to start from the point they had before reached, and so "go on unto perfection."

MENDON.

It is well known that there are many children who are sent to school not over five or six years old. One of the schools of this town is comprised chiefly of scholars of this age.

Now there are two questions to be considered in reference to the school hours of such children.

The first is, how long can they study with advantage to themselves?

The second is, should they be kept in school any longer than the time needed for study and recitation?

It is not very difficult, we conceive, to answer the first question. We can come somewhere near the truth at least. According to the present plan of conducting our schools, the youngest children, as well as the oldest, are kept within the walls of the school-room from six to eight hours. The child who has but just put his foot on the threshold of the temple of knowledge, and can lisp but letters or monosyllables, is as long in school as the boy or girl of sixteen summers, whose more matured and strengthened mind can find diversity and occupation for thought in mathematics, geography, grammar, history and science. But is this right? Is it as it should be? Does it seem natural? Can such children, indeed, as those we are speaking of, study six or eight hours a day? The question is too foolish to need any answer. We might as well ask whether such children were men and women. For six or eight hours study, day after day, is sufficient and too much for the health and strength of some of the strongest minds.

How long then should children study in one day? Not more, certainly, than three or four hours. This is a large allowance—if any thing, it is too much. It is but a short time that a child can concentrate his thoughts on any subject. Make the subject as interesting as possible, yet you cannot rivet the attention of the child beyond a certain length of time. Every legitimate means, we grant, should be resorted to for this purpose. Both the eye and the ear should be appealed to.

Curiosity must be awakened, and the acquisition of knowledge, though not made easy, which is impossible, must be made attractive. But after all has been done that can be, to engage the thoughts of children, they cannot concentrate them with advantage to themselves beyond certain limits. The truth of this, all will admit. The question then is, can they study more than three or four hours a day? We believe not. But if they *could*, we should say, most decidedly, that they ought not; that it would be too great a tax upon their youthful minds; that it would be injurious to their health, and would, ultimately, be productive of mental imbecility, instead of vigor.

They are kept in school twice this length of time. But we may safely appeal to every teacher whether it is found possible to make them give undivided attention to their lessons. "Look at your book," "look at your book," "get your lessons," they may and do reiterate from morning to night. And the poor little prisoners obey the order of the teacher. They look at their book, but they see it not. They mutter over their lessons, but they know not what they are saying. Their thoughts are elsewhere. Their attention flags. They are like audiences under sermons

an hour and a half long. During the first thirty minutes, if they are people of strong minds, they are wide awake. But during the rest of the time, some take a comfortable sleep, some, who are nervous, lose their patience with the minister, others deem him awfully tedious, the children wonder whether he will ever stop, and the rest, perhaps, bear the infliction as a matter of course, and say nothing for conscience sake. It is so with children in school. Beyond a given length of time they lose their interest, and they care little for book, lesson or teacher. It is impossible for them to study, and the only question of interest for them is, "what time is it?"

The next inquiry we have to make is this: Ought children to be kept in school longer than the time requisite for them to study and recite? Different answers, of course, will be given to this question. There are some who send their children to school merely to have their minds improved, to have the love of knowledge awakened, and to have correct mental habits formed. These, in time, will say no to the question. But there are others who send their children to school, merely to be out of their own way, and who place them under the care of a teacher, as they would in the charge of a servant, to be free, for the time, from all responsibility and annoyance themselves. These will say, "Let present arrangements alone." "Let children go to school as they have always done." "Let them, as we did, when we were young, remain in school the usual hours." "None of your new-fangled notions." "It is none too long for them from nine till twelve, and from one till four o'clock."

There are those who think more of the past than of the present. The days gone, are, to them, the golden days, but the days present are the days of degeneracy, of false ideas, of effeminate habits, tastes and pursuits. These will say, "Let present plans alone."

But it is purely a question of what is best. It is not a question of what has been, or respecting what busy parents may wish. The school is not a substitute for the home, or the teacher for the nurse. The school is the vestibule of God's great temple of science, and the teacher is there only to guide the young through that vestibule, that they may be prepared to interpret the teachings, and comprehend the mysteries of the inner sanctuary.

But should the children be kept in that vestibule, and be trained by the teacher longer than they are able to profit by that training? This is the question. And to this question we can only give one answer, and that answer is a most emphatic *no*. The school-hours become intolerably tedious to young children. It is their nature, we know, to be active. To compel a child to be still, and do nothing, amounts to little but a severe punishment. And to be kept in school after they have done all they are able to do in acquiring and reciting their lessons, is calculated

only to make that school, to one-half of the children, at least, a bore and a bugbear. They feel that it is but little better than a prison, for the time. There is no occupation for the hands or the head or the feet. They sit or writhe with the pain of inactivity, as if bearing a severe penalty for being children, instead of being men and women. And what is the result? What might naturally be expected. All their associations with the acquisition of knowledge become unpleasant to them. They are repelled by the tediousness of the process at the very threshold of progress. The difficulties of education are magnified in their estimation, and they are often discouraged without any real cause for discouragement. This must be regarded as a serious evil. An evil which ought to be remedied, if possible. For many, we believe, form an early distaste for school, which they never lose, and which influences their character and habits in after years, not, however, because they were discouraged with themselves, but because what might have been made pleasant and attractive, was rendered oppressive and tedious. They wished to be doing. There was a natural buoyancy and restless activity about their minds. But hour after hour, during dull mornings, and more wearisome afternoons, they were kept under a most unnatural restraint. They could not use their minds, and the discipline of the school prevented the use of their limbs, and repressed every energy, till inactivity became pain, and confinement in school perfectly hateful. Should not this, if possible, be prevented.

But another reason why the present plan should be altered is this, that the time in this tedious inactivity and oppressive confinement, may be devoted to healthful amusements in the open air, or to profitable employment at home or elsewhere. While we are to estimate the culture of the intellect as superior to mere physical development, and are to use the most efficient means possible to secure a thorough and healthy education of the mind, yet it must never be forgotten that to preserve vigorous minds, we must have healthy and vigorous bodies; and it must be seen also that without injury to the mind, education cannot be hurried; that it cannot be condensed into a small space of time, into a few months in a year, while the rest of the time is spent in mere idleness and utter neglect of the mind. Each day and week of the year should bring to the child a proper amount of mental culture. The mind should indeed be supplied with nutriment with the same regularity as the body. But neither the stomach nor the head should be gorged. There should be used no artificial stimulants to force activity, and nothing should render the food for the mouth or the intellect nauseating. If the children were sent to school then, three hours a day, instead of six or eight, as at present, and the school terms were doubled or were lengthened from five or six to ten or twelve months, it would be infinitely better, we are per-

suaded, for the children. It would make school to them more pleasant. It would give them all the time which they are able to use profitably. It would remedy the tediousness of the present useless, as well as injurious confinement, and it would afford that time which wise parents would see was devoted, in part, not only to amusement, but to labor, and thus to the formation of valuable habits of industry.

We offer these suggestions merely for your consideration. No plan can be proposed which could be applied to every school. In some we believe the simple method could be adopted, viz. : Divide the school into two parts, and let each be called in an hour and a half in the morning, and the same length of time in the afternoon. This plan could be used only in schools of smaller children. Five or six hours confinement to study would be none too long for many of the pupils in our schools. But it is absolutely impossible to make many of them in all our schools study more than three hours a day. For what conceivable purpose then should they be confined there? They cannot be made to love the school by such a course. They are only taught to hate it. It may be a great relief to their parents, who are already perhaps oppressed with numerous cares, and who have younger children that demand all their attention. And to such we would say, let every relief be afforded that can. But let not their children be confined in school for that purpose. Connected with every school there should be ample play grounds, shade trees for summer, and closed sheds for winter, and if their parents cannot find their children some useful employment, then they can spend the time they are unable to devote to study to healthful amusements.

NORTHBORO'.

As the choice of teachers, is, by vote of the town, in the hands of another body, they are not, it is true, responsible but in part for the character of their teachers; but it must be evident, on the slightest consideration, that this division of labor, however desirable on many accounts, subjects the board to no inconsiderable inconvenience and embarrassment. We do not complain of the prudential committee, between whom and the superintending committee there has been a good understanding and a mutual desire to help one another; but, in some cases, we have not known who were selected for teachers till near the time fixed for the commencement of the schools; so that in case any of the candidates failed to satisfy us in regard to qualifications, we were under strong temptation to allow incompetent persons to take charge of our schools.

Again, we have been much vexed, and unspeakably ashamed, on ac-

count of serious difficulties that have arisen between the teachers and pupils, in several districts, during the past winter. But, as we shall refer to this subject again, we forbear to say any thing more on this topic at present.

Another source of discomfort to the Committee has been the imperfect classification of the schools. Attempts have been often made in former years, and with but little success, to remedy this evil. The evil still remains in all its magnitude, and our schools suffer much on this account. The *reading classes* are composed of pupils who differ greatly in their qualifications. There is too much haste on the part of the younger pupils to rise to the higher grades; and, in the room of waiting—as is proper—till they are invited to go up higher,—they take the liberty, at the beginning of the term, especially when the teacher is a stranger, to classify themselves. The same liberty is claimed, and too often allowed, in the choice of studies. Some wish to confine themselves, exclusively, to one or two favorite branches, and are reluctant to give any part of their time to such studies as the Committee direct, or the teacher recommends. Hence, we find in some schools a very small class in geography, grammar or history, while arithmetic engrosses the whole attention of many of the older pupils. We would not speak disparagingly of the science of numbers; but we do think that, for many years, its claims have been urged to an unreasonable extent, while other important studies have been neglected, or thrust into the background. We do not believe that the great business of education is to make ready reckoners, or good mathematicians. While we wish our children to be taught the principles of mathematical science, it is quite as important, we think, that they should know something of the world which they live in, and of the objects which present themselves to view in their daily paths; that they should thoroughly understand the principles of grammar, and should know how to use with propriety their native tongue; that they should be able to read not only fluently but understandingly, with proper emphasis and tone, the best authors in poetry or prose. And it would be difficult to give a good reason why they should not learn something of *themselves*—of the structure of the human frame,—of the laws of physical health,—and something too of their intellectual and moral powers, and of their several uses. These, and kindred subjects, might, under a better system, occupy a portion of the time of our children in the public schools, with great advantage, and without neglecting any of the branches now taught. The whole subject of classification and studies should be practically, as it is by the law of the Commonwealth, left in the hands of the Committee, whose province it is to decide what classes there shall be, and what shall be the studies of each class.

Enough has been said, on former occasions, of the advantage of a *gradation of schools*. Our opinions on this subject are unchanged; and we take leave to refer to former reports, in which the subject is treated somewhat at large. We would only remark here, that, until something better can be effected, some of the advantages of an improved system may be secured by using the recitation-rooms, with which most of our school-houses are furnished, for the instruction of the younger classes, by an assistant teacher. This has been done to some extent during the past winter, and we believe, with good success. While on this point, we wish to say a word in reference to this use of the apartment connected with the main room of our school-houses. For several years past this apartment has been thrown open for the promiscuous use of all the classes, of both sexes, during the recesses; and as might be expected, has been kept in a state of much disorder and uncleanness. We think that this practice should be discontinued, and that the teachers should be instructed hereafter to see that it is used exclusively for the purposes for which it was intended,—and that parents and others who send children to school should frown upon any attempt to appropriate it to any other uses. It should be understood that the school-house, with all its appurtenances, is to be under the care and control of the teacher during the school-term, subject only to such instructions as he may receive from the superintending committee. The teacher, for the time being, is the governor of the school, whose authority should be sustained by all good citizens.

NORTHBRIDGE.

We shall not enter into a detailed account of the evils resulting from the present system of two committees being employed to hire a teacher. It was clearly and ably set before you by the committee of last year.

We need teachers who can teach principles, and assist the scholar to apply them for himself. How often do we see scholars, year after year, go round the same circle of the first rules in arithmetic, the elements of geography and English grammar—only renewing in their memory what they had forgotten, and forgetting so much by the time they had gone the rounds, that it was necessary to begin again; when if they had understood the principles, they would have readily applied them not only to the questions before them, but to a thousand others that might arise.

In regard to attendance and punctuality, the assistance of the parent is indispensable. The highest average attendance in any of the schools is 90 per cent., while in some it is as low as 35 per cent. This evil

might be quite, if not wholly eradicated by their efforts. A proper interest and fair improvement cannot be expected of those who are frequently allowed to absent themselves from school. Tardiness in reaching school, and requests from parents to be dismissed before the usual time, are sources of great annoyance to the teacher, injurious to the scholar, and a hinderance to the school.

Another branch of education, that deserves our attention, is manners. The law requires that every teacher shall be competent to teach good behavior. We have been told that in former times, special attention was given to this subject; pupils were taught and required to be respectful to their teachers and parents, polite to strangers, and kind to each other. With an occasional exception, we observe that Young America is no respecter of persons. His wishes must be gratified and wants supplied at all times and on all occasions.

"Manners," says Mr. Mann, "easily and rapidly mature into morals." As childhood advances to manhood, the transition from bad manners to bad morals is almost imperceptible. The moral condition of our youth throughout the town and nation, demands the attention of every parent and citizen as well as all those who preside over the instruction of youth. Of what avail is the liberality of our citizens in sustaining schools, providing competent instructors, simply to cultivate the intellect, while the moral part of our nature is suffered to go uneducated, and the child permitted to enter the arena of life armed with power to do evil, and unrestrained by those high moral motives so necessary to his welfare.

PRINCETON.

Your chairman would respectfully suggest that the duty of employing teachers should be transferred from the prudential committee of each district to the school committee of the town. The laws of Massachusetts formerly have made it optional with the several towns whether this responsibility should be vested in the school committee or to district agents. A bill vesting it in the former has been introduced into the legislature during the present session; but the measure has been defeated, and it is again left to the towns individually to say whether it shall be left to the school committee or to district agents. The arguments in favor of the measure proposed are so familiar that a repetition of them seems to be unnecessary. While the custom prevails of making the choice of district agents a matter of rotation mostly, it cannot be expected that every individual upon whom this duty may fall, will be the best person to perform it. The school committee are generally acquainted with the wants of each school, and better acquainted with

the fitness of teachers than the district agent generally has a chance to be. It is presumed that in exercising this function, they will have no particular friends to favor, and in bestowing situations, will consult *only* the welfare of the schools and the good of the community. They will also feel more freedom to interfere, when the teacher proves to be incapable of managing the school successfully or profitably, if the situation was conferred by them and they alone responsible.

ROYALSTON.

Most of the teachers have equalled, and some have surpassed our expectations. Some few, however, have been approbated and sustained, as the best we could do in the circumstances. We should not have felt ourselves justified in hiring them, had that business devolved upon us; but as they were already engaged, and as they came before us at a period so late that their rejection would involve great inconvenience, and the probable exposure of the schools to worse evils, we deemed it inexpedient to interpose the odious veto power.

Such embarrassment and loss might be diminished, were those who select and contract with the teachers, required to approbate them and superintend their labors. And then, too, the honor of well-served schools, or the blame of schools ill-served, would be more likely to fall where it belongs.

The public schools of Royalston, labor under some peculiar disadvantages, as compared with towns more densely populated. Large as is the area of most of the districts, (so called,) the majority of the schools are much too small to secure the highest results of the labor and expense bestowed upon them. Practical teachers and competent judges in such matters, set the number of pupils that can be attended to profitably, by one teacher, in a promiscuous school, at a figure varying from 35 to 45. If the number rises much above, or falls much below these figures, it is so much to the disadvantage of the school. The excess embarrasses the teacher by imposing upon him more than he can do well; while a deficiency not only makes the cost of the school relatively too great, but, what is even worse, it renders it difficult, if not impossible, to secure the needful warmth, zeal and interest, on the part either of teachers or pupils.

It is in this last way that our schools specially suffer, and that very seriously too. By reference to the accompanying table, it will be seen that only the schools in numbers one and ten, reach the minimum figure, 35. In number ten the schools, during the winter term, exceeded the maximum figure, 45. The other schools present a descending scale, as follows:—29, 27, 26, 25, 24, 23, 22, 21, 20, 19, 15, 13, 12, 11, 6.

These numbers need but be announced, to convince those who understand the prerequisites of a good school, that the majority of ours are deficient in numbers at least.

But small as our schools are, they are so constituted as to suffer from other embarrassments, not only great in themselves, but tending to augment the evils of small schools.

They are short, as well as small; number seven had 23 weeks during the last year; one and three, 22; eleven, 21; nine, 20; four and eight, 19; six, 18; two, five and ten, 16; twelve, 14.

Again, the pupils leave the public schools at an early age. The registers for the last year contained the names of seventy-eight scholars over 15. Of these twenty are found in the register of number ten, second department, winter term. Forty-nine were over 16 years of age; twenty-four over 17; eleven over 18 years of age. The great majority of our youth quit the public schools altogether by the time they have reached the age of 15 or 16. Some of them enjoy other advantages, either in town or out; but large numbers have no other tuition than such as they derive from the town schools.

Still again, not only are the most of our schools small, short, and the time of attendance, on the part of the pupils, thus circumscribed; but they are so constituted, and the range of studies is so wide, as to require a very large number of classes and recitations. There are few schools in town, that do not have more classes than scholars. As near as we can now ascertain, the average recitations, per day, during the last winter, has been between 25 and 30. Several schools, numbering only about twenty scholars, had over 30 recitations. We will call the average 25, —which, however, is too small. This gives fourteen and two-fifths minutes for each recitation, allowing for no recess, and no interruptions whatever, during the six school hours of the day.

Now, notice some of the necessary results. The classes, for the most part, must be too small,—most of the pupils must have too many studies,—some of them will engross more than their proportion of the teacher's time,—and no teacher can possibly do justice to himself or his school in these circumstances. He must neglect some of the classes and pupils, every day; or if he attempts to go through the whole business of the school, it must be in a very superficial and unsatisfactory manner. There is no time for the needful drill of each class, or for such illustrations, as might give life and interest to the study in hand, prompt to reflection and inquiry, and give to the successive lessons a place in the understanding, and a hold upon the memory. Then again, it is impossible for the superintending committee to examine the schools from time to time, as the law directs, critically and satisfactorily, without expending

far more time than the town would be willing to pay for, it may be, even at the low wages allowed by the statute. And finally, and as the result of all these consequences, no school, in these circumstances, can attain to a vigorous and thorough scholarship.

And we find in point of fact that very few of the regular studies, in our smaller schools, are finished up, even in form; while all of them, almost of necessity, are prosecuted in a manner altogether too superficial. A conscientious teacher possessed, himself, of a thorough scholarship, and alive to the importance of accuracy and a critical study of every branch attempted, and resolved not to trifle with the time, the opportunities, and especially the minds of his charge, can make no such headway as is expected of him. With a promiscuous school of 10, 15, or 20 pupils, a term of 8 or 10 weeks, and 25 or 30 recitations per day, he must feel that he labors in vain and spends his strength for naught. Besides, such a teacher will almost invariably lose the confidence of the district long before he closes his first term. He can hardly hope to have the school again, should he wish it; and hence he has little encouragement to adopt a course of instruction, or introduce arrangements, tending to simplify the business of the school. Could this be done, he might hope to give his patrons satisfaction at the end of the second or third term, though failing to do so during the first.

There are teachers, however, who view this matter in a different light. They can pass the pupils over the courses in the very spirit of this fast age. They can handle 25 or 30 recitations, and in eight or ten weeks put the scholars through all their studies to the admiration of the public on exhibition days. Those who carefully inspect the education of their children, or take the trouble to question the classes critically, will of course be dissatisfied; for they must see that the whole business is a sham—a mere make-believe at teaching. But with the major part of parents and pupils, such teachers are apt to be popular. They give a show of success. They close with a fine exhibition; and it is not perceived, generally, what damage is done by this method, to the best interests of education.

HAMPSHIRE COUNTY.

AMHERST.

If our public schools are not what we could wish them to be; if, under the present organization, they fail to accomplish as much as our citizens have reason to expect, it may not be amiss to consider some of the causes of this disappointment. Among others we may suggest the following:—

1. Want of *well qualified* teachers. In order to good success the teacher must have, in addition to high attainments, known ability to govern as well as instruct, tact in management, and judgment in directing and controlling, energy and efficiency, so as to make his influence felt throughout the whole school. In order to obtain such teachers, the committees should, if necessary, be at some trouble, should go to other towns, and, if possible, secure those who have been tried and found to be competent; should go to the seminary or school where they were educated, and ascertain, so far as practicable, the reputation, the general character, as well as the scholarship of the applicant.

2. Another cause of failure is the frequent *change of teachers*. We have, under the present organization, sixteen different schools, and we had, during the last school year, twenty-seven different teachers. No method, no uniform system of education can be carried out, where the change is so frequent, however well qualified the teachers may be. There is necessarily great loss of time and labor. No teacher can intelligently and judiciously arrange classes, direct to suitable studies, and assign lessons, till he becomes in some measure acquainted with the capacity and degree of advancement of his pupils. In many of our schools nearly half the term is lost to teacher and pupils in becoming acquainted with each other.

3. Another cause of disappointment may be want of attention to the proper time and order of taking up the different branches of study, thereby greatly embarrassing the teacher by unnecessarily increasing the number of classes. A class of ten or twelve, read and spell together, then take their seats to learn their lessons. Two or three study primary geography, two or three the larger, some study physiology, some history, and others grammar, some mental arithmetic, others written, so that the one reading class has been divided into from three to five or six, thus introducing hurry, confusion, disorder, causing discontented pupils, fault-

finding parents, and a profitless expenditure of time and money. Your Committee are unanimous in their opinion that the course of studies, as well as text-books, and the order in which they shall be taken up, should be prescribed, and not left to the choice or discretion of parents or pupils.

4. Another cause may be found in the irregularity and inconstancy of attendance. Few are fully aware how much it retards the progress of the class, and eventually of the whole school, to have the scholars occasionally absent.

CUMMINGTON.

But the greatest evil under which our schools are now suffering is the rapid diminution of scholars; leaving some districts with so few as scarcely to deserve a name. In some cases, the number is so small as to raise the question, whether it is not better to dispense entirely with the summer term, and expend all the money during one session in the fall and winter.

The inequality of our schools, as to numbers, makes the operation of our rule for the division of school money quite unequal. It costs the town four times as much to give school privileges to the children in district number three as in number one. There must, also, of necessity, be a great waste in the expenditure of this money, so long as the districts are so numerous and the scholars so few.

The number of scholars in town, between the ages of five and fifteen, has been during the past year seventy-six less than the preceding year. While in 1853-4 we had 289, in 1854-5, we had only 211. These equally divided among our ten districts would give but twenty-one to a school.

According to the opinion of the late teachers, the number of pupils who can be advantageously instructed by one teacher is about forty. It must be obvious, therefore, that upon the present system we are hiring twice the number of teachers that would be requisite, if our schools were properly divided and graded. There can be no wisdom and no economy in employing a teacher to instruct eight or ten pupils, when she might, for the same wages and with equal ease, instruct four times the number.

That we cannot in this town enjoy the same facilities for grading schools as in larger places, is apparent to all. A slight diminution of the number of districts would be attended with serious inconvenience to individuals. Any thing like a general union of them could not be affected, without much self-denial and public spirit. But our schools must, in order to their prosperity, be brought in some way to a more perfect classification. The number of districts must be lessened, and the

number of scholars, in each school, increased. This would be attended with an increase of travel, but this inconvenience ought to be submitted to for the general good. As at present constituted, some of our districts are so limited in numbers that provision might be made to carry all the pupils in them to another school, at much less expense than to maintain one expressly on their account. In some instances a union of districts might be effected without serious inconvenience.

GRANBY.

How is it, briefly, with the proposed alteration? The complexity of the existing arrangement would be avoided; instead of it, we should have a simplified and easily managed system, with no danger of unpleasant attrition between its different organs. Let a neat and suitable building be erected in the most central point of the town; abolish the districts, those prolific breeders of difficulties and discord; let the scholars *all* come under the same instruction,—grow up together as citizens of the same town, not as members of certain districts; let the parents—and this would be an inevitable result—feel and manifest an interest in the school in which all are enjoying equal advantages; and we ask, if greater harmony would not exist in the schools and in the town? The comparative utility of the change cannot but be evident to every reflecting mind. With three, or perhaps four skilful and experienced teachers, adapted to the different grades of the school, more, vastly more, could be accomplished, than is now done with nine or ten, including the high school.

GREENWICH.

We have often regarded it as an unfortunate circumstance and a serious evil—though in a sparse population like this, difficult, perhaps, to remedy—that we have so many small schools. In the town there are seven complete districts. In five of the seven schools there are in summer, on an average, not more than from twelve to fifteen scholars, and a little more than that in the winter; a number sufficient to make up two schools of respectable size, each of which, under a competent and faithful teacher, might afford better facilities to the pupil than even now enjoyed; for it is admitted generally by those most familiar with the matter, that a school made up of thirty or thirty-five scholars, has decided advantages over one made up of half that number. Suppose then it were possible that the share of the six hundred dollars raised to support the schools of the town, which is divided among these five small districts, could be appropriated to support two schools of thirty-five scholars each, what an economical and profitable expenditure of money it would be;

and schools too, of what character for excellence might we not have? A school of twelve or fifteen scholars wants a good teacher equally well as one of thirty or thirty-five. You would not wish to introduce a poor teacher into your family to instruct no more than two or three of your children. Instead then of having five schools, each of which has not pupils enough to awaken any proper degree of enthusiasm, *five* schools of six months each, three in summer and three in winter, equalling thirty months, you would have funds, the present grade of teachers remaining the same, for two far better schools of fifteen months each. I say you would have funds for it; or you might have three schools still smaller in number, of ten months each. There would be no pinch of ability in raising them to just the standard you might please. If there were no serious difficulty in the very form of our present district system of having such an object effected, what an apparently needless waste of money might then be arrested! Moreover, in two of these seven districts, the schools are quite large; in one of them quite too large, especially in winter, for one teacher with profit to take care of. When a school exceeds thirty-five scholars, it is to a disadvantage, as great, most certainly, as when it falls short. In the school to which I now refer, district number two, numbering about fifty scholars in winter, no teacher, skilled as he may be, can do justice to them all. Wherefore it needs dividing, or grading: all under a certain age placed by themselves under another teacher. This is felt in the district. As much as the school was thought of the past winter, and doing as much as the teacher did to all, the desirableness of grading the school was manifest. But there is a serious difficulty at present. If, in the existing scheme of dividing the school money, the largest of these schools is reduced to seven or eight weeks of time in winter and the next largest to ten weeks, it would of course make them shorter still, if either of them were graded.

HADLEY.

These facts being admitted, it becomes an important question, how the desired object is to be accomplished? To a great extent, this is self-evident, although perhaps not wholly so. The importance of obtaining the services of *good teachers*, has often been presented on similar occasions with this. We believe that good has resulted from the remarks made. It seems evident to us that there is a higher standard of scholarship, and a more perfect fitness for their work, among our teachers, than was formerly the case. The Normal Schools, Teachers' Institutes, and the demands of the public, have been the principal agents in accomplishing this result. Through the training and the hints they have themselves received, teachers are beginning to be impressed with

the idea that the true art of teaching does not consist merely in forcing, by threat or entreaty, the knowledge of so many mere facts into the youthful mind; but that they have a higher mission to fulfil—that of awakening and directing the thoughts and sentiments which are to characterize the future intellectual and moral man. The feeling of responsibility which this knowledge gives them, has no small influence in urging them forward to a more ample preparation for, and faithful performance of, their duties. We think, also, that they appreciate, more fully, the importance of beginning with the elements of knowledge, and proceeding no faster than can be done thoroughly, and with a full understanding of principles. Spelling is much more attended to than formerly, as is also the case with geography, arithmetic, &c., while the higher branches are left to be attended to at a more advanced period of study; thus doing away, in a measure, with the charge sometimes justly made, that our scholars *study every thing and learn nothing*, because the foundations of all true scholarship are never laid.

Good Teachers Retained.—Another advantage more fully possessed by our schools, than formerly, and which it is to be hoped will be followed up, is the continuous employment of the same teacher for a lengthened period. A teacher who has once measured the capacities and necessities of his scholars, and shown that he knows how to minister to them, is the individual who should have them constantly in charge. While a new teacher must necessarily occupy some weeks of the school term in getting acquainted with his scholars, so as to be able to set them fairly at work; the other is able at once to give them employment, thus saving much valuable time, and ensuring a success which is uncertain in the case of an untried instructor. Besides the advantages derived by the pupils, parents who have children under their care, generally have more interest in the success of teachers with whom they have become acquainted, than in comparative strangers. As a result of this, they will visit the school more, and in various other ways exhibit their interest in its welfare, thereby encouraging all connected with it. Nothing has a more depressing effect upon a school, than an appearance of indifference to its success, on the part of parents and guardians.

In this connection, allow us to remark that parents should seek the acquaintance of the teachers of their schools. Let them visit the schools frequently and judge for themselves of their condition.

HATFIELD.

In the length of the schools in the different districts there has been a great inequality, which we think could and should be obviated. The extremes have been seven months and ten months. The loss of attend-

ance at school during three months in a year for ten years, is quite an item, especially when we reflect that education in our schools is free to all, and that all the schools are supported at the common expense.

We would therefore recommend that the schools be kept an equal length of time, in order that each scholar in town may derive an equal benefit from the town's appropriation. It requires but a superficial observer to discern the irreparable loss which those pupils experience, whose term of study is short. We have seen with sorrow this state of things existing in our midst, are confident that its only tendency is to prevent that equal progress which should be made in all our schools, and have reason to believe that so great injustice to a portion of our youth will not be permitted by you.

The schools suffer much from that want of interest in the education of our children, which leads parents and guardians to neglect the visitation of the school-room. Should you reform your practice in this particular, you would both greatly encourage your teachers, and stimulate their pupils to increased exertion to make higher attainments in useful knowledge.

One great defect in our common schools is, that the children and youth are not sufficiently exercised in thinking, and expressing their thoughts, both orally and by writing. There is too much formality, too much rote, too much monotony in the daily exercises, and we have often recommended to teachers the frequent departure from the routine of the text-book.

When we see the slow progress made by many youth, well may we apply the words of the apostle, "Ever learning, never able to come to the knowledge of the truth."

How many there are who go through a course of education at our common schools, who are scarcely able to read and write correctly, and perform examples in arithmetic, having hardly any knowledge of the earth which we inhabit, and of themselves, which is their first study, and none at all of those various and useful sciences, an acquaintance with which is considered a requisite to a complete education. We are convinced that altogether too much time is spent upon the mere elements of education, the mind being restricted wholly to them, rather than permitted and encouraged to wander into those elysian fields of knowledge, the view and contemplation of which, so much enrapture the ardent, earnest student.

Children should be taught to inquire for useful information, to seek in every imaginable way the reason of things—to express their thoughts in correct and noble language, and in every acquisition to rely upon themselves, and with earnest supplication, like one child Solomon, for wisdom from above upon themselves alone. They should be taught as much as

they can in the school-room to apply the knowledge which they gain thereby, fixing it deeply in the memory. In fine, they should be so educated in mind and body, that they can in after life turn their attention to whatever subject comes in their line of duty, and comprehend, in some measure, its height, and depth, and length, and breadth, and its various relations to themselves and their fellow-men. Especially should they be educated in moral science, and led to realize that unless they embrace true Christianity, they entirely fail of accomplishing the exalted end for which a kind and indulgent, but just God has created men.

HUNTINGTON.

In giving our attention to the improvement of our schools, we have been deeply impressed with the necessity of a higher standard in the qualifications of teachers. In order to raise this standard, we would recommend to the several prudential committees to give a preference, in employing teachers, to those who have taken a full course of study at the State Normal School. Nor would we be willing to employ a *young* teacher who has not enjoyed the advantages offered by those institutions, or advantages equivalent to those. If persons intend to teach, they ought themselves to be taught.

NORTHAMPTON.

The Committee have regretted the excessive anxiety of young pupils to rush into the high school, and of some parents to place them there, and they have aimed to check this spirit, and to guard the distinctive character of the high school by adopting the rule that, hereafter, no pupil shall be admitted to examination for any department of the high school, nor for being passed from one class book to another, until he has produced the teacher's certificate, that in the teacher's opinion, he is fully prepared for such examination. It is vastly important that neither parents nor pupils should undervalue the advantages of a regular attendance at the district schools, furnished as these schools are with teachers fully competent for their tasks.

The experience of the past year has amply demonstrated the propriety of entrusting the general committee with the power of selecting and employing the teachers. Its advantages are obvious. The general committee are the examiners of all applicants, and of course, can better judge than any other person, of the respective adaptations of different teachers for particular schools and neighborhoods. Although, therefore, it greatly increases the labors of the general committee, they do unanimously and earnestly recommend that their successors be clothed with

the same powers. It may not be amiss to add, that we are ready to show that this arrangement has secured, and will still secure, a more economical expenditure of the town's money, than any other arrangement.

PLAINFIELD.

We hasten to relieve your patience, after briefly calling your attention to the subject of our school district system as affected by our small and rapidly diminishing number of scholars.

The average attendance on the summer schools gives only ten and a fraction to a school, and the winter schools have averaged only twelve. Now, as a matter of economy, can we afford to support ten schools, when our children could be as well if not better taught if they were embraced in four or five? This being the case, we might extend our schools to four or five months, and offer inducements that would command experienced and successful teachers.

But we are aware that it is no easy task to arrange this matter definitely and satisfactorily; we very well understand, that as our districts at present exist, it is with great difficulty that some of our small children can attend school in winter, by reason of distance, and almost impassable roads. But something must be done; it seems a profligate waste of money to support a school for three scholars, and one of our summer schools will probably number no more, and two or three other schools will not probably embrace more than five or six each. We think these facts clearly indicate that however much we may cherish and prize our present system, it must, ere long, be abandoned, or essentially modified.

SOUTHAMPTON.

With our present small appropriation for schools, and its unequal distribution, some will necessarily be very much in advance of others, owing to the superior advantages that are afforded them. The length of time for which our schools have been in session for the past year, has varied from twenty-two to thirty-two weeks. Your Committee can see no good reason why scholars in the various districts do not need, and should not enjoy, equal privileges in length of schools, &c. Neither can we discover why it would not be economy to continue our schools forty weeks in a year; for most of our children can spend their time more profitably in school than in any other place. But this cannot be done with our limited amount of school money. But long terms are by no means all that is necessary to make our schools what they should be. It is of the first importance that they have good teachers, those who

not only have an understanding of the various branches they will be called upon to teach, but also a faculty to instruct others.

As we value the well-being and usefulness of our children in this life, and their highest interests—those which connect them to God and eternity—so the selection of teachers to whom we commit so much of their training, becomes a matter of exceeding moment; and the practical question is, Who can best do this responsible work? Are not those who have the general supervision of the schools, knowing most of their true condition, and understanding better what they need, best qualified?

We believe that were the appropriation put into the hands of the school committee, they required to procure the teachers and sustained in demanding of them such qualifications as will elevate the character of the schools, the standard would be raised.

WARE.

Your Committee consider it important to repeat the recommendation of the committee of last year, respecting the choice of a large committee, to consist of five or seven, one of whom to be the superintendent of the schools, and in accordance with a law passed April 15, 1854.

WILLIAMSBURG.

The question then recurs, what modification, if any, is needed among us? For the last three years, the town has devoted nearly \$1,100—including what has been received from the State—to educational purposes. What we now propose, is, to enlarge that sum, say \$100, and then appropriate \$150 of the whole to a school of a higher grade, or, in other words, to supersede the demand which annually occurs for a select school, and at the same time possess its equivalent, free for all the children in town, of a suitable age. This amount is ample for a school of three or four months' duration, and would command the services of a teacher well qualified. At the expiration of that period it could be continued by subscription, if deemed advisable. That sum alone is more, we think, than any teacher here has yet received from scholars who have paid their own tuition.

Now let us briefly look at some of the reasons for the above proposition.

If carried into effect, it would, in the first place, be instrumental in furnishing and raising up teachers among us for the common schools.

In the next place, a greater number of the children in town will receive a good education; thirdly, large sums of money for board and tuition, that are now expended abroad, will be kept at home; fourthly,

it will have a favorable reaction upon the lower schools, by producing a spirit of emulation to advance a step higher; fifthly, it will elevate the character of the town in the community around us, because its true wealth consists not so much in money, as in the virtue and intelligence of its sons and daughters; lastly, it would have a favorable effect upon the morals of the place, by withdrawing some from idleness and places of amusement, and substituting mental aliment in their room. These topics might all be amplified, but we only present an outline, leaving your minds to fill it up.

No one doubts the importance of having such a school, either from private aid, or the public money. When it is done in the first way, the teacher goes round and ascertains how he can best make it up. In the attempt he may not succeed; and if he obtains what is considered at the time a sufficient number, he is well-nigh disheartened by the obstacles interposed. The difficulties of procuring a suitable place for teaching, fuel and the like, stare him in the face; to say nothing of the trouble and risk of collecting his dues.

It cannot for a moment be supposed that those who are fully competent, will be inclined to such an undertaking for the slight remuneration offered in return. Indifferent teachers, from mere necessity, may be driven to it, and then the sooner they can get through, with the least trouble to themselves, the better.

Now, were it the settled policy of the town to make this appropriation, the above difficulties would vanish, or, rather, rest on the shoulders of the general committee, instead of a stranger just coming among us, and hardly knowing any one. The former, too, would not be restricted to one individual, but could make their selection at large, while the latter, whoever he may be, that presents himself, must be taken, or no school had at all. Let it once become a town charge, and parents would know on what to depend. They could make their calculations years in advance, as to whom to send, when to send, the studies to pursue, and the selection of proper books.

And, now, what are the great objections? It is said the common schools will decline if the better scholars are withdrawn. We reply, that most of those who will attend the high school, have already done with the lower, and as to the remainder, from what we know of human nature, we are warranted in saying a laudable zeal will be enkindled in them to become prepared for the former. We likewise appeal to facts. When was it ever known that the common schools degenerated in consequence of the establishment of one of a superior grade? We ask for the proof.

Again, it is said such a school would not operate equally, on account of the unequal distance of some from the centre, or place of location.

We have no hesitation in declaring it as our belief, that a school of this character, commencing at a proper season of the year, would benefit the extreme parts as well as the centre.

To come two or three miles in the morning, and return in the evening, after the close of study in the afternoon, is no greater amount of exercise than every diligent student needs. It would invigorate his frame, and prepare him for more laborious study than he could otherwise perform, with little or insufficient labor of the body. Those who study hard, eight hours in the day, are in no danger of doing too much in the open air. At all events, it presents no formidable obstacle in the way of such as are determined to acquire an education. Once more, it is said the other schools will be shortened. Make the calculation, and you will find the terms diminished only about five days. Furthermore, this objection can be readily silenced by the town raising an additional amount—a sum, not larger than is often expended upon a bridge, or making a short piece of road—and so small that no one could feel his proportion to be a burden—and overbalanced by the enhanced value to each individual of real estate he might possess. And when the immortal mind is to be trained to years of usefulness, is such an insignificant item to be taken into consideration? But what if they were shortened a trifle? is that an evil to be dreaded? are not many laboring under a mistake in this respect? Young children get worn down in mind and body by long attendance, they cannot endure confinement like those of riper years, and to enforce it is a violation of the laws of nature.

WORTHINGTON.

The most prominent defect noticed is the practice, far too prevalent, of scholars passing over the same ground term after term. Instead of commencing at the opening of a new term where they left off at the close of the preceding one, they go back and begin anew. If they proceed as far in the winter as they did in the preceding summer, they are thought to have done well. One cause of this, no doubt, is the too frequent change of teachers; another defect, is too much formality in teachers.

HAMPDEN COUNTY.

BLANDFORD.

In our examination of teachers for the past year, we have thought we could discover a great lack of these essential requisites, in certain persons, though they passed a very good examination. And suffer us to remark here, if you will, that had the town left it to the Committee to hire the teachers, as the statute of the Commonwealth leaves it, we should not have employed certain persons, who have been engaged in teaching, to the great injury and detriment of certain districts. But these teachers were brought before the Committee, an examination was had, and it was made in a sense satisfactory to us;—but, for all this, it was manifest that a knowledge of books could not, of itself, make them successful in the work of educating the rising generation. We venture to say, that for the past year, more teachers have failed in this one particular of maintaining order, than in all others put together. Many of the teachers who have been employed during the past season, have been quite too young and inexperienced. Now if it is to be the practice and policy of the town, that the prudential committees shall engage, or hire the teachers, we would humbly suggest that the two committees consult more together in relation to the fitness of the person who wishes, or proposes to teach.

Shall we add a word here, in regard to this constant change of teachers, which has come to be adopted by nearly all of the districts. No person who looks to this matter carefully can fail to see that it holds in check, and also retards the onward progress of our schools. Where is the necessity of this constant change, we ask, when a female teacher is employed in a district to teach both summer and winter term?

LUDLOW.

In this view of the subject, it appears plain to us that whichever committee make contracts for teachers, should also decide the whole subject of entering and continuing in the school, and in this way there will be no dividing of responsibilities in regard to teachers. In concluding their remarks on this subject, your Committee do not hesitate to say, that in

their opinion teachers should be selected and approbated by our successors in office, and we believe the results of such a course would be good schools.

SPRINGFIELD.

School committees and teachers are exposed to much annoyance from book agents. Their importunities for patronage are so urgent and persevering, that it is difficult to get rid of them, except by yielding to their wishes. And in furtherance of their mission, they sometimes intrude themselves into the schools, without the knowledge or consent of the Committee, to the no small interruption of the exercises, and even make use of means to get their book introduced without the action of the Committee, especially in remote districts, where the schools are not so directly under the eye of the Committee. The only safe rule on this subject is, that no agent shall ever enter a school-room without being accompanied by some one of the Committee, or having their consent in writing, and that no book shall be used in any school, that is not placed on the list of books adopted, by *an express and recorded vote of the Committee.*

The habit of irregular attendance is so generally prevalent in our schools, and the evils resulting from it are so great, that every suitable expedient should be adopted to check, and if possible eradicate it. Parents should lend their aid and co-operation in this matter; for it is owing generally quite as much to them as to the children, that this great hinderance to the success of our schools is permitted to continue. The rule, requiring a written excuse from parents and guardians for absence or tardiness, or a personal explanation, is not so universally observed as it should be. As it is one of the most efficient means of counteracting the evil, so it should command the most rigid enforcement. We are gratified in being able to say that there has been considerable improvement in this respect during the present year.

In the report of last year, the School Committee recommended that measures be adopted for abolishing the district system by consolidating all the districts into one. And in the early part of the present year, a petition was presented to the city council to the same effect, from a large number of our citizens. This petition was referred to the School Committee, with a request that they would prepare and report a plan in pursuance of the object contemplated by the petitioners. The Committee accordingly made a report presenting a plan in detail for this purpose, and the same was accepted by the board of aldermen, but referred by the common council to the new council of 1855.

The Committee would now renew the recommendation of the last year

on this subject, with the hope, that the new city government will be able in the early part of the next year, either through the voluntary action of the districts, or by a city ordinance to accomplish so desirable an object. The change, it is believed, would be productive of great benefits to all our schools. The objection sometimes urged that a *central* power (vested in the School Committee) would control the school department to the disadvantage of the *outer* districts, does not seem to have any foundation in fact, because the wards in the city are *equally* represented on the School Committee, each choosing one member; and indeed the representatives of what may be termed the *outer* wards, constitute a majority of the Committee, and therefore may have a controlling voice in all matters relating to the schools. All jealousies and apprehensions of this kind, we believe, would speedily give way to earnest and generous endeavors to promote the improvement of all the schools in whatever section located.

The School Committee have on former occasions recommended that provision be made for the appointment of a *superintendent of the schools*; and every year's experience confirms us in the belief that this is the most effectual way of securing a thorough supervision of this important interest. The duty of the superintendent would be to perform the same services as are now required of the School Committee, in visiting the schools, &c., &c., acting under their direction and control, as in some respects their executive officer, and making to them, at regular times, as required, reports of his proceedings. A well educated man, competent in all respects for the office, thus devoting his whole time and attention to this single object with an untiring zeal and energy, would accomplish vastly more in this service than any school committee, as they are usually constituted.

TOLLAND.

The Committee of the past year believe with the committee of the preceding year, that were there less machinery in hiring teachers, they would be more promptly engaged, and be better ones, and especially that the same teachers would be employed as long as possible in the same schools, if successful.

WESTFIELD.

There is in most of our schools a want of interest, a lack of ambition and enthusiasm in the prosecution of their studies. Many of our children seem to regard the business of going to school a drudgery, something to be endured, rather than desired. There is nothing attractive

about many of our school-houses ; the location of some of them is very unpleasant ; they are small and inconvenient. There is no standard of attainment set before the children, no height to be reached, and no laurels to be won. They must go to the same house, and pursue the same round till they are fifteen years old, and then look out for themselves. The prospect before them is that of a dead sea, whose waters are bitter to the taste, and from which they are strongly tempted to stand aloof.

We recommend that our school system be remodeled, modernized and adapted to the wants of the age, which can be done, and when done, it will make them more efficient.

It has been found by experiment in many towns in the State, that the grading of the schools imparts new life and vigor, especially in those that are required by law to sustain a high school. We recommend, therefore, that first of all, provision be made for a high school, free, like all the others, and open to all the children that have made certain specified attainments at the lower schools. By so doing, you will set up a height to be reached ; you will apply a stimulus to all the children in the town, and infuse into their minds a noble and generous emulation.

There is one other measure that has been recommended by committees in years past, to which we would again respectfully call the attention of the town. It is that the town committee be permitted to hire the teachers for all the schools. The law authorizes them to do so, unless the town, by their vote, direct the prudential committees to do it. As things now are, the town committees are often constrained to approbate teachers, whom they would not, if left untrammelled. The teacher comes to be examined on the day the school is to commence, when another teacher cannot easily be procured, and we must approve the one presented, or none.

It seems to us most suitable that the town having raised the money, should appoint agents to expend it who will report to the town their doings, rather than permit each district to expend its money as it pleases, and make no report of their doings.

WILBRAHAM.

Your Committee have been convinced, in common with some of its predecessors, that the interests of our schools require some change in our mode of securing the teachers. The present system divides that duty between the committee and twelve others representing the several districts. The whole duty ought to be confided to one body, and as the town's committee are required by law to approve the teachers before they can enter upon their office, it seems proper that the whole of this

charge should be laid upon them. Among the reasons which lead us to this decision are the following:—

1. It will give the Committee a larger number from which to select those best fitted for the office. We are now allowed to have only those whom the prudential committee presents, and unless their failure is marked and excuseless, we are disinclined to disgrace them by refusing them the school for which they are examined. Under this system all the candidates could be examined, twice as many if it happened so, as there were schools, and we could select those who should appear most competent, give certificates to others whose examination had been fair, and thus obtain better teachers with less injury to those who are not selected, than the present system permits.

By this means also we should have a reserve list with which to fill the vacancies that may occur, without any suspension of the school.

2. It would save the town the expense, not inconsiderable, which is caused by the great number of special examinations the committee are required to make. During the year, *fourteen* examinations have been held, all of which might have been reduced to two, had the whole matter been in the hands of the committee.

3. The teacher and school can be mutually adapted to each other better than the present system allows. Persons are often offered for schools who are too well qualified to be rejected, but who are better fitted for other schools than the one they apply for. Your Committee have regretted, at their several examinations, that they did not possess the power of arranging the teachers and schools different from what they were offered to them, and they do not doubt but that much greater success would have attended our schools had this privilege been granted them. Instructors have marked peculiarities which ought to be employed in rightly advancing their schools. A disciplinarian should be where discipline was especially needed. One of gentle, winning manners where the habits of the school are gentle and “easy to be entreated.” This first requisite for success in a school is lost in our present mode, and can only be secured when those who by monthly visitations have learned the wants of each school, and the merits of each teacher, are allowed to put together those that are naturally allied.

4. This duty ought to devolve entirely on the town's committee, because they are chiefly held responsible by the town for the character of the schools. They are the medium through which they learn how its moneys are expended, its children educated. They should not be hampered in this work by another class, who only can nominate, and who make the town's committee but a clerk for the registering of their decrees. We would not speak disrespectfully of those gentlemen. The utmost harmony has subsisted between them and us. We only speak

of the system in its natural workings, and we think it is evident that the division of this work divides, and thus destroys responsibility, and not until the whole duty is laid on one or the other of these bodies, will the town see that duty faithfully discharged. The prudential committees have no town authority, are not amenable to the town, and yet have the chief part in the distribution of a large portion of its revenues. Either they should be elected by the town, or the chief duties of their office should devolve upon that body who are elected to superintend these interests and see that their contributions are profitably employed.

FRANKLIN COUNTY.

COLERAINE, 1

Never before has so large a share of responsibility devolved on the School Committee of this town, as during the past year. The neglect of the town to act on the question of continuing the former school districts, threw the entire direction of the schools upon the general committee, and early in the year, the question how to meet the responsibility, so as to give satisfaction to all, was seriously pondered.

Under the old system, the larger districts being obliged to pay higher wages to their teachers, were compelled to cut short their school, an injustice too obvious to need comment. An entire abandonment of the old district system is, in our view, the only sure means of correcting this evil, one by which the greater number are the sufferers.

The chief argument urged in favor of the old system is, that the inhabitants of the districts, being chiefly interested, should have the selection of their teacher. The argument would be good, were it by any means certain that the selection made by the district committee would be more satisfactory than the choice of the general committee, or that their own selection would prove satisfactory. Now, it is a fact worthy of consideration, that the teachers appointed by the town's committee the past year, were more generally successful than those nominated by district committees, that is, where there has been complaint, it has been more frequently of teachers selected by the districts, than of those selected by the town committee. This last statement seems to need a

word of explanation. Though the duty of finding teachers for all the schools devolved on your Committee, they deemed it advisable to abide by the wishes of the several districts, hence we selected no teachers for those districts which preferred choosing for themselves.

BERKSHIRE COUNTY.

BECKET.

In regard to the other schools in town, as said above, no material change has taken place in them by way of improvement. In regard to some of them, a serious and unavoidable obstacle lies in the way of their advance, by reason of the small number of scholars. It is, doubtless, a hinderance to any school, that it should be too small as well as too large. It is hardly possible to awaken that interest in a small school of all ages, from five to sixteen, that can be awakened in one of a goodly number, well graded. But while this is an obstacle in the way of improvement which cannot, by reason of the sparseness of the population, be removed, there are in some districts other hinderances which may be removed and which must be, before the schools can make much advance.

To specify: in some districts the school-houses are poor and wholly unfit for their purpose. They are not neat; not well arranged and convenient;—in short, there is nothing about them as it should be. We often ask ourselves, “When will the people learn that a school-house should be an attractive place?” In some localities, the important fact is being appreciated, and beautiful, neat, tasty and well arranged buildings have taken the places of their old, inconvenient, uninviting, shabby predecessors. Another evil, closely connected with this, is the want of suitable wood-houses, and consequently of a plenty of good dry wood for the winter terms. In some instances, the past winter, the Committees have seen, as the only supply of wood, some green poles lying before the door, to be cut up by the teacher or scholars, as we supposed. More than one teacher, during the past winter, has been greatly discommoded for want of suitable wood; and one, if not two, for this reason, closed his term before the time had expired for which he was engaged to teach, and that too in a region where the best of wood is cheap and abundant. Another evil, in some instances in past years, from which the present

year has not been entirely free, is that of introducing neighborhood feuds into the schools, and thus rendering it impossible for any teacher to succeed. The teacher must have the united support, countenance and manifest interest of his patrons, or he cannot reasonably be expected to accomplish much for them. He cannot have this, where one part of the district are determined not to be pleased with what pleases the other part. We will not enlarge on this point, trusting that "a word to the wise is sufficient," and knowing that whatever may be said to the unwise, will not be regarded.

In this connection, the Committee wish to speak of a common evil, not confined to this locality, but which is prevalent among us, which is the want of rendering assistance and support to the teacher in the government of his school. The community seem to be in a peculiar state of mind at the present day in regard to the matter of school government. Parents wish for good order in school, and yet they too frequently do not uphold the teacher in administering good and wholesome discipline, such as is necessary to secure it. Consequently, teachers often find it very difficult to secure that order necessary for the success of their schools. They must have the co-operation of the parents, or be sustained by some other adequate support; or, whenever the school is composed of any turbulent materials, they must fail in government. This difficulty would be remedied in a great measure, we think, if the parents would visit the schools occasionally and witness some of the difficulties with which the teacher has to contend. They would be less likely to listen to their children's complaints when corrected, and more likely to impress upon them the necessity of good behavior. We are sorry to say, that such support was sadly wanting, in some instances, during the past year.

Another evil, in some instances, and perhaps in a measure in all the schools in town, is the want of a uniform set of school books. For the lack of uniformity in this respect, the schools cannot be well classed;—two or three separate classes, for instance, are made in geography and arithmetic, where one would be better for both teacher and scholar; the scholar being more likely to have his ambition awakened in a class where he has others to recite with him, and the teacher having more time to devote to each class. A uniform series of reading books is desirable in all the schools. The Committee are empowered to introduce such books into the schools as they see fit; but they are often embarrassed in so doing by the unwillingness of parents to furnish the desired books. If uniformity in school books could once be introduced into our schools, it would not only be much better for the schools, but less expensive in the end.

EGREMONT.

The school-houses of our town, many of them, being too small, inconvenient, and uncomfortable, do not meet our wants. There is not that intelligent interest awakened among the people in regard to the arrangement, ventilation and furnishing the school-room which is necessary for the rapid advancement of our schools. It frequently occurs that the progress of a school is retarded by the interference of parents in the duties of teachers to their scholars, which often destroys their influence, thus placing an inseparable barrier in the progress of the school. We wish that this subject could have been passed in silence, and feel that our duty was done; but its evil effects are too disastrous, and its occurrence too often, not to be briefly noticed here. If parents would oftener visit the scenes of the school-room, they would not have occasion so often to find fault with our teachers; but would oftener find the difficulty lying at their own doors. Far be it from us to injure the reputation of our teachers, or in any manner to discourage them; but we would offer a few suggestions. Our teachers have all that the law requires literally; but there is a great difference between a good scholar and a competent teacher; while the former may be fitted for any other station in life; yet the latter must be competent, energetic and devoted, with the faculty to reach the mind, and do the work under a thousand disadvantages. To provide a succession of such teachers is the grand point to which the care of committees should be directed, and to do this will require constant care, and a permanent system. We think our schools are very deficient in black-board exercises, (this deficiency may have arisen in part from the fact that our black-boards are small and inferior,) very few are the arithmetical problems that have been solved in our presence, and in no other branch have we seen illustrations given. The geographer should be taught to draw the outlines of every state and country, to designate the principal towns and rivers and mountains. The analysis of words and sentences giving the different sounds of letters, has been too much overlooked by our teachers. It is to be hoped that all of those expecting to teach, will avail themselves of the liberality of the State, by attending the Normal Schools, which are now being carried on with success. "The distinguishing object of these schools is to teach how to teach. One of the most unpleasant features of our present school system is the frequent change of teachers; such change has not a single redeeming quality; it is evil, and that continually. How much does this evil amount to? How frequent are the changes? There is scarcely an appearance of stability to the system. We believe that the last three years does not furnish us with but one instance where the same

teacher has continued for two successive terms in the same district." "The teacher comes into the school a stranger. She registers the scholars, and ascertains as well as she can their acquirements, classifies and arranges as she deems right; she soon learns, however, that she has made mistakes, and rectifies them. Thus, day after day is spent in doing what her predecessor could have done in an hour; and at the end of a fortnight she has scarcely begun to learn the temper of her school; her influence is not felt, she has but little power over her scholars, and it requires at least from two to four weeks to get the school under good way. It is our opinion that every teacher of capacity for her position would be worth through the second term in almost any school, from one-quarter to one-third more than through the first. If this be correct, we are suffering in many cases a great loss of money and learning. This subject should be more thoroughly considered."

Your Committee are satisfied that this great evil cannot be fully overcome, so long as the duty of hiring teachers is left in the hands of prudential committees. We are aware that in venturing upon this subject, we shall meet with strong opposition from many, but we believe that such opposition is the result of prejudice, more than conclusions drawn from facts.

It is not an experiment untried, as there is now a good proportion of towns in the State that have abolished the district system, and left their schools entirely in the hands of the town committee; which towns, according to the reports of their committees, would in no case return to their former system. Now our schools are not all alike; some are more easily managed than others; neither do our teachers possess alike the same or similar capabilities for management. One's endowments and acquirements may qualify him for this, and another for that school. Thus teachers are frequently employed that are not adapted to the particular district for which they have been engaged, who might do well in another, had your general committee power to place them where they could do the most good; but as the case now stands, there is no other alternative, but to approve or reject for that particular district. Teachers whom the town committee would recommend, whose mode of imparting instruction, and managing a school is such as to give general satisfaction, whose qualifications are such as would enable them to lead those whom they are to instruct steadily forward, and impart to them a high tone of moral character, are compelled many times to find employment in other places, while theirs is supplied by some one by far their inferior in point of capacity. We therefore, gentlemen, present for your consideration the propriety of our successors being empowered to employ, at their own discretion as to qualifications and emolument, teachers for all your schools. But unless the change can be entered into with public opinion in its favor, we do not

think it advisable. Should the town, after due consideration, deem it improper to make the change; we would suggest for your farther consideration another variation from your accustomed practice; and that is that the town committee and the prudential committees of the several districts co-operate with each other in the selection of teachers, and in the general interests of the schools; thus both may act more efficiently by acting in concert. The school in district number three, we think, is too large in winter for any one teacher to do justice to all attending; and in district number five, the same difficulty exists, unless a select school is maintained in the place. The question here arises, whether the gradation of these two schools is not called for; by which plan the larger and more advanced scholars would pursue studies by themselves, under a teacher adapted to their instruction, and the smaller scholars would be by themselves; by it the number of classes would be much diminished, and the scholars in each school would be more nearly of an age; discipline and instruction would therefore be greatly facilitated. Another great advantage would be in having a teacher in the higher grades, with more than ordinary capacity. All scholars in town (having the requisite qualifications,) could attend, thus obviating the necessity of sending our larger scholars abroad to learn that which could be as easily learned at home, and with far less expense. What we need is a perfect system, an organization which will give all scholars in the town (as far as practicable) equal privileges. But, in the opinion of your Committee, this can not be done so long as the town change their committee every year. The great diversity of textbooks which has so long been complained of, we believe to be the result of frequent changes in the town committee, each having their own preference, recommend a change before the former work has been tested; consequently, some obtain the new, whilst others retain the old.

GREAT BARRINGTON.

As a general thing, the teachers are not thoroughly qualified to instruct in the usual branches of education. They are frequently deficient in a knowledge of grammar and arithmetic. Only a few are qualified to instruct in reading, if we judge from the results. Many who teach, are too young to be intrusted with the care and instruction of children. When a young girl arrives at about the age of fifteen, it seems to be thought that if she has been a fair scholar in the common school, she is qualified to commence as teacher; and being willing to work in this respectable calling for very small wages, she is suffered to begin, in a small school of small scholars, in a district where it may be supposed that minor defects will be overlooked. She goes through the usual routine, and is then ready to enter upon a larger field. Such a

• course may be improving to the teacher, who needs age and experience ; but she too often improves at the expense of the scholars, while the district or town saves in dollars and cents,—an economy, to say the least, very questionable in such a case. We would by no means reflect on the motives of this class of teachers. They are doubtless laudable ; but this fact does not prevent the evils of employing those who are lacking in age and experience, to instruct your youth.

It is believed that shrewd men of business prefer to employ a skilful workman to perform mechanical labor, rather than to pay a less price for one who has his business yet to learn. When the labor we employ is to be applied to the mind, it is far more important that there be skill in the worker, otherwise his work may have to be laboriously undone. We do not ask nor expect perfection in our teachers ; but are sure that a higher standard of qualification, than at present exists, is desirable and attainable. One great reason why it is not oftener reached, is probably because the rule of equivalents is disregarded in contracting with teachers ; for when we are willing to pay for competent instructors, we shall have them ; but while we regard principally the cheapness of the work, and, as for the past few years, pay less for teachers by the month, than any other town in the county, we cannot expect to obtain those possessing the highest qualifications.

We desire to do justice to those who have served the town in this capacity. There have been good teachers and good schools during the past year, as well as in previous ones. Several have been employed who have had no little experience, and have profited by it. If more of our young men and young women would avail themselves of the advantages of the State Normal Schools, where, under competent teachers, they could acquire a knowledge of the best methods of teaching, and, at the same time, practice them, it would be greatly for their own advantage, as well as for that of the town.

A great obstacle to the progress of the scholars, is too great laxity at home,—allowing them to be tardy and irregular in their attendance, and to leave school before its close, either to perform some service at home, or for their own pleasure. We would suggest, that parents should send a written request to the teacher, when they consider it necessary for their children to leave school before its dismissal, and also a written excuse for absence or tardiness. This, if uniformly done, would conduce greatly to habits of order and regularity, both in the pupils and in the whole school. With this, regularity in the hours of school should be observed by the teacher, who should never be expected to continue his school beyond those limits. In justice to both himself and his scholars, the appointed times of opening and closing school should be observed as strictly as possible.

In the opinion of your Committee, the health of both teachers and pupils is injured by the imperfect ventilation of most of the school-rooms. The visitor is met at the door by a rush of the corrupt and offensive air, in which, if he remains long, he will be ready to judge leniently of the dulness of heads, oppressed during several hours each day by such a deleterious atmosphere. This subject is one which should receive special attention from those who have the charge of constructing new school-houses, or who have the care of old ones.

We would call your attention to the fact that there are very few geographical globes used in our schools, and none, it is believed which belong to the town or the districts. Teachers should be competent to employ these important aids in the study of geography, and they should be provided for all the schools. By their use, some erroneous notions in geography, which are wont to cling long to those who have obtained their ideas from maps only, would be at once corrected.

Some schools, which are not in a satisfactory condition, would be greatly improved by being graded and divided. The number of scholars in several, is so great that it is wonderful this has not been done heretofore. In the Centre District, and in Water Street, there are about one hundred scholars in each school. To place these under the charge of one teacher, and expect them to make progress in their studies, is absurd and preposterous. The younger scholars might, with the greatest profit, be separated from the elder and more advanced, and two schools be formed, each sufficiently large to employ a single teacher. A wise regard for the welfare of the young would compel us to do something more and better than to crowd one hundred of them in a room, under one teacher, who must possess extraordinary powers indeed, to prevent their deterioration in morals, if not in intellect, much more to instruct and advance them.

HINSDALE.

The Committee would here call the attention of the town to a consideration of the many and great evils resulting from the frequent change of teachers. It is comparatively a rare thing in this town, at least since our acquaintance, for the same teacher to be employed a number of successive terms in the same school. Now it is impossible for a teacher that enters the school as a stranger, to do as much for the good of the scholars, as after becoming acquainted with them, their abilities, acquisitions, dispositions and temperaments. Probably from one-third to one-half more could be accomplished by a skilful teacher, in the latter case, than in the former. It is a plain dictate of common sense, therefore, to retain the services of a good teacher as long as possible in the same school. The

period of childhood is too short, the time of our youth too valuable, and the amount of school money too small, to have any of it wasted by any such unnecessary change. What would be thought of the merchant, the manufacturer, or the farmer, who should dismiss his book-keeper, overseer, or even the common day laborer, that had proved himself an upright, accurate, faithful accountant, a shrewd manager, an industrious worker—at the end of six months, and substitute another in his place? And yet this is done year after year, in most of our schools. We are aware that it is not always possible to retain a good teacher; but we have also had repeated occasion to regret such changes when there was no necessity for them. Teachers who had merited and received the commendation of both the committee and parents, and who were desirous of continuing in their place, have been refused, and others of less experience and poorer qualifications put in their place. This results, in great measure, from the fact that those who have the oversight of the schools, and who are, therefore, best able to judge of the qualifications of teachers, have not control over their selection.

This is a matter of no little importance; it is a subject which it would be well for each individual to examine for himself, that he may be able to judge whether the course we are pursuing is, on the whole, the most profitable.

LANESBORO'.

Your Committee regret to state, that in their opinion the public schools of Lanesboro' are not what they ought to be. They are in a depressed condition. And so says the popular voice. Let us inquire after the cause.

1. It is manifest there is a general want of interest in the schools. No effort is put forth to render them popular; while by many they are looked down upon. And it is not often they are visited by any person save the chairman of the Committee.

2. The general character of the teachers employed. Where the schools are properly cared for, the best teachers will be secured and retained, year after year. Such as make teaching their business, and who not only understand the branches to be taught, but know *how* to teach them, having studied the art of teaching. Have such teachers been sought for our schools? Or, has the capacity of the district treasury been the *main* thing regarded? Prudential committees, what say you?

3. The general character of our school-houses is unfavorable to the prosperity of the schools. A careful inspection of these buildings will lead to the conviction, that, with few exceptions, they are as unfit for school purposes as they are discreditable to the town. In their internal

arrangement there is *little* for comfort, and *much* for the discomfort of the occupants. Not in a single instance have the committee found a school-house with suitable arrangements for ventilation. The importance of a full supply of pure air in the school-room is too obvious for proof. A disregard of the laws of health in this respect, is the cause of much disease, suffering, and premature death.

4. The Committee have also noticed the entire absence in the schools of every thing like apparatus for illustrating principles relating to subjects studied. Every school should be furnished at least with a terrestrial globe, and a set of outline maps. Men of mature minds ask for models and drawings, to enable them to understand the principles of science and art. While these aids are withheld from children, the indistinctness of their ideas, and slow progress, need create no surprise. The wonder is they learn at all.

Having pointed out some things which have an unfavorable influence on our common schools, your Committee beg leave to offer some suggestions for their improvement. And

1. Let all young persons who are aspiring to the responsible and honorable post of teachers, be encouraged to avail themselves of the advantages offered at the State Normal Schools. The object of the Normal School is unlike that of any other. It is to teach the *art* of teaching, and train teachers for the common schools. Those whose duty it is to employ teachers, should, as far as practicable, give preference to those from these institutions. The State appropriates thousands of dollars annually to educate teachers for the common schools. Why should not Lanesboro' enjoy her share of the benefits? Where there is not the ability to secure these teachers, it would be better to reduce the *amount*, for the sake of improving the *quality* of the teaching, unless the town will appropriate a sum sufficient to secure both.

2. Let the district system be at once abolished. To this system there are many objections unrelieved by redeeming qualities. It confers *unequal* advantages, is *expensive*, and stands directly in the way of securing teachers of a *high order*.

LEE.

The district schools have been mostly under the instruction of female teachers, both summer and winter; and your Committee believe that, taken as a whole, the results have been more satisfactory than in the previous year: still, there is much to regret, in connection with their history the current year,—deficiency of qualification in some of the teachers,—irregular attendance and inattention to study on the part of the scholars,—together with insufficient funds in some of the districts

to enable the agents to maintain the schools through as large part of the year as would have been profitable, are among the obstacles in the way of their progress.

LENEX.

In the first place, are we not sadly negligent in relation to school-houses in some of our districts, and in those, too, best able to have good buildings? How will four of our eight school-houses compare with our dwellings, or even with the stalls of our favorite cattle. Add to this the very worst locality to be found in the district, so that all the associations of the place are repulsive in the extreme, and the influence upon the children must be, to say the least, sadly injurious, and much of the money expended under such circumstances is necessarily thrown away. Greater care, too, should be taken in the selection of teachers. Since the government of the family has changed from the parents to the children, the labors of the teacher have very materially increased, and it is no longer true that those persons who are good for nothing else, will make school teachers.

Our schools are very much what public sentiment makes them. The wages of the teacher have not kept pace with other things. We have demanded cheap schools, and we have often had what we asked for.

MONTEREY.

Having paid particular attention while visiting different schools with different systems, I am fully convinced that among other errors we commit a very great one in our practice of procuring different teachers from term to term.

It will take a great part of the term for a new teacher to get acquainted with the dispositions of her pupils, their attainments, &c. And then she has but little time to work for their best advantage. The next teacher must go through with the same routine, commencing at the beginning, and progressing about so far each term; no wonder the child loses all interest in books. One is not fully prepared to perform their duty as teacher, until the second term. They can *keep* a school the first term, and *teach* it the next.

There is no reason why young scholars attending academies and high schools should advance more rapidly than those in our public schools.

SANDISFIELD.

There are several other things that affect the prosperity of our schools, that call loudly for reform, and without it they cannot be expected to

attain that standard of excellence which is desired, and which is demanded by the increased facilities within our reach for their improvement. Among these are the uncomfortable condition and faulty construction of some of our school-houses,—the failure in some districts to provide wood-houses, and furnish a seasonable supply of dry wood,—the want of interest in parents and others, as manifested in many districts by their almost total neglect to visit the schools at any time during their session, and especially on the days of their examination; the great irregularity in the attendance of the scholars, and the failure to supply them with the books prescribed by the Committee.

NORFOLK COUNTY.

BELLINGHAM.

Your Committee find, on examining the registers kept by the schools the past year, that the attendance of the scholars has been very irregular. That while it has not been good in any, it has been positively bad in some. The average attendance during the summer term, in district number two, was only thirty-three, while there were fifty scholars in attendance.

This is an evil of no small magnitude. Children who are obliged, from whatever cause, to be absent from school several times during the same week, and that too for a number of weeks, lose much of their interest in the school. They soon find themselves outstripped by those who have attended regularly, and were pursuing the same branches.

For instance, a child who fails to be present at each recitation of his class—and more especially if the lesson be a difficult one—is not so well prepared to overcome the difficulties of the succeeding lesson; and thus, becoming discouraged, abandons the study, the school, or becomes a disheartened and discontented scholar the remainder of the school. Something ought to be done to overcome this evil; and who is to accomplish this desirable object? The teacher and the general school committee may effect something, but the remedy mainly depends on the parents and guardians of the children.

The general school committee feel it their duty to state some of the inconveniencies that result from the teachers being employed by the pru-

dential committee. He often engages the first applicant, and on the day the school is to commence, or after having kept a day or two, the teacher presents himself or herself for examination. On examination, his literary acquirements may be sufficient, but the manners and general appearance such, that the general school committee would not approbate the candidate if the responsibility rested on them. But he has been employed, the district notified, the scholars assembled at the school-house, and if the general school committee do not approbate, an unpleasant feeling is awakened, which is sure to manifest itself towards whomsoever may be finally approbated.

This inconvenience, and many others that might be mentioned, would be avoided, if the responsibility of employing teachers rested on the general school committee. Let them give notice that they wish to employ teachers for summer or winter schools, and will examine candidates at such a time and place, and give schools to those who may be approbated. There would probably be more applicants than schools, so that a selection of the best might be made.

It appears that under our present district system, and distribution of the money, that the small districts receive per scholar a disproportionately large sum, and, at the same time, have generally very short schools. And we submit to the town whether such an alteration in our plan cannot be adopted, as to reduce the number of schools in town to six, thus giving better and longer schools to all the scholars, and, at the same time, affording an opportunity to grade the schools, so as to simplify the duties of the teacher, and increase their efficiency.

COHASSET.

There is one more topic to which your Committee would call your attention. By the law of the State, the superintending committee are required to select and contract with teachers, unless the town, by an express vote, assigns that duty to the prudential committees. In many of the towns, especially where much interest is felt in education, and an enlightened public sentiment prevails, this duty is left with the superintending committee. They alone can judge of the qualifications of teachers, and while, for some sufficient reason, they do not feel free to express all they think about teachers, and would hesitate to dismiss or to reject a teacher who had already been engaged, they could often, if it devolved on them to select teachers, pass over the inefficient, and choose those in whom they had full confidence, without causing any difficulty or disappointment. The prudential committees in this town have ever been ready to co-operate with the general committee, and the utmost harmony has prevailed between them; yet, from the nature of things, they cannot

be so well fitted to select teachers for the schools which they seldom visit, as those who have made the wants of the schools and the qualifications of teachers their constant study.

DEDHAM.

The circuit of another year brings us before our fellow-citizens again, with the narrative of their schools. It has not been an idle year. Causes, however, beyond our control, have made it in some respects less satisfactory than heretofore. We have been crippled by some of those untoward exchanges of teachers which create friction in the machinery, and sometimes throw it out of gear. We deprecate these changes more than we can readily describe. They seldom do good. They seldom fail to do evil. Better, if it must be so, the tread-mill motion in a ceaseless round, than the risk of what might have to be substituted in its place. A moderately good teacher does a better work by patient continuance in his quiet toil, than the very prince of teachers, who takes his gubernatorial chair only to abdicate it in the middle of the term, and subject a school to another administration. One of our best schools has been an entire failure on this account, and happier should we be if we could say only one. When a teacher leaves in a half-completed term, another must be found in precipitate haste, and we are quite as apt to catch a Tartar as a teacher.

We present this, however, as a general proposition, not by any means designing to apply the broad principle to each or any specific case. Possibly it may *not* apply to any ; possibly it *may*.

Let it stand merely as an introduction.

We have made many changes—some for better, some for worse. All will be the worse, if our better teachers now forsake us and flee. The more brilliant the light, the deeper the succeeding darkness. A plant highly watered quicker feels the drought. We must continue the irrigation, if possible, to prevent the drought.

The assortment of teachers in the land is a curious study generally, and to a school committee particularly. Some are foamy as the bubbling brook ; others, like water, deep and still. Some seem to have eyes before and behind. Some seem to have no eyes, either before or behind. Some have all sorts of knowledge without system. Some, all sorts of systems, without knowledge. Some are facile to glide into a child's mind, like music. Some will storm away at the portal, till all the ideas within are frightened into a perfect panic. We have them too quick and too tame ; too stern and too plastic. Some vaulting into the saddle of ambition, and some fit only to be saddled. We state this, also, as a general proposition. The remarks may *not* apply to our teachers. They

may apply. Whether we employ any such or not, we find specimens of each class every year, seeking employment. Nor do we mean to speak disparagingly of the profession. We honor it. We defend it. We encourage it. And we encourage others to honor it. They are the very ligaments of society. They are emphatically the working class. What could we do without them? Say, ye fathers and mothers! what would become of you without these six-hour go-betweens? You have neither the time nor patience to teach your own fledglings how to fly. The teacher must do it. Therefore, they ought to be held in very high regard.

And then, again, the position of the teacher demands great consideration.

First, he comes to the ordeal of an examination. The committee are all strangers, and are to be supposed savages, too. They place the poor victim on the rack, and turn the wheel. They ply him with questions, as mercilessly as the hail falls on the grain-field. They drive him all over the earth in geography. They corner him in all sorts of dilemmas in arithmetic. They jump him in all manner of spelling. They pace him in all manner of reading. At last they sit in awful conclave, to determine what disposal shall be made, if any thing remains to be disposed of.

"Yes, you may have a certificate, and begin to-morrow." Forty scholars now begin their scrutiny, and speculate on the new master, as those of larger growth speculate on the character of a new president. The teacher, too, is doing the same with those forty. How many of them are brilliants of the first water? How many silver and gold? How many lead and clay? What proportion crabbed? What proportion good natured? How many thorough? How many superficial? How many that simply count one more? He organizes his school. A few weeks elapse, and on the gentle winds the gentle murmur floats of some disaffected parent. By-and-by, the tone comes nearer and fuller; and presently, as the blast of a hurricane, clatters at the very portal of his ears. Party lines are formed, one for, the other against; boreas on one side, a tropical sun on the other. Why! the committee are bound, for humanity's sake, to protect him. We endeavor to do so, for his sake, for sake of the school, for sake of the neighborhood, and for our own sakes. Sometimes he is hard pressed by forty scholars and eighty fathers and mothers. Shall we leave him alone? It is not our wont so to do. We keep him if we can till the end of the term, because it is better than the breaking up of the school. Hence our motto is: "As little change as possible—as much stability."

There is another and very cogent reason why we should retain our teachers as long as may be. Where human affections are perpetually

interrupted, the heart is imperceptibly acquiring 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 affection be permitted to entwine around a 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 latter 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. We appeal very confidently to our fellow-citizens to recognize the value of these relations. For the time being, they may seem of little importance. In the long run, they will be found worthy of all consideration.

These thoughts bring us very naturally to the subject of co-operation between parents and teachers. They are not necessarily antagonisms in society. Each has at heart the interest of the same object, but in departments usually quite different from each other. The one feeds and clothes. The other educates. The one makes exactions on the hours of the child for sundry domestic duties. The other requires six hours of the day, without interference from abroad. The one has certain notions of how a child should behave at home; the other, how it should behave at school. Let the two be distinct, and let each sustain the other. Let the parent see that the child is at school always, and always in season; and let it be encouraged to a rigid and cheerful obedience to the laws of the school. Let the teacher inculcate lessons of filial obedience, so that there shall not be two discordant, but two consentaneous voices, each as far as possible commending the other's course.

Concert of action is the secret of success. A discerning child yields readily to a uniform government, and may become refractory and unmanageable when the opposite mode prevails. The good teacher deserves, and well earns, a cheerful smile and a cordial hand from every parent. The cold shoulder and the pinched lips freeze his very soul.

Where the spirit of love is, there is liberty; and where teachers and parents are on terms of amity, each may exercise the liberty for themselves, without infringing on the other's rights. And if trouble, perchance, should arise, as sometimes it will, a night's sleep will suffice, often, as a sure palliative, for it is Nature's sweet restorer, in more senses than one.

In presenting these few suggestions, our desire is, to keep the wheels of the machinery in quiet and successful operation, that we may stop as seldom as possible for repairs.

And now, fellow-citizens, we have presented you with a statement of the condition of the several schools in our town. It would be our joy to present them all as having attained unprecedented success; but we are not able to do so. Our arrangements leave every thing unreliable. Teachers are brought to us one day, who are engaged to commence school the next, or sometimes have been brought at eight o'clock, to commence at nine. We are willing to spend three hours, if need be, in examination, and have frequently spent very nearly that time; and yet we are often disappointed, after the certificate has been given. Why? Because, we have time to ascertain but one thing, where many should be known. We desire to know the *men*, not merely their *heads*; their *thoughts* as well as their attainments; their tact as well as their talent. Many teachers, of the right stamp, and having the true ring to the metal, we have, and have had, and hope to have. But some are comparatively strangers, and now and then, some, we may hope, will become greater strangers still. Let us *know* the candidates. If there are to be changes this spring, produce the candidates for examination to-morrow; and produce several for a choice, with a fair understanding that the *best* receives the preference rather than the *first*. If there are to be changes in the fall, produce the candidates this spring, and let us take time for a deliberate choice.

The wise man does so in every thing else. He will not purchase a horse or a house, a carriage or a wheelbarrow, a hoe or a jackknife, without casting about to know where to find the best that his money will buy. Is the instructor of your children of less account?

The best thing, perhaps, this town could do would be to employ a Commissioner, to visit every Normal School and every College in the State, and rally a corps of teachers, and enter them for a premium. Many a prudential committee would find his back eased of a heavy burden by such an arrangement.

Applications are frequently made to the town committee by teachers whose services we cannot secure, because the district system stands between us and a knowledge of the wants of the districts. At the writing of this report, we do not know authoritatively of a single engagement of a teacher for the ensuing year, nor even the gentlemen chosen by the districts to contract with teachers.

Of course, there can be no judicious co-operation in such a state of things. If there are two bodies with powers so nearly co-ordinate, we should act in concert, if we desire to do the best possible work.

The great inequalities of the different schools, as here presented, should lead you to consider well what the cause may be, and where may be found the remedy. The scholars of numbers nine and ten are not so well taught, by any means, as those of number eight, in the same parish.

The same is comparatively true of numbers seven and six, in another parish, and of numbers eleven, two, four and five, compared with numbers one and three, of another parish.

They differ among themselves, respectively, in length of terms, description of studies, progress in the studies, general scholarship, and general views of life. All appeals, entreaties and advice fail to reach the evil, for it is an evil incident, in part, to the perpetual *changes* to which the poorer schools have been subjected; while the success referred to is as certainly, in a great degree, attributable to the *permanency* enjoyed. If such schools were kept an equal number of weeks in the year, under its one teacher, all the year, the improvement would strike every mind at once. A greater improvement yet would mark each school, were the pupils better classified.

But the town appropriation is not so made as to allow each school the same amount of time, and the prudential committees do not have it always in their power to find the right teacher at the right time.

You raise your school money with great liberality and cheerfulness. We know not the town where it is more cheerfully raised. It is not want of money, but want of a good division of it. But this is one of the defects incident to the system of which the town is so wonderfully tenacious—the district system.

DORCHESTER.

There are some evils which examining committees see, from time to time, in schools, which probably will never be entirely removed. Some things are good or bad only by comparison; others as they accord with or violate the proprieties of time and place. It may be assumed, however, that, so far as cleanliness of person, cleanliness and neatness of school-room, school-yard, and out-buildings, and personal deportment of teacher and pupils are concerned, the school should be made to resemble, as far as possible, an intelligent, cultivated, and orderly family. No spitting on the floor ought to be allowed in the school-room, any more than it would be in the sitting-room or parlor of a well-bred family; no unneatness in the entry or out-buildings, any more than in the same apartments of a well-ordered household; no uncouth or unrefined position of either teacher or pupil—such as awkwardly lounging, leaning against the desk, sitting on the corners of the writing-forms, &c.—ought to be seen in the school-room any more than in the family assumed here as a term of comparison. These things do not depend altogether upon the teacher. They depend in part—as in fact does also the whole character of the school—upon the prevalent tone of feeling in the community. But, perhaps in nothing is the adage “as is the teacher, such the school,”

more literally true than in the things above specified. He may not be able to remove all the evils alluded to ; but it behooves every teacher in the land to inquire if he has removed all that he could. It belongs to the schools as well as to the family, to teach the courtesies and proprieties of life. If the schools throughout the State should do their whole duty on these points for twenty years to come, how different would be some of the habits of the people.

Policy to be pursued.—The Committee do not present any specific plan for providing the accommodations needed. They are, however, firm and unanimous in the opinion, that one feature at least of the policy heretofore recommended to the town, should be strictly adhered to, viz. : that the number of grammar schools is not to be increased. This, at least, should be considered as fixed.

It is natural that young and growing villages, looking earnestly to their present interests and desirous of presenting all the attractions possible to the ingress of inhabitants, should ask the town for grammar schools, as a kind of magic charm to their growth and prosperity. But our public schools, embracing, as they do, interests so important intellectually, morally and pecuniarily, to the town, ought to be managed in accordance with a broad, generous, uniform, prospective policy—a policy that embraces the whole town at once—a policy that shall prevent the saddling upon the town of an unnecessary expense. The idea that a grammar school must be located within a stone's throw of each citizen's dwelling, is erroneous and injurious in many respects. It stands in the way of systematizing the schools in such a manner as that they may be able to do the greatest good to the greatest number of the people. It is in contradiction with the laws of health. Pupils who are old enough to pass from the primary to the higher departments, and who pass to them with the determination to study—with the determination, to task their mental powers, as they ought to do and must do, to meet the demands of the age, ought, according to the laws of health, to be obliged to walk, not ride, to school, from one mile to a mile and a half at least. The latter, in ordinary cases, is the better distance ; especially if the pupils have no other out-door exercise to take. Of course, every citizen will make the necessary exceptions for storms and temporary obstructions of the roads. How much more valuable would life be to us, if the laws of health were more faithfully obeyed. How many females ruin their health at the most critical period of their life, the period between girlhood and womanhood. This is the period devoted to the school. Now in ordinary cases, not so much injury is done to the health by actual hard study, as by a neglect of those things which ought to accompany study. Those things, are, first, to know how to study ; second, to know when and how long to study ; and third, not only to know how to take but actually to

take sufficient out-door physical exercise, to keep up a healthy and harmonious action of mind and body. And exercise, too, ought not to be taken *as exercise*, accompanied with the *constant consciousness* that it is for the preservation of health ; but it should come from some natural necessity, or some useful employment, or some "callisthenic" sports, without any *conscious* reference to health whatever. Health, like happiness, comes rather from indirect than direct seekings. A two or five miles' walk on a botanical excursion will crown the brow with the flowers of health as well as with those of spring ; whereas a walk of the same distance, with the direct and constantly-felt purpose in the mind, of preserving or obtaining health, will but partially accomplish the object aimed at.

NEEDHAM.

Much has been gained in the art and method of teaching since most of us left the common school. The *memory* was once considered the chief faculty in forming the basis of scholarship. It has been, generally, too much employed in a service more properly required of the reasoning powers. It is not satisfactory to well-taught teachers of to-day, to receive from their scholars mere repetition of words, of rules, and answers to questions, as they may stand in text-books. They require the expression of intelligent thoughts, the practical application of rules, and questions to be understood and illustrated. And such has been a good proportion of our teachers for the past year. It was pleasing to see so many of them conduct their daily exercises and public examinations so free from servile dependence on text-books.

The character of teachers and schools has received great improvement under patronage of the legislature, from the Board of Education, and Normal Schools. The normal schools and normal scholars have had much influence on other institutions and on other scholars, by the introduction of similar modes of instructing. In speaking on this subject, Gov. Boutwell says : " We have great faith that the normal system in itself and its connections, will be extended till every school is supplied with a normal teacher." Of the general prevalence of the normal system of teaching, we have no doubt. There were, in fact, normal teachers before normal schools were established ; teachers who managed and instructed their scholars on the principles of those schools.

Too many engage in the teacher's profession with very imperfect qualifications. There are not a few now employed as teachers who would do well to retire from the work for a time and spend a year or two at a normal school, or at a seminary founded on normal principles ; the leading purpose of which establishments being to give instruction in the *art* of teaching, of *qualifying* teachers in the art of arranging, governing and

instructing common schools most judiciously and most effectively. And there are those who, after instructing for a time, have retired from the employment and entered as scholars, the normal schools, or put themselves under direct normal influences. For this we commend them. Their example might often be wisely and advantageously followed.

Special preparation is requisite to attain excellence in any art or profession. To quote from a work of high authority, "It is too late to say that those who have been trained at a normal school cannot teach better than those who have taken no special pains, and have incurred no expense to prepare themselves for their work. We may as well say that a young man will succeed well in any art or trade without serving an apprenticeship with some skilful mechanic, or that a professional man will succeed in his profession, as that a young man without special training will make as good a teacher as one that has spent a year at a normal school."

To young persons in this town who intend to become teachers—and there are in our schools fit subjects for teachers, male and female—the Committee would recommend preparatory instructions at normal schools, or at seminaries under normal rules and instructions. Higher qualifications in many teachers, and more thorough teaching are necessary to raise the common schools to their desired elevation.

RANDOLPH.

The past year has been one of more than ordinary interest to the citizens of this town, as regards the subject of schools. The opinion prevailed generally, last spring, that something should be attempted in order that the management of the schools might be more judicious, and that their standard should conform to the requirements of the age. A committee was therefore chosen at the annual town meeting, to propose such changes as might be desirable. This committee recommended that the school districts be abolished; the town purchase and own all the school-houses; the school committee have the whole charge of the schools and school-houses, and of providing teachers; also, that the school committee be increased to the number of thirteen for the present year. They recommended in addition the graded system, and the establishment of three grammar schools in different sections of the town, open to all the scholars in the town, of sufficient acquirements, and the erection of two new buildings, to accommodate those schools. The citizens, with great unanimity and zeal, adopted the report of the committee, chose the additional members of the school committee, and authorized them to proceed at once to carry the recommendations into effect.

Your Committee subsequently appraised the several district school-

houses, and the districts have been paid for them in the manner provided by law.

The next object of the Committee was to select locations for the two houses designed for grammar schools. After examination, and the consideration of various interests, two pieces of land were selected and purchased—one in East Randolph at \$600, and one in North Randolph at \$500. A portion of the citizens, (as was to be expected,) not being pleased with the locations, united with those who were opposed to any change, and after repeated town meetings, a vote was passed to postpone the building of the two houses. At the same time, the committee were instructed to repair and build such houses in the old districts, as they thought necessary.

Though the office of prudential committee was abolished by the town, and the duty, in consequence, devolved upon the superintending committee, of contracting with teachers, still they have forborne the exercise of that authority. The prudential committees had already been chosen in the districts, and several teachers had been engaged. From this fact, and that of the unsettled policy of the citizens in reference to school affairs during the summer, your Committee judged it best to permit the schools to be managed in very much the same manner as they had been in previous years. We have been called upon to procure the services of one teacher only during our term.

As the districts will choose no officers the ensuing year, the business of contracting with teachers, will, in future, (as it ought,) be performed by the superintending committee—to be chosen.

WALPOLE.

The most judicious friends of that cause unite in disapproving a frequent change of teachers. We would call the attention of the town to this point. There is but one case in which we advocate the doctrine of rotation in office; and that is when we have an unworthy incumbent—a man who is incompetent, or for some other reason can give no pledge of success. We would *rotate* him out; but no other reason justifies the continual change of teachers. A merchant or manufacturer who should change his clerk every quarter, would soon learn his mistake from the condition of his accounts. As great a mistake does a town make that allows a good teacher to leave for a trifling difference of salary. It is permanency in office that enables a teacher to originate and carry out a systematic course of studies. He becomes intimately acquainted with his scholars, and places them in classes according to what he knows to be their actual standing. He is not tempted to hurry over a more extended course than he can thoroughly teach, merely to satisfy the district

that within a given time he has been doing something. He has time to carry classes through an entire range of studies adapted to their probable necessities, and thus to fit them, so far as school instruction and training can fit them, for the common business of life. The committee of a certain town in Essex County makes this remark: "Several valued teachers have been in our service many years—one who has become a veteran in it having occupied the same post of duty over twenty years, and carried forward his school, in a course of progressive elevation, from the beginning till now; having been, in multiplied instances, the teacher of teachers; and having raised up around him a generation of intelligent men of business, whose lives attest the value of his labors." What can add to the cogency of this statement? Further: the longer a good teacher remains in a school, the more does he govern it by the force of his character, and the greater moral influence does he exert upon *its* character. Long and successful teaching in one place procures for him the confidence of pupils and the respect of parents. He identifies himself with the town, of which he becomes a citizen, and feels with more force the motives to professional fidelity, because he expects to witness and to share its results. The same reasons that lead a community to provide a permanent physician or clergyman, should induce them to provide a permanent school-teacher.

We invite the attention of the town to the subject of absences and irregular and unpunctual attendance of children at school. Over these things the teacher has little or no control. His business is in the school-room. He cannot go out into the streets and compel them to come in. His office is not that of a policeman. The conviction has been repeatedly forced upon us, that trifling and insufficient excuses have been allowed for habitual absences; that the wishes, instead of the interests of children are consulted; and that many little circumstances, which would not detain parents from their usual business, keep pupils from school. The employment of a teacher implies a promise to furnish scholars. It is unjust to hold him responsible for the character of the school while the attendance of the pupils is irregular. Indeed, in this, as in some other things, the discipline of a school, for example, the blame is often placed where it does not belong. Parents should resolutely oppose the specious pleas for absence which idle children proffer, and should insist upon attendance through the whole day.

BRISTOL COUNTY.

FALL RIVER.

On the subject of vesting the power of hiring teachers in the hands of the prudential committees, the city is referred to our report of last year. The Committee have yet seen no reason to change their views on that subject. On the other hand, every year's observation and experience go to strengthen and confirm them in the opinion then expressed. It is a policy which is operating disastrously to the schools in the outer districts, and expensively to those in town. We say this from no personal feeling or interest in the matter. Neither is it necessary that we should multiply words about it. *Facts*, which will illustrate our views, and sustain fully our position, we have in our possession, and whoever wishes, may easily obtain them.

In regard also to our views respecting the advantages of employing some competent person to superintend the public schools, we are disposed to do no more than refer to that part of our last year's report, which relates to that subject. If the city government could deem it advisable, we should be glad to see the experiment tried.

FREETOWN.

Of the arrangement by which the schools were placed entirely under the care of the town committee, we shall not say much more than to ask for it a fair trial. No very beneficial result has been secured by the arrangement, further than the union of districts numbers five, six and eight, by which a school of four months was obtained, when under the old system not much more than two months could have been expected. The Committee would have been glad to have effected much more, and perhaps should have done so, had there been suitable school-houses under their control. We think it would be for the benefit of the young, could all the scholars within reasonable distance of Assonett Village be brought together, and placed according to their qualifications in two schools, one class under a female, and the other under a competent male teacher. Fewer studies would of course be pursued in each school, and, therefore, more thorough classification and instruction, as well as greater length of schooling would be obtained.

TAUNTON.

Your Committee would be glad to convince their fellow-citizens, that several reforms in our school system, which have been recommended from year to year, would greatly tend to the improvement and prosperity of our schools. Could we succeed in this, we should feel that we had rendered an important service to the cause of education, and the welfare of our youth.

In a report which we had the honor to submit to the town two years ago, two changes were earnestly recommended, viz.: *the selection of the teachers by the school committee*, and *the gradation of the schools*, at least in the central, and other populous sections of the town. In that report, the manifold and great advantages to be anticipated from these changes, were amply discussed.

In the report presented by the school committee, last year, the first of these changes was again recommended, and the arguments urged in its favor the previous year, were ably reiterated. Appended to the published report of one year ago, is the report of a special committee of the town, in which the second of these reforms,—the gradation of the schools in the populous districts, is warmly recommended. The plan suggested in that special report for the consolidation of the central districts into one, with a system of graduated schools, receives our hearty concurrence, and commends itself to the careful consideration of the inhabitants of those portions of the town. Your Committee do not intend to offer extended remarks upon these proposed changes. The desirableness of their early adoption has been fully discussed in previous reports.

PLYMOUTH COUNTY.

DUXBURY.

One great source of evil to our schools has been the frequent change of teachers, and the evil affects both teacher and scholars.

It is impossible for a teacher to succeed well, who is not acquainted with the dispositions and capabilities of the scholars; and this knowledge cannot usually be obtained in less than one term, when the teacher is just prepared to proceed successfully in his arduous labor. Nor can a

teacher feel that interest in the school, nor affection for the pupils, where he is to remain only a few months, as he would if employed to remain a much longer time.

Besides, each teacher has a method somewhat peculiar to himself, which he must of necessity introduce into the school, and thus a constant succession of teachers is a constant succession of changes in the rules and regulations of the school-room. And what should be the place of order and stability, is found to be a place of irregularity and change, the whole school entering into the instability of the manner in which it is conducted.

As each new teacher is unacquainted with his scholars, they are usually put back in their studies, and while the ambitious scholar is annoyed and disheartened at being compelled to review parts of his studies that he understands as well as he does his alphabet, the indolent scholar is gratified, though seriously injured, by being required only to recite what he has so many times passed through without study.

EAST BRIDGEWATER.

The schools need more active interest on the part of parents. The more children are brought to feel that their parents are deeply interested in their progress, the more readily will they enter with ardent zeal upon the prosecution of their studies. The fact now is, that too many parents leave the impression upon the minds of their children, that their chief aim in sending them to school is to get them out of the way, or to rid themselves of the din and racket they are wont to make at home. Children, under such circumstances, will be sure to think that, so far as their parents' wishes are concerned, all they have to do is to go to school, and that when there they have free license to amuse themselves in the best way they can invent. Too many other parents seem to think their duty done, when they have sent their children to school. They never inquire after their progress—never examine them in their studies—never urge them onward with any particular zeal—never strive to excite them to emulation—never chide them when they have done ill, or commend them when they have done well. What can the children infer from this failure on the part of their parents to exhibit interest in their advancement in study, but that, in the view of these parents, education is a matter of very small moment, too insignificant to be mentioned the same day that dollars and cents are spoken of! They see their fathers and mothers always "up and doing," driving at their business, in doors or out, with exemplary industry, month after month, and year after year, with an eye to what the children ought to eat, drink, and wear; and if they do not even once in a year drop into the school, or devote now and then an hour

or two to the serious aim of helping them on in their education, would not wiser heads than the children's be apt to reason much as they do, that it is all one with their parents, whether they grow up educated or in ignorance? But let the children once see, by their actions, that their parents attach an importance to their advancement in education, commensurate with their need of it, and they will wake up to the subject of learning at once, and pursue it with a zeal altogether new. Let parents act in this matter as they do in other things of less importance. How much time, and thought, and attention, do parents who neglect the schools, often devote to matters connected with their children, of comparatively trifling importance, and yet think the time well spent. Here is a father, who engages an artist to paint the picture of his child. He wishes it well done, that it may serve as a memento and as an ornament for the parlor, and he pays the artist liberally. How many times is it probable, that he will visit the artist's room to note the progress of the picture, and see whether it is painted according to his engagement? If he has leisure, he will happen in every day or two, and very likely, also, take one or more of his friends to inspect the painting. If he is pressed with business, a dozen times may be the extent of his visits to the artist's studio. "Outsiders" would probably commend the interest which he took in his children. But would they do this, if they knew that he was one of those fathers, who, forgetful that cultivated intellects in their children are the highest and most enduring ornaments of parents, are never seen inside of the school-room, where, not the faces of the children are being painted, but the more precious minds are being moulded into the characters which they are destined to wear through the unknown ages of their immortality? It is "passing strange," that parents, who love their dear ones with undoubted affection, can so neglect to exhibit an abiding interest in the culture of their minds, that live forever, and yet devote so much care and forethought to the welfare of the "muddy vesture of decay," which encases them!

HALIFAX.

In obedience to this requirement, the Committee in their report of last year, urged upon the town the adoption of what seemed to them, a measure of great importance to the schools, and gave their reasons for the change they proposed. A vote was passed by the town, the effect of which was to place the schools entirely in the hands of the superintending committee, making the whole responsibility to fall upon them, instead of dividing it as formerly between themselves, the prudential committee, and individuals of the district, verifying the truth of the adage, "what is every-body's business often proves to be nobody's."

It is believed generally, that the effect of this vote was not understood at the time, or it would not have passed. Of this we know nothing, and it was not our business to inquire concerning it. We had duties to perform under it, and we forthwith proceeded in their performance. We were met on all sides with the prediction that this new scheme would bring trouble, and many have shown a determination to see their predictions fulfilled, and bring upon the Committee the disgrace of a failure; and although your Committee have not had the satisfaction of wholly avoiding the effect of these predictions upon the schools, they trust that by their efforts, those who have labored to produce those results, have been saved from the deeper disgrace of success. The general character of the schools the past year has been such as to leave but little room for fault-finding by the Committee. That there should be fault found by others, mostly by those not caring for schools generally, is a matter of course. That there should be fault found with any teacher brought into school by this Committee, was a matter of certainty from the beginning. If not found fault with in the district in which they instructed, some other district would raise the alarm, until each persuaded the other that there was not a decent school in town. The teachers employed have been thoroughly examined in their literary qualifications and have proved competent in this respect, to teach the schools placed in their charge. That a want of order has been noticed in some of the schools, cannot be denied. Of this we shall speak in its order.

PLYMOUTH.

Our only object is to bring, forcibly as we may, to the attention of the town, that our schools are susceptible of great improvements in the art of teaching, and in text-books, and that we need a superintendent who possesses the qualifications we have endeavored to indicate, who will look thoroughly and carefully after the welfare of our schools.

It may be asked why may not the school committee do this work? The answer is obvious; it requires too much time and labor. No one who has any other business and makes the schools subordinate, can attend to them faithfully, and in a manner satisfactory to himself. In smaller towns, with less number of scholars and schools, it may be possible, but in a town with thirty-two schools and 1,500 children, and some schools located fifteen miles from each other, it is not practicable. You might as well undertake to make the keeper of a "pike gate" a railroad conductor, and require him to be faithful to both branches of business at the same time. Another reason may be stated, that to conduct the schools efficiently, there must be uniformity in their manage-

ment. They should be under the supervision of one person, who should feel the whole responsibility. Like the Board of Education, the secretary is the responsible, the working man, the other members advisers. So the superintendent should be the responsible, the working man, and the school committee advisers. And further, a member of a school committee, however liberal may have been his education, finds upon the threshold of his official life, that a great work of preparation is necessary, which he cannot find time to make. It is not enough that he has a pretty good knowledge of the branches taught in the schools, but he should have a knowledge of the best possible method of teaching them. For this he feels the need of preparation.

The knowledge of the art of teaching, which is now occupying the attention of some of the best intellects of the age, is where he feels his incompetence most sensibly. The first year of his official life he but gets an acquaintance with all the schools, the scholars and teachers, begins to discriminate between teachers, sees the wants of the schools, begins to make suggestions and devise plans, and be of some use to the schools, when he finds the subject is becoming interesting to him and is absorbing too much of his time and he must leave it. Or, perhaps what more frequently happens, his fellow citizens, in their wisdom, will have anticipated his resolution and kindly resolved to leave him. In either event it amounts to the same thing with the welfare of the schools. A new board comes in, the same process goes on, with the same results, year after year. A great many more reasons can be readily given why school committees cannot profitably conduct our schools under the present arrangement, but we trust we have said enough to bring the subject of employing a superintendent fairly, if not forcibly, to the consideration of the town.

SCITUATE.

In passing from the great experiment of the past year, in which we have in fact been trying the two plans now more especially before the town—the one central and the two grammar school plans—we cannot but mention, without comment, some of the more prominent arguments in favor of the former—the one central high school plan. The chief design of the experiment seems to demand this. We may say then, after long and careful examination of the subject:—

1. It will be the most economical plan, costing less both for teachers and school-houses, in the end.
2. It gives nearly twice the advantage, in grading the schools, providing for three grades at the harbor and two in the rest of the town.
3. It relieves the harbor section of over-crowded schools, and will

save the expense of a fifth school-house and teacher in that section, it may be, for many years to come.

4. This plan furnishes the best school for the poorer classes, who are not able to attend academies and institutes abroad, and thus also gives such pupils an equal chance of a "State Scholarship."

5. It will have the most elevating, refining and social advantages, bringing together the best pupils from all parts of the town.

6. It will afford the most healthy and active stimulus to pupils and parents, and will be for the highest honor and profit of the town.

7. It favors no section, east or west, north or south, or centre, except from distance, a stern necessity.

8. The roads, post office, and Sabbath associations, all favor the plan of a central high school.

9. It saves travel,—a net gain of 5,000 miles yearly, on fifty pupils equalized,—ten months, or 18,750 miles to the sections of the town distinct from the harbor, or in these proportions.

10. The experience of this town the past year, with that of other towns, and of the agents of the Board of Education who have visited us, strongly favors this plan.

SOUTH SCITUATE.

Such is a general view of the schools for the past year. That they have been all they should have been, that any of them have fulfilled for the time, their entire mission, none will pretend; that some of them have approximated in some good degree to what a school should be, we fully believe; but we feel that earnest effort on the part of all the friends of education in the town was never more needed to sustain their claims, to elevate their character, and to force, if possible, more deeply upon the public mind, and the public conscience, the conviction of their vital importance to our prosperity, our happiness, and our character as a community. The town appropriates a liberal sum for their support, but, with too many, that is the end of the matter. They suppose that the clock, (to use a figure in last year's report,) once wound up to the tune of \$1,700, will go well enough through the year, forgetful, that twice that amount might easily be expended, and the schools no whit improved. Unless proper care is used in the selection of teachers, and suitable efforts made on the part of parents, to sustain and encourage them, your money may be thrown away, and your children defrauded of the instruction which is their due. There is another way in which too many allow themselves to be defrauded of their share of the money expended for schools, and that is by allowing their children to absent themselves. Nearly one-fourth of the money raised was thus lost the

past year, and the evil does not stop there. If those who were in fault were the only sufferers, it could be better endured; but the injury extends to the whole school; classes are deranged, the plans of the teacher thwarted, and lessons must either be passed over superficially or nominally, or else a double tax is imposed upon the time and patience of the teacher. Would parents once seriously reflect upon this matter, we do believe they would endeavor to correct a wrong which produces only evil to their children and evil to the school, and that continually.

It is frequently said that our schools are not governed with sufficient strictness, and in the aggregate this may be true; and this irregularity of attendance is one of the causes which contribute to such a result. But it seems to your Committee that many who make the loudest complaints of this want of government, are not always sufficiently careful to see whether the blame lies exclusively with the teacher. Are we always careful to send our children to school, prepared to comply cheerfully with all the reasonable requirements of the instructor, and made to feel that any failure to do so will be met at home with decisive censure? Are we always careful not to speak of the teacher in the presence of our own children, or those of others, in a manner calculated to impair their confidence in, or their respect for that teacher? If we have not done the one, and refrained from the other, it is not too much to say, that we are in part responsible for any disorder or disobedience that may occur. We are aware it will be said that it is the teacher's business to govern the school; true, but no more imperatively than it is the duty of parents to see that their children are governable.

"We think that in this matter we are apt to throw too much responsibility upon the teacher, unmindful that we too have duties to perform. Parents should become acquainted with the teacher, should inform themselves of his mode of discipline and instruction, and co-operate with him in carrying out his plans of improvement. The control of rough, unruly and disobedient children ought not to be thrown wholly upon him. Parents and guardians should share the labor and responsibility, and, instead of petulant complaint and constant fault-finding, take hold with the teacher, as his ally and friend, and by a hearty and healthy home influence, render all needful assistance in maintaining wholesome discipline." *

In connection with this, we would earnestly urge upon parents the importance of more frequently visiting the schools. In very few cases do we find on the registers indications of their presence, excepting at examinations, and in some districts not even then; but if half the benefit

* This paragraph, and the substance of two on the next two pages, are from a Report by Rev. W. D. TILDEN, of Walpole, N. H.

to be derived from such visits were generally understood, it seems to me that an effort would be made, even at the expense of some self-denial, to perform this duty. Would parents habitually go into the schools, and see for themselves their management, it would do away at once with a large part of that second-hand information acquired in the stores and at the corners of the street, upon which too many act, and by which so much mischief is done. It would encourage their children, encourage the teacher, quicken his sense of responsibility, and send life and spirit through many a sleepy school-room. Nor would the smallest benefit be the increased interest parents themselves would acquire in the cause of their children's education.

"We would urge, also, a greater attention to good manners in our schools. They have a close and intimate relation to good morals, and are an important part of a good education. We think this matter has been too much neglected. This negligence appears in various ways. In want of respect for the teacher and other persons; in a coarse, rough way of speaking; in a heavy, swaggering way of coming to and returning from recitation; in too rough handling of the smaller pupils at recess and intermission, and in boisterous shouting, and disrespectful hooting at those who pass by. In these and various other ways the want of good manners is too obvious to be mistaken. We advocate no stiff and formal rules, no false refinement. We do not wish to have children, not yet in their teens, addressed as 'young gentlemen and young ladies;' we like the old-fashioned phrase of boys and girls much better, for it is more true to nature, and we have no wish to make children men and women before the time. What we would advocate is, a kind and courteous demeanor, ready obedience to authority, prompt compliance with school regulations, proper attitudes, tones and gestures, neatness of person, and the avoidance of all uncleanly habits. A kind and courteous bearing is one of the surest passports to public favor, and if we mean our children shall possess it, and that it shall sit gracefully and naturally upon them, it must be formed and cultivated in childhood and youth."

"In close connection with good manners, we would urge a greater attention to good morals. We have reason to believe that this matter has been looked upon far too lightly. Our fathers, in establishing a system of common school education, were very far from intending that intellectual training should be its only object. They provided by statute 'that all instructors of youth should take diligent care, and exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human

society, and the basis upon which the republican constitution is structured.' That there is but an imperfect compliance with this requirement, is painfully apparent. We see evidence of it at every turn. We have, during the past year, in more than one instance, and at more than one school, heard the merry shouts of children at play, mingled with obscene jests, and profane oaths, and this with a boldness and recklessness which was sufficient to convince us it was no recent accomplishment. It may be seen in the vulgar and indecent marks upon the benches and walls of our school-houses; in the frequent invasion of the rights and property of those in their vicinity, in a lack of truthfulness, and a disregard for the rights and feelings of others. These and many other indications equally significant, impress us with the fact, that in our schools moral culture has been deplorably neglected. We would urge, therefore, a new and vigilant fulfilment of that requirement of the statute which relates to the moral training of our youth. We believe it to be matter of pressing importance. We believe that any thing else had better be neglected than this. If either the intellect or the moral nature must suffer, we say undoubtingly let it be the intellect. A man may be a good and worthy citizen, a blessing to himself and to the community, with very limited intellectual culture; but without moral principle he is a curse to himself, and a scourge to society. But there is no need to neglect the intellect. The two should not be separated; they can be best cultivated together, and made to give each other mutual strength and support. All we urge is, that moral culture should take the place it deserves, the place assigned to it by the statute."

We are fully aware that very much depends upon the character of the teacher, in enforcing moral truth; but we hold that no person is qualified, in any proper source, to teach a school, from whose lips such instruction would not properly and gracefully proceed. No acquirements, however brilliant, no ability, however great, should be admitted as the slightest compensation for want of moral character; and hence we feel that it is of the highest importance to the prosperity of our schools, that reference should always be had to this matter in the selection of a teacher.

WAREHAM.

It appears to us that there are some opinions prevailing among the people, and a neglect in parents, which have a tendency not to advance the object of common schools, but to counteract their benefit. It has been of late years too exclusively the object to improve the mental powers of the children; and as we think, there has been too much neglect in government and moral culture. Children at an earlier age than formerly, are taught to read, write, and cipher, and various other branches of

education. This results from the fact that more money is raised for the purpose of schools, and thereby the greater length of the schools in each district. But judging from our own observation there is not so diligent application on the part of scholars, nor do they learn so much in the same time. This arises from the lack of good management at home and at school, and a neglect to instil into their minds habits of industry, obedience, and morality.

It is thought by some that common schools have no other object but instruction in art and science. This is a mistaken idea, for we find the following law on our statute, the most of which was the law soon after the settlement of this country by our ancestors. This law says: "It shall be the duty of instructors of youths to exert their best endeavors to impress on the minds of children and youths committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love of their country, humanity, universal benevolence, sobriety, industry, frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded."

In order to impress upon their minds the above principles, they must yield implicit obedience to those whose right and duty it is to command; and if they disobey, punishment should be inflicted to compel obedience. We do not mean to be understood that mild means should not be first tried, which on some children will be effectual, but on others it will not. The school teacher should be obeyed, and if mild means be not sufficient, reasonable corporal punishment should be inflicted. We have spoken of this, because even in our best governed schools there is not that good order which was seen in schools of thirty years ago. This is not the fault of the teachers; it arises from the want of government at home and the course some parents take if their children are punished at school. If a master does his duty to the disobedient scholar by a reasonable and proper punishment, which would have a salutary effect upon such scholar, the parents too often either take the child from school or so conduct towards the master and the school as to impair, in a great degree, its usefulness. If parents would take a different course—govern their children themselves, and make them believe that punishment will follow disobedience in school, our common schools would be improved and children would be better educated. If in any district there prevails an opinion among its inhabitants that a master cannot use the means of having good order, there cannot be a good school, and certainly the money is poorly expended. It has been said by some who are desirous to raise a large amount of money for the support of schools, "that it is cheaper to educate the ignorant children than punish the adult criminal," implying that the ignorant commit crime and the edu-

cated do not. If they mean by education what the statute designs it—not only the acquirements of learning, but also a moral training—there is much truth in the statement; but unless children and youths are instructed at home and in school in the principles of sobriety, industry, frugality, chastity and temperance, any acquirements in the arts and sciences will be of little profit to them. Mere learning without the principles of moral instruction does not make a person less liable to commit crime. It only enables him to commit crimes of deeper dye, and gives him greater tact to evade detection.

Every parent has at heart the well-being of his children, and even the most vicious and depraved father desires that his children may grow up and become good citizens. He will vote to raise a large amount of money for the purpose of education; perhaps he may say he has nothing else to give them. Yet he can, if he will, give them habits of industry, temperance and frugality, and the other virtues, which are worth more than money; as we have melancholy instances to show of how little value money is to the young who do not possess those traits of character. After town meeting is passed, see what too many fathers do, and what they omit to do. They do not set habits of sobriety and temperance before their children. They do not set habits of industry before them. They do not set good examples before them. They do, by example, teach them profanity, and sometimes obscenity. They teach them disobedience to themselves and others; they permit their children to roam where they please, when they please, and learn what they please; and you will find in this way the children have acquired a good stock of bad language and bad habits.

A school in the district is then opened. The scholars come together; some brought up at home in the way they should go, and others in the way they should *not* go. The latter, not having been obedient at home, are restless and disobedient to the orders of the school; not having been taught industrious habits at home, are not inclined to any application to their studies and want to spend their time at school as at home—in idleness. With such, your teachers have a great trial—for it is not unfrequently the case that the parents of such children think them to possess the attributes which the subjects of monarchies apply to kings—"they can do no wrong." If a teacher punishes them in a reasonable manner, he is threatened with a prosecution, and sometimes the threat is carried into execution; or, if this is not the case, the tongue is employed to render the teacher unpopular. For this reason, teachers shrink from a proper discharge of their duties.

As the object of common schools is the educating of children and youths to make them good citizens, which is the only foundation of our republican government, it is the duty of every father and mother to

manage and govern their children at home in such a manner that they, at school, should receive all the benefit that can possibly result from the liberal amount of money annually raised in this town. In order to produce this valuable result, parents have important duties to perform, and their efforts should co-operate with all others who are engaged in the business of teaching. During the time a school is taught they should know where their children are evenings, as well as days. Home is the place for them when not in school; where they should be made to work or study, if they are of sufficient age for either. If they are permitted to spend their evenings in bar-rooms or in stores, where the conversation, in too many instances, is mixed up with profanity and indecency—such parents are counteracting by their indulgence and want of control over their children, the salutary teachings and instructions of the school. They should weekly inquire of their children as to their progress at school, and excite their ambition to learning and good behavior, and occasionally hear them read and judge for themselves of the improvement of their children; and above all things they should set good examples for them to follow.

Unless improvement can be made in these particulars by parents, we shall have too many unpleasant spectacles of precocious depravity, in seeing that children “can be rotten before they are ripe.”

BARNSTABLE COUNTY.

CHATHAM.

Our schools are perhaps in as good condition as can reasonably be expected under the present state of affairs. The district system, unsuitable buildings, inefficient teachers, the continual changing of teachers, the variety of ages and capacities of scholars in each school, irregularity of attendance, these are among the evils which tend to retard the progress of our schools.

The uniting and grading of schools has been a subject of much discussion in many towns in this Commonwealth. Many schools have been united and graded, and the pupils classified in such a manner as to produce very beneficial results. We are confident that our schools will

not be in much better condition than they now are, until a different system from the present is adopted.

That our schools are improving in usefulness under the present system, we do not pretend; and it is evident that much of the money paid for the support of schools is literally wasted. We do not get our money's worth. Who then can doubt the utility of adopting a different system?

DENNIS.

Of female teachers, we have in this town a large number that are excellent. Indeed, we have more of this class of teachers than there are schools, which necessarily creates a degree of competition and rivalry among them for employment; and it is very common to see a degree of favoritism on the part of prudential committees in engaging them.

To obviate, in some degree, this objection, we would suggest the propriety of retaining the selection of teachers in the hands of the superintending committee of the town. It belongs to them now, unless the town, by a special vote, takes it out of their hands, and places it in that of the prudential committee of the several districts. This the town of Dennis has heretofore done. Probably on the principle that until a year or two past, there has been more money contributed by the several districts to prolong their schools, than was appropriated for that purpose by the town. In other words, the districts, as such, paid more for the support of schools than did the town. Such being the case, it was perfectly right that they should have the selection of their own teachers. This state of affairs is now reversed. The town now pays more than half the expense, and, we think, should retain the selection of teachers in its own hands. It would lead to a greater uniformity in the wages of teachers, and of the expenses of the schools generally. Would do away, in a great degree, with the system of favoritism, and would fix the responsibility of having a good school, on one committee, where it is now divided between two—one to engage, and the other to approbate, and particularly it would relieve the superintending committee from the embarrassment of having always to decide on the qualifications, and sometimes to be under the necessity to dismiss from employment a teacher who was engaged by another party.

EASTHAM.

There will always be a liability of having poor teachers, and, consequently, poor schools, so long as the duty of engaging teachers devolves on prudential committees. The arguments against pursuing this course have been so often and so fully presented, and the advantages of a differ-

ent course are so apparent to those that wish to see them, that but little need be said now on this subject. We do not suppose that this liability will entirely cease, if the general committee is allowed to engage the teachers; but we do suppose that they are, or ought to be, much better acquainted with good teachers than prudential committees are likely to be, and that they will be able to make better selections.

Changes in our school system have been recommended in the reports of school committees, in years past, and the matter has repeatedly been made a subject of discussion in town meetings. Yet we feel that we shall not perform all that is required of us, if we do not call your attention to that subject again. With examples of graded schools before our eyes, and the superiority of such schools, over those like ours, ringing in our ears, the old system is continued. And we are not only suffering the loss of the benefits that result from graded schools, but we are of course laboring under the disadvantages incident to an unsettled state of the public mind. We admit that this town is not so favorably situated for the union of districts, or the establishing of a centre school for large scholars, as may be desirable; but we think that the superior advantages that would be enjoyed under such a system, would more than compensate for any inconvenience that would arise from its adoption. By continuing our present plan, we are perpetuating a system that will keep our schools behind the age, and deprive our youth of the facilities of mental culture, that are possessed in other communities.

FALMOUTH.

Were we to divide the teachers who have been employed in our public schools the past year into three classes, according to their standing as teachers, we should reckon one-fourth of the whole as first class, two-fourths as second class, and one-fourth as third class teachers. From this arrangement of numbers, it will appear, that according to the opinion of those who ought to be the best judges in the matter, we have but a small number of first-rate teachers for our public schools.

To the importance of unwearied care in the selection of our teachers, the report of your Committee last year called especial attention, but as the suggestions then made seem not to have resulted in much apparent good, we deem it important to call your attention again to the subject.

We do not say that the surest way of obtaining the largest number of the best teachers for our public schools, would be to put the matter into the hands of the school committee, but we do say, that those who do have the important duty intrusted to them of selecting our teachers, should seek the advice of the Committee; and such advice should be

sought early, that there may be sufficient time to go abroad for teachers, if those of the right stamp cannot be found at home.

In employing strangers to take charge of our schools as instructors, the greatest care should be used, the best possible evidence required that we are to have such persons as we are in pursuit of; for it would be at too great a risk to put into our school-houses those to educate our children, of whose ability to do it wisely we were not already satisfied.

It is the business of the superintending committee to seek such information relative to the qualifications of candidates to instruct in the public schools when their assistance is sought, but it ought to be understood, that after the teacher is engaged, and the conditions of contract made, it is in most cases too late to seek advice; for the reasons against appropriating individuals to teach under such circumstances must be very strong indeed to warrant a refusal of such approbation.

SANDWICH.

Another obstacle in the progress of our schools is the district organization and jurisdiction. All distinguished educators agree that this is an evil, and only evil. No good can come out of it, but much harm.

1. It is expensive. It needlessly multiplies schools, and interposes an insurmountable barrier to their condensation. A school of twenty scholars, taught four months by a female teacher, costs, at the lowest estimate, \$100—\$5 for each pupil. A school of one hundred pupils, taught by one male and one female teacher, for the same length of time, would not cost above \$275—\$2.75 for each pupil. Besides, the latter school is immeasurably superior in its advantages in every respect.

2. It does not admit of graded schools, except in a few favored districts where the scholars are numerous. Graded schools can be taught much more economically than others, besides furnishing a vastly superior education. Can there be a worse economy than to employ a teacher at the rate of \$40 per month, to teach the alphabet? In a graded school this is the employment of a female who receives a corresponding compensation.

3. There is an urgent and increasing demand for a higher grade of scholarship than can be met by the present common school system under the district policy. Certain elementary branches are required by law to be taught in the public schools, and if one teacher only is employed for each district, the higher branches must either be very superficially taught, or entirely excluded. Hence, many scholars desirous of pursuing their studies further, abandon the public schools at an early age, and just when tastes, habits and capacity fit them for the most advantageous

application and progress in scientific pursuits. Most of these youths can never avail themselves of instruction in private schools, and their further education must be abandoned. During the past winter many instances of this character have come under the observation of the Committee.

4. School-houses are generally small, badly designed and constructed, inconveniently arranged, destitute of taste and comfort, without proper means of ventilation; many of them entirely destitute of outside conveniences, and many more far advanced in process of decay. Repairs will be postponed as long as possible, and when made, the burden bears unequally, and with especial severity upon the temporary residents of the district, who are generally poor. Small repairs are particularly inconvenient, for they must be often made, and the expense must either be met by a fund previously raised, (which is seldom the case,) or by taxation, which is attended with trouble, delay and expense. The temptation is strong and almost irresistible to include the expenses for limited repairs under a factitious caption, and charge the same to the town. Probably not half the school-houses in the town are sufficiently capacious to accommodate all who wish to become pupils. In such cases the elder pupils must give place to the younger, and thus sacrifice all opportunities of further pursuing their education, just when they might pursue it most profitably. It does not seem to be generally known, or at least practically recognized, that every man, woman and child is equally entitled to a common school education. No one, whatever be his age, can be rightfully excluded.

5. The superintending committee cannot adopt so high a standard for the qualification of teachers as they desire, and as the interests of the schools demand. Candidates for teaching appear before the committee on the eve of the time fixed for the commencement of the schools. They do not always give satisfactory evidence of their capacity for teaching or governing the particular schools for which they have been selected. But what can the Committee do in such cases? If they reject a candidate, it is the occasion of great disappointment and vexation to the district, as well as to the prudential committee and the candidate; and the lateness of the season may render it extremely doubtful whether another teacher can be procured. If the Committee had the power to assign schools to the several candidates, all parties might probably be relieved from such an embarrassing position. For candidates sometimes and generally possess qualifications better fitting them for some schools than for others—acquitting themselves with credit in certain schools, but failing totally in others. Peculiarities promising success or failure, might frequently be employed to the advantage of both teacher and scholars, if the committee possessed the requisite authority. As it is, they must grant a certificate for a particular school, or reject the applicant. It is

apparent that the committee must sometimes compromise their judgment of official duty, by the interference of imperious circumstances.

These are only some of the embarrassments resulting from the district system, and which may easily, and without expense generally, (except when a new school-house is demanded,) be removed or greatly mitigated by abolishing that system.

YARMOUTH.

At the annual town meeting in February, 1854, full power was given to the School Committee, to unite districts or abolish any altogether, to select and employ teachers, and manage all the prudential affairs of the schools.

Your Committee took an early opportunity to recommend to the town, that three new school-houses should be built, sufficiently capacious to accommodate all the children of the place. At a town meeting legally called in the month of April following, the town voted to build three school-houses, as suggested by the Committee, at a cost of fourteen thousand dollars, and chose a large building committee to carry that vote into effect within eighteen months. That committee have so far discharged their duty, as to present to their fellow citizens one of the proposed school-houses, finished and furnished, in a very satisfactory manner, as we believe it is agreed by all concerned. They have also contracted for the building of the other two, on or before the first of September next. In the school-house which is completed, the School Committee have established three schools upon the graded system, under the superintendence and instruction of three experienced and competent teachers.

The graded system is a new feature in the management of the common schools of Yarmouth. It may therefore be expected at this time, that your Committee should state briefly what are supposed to be the merits of this system, and explain what is likely to be its practical operation. Of course the system has not yet been so fully tested among us, that we can say much from our personal experience. We are now ready to test it in future years. Your Committee, however, know enough of its practical operation in other places, to recommend its adoption throughout the town as speedily as possible.

The advantages of the system are numerous and great. Under our old methods, large and small pupils were mingled promiscuously together, without any regard to their comparative age or attainments. In this way, there has always been a lamentable want of system, and a dreadful waste of time. Classes have been multiplied to an amazing extent, and all the operations of the school have been involved in inextricable confusion. Now, under the graded system, scholars of the same age and qualifica-

tions are gathered into the same school. The larger scholars and those more advanced in their studies are not obliged to sit by the side of children who have just escaped from the mother's arms, and are learning the very letters of the alphabet. They have a room appropriated exclusively to their own use, and teachers every way qualified to instruct them. The intermediate and primary scholars can be taught by female teachers. Experience has fully proved the entire competency of females for the most successful performance of the duties of the teacher. They are, generally, quick, apt, and well informed in the branches of study pursued in our common schools. But, besides this, their wonderful readiness in adapting themselves to the condition, feelings, and capacities of the smaller children, enables them to exert a happy influence over them for good, such as never can be exerted by male teachers. A woman knows the way to a child's heart, and wins it, while the sternness of the man terrifies, and alienates it from him.

Better teachers will ordinarily be employed under this system. The instruction of children is too important a business to be intrusted to the awkward hands of novices. The period of youth is too precious to be wasted by any stupefying processes, bearing the misapplied name of education. The object of a common school education is to bring into full and vigorous exercise, all the physical, intellectual, and moral faculties of the young, to develop those faculties symmetrically, and prepare them by practice for the efficient action which the varied duties of life demand. To aid in accomplishing this, we must have educated and efficient teachers,—persons who not only shall understand the branches they are to teach, but who have been students of human nature to advantage.

Under this system, teachers will be more permanent. It is now generally conceded by those best informed, that the frequent change of teachers is a great detriment to our schools. The first weeks, if not the first months, under the new teacher, are generally almost lost upon the scholars. They try experiments to test his temper, and often study his character with far greater intenseness than the books before them. It really requires time for the teacher and scholars to understand and appreciate each other, and for such relation of mutual regard and good feeling to grow up, as will result in the greatest good of all. The scholar must learn not to regard his teacher as an unknown, isolated, and unapproachable being. He must not look upon him as a hard task-master, but as a known and valued friend and guide. But this love can only spring up by degrees, and upon long acquaintance.

But not only may we have better teachers, more permanent and more fitly suited to the various ages and capacities of the pupils, but the instruction imparted will be more thorough and extended. The teacher

will have far fewer classes, and far more time to bestow upon each class. Thus his explanations and discussions with his classes will be fuller and more particular.

The graded system will save much expense to the town. Not more than half as many teachers will be needed. A teacher can govern and instruct sixty graded scholars better than he can thirty not so disposed. Books will not be changed so frequently. In the opinion of your Committee, the same, or perhaps a greater number of children, may be better educated, by expending, under the new system, three-fifths of what it would cost under the old.

On other accounts we are satisfied that the working of the new system will be more economical, as a saving of both time and money. The building of school-houses, the support of the schools, the selection and payment of teachers, will now be a duty of the town, and will be in the hands of a single board. The schools are placed upon the same footing as the construction and support of public highways, the maintenance of the poor, and the municipal affairs of the town in general.

The old system, as is well known, was complicated, and attended with great inconvenience. The town annually raised the money for the support of schools, but the districts expended it, furnishing the school-houses, and employing the teachers. Often, from the want of system and attention in the school districts, the town appropriations were wasted in school-houses, unfit for the purpose, and upon teachers incompetent to teach.

The new system is a fair and just one. Every man is taxed according to his property for the school money, and has an equal voice with every other in the selection of the School Committee, who are the town agents, to see that the money raised for the purpose is expended in the best possible manner, for the purposes designed.

The great excellences of the system are expressed in the political and commercial, as well as business axiom, that division of labor is the true and only way of accomplishing any thing cheaply and efficiently. The scholars are arranged where they will assist, and not perplex and confound each other; the teachers are relieved from the drudgery of doing a vast many things for a few scholars, and they can instruct a great number in a few branches, with a much less expense, and much greater efficiency and advantage.

In view of all these considerations, your Committee venture earnestly to recommend the graded system to the approbation and support of the town. Let an intelligent, judicious and efficient committee be chosen to carry it into operation as fast as possible. Then the poorest and humblest citizen can place his child at an early age in the primary school. Thence he will advance, step by step, as his faculties are developed, and his boy

ambition is kindled, to the grammar school, where he can be fitted for any position in life—for the work-shop or the college; commerce or the varied avocations of business men. And all this under the protecting shadow of home, blessed by its influences, and guarded by the care of watchful parents.

NANTUCKET COUNTY.

NANTUCKET.

While we regard our system of graded schools as the true system of public education, requiring only the scientific and collegiate course to be added to make it perfect; still we are of the opinion that a far greater advantage might be secured to each grade, by a more strict and rigid adherence to a well-defined and specific course of study assigned each school. Let the branches taught be so subdivided and appropriated, that each teacher shall feel at the commencement of every quarter that a given amount of work must be completed within a limited period of time. If a course of studies adapted to the several grades of schools, commencing with the introductory, and continuing through the high school, should be prepared with special reference to the time occupied in each school, and with the understanding that the amount of work assigned the schools of different grades, shall be accomplished in the time allotted, one advantage secured by this course would be that each scholar as well as teacher would feel stimulated to do in the best manner the work of the quarter, in order to enter upon higher branches or a higher school the ensuing term. Another advantage that would be secured alike to each grade, by a more perfect system, would be a more equal division of labor, by elevating the character of the lower schools, and thereby diminishing the disproportionate amount of labor required to be performed in the high school, or enable the pupils in that school to advance more rapidly, than is possible at present, with their low attainments at entering. Your Committee have long witnessed the growing evil of hurrying pupils from one grade of schools to the next higher, without the requisite qualifications. We would recommend to our successors to give this subject their early attention, as one of high importance to the true interest of all the schools.

A P P E N D I X .

APPENDIX.

THE following pages present an Abstract of the Returns made by School Committees, for the school year 1854-5; also several Graduated Tables founded on the most important facts returned. The annual returns for two or three years past, have been unusually full and complete. Probably no statistics derived from returns made to the State Department under authority of law, and embracing such a variety of facts, are more worthy of confidence, or present more just views of the matters reported.

The amount of school money raised by tax is a matter of public record and can be definitely ascertained in every case. That it is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. The sum raised by taxation, and the number of children between five and fifteen years of age, are the facts embraced in the certificate which is attested under oath by the committees, and are the principal basis of the Graduated Tables which follow the Abstract of Returns. These tables, therefore, especially the two first series, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present and for their salutary influence, is manifest from the reports of committees, and from the testimony of the most intelligent promoters of popular education in this and in other States.

These statistics also furnish data for other tables or other important conclusions which may hereafter be formed from various comparisons and processes of calculation. They are a repository of facts which may be used for obtaining useful results in future by those interested in such investigations.

The original returns just as they come from the hands of the committees are bound in one volume each year and preserved in the archives of the State. As a summary of the most essential facts pertaining to the public schools, and presenting a continuous and compendious school history of every town and city, they are of inestimable value. Their importance in coming years as sources of history cannot now be appreciated.

The returns are still defective in respect to private schools. The teachers of such schools often refuse to report the information desired, because their schools are private establishments, and not under the control of school committees. If registers are not kept, and correct reports are not furnished, the committees must return a mere estimate. The number of private schools and the amount of tuition paid in them are probably more correctly returned than the attendance. These schools are various as to character and length, and the attendance returned is generally the estimated average in all the schools, given in one amount without reference to the period they have been severally kept. A great majority of the schools returned as private are evidently those kept only for a short period after the public schools are closed, to provide means of instruction in addition to those of the Common School, and not as a substitute for them. The number of children attending exclusively on private schools is a *very* small proportion of the children of the Commonwealth.

ABSTRACT OF SCHOOL RETURNS.

SUFFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
												Males.	Females.	Males.	Females.			
Boston, .	136,881	\$213,310,067 00	218	22,376	22,901	19,068	19,066	1,885	695	24,289	54	362	52	362	980.03	1253.14	2223.17	
Chelsea, .	6,701	3,475,161 00	18	1,645	1,600	1,497	1,400	123	60	1,710	2	30	2	30	121	121	242	
N. Chelsea, .	935	801,944 00	2	130	118	110	98	17	6	137	1	1	1	1	11.05	11 05	22.10	
Winthrop, .	-	-	2	60	70	48	44	4	6	60	-	2	1	1	12.13	7	19.13	
Totals, .	144,517	217,587,172 00	240	24,211	24,689	20,723	20,608	2,029	767	26,196	57	395	56	394	4.14	5.16	10.10	

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 and fuel.	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 Revenues, appropriated to Schools that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Boston, .	\$114 28	\$32 14	\$243,508 00	—	\$6,000 00	\$375 00	—	2	64	—	—	49	\$127,380 00	\$5,808 96	City Treas.
Chelsea, .	113 63	22 86	10,000 00	—	—	—	—	—	—	—	—	2	—	358 32	Pub. Schools.
N. Chelsea, .	50 00	18 75	1,000 00	—	—	—	—	—	—	—	—	—	—	30 00	"
Winthrop, .	42 62	19 63	500 00	—	—	—	—	—	—	—	—	—	—	12 48	"
Totals, .	\$80 13	23 34	\$255,008 00	—	\$6,000 00	\$375 00	—	2	64	—	—	51	\$127,380 00	\$6,209 76	

ESSEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Sum- mer.	In Winter.	In Sum- mer.	In Winter.			SUMMER.		WINTER.		Summer Mos. Days. Mos.	Winter. Mos. Days. Mos.	Total. Mos. Days.	
										Males.	Females.	Males.	Females.				
Amesbury,	3,143	\$1,020,425 00	17	434	474	336	357	47	56	2	14	9	4	56.13	59.17	116.10	
Andover,*	6,945	3,131,122 75	26	1,231	1,171	917	927	112	133	1	25	11	16	121.17	81	202.17	
Beverly,	5,376	2,156,012 85	20	916	1,080	726	868	66	113	3	17	8	12	112.06	91.14	204	
Boxford,	982	538,288 67	7	205	232	162	193	16	33	-	8	5	2	28.08	22.12	51	
Bradford,	1,328	368,278 00	4	170	186	115	141	23	28	1	3	3	1	16.10	10.19	27.09	
Danvers,†	8,109	3,312,779 10	31	1,569	2,054	1,329	1,645	153	169	8	25	15	23	151.07	153.01	304.08	
Essex,	1,585	633,895 20	12	82	363	57	299	25	53	-	3	5	4	9.15	34.03	43.18	
Georgetown,	2,052	715,213 00	8	351	303	250	212	28	49	1	7	3	4	54	20.15	74.15	
Gloucester,	7,786	2,369,251 95	31	1,703	1,763	1,283	1,424	102	223	2	34	14	26	163	136.05	299.05	
Groveland,	1,286	397,079 00	5	231	231	169	184	25	59	-	5	3	2	21.03	12	33.03	
Hamilton,	889	452,403 00	4	140	177	100	136	15	44	1	4	4	-	13.04	12.05	25.09	
Haverhill,	5,877	2,243,497 00	25	1,241	1,263	1,045	1,064	28	136	4	22	13	14	105.15	97.15	203.10	
Ipswich,	3,349	1,062,792 50	13	605	649	458	516	69	63	2	11	6	7	61.15	47	108.15	
Lawrence,	8,282	6,003,716 20	31	1,526	1,638	1,113	1,119	232	169	3	30	3	33	145	161	306	
Lynn,	14,257	4,148,989 40	37	2,562	2,542	2,211	2,231	139	114	9	36	9	37	189.10	148	337.10	
Lynnfield,	1,723	345,356 00	4	180	164	127	129	12	20	-	4	3	-	16	8.10	24.10	
Manchester,	1,638	499,507 50	8	324	315	270	258	43	23	1	7	1	7	26.12	51	77.12	
Marblehead,	6,167	2,033,990 60	17	1,175	1,181	996	949	27	25	4	18	4	18	97.15	102	199.15	
Methuen,	2,538	1,059,148 45	11	443	406	344	353	20	40	425	1	9	6	5	40	38	78
Middleton,	832	310,417 00	3	151	166	117	140	13	29	188	-	3	2	11.17	10.04	22.01	
Nahant,†	-	-	2	62	60	41	48	8	7	48	1	1	1	8.10	9	17.10	
Newbury,	4,426	663,155 30	7	227	256	146	170	9	30	255	1	5	2	31	21.07	52.07	

Newburyport, .	9,572	5,390,069	55	25	2,535	2,446	1,312	1,258	-	80	2,875	7	31	7	29	238	238	476
Rockport, .	3,274	672,410	07	7	548	553	419	445	62	235	790	-	10	6	4	39	32	71
Rowley, .	1,075	456,089	37	6	229	195	166	126	30	18	244	-	6	1	3	24	14	38
Salem, .	20,264	13,654,738	70	43	3,137	2,925	2,926	2,730	175	80	4,350	8	62	8	62	236	236	473
Salisbury, .	3,100	1,023,861	83	13	680	339	444	224	56	46	684	3	10	7	6	61	58	119
Saugus, .	1,552	491,917	50	7	358	307	251	221	22	14	369	-	7	1	6	34	32	66
Swampscott,†	-	-	-	5	245	264	190	195	8	-	253	1	4	1	4	28	28	56
Topsfield, .	1,170	468,981	30	4	184	203	112	130	14	35	242	-	4	4	-	16	14	30
Wenham, .	977	351,409	00	5	152	212	127	175	20	20	238	-	5	3	2	20	15	35
W. Newbury, .	1,746	578,071	10	8	193	386	158	301	36	62	363	-	5	5	3	16	27	43
N. Andover,‡	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
S. Danvers,**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals, .	131,300	56,556,466	89	446	23,789	24,404	18,417	19,108	1,635	2,206	29,501	63	435	176	339	4	4	9

* Including N. Andover.

† Including S. Danvers.

‡ Population and Valuation Included in Lynn.

‡ New town. Included in Andover

** New town. Included in Danvers.

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board and fuel.	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.	Number of incorporated Academies.	Average No. 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,	\$32 76	\$15 35	\$2,500 00	\$5 00	\$102,900 00	\$6,174 00	-	-	2	400 \$2,200 00	-	6	190 \$1,150 00	\$134 88	Pub. Schools.
Andover, .	40 52	20 08	5,500 00	-	-	-	-	-	5	75 800 00	-	5	75 800 00	339 36	"
Beverly, .	43 50	16 60	5,500 00	-	-	-	-	-	4	100 1,000 00	-	4	100 1,000 00	261 60	"
Boxford, .	32 11	16 67	900 00	-	2,185 00	131 10	61 77	-	-	-	-	-	-	50 64	"
Bradford, .	34 85	14 66	771 00	-	-	-	-	1	120 3,600 00	-	-	-	-	67 44	"
Danvers, .	52 19	18 94	12,617 00	-	2,000 00	200 00	600 00	-	-	-	-	1	30 300 00	433 44	"
Essex, .	40 20	14 00	1,300 00	-	-	-	-	-	6	160 212 00	-	6	160 212 00	72 00	"
Georgetown, .	32 00	19 42	1,200 00	-	-	-	-	-	-	-	-	-	-	86 64	"
Gloucester, .	45 91	17 99	9,000 00	-	-	-	-	-	3	95 1,325 00	-	3	95 1,325 00	420 72	"
Groveland, .	38 00	16 00	786 00	-	-	-	-	-	-	-	-	-	-	66 00	"
Hamilton, .	35 40	13 81	600 00	-	-	-	-	1	34 300 00	-	-	-	-	37 44	"
Haverhill, .	43 73	21 90	6,000 00	-	-	-	521 16	-	-	-	-	2	130 125 00	333 36	"
Ipswich, .	39 50	17 29	2,901 00	-	6,730 00	393 80	-	1	-	-	-	2	130 2,150 00	166 80	"
Lawrence, .	100 00	27 07	15,000 00	-	-	-	-	-	-	-	-	2	350 -	-	Not received.
Lynn, .	68 75	24 10	20,000 00	-	-	-	-	-	5	110 1,500 00	-	5	110 1,500 00	687 36	Pub. Schools.
Lynnfield, .	35 70	18 50	600 00	-	-	-	-	-	-	-	-	-	-	51 84	"
Manchester, .	43 18	16 28	1,600 00	-	-	-	-	-	1	60 1,200 00	-	1	60 1,200 00	89 52	"
Marblehead, .	48 70	16 30	6,300 00	-	-	-	-	1	8 200 1,500 00	-	-	8	200 1,500 00	388 56	"
Methuen, .	35 00	15 00	2,000 00	50 00	-	-	-	-	-	-	-	-	-	106 56	"
Middleton, .	39 00	17 33	630 00	-	-	-	-	-	-	-	-	-	-	50 64	"
Nahant, .	48 83	18 33	850 00	-	-	-	-	-	-	-	-	-	-	9 84	"
Newbury, .	33 40	16 16	1,200 00	-	18,000 00	800 00	-	1	31 390 00	-	-	2	25 150 00	64 80	"

	58 58	15 24	11,000 00	-	65,000 00	3,750 00	-	1 110	-	8 100	1,600 00	539 52	Pub. Schools.
Newburyport, .	40 00	17 43	2,500 00	-	-	-	-	-	-	5 130	452 00	188 64	"
Rockport, .	20 00	20 00	700 00	55 00	-	-	-	-	-	2 60	50 00	48 24	"
Rowley, .	70 50	19 83	21,745 00	-	-	-	-	-	-	28 932	8,868 00	1,027 20	"
Salem, .	32 00	15 10	2,500 00	-	-	-	-	-	-	2 70	83 00	167 52	"
Salisbury, .	40 00	19 68	1,645 00	-	-	-	-	-	-	1 9	640 00	59 52	"
Saugus, .	44 00	17 04	1,500 00	100 00	-	-	-	-	-	1 70	1,120 00	67 68	"
Swampscott, .	32 50	16 00	725 00	-	-	-	-	-	-	1 33	345 00	51 84	"
Topsfield, .	34 40	14 61	800 00	-	-	-	-	-	-	-	-	95 52	"
Wenham, .	36 20	17 60	1,150 00	159 80	-	-	-	-	-	-	-	-	"
W. Newbury, .	-	-	-	-	-	-	-	-	-	-	-	-	"
N. Andover,*	-	-	-	-	-	-	-	-	-	-	-	-	"
S. Danvers,†	-	-	-	-	-	-	-	-	-	-	-	-	"
Totals, .	42 85	17 62	142,020 00	369 80	196,815 00	11,448 90	1,182 93	8 695	9,490 00	94 2969	24,570 00	6,242 40	

* New town. Included in Andover.

† New town. Included in Danvers.

MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.
											Males.	Females.	Males.	Females.			
Acton, . . .	1,605	\$541,225 00	10	315	400	229	330	29	97	331	7	6	3	23.05	25.01	48.06	
Ashby, . . .	1,208	580,860 00	9	247	267	210	216	36	53	260	8	5	4	24.17	22	46.17	
Ashland, . . .	1,304	407,121 00	8	294	244	241	209	35	52	285	8	4	3	24	20	44	
Bedford, . . .	975	350,999 00	6	188	202	150	170	16	24	201	6	3	3	24.06	19.19	44.05	
Billerica, . . .	1,646	870,595 00	11	350	394	291	305	33	43	352	11	5	6	38.17	34.09	73.06	
Boxborough, . . .	395	239,712 00	4	88	104	76	94	13	14	87	4	4	—	10	11.16	21.16	
Brighton, . . .	2,356	1,634,725 00	9	583	544	371	389	71	39	500	3	7	3	47.18	48.18	96.16	
Burlington, . . .	545	287,868 00	5	64	82	54	58	9	11	99	3	—	3	8.15	7	15.15	
Cambridge, . . .	15,215	10,608,787 70	37	3,790	3,736	2,768	2,796	—	287	3,652	10	52	11	208.02	208.02	416.04	
Carlisle, . . .	632	323,524 00	5	107	128	84	107	6	29	101	5	4	1	16.15	16	32.15	
Charlestown, . . .	17,216	8,624,630 00	38	3,791	3,646	2,925	2,821	386	104	3,785	10	53	10	228	228	456	
Chelmsford, . . .	2,097	958,369 00	12	428	522	335	423	58	103	422	12	8	4	48.11	41.03	89.14	
Concord, . . .	2,249	1,262,303 20	11	425	424	321	319	41	67	404	1	10	3	60.01	41	101.01	
Dracut, . . .	3,503	700,182 00	11	350	405	237	319	43	96	345	11	5	7	40.15	37.11	78.06	
Dunstable, . . .	590	361,061 00	5	95	113	85	101	8	38	107	—	5	—	13.12	1	14.12	
Frammingham, . . .	4,252	1,910,613 00	15	1,058	1,058	849	850	83	131	805	2	15	2	75.05	75.05	150.10	
Groton, . . .	2,515	1,451,525 00	17	481	578	346	437	48	96	623	17	8	11	56	57	113	
Holliston, . . .	2,228	821,596 00	14	579	627	467	542	85	79	619	14	10	4	41.06	40	81.06	
Hopkinton, . . .	2,801	887,091 50	12	703	823	682	709	54	123	628	1	12	3	44.17	57.04	102.01	
Lexington, . . .	1,893	1,170,428 00	9	414	409	309	319	5	56	405	2	7	5	43.15	29.17	73.12	
Lincoln, . . .	719	482,822 00	4	130	137	89	102	10	30	115	1	3	1	20.05	17.10	37.15	
Littleton, . . .	987	471,879 00	7	144	204	121	180	19	59	166	1	7	2	20	24.08	44.08	

Lowell, . . .	33,383	16,866,919	10	63	7,823	7,224	4,217	4,433	1,136	675	6,064	19	85	19	85	315	315	630
Malden, . . .	3,520	1,731,632	40	13	960	895	583	623	40	70	841	3	11	3	12	62.14	64	126.14
Marlborough, . . .	2,941	1,172,267	00	16	653	764	618	654	51	175	712	2	14	7	8	38.16	40.09	88.05
Medford, . . .	3,749	2,409,333	00	12	771	785	642	670	-	66	903	4	11	4	11	72	72	144
Melrose, . . .	1,260	505,038	00	8	400	378	300	295	21	19	369	1	6	1	6	40	40	80
Natick, . . .	2,744	916,210	00	14	641	662	520	568	56	90	642	1	15	4	13	58	58	116
Newton, . . .	5,258	3,157,340	00	22	1,017	1,077	811	873	29	110	1,100	6	20	7	19	110	110	220
N. Reading,*	-	-	-	5	225	212	162	140	25	29	220	-	5	1	4	21.18	15.01	36.19
Pepperell, . . .	1,754	740,823	80	9	334	339	334	218	34	76	336	-	9	7	2	28	24.19	52.19
Reading, . . .	3,108	1,071,042	00	9	425	482	334	390	31	51	447	1	10	3	8	52	30.06	82.06
Sherborn, . . .	1,043	516,983	00	7	212	255	168	224	16	42	197	-	7	6	1	21.18	20.09	42.07
Shirley, . . .	1,158	569,910	00	8	249	289	195	228	22	46	260	-	8	8	1	29	24.16	53.16
Somerville, . . .	3,540	2,102,631	00	14	1,054	1,095	674	748	108	78	983	4	5	5	17	73.04	73.04	146.08
S. Reading, . . .	2,407	755,019	00	10	576	454	395	366	30	40	502	1	9	2	8	63.05	37.10	100.15
Stonham, . . .	2,085	481,862	00	11	475	422	358	295	62	38	450	1	9	1	10	37.14	48.15	86.09
Stowe, . . .	1,455	623,390	00	7	336	320	244	270	30	-	272	1	6	3	4	27.11	22.11	50.02
Sudbury, . . .	1,578	915,867	00	5	293	389	223	287	38	97	343	-	5	5	3	18.09	17.12	36.01
Tewksbury, . . .	1,042	616,308	00	7	218	209	152	150	21	22	228	-	7	1	6	28.10	26.05	54.15
Townsend, . . .	1,947	855,970	00	13	399	481	335	404	38	97	453	-	13	7	6	30.05	37.13	67.18
Tyngsborough, . . .	799	492,830	00	7	152	151	109	128	10	34	186	-	7	6	1	21.09	17.11	39
Waltham, . . .	4,464	2,778,446	50	16	872	839	689	662	55	81	929	2	17	4	15	89	85.14	174.14
Watertown, . . .	2,837	2,351,583	20	11	670	590	480	479	48	41	732	4	8	4	8	79.11	37.17	117.08
Wayland, . . .	1,115	479,084	00	7	234	273	198	236	24	45	224	1	6	1	6	21	18.10	39.10
W. Cambridge, . . .	2,202	1,671,644	10	7	400	402	276	296	11	47	386	3	5	3	6	39	39	78
Westford, . . .	1,473	814,078	00	11	272	354	190	273	43	68	301	-	10	7	4	35.16	28.08	64.04
Weston, . . .	1,205	708,876	00	7	266	216	205	182	17	61	207	1	6	6	-	25.19	18.11	44.10
Wilmington, . . .	874	399,643	00	5	163	163	120	117	17	21	152	-	5	2	3	18.15	13.04	31.19
Winchester, . . .	1,353	649,346	00	9	317	316	250	254	8	35	353	1	8	2	8	58.10	31.05	89.05
Woburn, . . .	3,956	1,962,577	00	15	767	739	577	509	75	99	903	2	14	4	12	64.15	64.05	129
Totals, . . .	161,383	83,264,719	50	607	35,798	35,822	25,529	26,939	3,184	3,984	33,987	88	618	235	498	4.09	4.03	8.12

* Newly Incorporated. Population and Valuation Included in Reading.

MIDDLESEX 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.	Amount of money raised by taxes for the support of schools, including only the wages of Teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Amount 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.	Number of incorporated Academies.	Average No. 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, . . .	\$36 08	\$14 84	\$1,100 00	\$13 00					1	40	\$260 00	5	120	\$200 00	\$34 72	Pub. Schools. Not received.
Ashby, . . .	24 85	17 00	900 00						1						69 60	Pub. Schools.
Ashland, . .	43 42	16 05	1,160 00						1			2	25	450 00	47 04	"
Bedford, . .	31 61	17 43	860 00					\$32 63	1						82 56	"
Billerica, . .	31 17	18 27	1,500 00						1		\$260 00				19 92	"
Boxborough, .	30 00	13 50	500 00	36 00								1			114 00	"
Brighton, . .	63 64	18 33	4,129 36												23 28	"
Burlington, .	—	20 00	350 00									15	334	7,338 00	802 32	City Treas.
Cambridge, .	100 63	26 03	28,193 48		\$8,300 00	\$500 00	\$500 00			150	2,700 00	6	122	2,020 00	829 20	Pub. Schools.
Carlisle, . .	30 40	14 25	625 00		500 00	30 00	30 00		1						30 24	"
Charlestown, .	84 17	22 04	25,475 00		5,600 00	336 00	336 00					1	60	264 00	104 64	"
Chelmsford, .	37 12	14 22	2,000 00	40 00								1	20	800 00	82 32	"
Concord, . .	45 11	20 56	2,800 00		1,578 25	91 45	91 45	43 38							74 16	"
Dracut, . . .	31 20	14 15	1,410 00	34 50								1	35	96 25	25 92	"
Dunstable, . .	—	16 73	450 00	96 25								2	100	550 00	185 52	"
Frammingham, .	70 21	21 20	4,750 00		8,000 00	200 00	200 00			100	1,290 00				146 88	"
Groton, . . .	32 59	16 42	2,500 00		41,620 00				1	81	1,035 75				139 68	"
Holliston, . .	39 30	18 83	2,200 00						1						161 32	"
Hopkinton, . .	77 79	24 02	2,750 00		3,300 00	200 00	200 00								92 40	"
Lexington, . .	51 20	21 33	2,900 00												28 80	"
Lincoln, . .	55 81	16 63	800 00	242 38	1,204 21	61 88	61 88					1	18	200 00	39 36	"
Littleton, . .	34 50	20 00	1,050 00													

SCHOOL RETURNS—1854-5.

XV

[illegible]

WORCESTER COUNTY.

TOWNS.	Population—U. States (Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.		No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			In Sum'r.	In Winter.	In Sum'r.	In 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,	1,875	\$681,420 00	14	407	516	345	418	37	104	446	—	14	9	14	5	33.08	30.04	63.12
Athol,	2,034	639,384 00	17	402	527	310	438	48	98	450	—	13	10	13	11	32.13	46.03	78.16
Auburn,	879	309,896 00	7	137	192	122	162	34	37	182	—	—	—	9	5	16	14	30
Barre,	2,976	1,430,964 00	20	487	615	416	528	49	93	586	1	18	8	14	14	53.15	50.10	104.05
Berlin,	866	276,330 00	5	166	233	128	190	28	42	203	—	5	2	5	3	13.07	13.17	27.04
Blackstone,	4,391	1,705,166 00	15	781	782	550	522	133	70	1,022	2	12	6	10	10	54.17	65.10	120.07
Bolton,	1,263	525,254 00	9	270	310	215	270	22	38	250	1	8	8	1	1	32.11	29.05	61.16
Boylston,	918	450,982 60	6	182	224	158	186	26	33	205	—	6	2	6	4	17.05	16	33.05
Brookfield,	1,674	632,064 00	10	331	398	281	327	32	63	411	—	10	6	10	6	33	29	62
Charlton,	2,015	942,701 00	13	388	465	290	381	34	101	376	—	13	10	13	7	37.04	36.19	73.03
Clinton,	3,113	909,148 00	8	474	459	322	323	32	61	580	1	7	1	7	1	42	42	84
Dana,	842	211,123 00	6	149	207	118	160	9	29	198	—	6	1	6	1	19.16	17.16	37.12
Douglas,	1,878	678,709 00	10	432	426	299	307	41	25	420	—	11	6	11	6	36.10	35.15	72.05
Dudley,	643	211,123 00	8	323	311	173	222	54	20	283	—	7	5	7	3	25	26.15	51.15
Fitchburg,	5,120	2,039,864 60	23	944	1,006	763	833	63	196	1,087	2	21	8	16	16	114.14	71.11	186.05
Gardner,	1,533	558,389 60	10	351	441	276	357	41	85	400	—	8	4	8	4	23	28.11	51.11
Grafton,	3,904	1,356,063 00	17	712	645	536	528	68	35	850	—	17	8	7	7	63	62.16	125.16
Hardwick,	1,631	829,396 00	12	263	357	214	302	32	73	285	—	12	6	12	6	36	33	69
Harvard,	1,630	741,352 00	10	257	318	210	265	26	81	272	—	10	8	10	8	30	28	58
Holden,	1,933	787,834 50	14	409	515	372	436	46	90	459	—	13	5	9	9	29	33	62
Hubbardston,	1,825	643,503 00	15	387	479	306	436	24	109	442	—	13	6	13	6	29	38.18	67.18
Lancaster,	1,688	674,224 00	11	316	362	246	288	33	58	345	—	11	8	11	8	38.13	39.11	69.04
Leicester,	2,269	1,219,330 00	13	438	470	334	371	40	29	561	—	13	3	13	3	39.15	37.15	77.10
Leominster,	3,121	1,244,051 10	15	730	815	614	663	48	113	636	2	13	7	13	7	47.05	45.11	92.16

	1,249	636,547	00	9	213	264	168	227	21	82	256	-	9	8	2	24	19	26	19	51
	1,300	668,839	60	8	200	240	136	182	18	42	250	1	7	4	4	19	22	09	18	19
	4,819	1,144,791	00	16	1,226	1,379	408	944	146	161	1,226	2	16	2	18	84	92	22	09	41
	3,081	985,030	00	12	556	602	791	479	39	104	558	2	12	6	7	41	39	19	39	81
	852	554,624	00	8	135	213	102	171	13	37	170	-	6	5	2	18	05	19	08	37
	1,535	625,596	00	7	200	287	156	236	10	59	255	-	6	4	3	18	05	19	06	37
	2,230	627,979	70	11	382	443	278	348	20	59	466	1	8	7	4	31	14	29	14	61
	1,939	651,332	00	11	399	455	309	388	23	74	422	-	11	4	7	33	05	32	06	65
	1,137	413,351	00	8	226	303	183	245	27	48	263	1	8	6	2	20	11	19	06	39
	2,380	955,645	00	11	441	515	310	395	64	92	610	1	10	7	4	28	05	34	03	62
	820	298,714	00	6	152	194	126	157	17	37	167	-	5	3	3	13	05	18	11	31
	1,527	792,077	00	14	270	367	223	313	28	78	317	-	12	3	11	32	05	37	08	63
	809	383,141	00	7	170	191	146	163	5	58	119	-	7	6	1	16	17	17	37	33
	1,318	631,911	00	10	251	321	187	260	21	54	294	-	10	8	2	22	24	16	46	16
	1,546	751,008	00	13	278	373	245	313	35	84	316	-	13	6	7	27	13	33	60	13
	1,223	513,447	00	10	238	303	199	242	29	53	276	-	10	5	5	22	14	27	19	49
	1,596	788,836	00	9	254	315	194	264	31	62	211	-	7	3	6	26	31	17	57	17
	1,347	598,407	60	8	256	289	197	267	24	27	297	-	7	4	3	23	15	26	10	50
	2,824	1,131,673	00	13	553	596	398	462	39	92	619	1	12	7	8	45	44	02	89	02
	2,244	828,611	00	12	455	518	375	423	45	74	541	-	12	4	8	29	05	37	66	05
	1,805	801,310	00	12	309	445	248	347	33	93	390	-	12	9	3	30	33	11	33	11
	2,119	846,330	00	15	380	450	304	384	47	64	497	-	13	6	9	44	12	45	10	89
	2,595	977,832	00	14	414	495	339	393	44	98	539	-	12	7	6	32	05	35	15	68
	2,173	877,725	00	11	435	521	356	432	35	103	489	-	10	6	5	30	05	27	17	58
	2,073	601,308	00	11	361	422	336	352	40	64	397	-	11	6	5	24	09	27	06	51
	2,457	1,129,366	50	13	520	508	388	372	65	46	658	-	17	6	8	44	15	38	17	82
	1,777	686,931	00	11	277	343	212	293	14	45	339	-	11	3	8	35	16	32	17	68
	2,371	801,934	00	9	425	507	298	308	7	46	580	2	7	5	4	42	15	41	05	84
	2,371	768,499	50	12	535	611	427	501	50	135	502	1	12	1	11	36	33	13	69	13
	1,749	531,117	00	8	347	374	277	311	33	43	411	-	8	3	5	36	12	29	65	12
	1,344	528,764	00	7	182	240	138	181	27	55	303	-	6	4	3	20	22	09	42	09
	1,914	732,784	00	13	335	412	263	319	32	80	385	-	13	5	8	36	16	37	73	16
	2,445	918,365	00	12	431	455	326	365	27	111	460	1	10	8	5	34	06	31	06	65
	17,049	11,085,506	70	35	3,330	3,348	2,176	2,426	336	396	3,845	4	56	7	54	185	171	37	171	356
Totals..	130,789	55,497,794	00	674	24,798	28,372	18,817	22,376	2,445	4,439	28,377	25	653	315	394	3,03	3,02	3,02	3,02	6,05

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 and fuel.	Amount of board, fuel, etc., 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.	Number of Incorporated Academies.	Average No. 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,	\$32 89	\$16 47	\$1,500 00	\$25 00	-	-	-	-	-	-	-	-	-	\$109 68	Pub. Schools.
Athol,	31 35	17 32	1,800 00	-	-	-	-	-	5	\$286 00	-	113	-	98 40	"
Auburn,	32 00	14 90	600 00	-	-	-	-	-	-	-	-	-	-	45 60	"
Barre,	32 09	15 84	2,836 00	20 00	-	-	-	-	-	-	-	-	-	-	"
Berlin,	34 00	27 24	500 00	-	\$503 69	\$31 20	\$288 00	-	1	550 00	-	40	-	45 60	Not received.
Blackstone,	36 66	17 22	2,950 00	-	-	-	-	-	-	-	-	-	-	213 36	Pub. Schools.
Bolton,	35 33	15 66	1,200 00	25 00	12,000 00	720 00	-	-	3	-	-	80	200 00	60 72	"
Boylston,	33 11	14 55	600 00	18 00	-	-	-	-	-	-	-	-	-	53 28	"
Brookfield,	30 66	16 20	1,300 00	-	-	-	-	-	1	-	-	40	130 00	81 12	"
Charlton,	29 62	14 64	1,400 00	50 00	1,000 00	60 00	-	-	2	-	-	20	250 00	97 20	"
Clinton,	85 71	23 52	2,945 00	-	-	-	-	-	1	-	-	35	420 00	133 20	"
Dana,	25 00	15 36	500 00	85 25	-	-	144 00	-	1	-	-	-	-	43 44	"
Douglas,	30 00	19 00	1,200 00	-	500 00	30 00	-	-	-	-	-	-	-	92 64	"
Dudley,	26 75	15 00	1,000 00	-	2,000 00	-	-	-	-	-	-	-	-	71 76	"
Fitchburg,	58 25	20 00	5,500 00	-	-	-	-	-	-	-	-	-	-	241 44	"
Gardner,	40 50	18 81	1,300 00	-	-	-	-	-	-	-	-	-	-	98 40	"
Grafton,	34 00	20 00	3,000 00	20 00	1,000 00	60 00	-	30	2	\$600 00	-	20	400 00	179 28	"
Hardwick,	28 66	15 36	1,300 00	-	200 00	12 00	-	-	3	-	-	75	92 00	66 00	Town Treas.
Harvard,	32 58	15 87	1,300 00	-	-	-	-	-	1	-	-	-	-	69 36	Pub. Schools.
Holden,	32 64	16 24	1,400 00	-	3,366 66	202 00	36 00	-	1	-	-	80	240 00	111 36	"
Hubbardston,	35 70	16 95	1,400 00	-	1,200 00	72 00	-	-	4	-	-	120	285 00	109 68	"
Lancaster,	36 08	16 68	1,400 00	36 00	1,200 00	-	-	-	1	500 00	-	50	1,800 00	84 48	"
Leicester,	29 50	19 00	1,400 00	75 00	1,000 00	60 00	-	97	1	1,600 00	-	-	-	126 72	"
Leominster,	45 24	17 47	2,584 00	10 00	100 00	6 00	-	-	4	-	-	23	62 25	139 64	"

	31 50	15 96	1,200 00	-	-	-	-	-	127 49	-	-	-	1	35	125 00	61 20	Pub. Schools.
Lunenburg,	31 50	15 96	1,200 00	-	-	-	-	-	127 49	-	-	-	1	35	125 00	61 20	"
Mendon,	30 41	17 75	850 00	-	-	-	-	-	-	-	-	-	3	53	125 00	66 00	"
Milford,	58 00	28 36	4,500 00	-	-	-	-	-	-	-	-	-	2	60	200 00	288 72	"
Millbury,	47 81	18 80	2,200 00	-	-	-	-	-	-	-	-	-	5	140	105 00	132 00	"
New Braintree,	31 40	14 43	800 00	32 00	-	-	-	-	-	-	-	-	2	45	600 00	42 00	"
Northborough,	40 50	18 77	1,100 00	-	-	-	-	-	-	-	-	-	4	104	559 00	107 76	Not received.
Northbridge,	32 87	17 07	1,500 00	-	-	-	-	-	-	-	-	-	5	120	120 00	109 92	Pub. Schools.
N. Brookfield,	28 00	17 94	1,500 00	-	-	-	-	-	-	-	-	-	4	104	559 00	107 76	"
Oakham,	28 16	14 65	700 00	25 00	-	-	-	-	-	-	-	-	1	50	160 00	51 12	"
Oxford,	31 52	16 46	1,500 00	125 00	-	-	-	-	-	-	-	-	1	30	50 00	145 92	"
Paxton,	35 83	15 83	600 00	-	-	-	-	-	38 40	-	-	-	1	50	1 75	77 52	"
Petersham,	29 86	15 83	1,200 00	32 00	-	-	-	-	-	-	-	-	-	-	-	66 24	"
Phillipston,	31 83	13 00	600 00	-	-	-	-	-	-	-	-	-	2	146	475 00	75 12	"
Princeton,	28 61	15 71	1,000 00	14 60	-	-	-	-	-	-	-	-	1	55	175 00	67 68	"
Royalston,	25 89	17 95	1,200 00	27 00	-	-	-	-	-	-	-	-	1	55	175 00	67 68	"
Rutland,	29 80	16 34	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-	64 80	"
Shrewsbury,	36 60	21 59	1,500 00	-	-	-	-	-	-	-	-	-	-	-	-	77 04	"
Southborough,	34 20	20 00	1,350 00	-	-	-	-	-	-	-	-	-	-	-	-	150 72	"
Southbridge,	35 83	17 59	2,200 00	-	-	-	-	-	-	-	-	-	-	-	-	132 72	"
Spencer,	34 66	18 78	1,500 00	-	-	-	-	-	-	-	-	-	-	-	-	93 60	"
Sterling,	34 44	15 59	1,500 00	-	-	-	-	-	-	-	-	-	-	-	-	128 64	"
Sturbridge,	28 93	16 99	1,500 00	95 00	-	-	-	-	-	-	-	-	-	-	-	119 04	"
Sutton,	30 82	17 63	1,500 00	100 00	-	-	-	-	-	-	-	-	-	-	-	120 24	"
Templeton,	34 42	20 33	1,500 00	26 50	-	-	-	-	-	-	-	-	-	-	-	182 68	"
Upton,	38 00	18 00	1,200 00	250 00	-	-	-	-	-	-	-	-	-	-	-	77 52	"
Uxbridge,	29 03	17 92	1,500 00	-	-	-	-	-	221 00	-	-	-	-	-	-	146 64	"
Warren,	31 20	19 00	1,200 00	116 00	-	-	-	-	-	-	-	-	-	-	-	114 24	"
Webster,	29 00	18 27	2,000 00	-	-	-	-	-	-	-	-	-	-	-	-	87 36	"
Westborough,	45 45	24 00	2,100 00	-	-	-	-	-	-	-	-	-	-	-	-	68 88	"
W. Boylston,	32 32	16 20	1,000 00	32 00	-	-	-	-	-	-	-	-	-	-	-	107 52	"
W. Brookfield,	29 97	15 74	900 00	-	-	-	-	-	-	-	-	-	-	-	-	104 40	"
Westminster,	29 54	15 36	1,500 00	-	-	-	-	-	-	-	-	-	-	-	-	794 88	"
Winchendon,	35 60	19 04	1,720 00	-	-	-	-	-	-	-	-	-	-	-	-	6,399 36	"
Worcester,	83 68	27 21	22,000 00	-	-	-	-	-	-	-	-	-	-	-	-	21,631 00	"
Totals,	35 59	17 82	110,295 00	1239 35	26,314 50	1,579 84	854 89	8 314	8,300 00	10 470	10,233 00	88 2698	21,631 00	6,399 36			

HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board	Average wages of Female Teachers, per month, including only the support of Schools, and by taxes for the amount of money raised by board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Amount 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.	Number of Incorporated Academies	Average No. Scholars in Incorporated Academies.	Aggregate paid for Academies in incorporated Academies	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Amnerst, .	\$37 24	\$16 26	\$2 50 00	\$600 00	\$36 00	—	1	40	\$720 00	1	20	\$450 00	\$150 24	Pub. Schools.
Belchertown, .	29 00	15 50	1,800 00	—	—	—	—	—	—	—	83	158 00	145 44	"
Chesterfield, .	23 00	19 00	700 00	600 00	36 00	—	—	—	—	—	21	63 50	55 20	"
Cummington, .	23 20	16 40	600 00	110 00	—	—	—	—	—	—	—	—	57 60	"
Easthampton, .	23 33	16 00	800 00	188 00	—	—	1	196	3,200 00	2	26	800 00	59 80	"
Enfield, .	21 76	14 13	800 00	—	—	—	—	—	—	—	54	100 00	57 84	"
Goshen, .	23 50	18 12	350 00	600 00	—	—	—	—	—	—	—	—	24 96	"
Granby, .	20 00	16 50	850 00	—	—	—	—	—	—	—	30	250 00	46 56	"
Greenwich, .	29 00	14 00	600 00	—	—	—	—	—	—	—	40	32 00	41 28	"
Hadley, .	28 50	18 47	1,500 00	15,000 00	—	—	1	40	600 00	1	24	216 00	101 04	"
Hatfield, .	27 00	19 20	1,000 00	—	—	—	—	—	—	—	100	230 00	53 28	"
Huntington, *	22 16	14 27	600 00	—	—	—	—	—	—	—	86	2,600 00	35 76	"
Middlefield, .	21 02	14 22	500 00	478 00	182 41	90 00	—	—	—	—	—	—	270 96	"
Northampton, .	53 00	17 90	5,000 00	2,906 87	—	—	—	—	—	—	—	—	38 88	"
Pelham, .	22 00	14 00	400 00	84 00	—	—	—	—	—	—	30	90 00	38 88	"
Plainfield, .	22 23	12 25	550 00	274 08	—	—	—	—	—	—	—	—	42 48	"
Prescott, .	28 64	14 10	350 00	145 75	—	—	—	—	—	—	15	100 00	93 60	"
South Hadley, .	34 44	16 30	1,800 00	42 00	—	—	—	—	—	—	—	—	57 12	"
Southampton, .	27 66	14 08	600 00	2,000 00	90 00	—	1	25	175 00	1	25	75 00	163 44	"
Ware, .	39 98	17 56	2,600 00	—	—	—	—	—	—	—	—	100 00	30 72	"
Westhampton, .	34 93	16 84	500 00	288 00	—	—	—	—	—	—	50	90 00	79 88	"
Williamsburg, .	27 00	18 00	1,000 00	250 00	—	—	—	—	—	—	—	28 00	65 04	"
Worthington, .	24 00	15 80	500 00	667 18	110 92	146 98	—	—	—	—	—	—	—	"
Totals, .	27 94	16 03	25,900 00	22,955 54	455 33	386 98	4	301	4,695 00	28	624	5,382 50	1,757 04	

* Formerly Norwich.

HAMPDEN COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 15 years of age who at- tend 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. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Agawam,*	—	—	—	—	—	—	—	—	•	—	—	—	—	—	—	—
Blandford,	1,418	\$516,806 00	15	309	192	228	21	59	307	—	14	—	6	43.16	44.02	87.18
Brimfield,	1,420	672,008 00	10	212	194	237	23	42	254	—	10	—	5	31.10	31.07	62.17
Chester, .	1,521	423,265 00	14	259	202	248	24	41	305	—	12	—	4	41	42.13	83.13
Chicopee,	8,291	3,442,537 00	21	1,345	879	883	64	140	1,319	3	27	4	26	106.10	107	213.10
Granville,	1,305	384,110 00	14	229	182	184	19	22	292	—	11	—	5	39	31	70
Holland, .	449	141,897 00	4	74	60	78	10	12	78	—	4	—	4	10	9.19	19.19
Holyoke,	3,245	1,812,854 00	16	605	449	463	29	44	755	2	16	3	15	64.03	55.09	119.12
Longmeadow,	1,252	845,966 00	11	211	165	223	14	56	234	1	8	—	6	37.14	35.18	73.12
Ludlow, .	1,186	459,837 00	9	194	138	187	28	25	240	—	8	—	4	28.17	27.11	56.08
Monson, .	2,831	916,185 00	17	436	326	412	41	53	508	—	16	10	7	58.10	57.06	115.16
Montgomery,	393	159,631 00	5	94	63	59	8	6	81	—	5	—	4	18	17.03	35.03
Palmer, .	3,974	1,208,435 67	18	554	425	528	92	81	760	1	16	6	12	63.02	63.13	126.15
Russell, .	521	167,528 00	7	129	89	90	17	11	101	—	7	—	7	26.05	21.10	47.15
Southwick,†	1,122	525,315 00	6	287	217	235	13	70	242	1	9	—	5	45.05	42.15	88
Springfield,	11,768	6,375,453 50	33	2,531	1,576	1,666	47	195	3,449	6	44	9	42	181.10	181.10	363
Tolland, .	594	202,555 00	9	133	77	89	17	11	144	—	8	—	1	35	18.10	53.10
Wales, .	711	217,938 00	6	121	96	115	16	20	137	—	6	—	4	12.05	17	29.05
Westfield,	4,180	1,563,758 00	23	718	558	612	25	57	907	1	21	3	20	95	78.16	173.16
W. Springfield,	2,979	1,661,640 50	19	467	345	529	53	72	685	—	19	6	13	65.10	68	133.10
Wilbraham, .	2,127	923,287 50	13	380	281	364	45	54	508	—	13	—	7	59	42.08	101.08
Totals, .	51,283	22,621,220 77	271	9,254	6,514	7,430	606	1,071	11,326	15	274	96	201	3.18	3.13	7.11

* Incorporated at the last Session of the Legislature. Returns embraced in West Springfield.

No Returns. Abstract taken from last Returns made.



HAMPDEN COUNTY.—CONTINUED.

TOWNS.	Average wages of Male Teachers, 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 and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount 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.	Number of incorporated Academies.	Average No. Scholars in incorporated Acad.	Aggregate paid for tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad. and Private Schools.	Aggregate paid for tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Agawan,*	\$24 00	\$14 00	\$600 00	\$850 00	\$2,800 00	\$168 00	\$194 16	—	—	—	—	2	\$80 50	\$75 36	Pub. Schools.
Blandford,	25 88	14 40	1,100 00	24 00	—	—	—	—	—	—	—	1	100 00	61 44	“
Brimfield,	32 25	18 15	700 00	793 63	600 00	36 00	—	—	—	—	—	33	—	73 20	“
Chester,	60 21	14 48	7,081 95	—	—	—	611 58	—	—	—	—	—	—	333 12	“
Chicopee,	23 00	14 00	500 00	372 00	—	—	198 00	—	—	—	—	75	245 00	68 16	“
Granville,	16 00	10 75	200 00	4 00	222 22	13 33	—	—	—	—	—	3	—	17 52	“
Holland,	59 40	15 44	3,800 00	12 00	—	—	—	1	—	—	—	25	108 00	156 00	“
Holyoke,	26 65	15 50	1,400 00	272 25	1,131 00	43 86	—	—	—	—	—	12	360 00	59 76	“
Longmeadow,	23 00	16 00	800 00	320 00	—	—	—	—	115	1,700 00	—	35	150 00	65 52	“
Ludlow,	27 88	12 85	1,600 00	375 00	—	—	—	—	—	—	—	—	—	121 68	“
Monson,	13 50	13 00	300 00	87 00	500 00	30 00	19 50	—	—	—	—	2	60 00	23 76	“
Montgomery,	31 91	16 50	2,325 00	28 00	—	—	—	—	—	—	—	—	—	196 32	“
Palmer,	—	14 00	325 00	227 50	—	—	—	—	—	—	—	—	—	26 64	“
Russell,	25 67	11 17	—	409 00	15,618 01	937 08	—	—	—	—	—	1	39 00	—	Not received.
Southwick,†	64 28	18 78	15,240 00	—	—	—	762 96	—	—	—	—	6	1,000 00	540 72	Pub. Schools.
Springfield,	20 83	12 67	250 00	433 00	—	—	66 00	—	—	—	—	—	—	28 32	“
Tolland,	24 68	13 10	400 00	70 00	—	—	—	—	—	—	—	—	—	32 64	“
Wales,	27 80	17 32	3,000 00	260 00	5,000 00	300 00	—	1	120	1,750 00	—	—	—	228 00	“
Westfield,	18 29	15 75	1,800 00	200 00	14,000 00	834 00	—	—	—	—	—	—	—	169 92	“
W. Springfield,	27 57	15 15	1,300 00	381 00	954 00	57 24	74 76	1	310	4,800 00	—	50	175 00	119 04	“
Wilbraham,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	“
Totals, .	28 62	14 65	42,921 95	5,064 38	40,825 23	2,419 51	1,926 96	4	545	8,250 00	21	518	2,317 50	2,397 12	“

* Incorporated at the last Session of the Legislature. Returns embraced in West Springfield.

† No Returns. Abstract taken from last Returns made.

FRANKLIN COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.			
				In Sum- mer.	In Winter.	In Sum- mer.	In Winter.				SUMMER.	WINTER.	Females.	Males.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
							Males.											Females.
Ashfield, .	1,394	\$525,901 00	14	263	316	205	244	35	76	313	—	14	5	9	42 11	42 06	84 17	
Barnardston, .	937	375,366 00	6	187	224	144	183	24	36	207	—	6	2	4	20	17 05	37 05	
Buckland, .	1,056	227,773 00	12	294	317	214	213	37	46	328	—	11	3	8	33 05	36 05	69 10	
Charllemont, .	1,173	361,311 00	10	229	244	173	214	17	49	267	—	10	6	3	29 05	23 08	52 13	
Coleraine, .	1,785	642,893 00	19	406	485	365	375	51	92	429	—	18	2	17	57 10	64 10	122	
Conway, .	1,831	679,492 00	17	327	339	254	285	27	31	428	—	17	5	10	51 19	44 08	96 07	
Deerfield, .	2,421	1,009,306 00	16	428	501	329	399	28	46	539	—	16	5	11	64	55	119	
Erving, .	449	154,821 00	3	82	102	62	76	11	11	90	—	4	1	3	9 10	11 10	21	
Gill, .	754	293,207 00	6	137	164	109	134	9	26	156	—	6	1	5	21	18	39	
Greenfield, .	2,580	1,072,889 00	13	390	397	293	335	20	64	533	2	11	6	8	58 03	44 17	103	
Hawley, .	881	273,212 00	11	183	220	157	191	10	49	205	—	11	5	6	29 01	27 15	56 16	
Heath, .	803	263,640 00	9	169	199	128	158	22	41	179	—	9	3	6	26 03	25 15	51 18	
Leverett, .	948	266,704 00	8	199	237	159	189	15	40	208	—	8	4	4	23 10	22 09	45 19	
Leyden, .	716	199,268 00	5	144	181	114	146	9	29	160	—	5	3	2	17 05	13 17	31 02	
Monroe, .	254	60,538 00	4	76	82	55	63	5	11	47	—	4	1	3	8 08	8 14	17 02	
Montague, .	1,518	447,222 00	12	294	380	234	313	27	38	344	—	12	6	8	41 10	42	83 10	
New Salem, .	1,253	410,657 00	12	270	304	219	248	36	48	305	—	10	4	9	26 19	33 07	60 06	
Northfield, .	1,772	726,681 00	15	402	415	308	328	44	75	427	—	15	1	14	46 10	45	91 10	
Orange, .	1,701	686,974 00	14	361	417	307	360	43	61	349	—	14	5	9	35	39	74	
Rowe, .	659	215,432 00	7	148	186	118	154	17	35	149	—	6	5	2	20 10	21	41 10	
Shelburne, .	1,239	470,874 00	11	253	233	196	189	28	34	272	—	11	2	9	40 10	28 05	68 15	

Shutesbury, .	912	248,125 00	10	175	210	142	175	11	32	214	-	9	6	3	22.05	22.14	44.19
Sunderland, .	792	316,442 00	7	139	211	133	181	14	31	180	-	6	2	6	19.10	21.10	41
Warwick, .	1,021	454,605 00	10	213	258	174	216	21	40	211	-	9	4	5	25.16	23.04	49
Wendell, .	920	389,204 00	10	167	157	127	111	11	31	178	-	7	1	6	20	16.05	36.05
W. Hatley, .	1,101	438,772 00	6	162	191	128	164	22	36	213	-	6	1	5	21.05	18.18	40.03
Totals, .	30,870	11,211,309 00	267	6,098	6,970	4,847	5,694	594	1,108	6,931	2	255	89	175	3.01	2.17	5.18

BOARD OF EDUCATION.

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.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amt. 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.	Number 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, .	\$25 47	\$17 23	\$650 00	\$587 50	\$944 83	\$56 69	-	1	60	\$240 00	-	-	-	\$84 72	Pub. Schools.
Barnardston, .	31 52	15 45	500 00	112 00	716 67	43 00	-	1	40	400 00	-	-	-	54 24	"
Buckland, .	28 67	14 36	1,176 75	80 00	914 66	54 88	-	-	-	-	-	-	\$56 00	74 40	"
Charlemont, .	28 28	13 73	600 00	275 00	800 00	48 00	-	-	-	-	-	-	90 00	63 84	"
Coleraine, .	26 00	16 00	1,000 00	922 00	-	-	-	-	-	-	-	-	110 00	108 88	"
Conway, .	22 06	14 82	1,200 00	500 00	-	-	-	1	60	960 00	-	-	-	97 44	"
Deerfield, .	24 47	16 07	2,031 25	468 00	10,000 00	600 00	-	1	88	1,232 00	-	-	600 00	121 44	"
Erving, .	35 00	16 66	350 00	24 25	-	-	55 26	-	-	-	-	-	-	-	None received
Gill, .	24 66	18 18	500 00	240 00	-	-	-	-	-	-	-	-	-	39 12	Pub. Schools.
Greenfield, .	40 32	15 11	2,200 00	720 13	-	-	-	-	-	-	-	-	800 00	135 12	"
Hawley, .	22 14	13 00	500 00	310 50	400 00	-	-	-	-	-	-	-	-	49 44	"
Heath, .	23 87	13 64	600 00	177 75	-	-	-	-	-	-	-	-	130 00	45 12	"
Leverett, .	28 71	12 00	600 00	155 33	-	-	-	-	-	-	-	-	46 00	51 36	"
Leyden, .	28 00	16 07	400 00	251 25	-	-	-	-	-	-	-	-	139 00	-	None received.
Monroe, .	24 00	13 50	94 00	116 00	207 00	12 42	12 00	-	-	-	-	-	-	12 96	Pub. Schools.
Montague, .	26 01	16 17	1,200 00	180 00	-	-	172 00	-	-	-	-	-	180 00	85 44	"
New Salem, .	28 25	16 66	1,000 00	67 50	-	-	-	1	60	1,000 00	-	-	-	75 60	"
Northfield, .	36 00	15 50	1,000 00	125 00	400 00	24 00	66 00	1	60	1,200 00	-	-	75 00	95 76	"
Orange, .	25 84	14 60	1,200 00	25 00	-	-	-	1	60	-	-	-	97 00	90 24	"
Rowe, .	22 80	12 66	500 00	166 53	200 00	12 00	-	-	-	-	-	-	87 50	37 20	"
Shelburne, .	29 10	14 80	800 00	325 00	-	-	-	1	90	-	-	-	150 00	66 00	"

	22 66	12 16	600 00	133 00	279 67	16 78	-	-	-	-	-	-	3	80	290 00	51 84	Pub. Schools.
Shutesbury,	31 50	13 28	700 00	-	-	-	-	-	-	-	-	-	-	-	-	48 72	"
Sunderland,	25 31	14 40	727 58	5 00	500 00	30 00	-	-	-	-	-	-	-	-	-	48 72	"
Warwick,	18 00	14 28	450 00	-	690 00	41 40	-	-	-	-	-	-	-	-	-	54 96	"
Wendell,	30 00	16 93	7 50	67 50	-	-	-	-	-	-	-	-	-	-	-	52 08	"
Whately,																	
Totals, .	27 26	14 89	21,389 58	6064 24	16,052 83	939 17	305 26	7 458	5,032 00	28 655	2,830 50	1,640 64					

BERKSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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 Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.				Males.	Females.					
Adams, . . .	6,172	\$1,724,484 00	26	957	1,048	664	767	78	114	1,318	3	27	13	14	80.07	84.10	164.17	
Alford, . . .	502	219,734 60	4	120	117	65	94	13	23	118	—	3	3	1	11.10	15.12	27.02	
Becket, . . .	1,223	313,915 00	11	266	284	191	202	33	26	290	—	10	7	4	45.15	28.16	74.11	
Cheshire, . . .	1,298	516,586 50	10	365	290	220	187	34	39	307	2	8	8	1	32	29.10	61.10	
Clarksburg, . . .	384	94,835 00	4	72	75	38	52	6	6	105	—	3	2	2	10	12	22	
Dalton, . . .	1,020	451,247 00	7	164	199	121	155	20	13	274	—	5	2	5	19.05	24	43.05	
Egremont, . . .	1,013	453,165 00	5	182	232	122	164	15	32	234	—	5	1	4	26.06	22.18	49.04	
Florida, . . .	561	145,049 00	8	118	149	103	125	18	31	167	—	6	3	5	17.10	19	36.10	
Gt. Barrington, . . .	3,264	1,288,176 00	16	622	588	389	414	57	39	733	—	16	6	8	83	54.06	137.06	
Hancock, . . .	789	355,151 00	8	110	155	83	125	15	13	185	—	6	5	2	23	27.15	50.15	
Hinsdale, . . .	1,253	403,324 00	8	185	226	133	163	20	11	271	—	7	3	5	27.16	27.05	55.01	
Lanesborough, . . .	1,229	501,445 00	8	173	212	114	119	15	22	332	—	7	5	3	30.10	29	59.10	
Lee, . . .	3,220	966,320 00	15	707	751	489	534	80	120	893	1	14	3	12	68.18	55.06	124.04	
Lenox, . . .	1,599	524,500 90	8	286	276	177	197	39	29	378	—	8	5	2	32	28.12	60.12	
Monterey, . . .	761	227,960 00	3	157	205	111	133	6	17	173	—	8	1	7	29.12	27.06	56.18	
Mt. Washington . . .	424	93,402 00	3	75	56	35	40	10	16	72	—	3	2	—	13.04	5.05	18.09	
New Ashford, . . .	186	99,966 00	2	33	27	28	15	10	5	40	—	2	1	—	7	3	10	
N. Marlborough, . . .	1,847	495,871 00	13	293	356	214	262	45	62	336	—	11	7	3	45.02	38.14	83.16	
Otis, . . .	1,224	319,400 00	9	176	239	126	162	13	28	193	—	6	5	4	24.06	30.19	55.05	
Peru, . . .	519	197,142 00	7	105	117	80	87	10	29	111	—	7	2	5	26.17	17.13	44.10	
Pittsfield, . . .	5,872	2,660,744 60	26	1,129	1,131	762	795	87	68	1,458	—	26	5	20	109	83	192	
Richmond, . . .	907	367,058 00	6	210	197	135	132	18	10	209	—	7	—	6	28.10	23.10	52	

Sandisfield, .	1,649	463,328 00	15	278	344	208	244	21	43	309	—	13	4	11	57	51.03	108.03
Savoy, .	955	171,336 00	9	197	197	140	141	20	39	214	—	9	6	3	28	26.16	54.16
Sheffield, .	2,769	1,108,145 00	14	480	540	315	378	36	76	580	—	13	12	2	68	48.02	116.02
Stockbridge, .	1,941	733,871 40	9	345	384	219	232	31	34	420	—	9	5	4	40	36	76
Tyringham, .	821	239,086 00	7	151	120	97	90	21	17	180	—	7	2	3	26.10	16	42.10
Washington, .	953	236,195 00	9	203	130	131	86	18	25	225	—	8	2	4	32.12	18.10	51.02
W. Stockbridge, .	1,713	541,186 00	7	311	318	181	204	31	43	320	—	7	3	4	31.16	29.05	61.01
Williamstown, .	2,626	973,309 00	14	522	521	334	356	72	52	659	—	16	11	4	65	50	115
Windsor, .	897	298,619 00	10	235	221	161	187	20	49	222	—	10	9	2	34.10	26.03	60.13
Totals, .	49,591	17,197,607 00	306	9,227	9,705	6,186	6,842	912	1,131	11,357	6	287	143	150	3.17	- 3.05	7.02

BOARD OF EDUCATION.

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 amount of board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Sinking Revenue, appropriated to schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. 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, .	\$28 35	\$14 06	\$2,792 00	\$658 00	\$3,333 33	\$200 00	-	-	9	132	\$856 50	9	\$323 28	\$323 28	Pub. Schools.
Alford, .	25 33	15 25	300 00	270 41	-	-	-	-	1	-	-	1	27 36	27 36	"
Becket, .	23 85	14 59	600 00	515 50	2,156 14	180 66	\$73 09	-	1	29	200 00	1	64 56	64 56	Not returned.
Cheshire, .	24 37	12 30	900 00	410 00	-	-	-	-	1	25	300 00	1	68 40	68 40	Pub. Schools.
Clarksburg, .	21 51	14 13	200 00	208 00	350 00	21 00	-	-	1	5	40 00	1	25 92	25 92	"
Dalton, .	25 50	14 31	600 00	168 00	-	-	-	-	1	-	-	1	64 80	64 80	"
Egremont, .	28 00	20 50	625 00	567 00	-	-	-	1	25	\$112 50	-	-	49 92	49 92	"
Florida, .	23 18	14 11	350 00	137 00	190 00	11 40	-	1	41	776 26	4	55	40 08	40 08	"
Gt. Barrington, .	24 02	13 54	1,500 00	726 00	960 00	57 60	-	1	53	832 75	2	18	175 20	175 20	"
Hancock, .	23 83	12 62	500 00	470 50	200 00	-	-	1	-	-	2	36	40 08	40 08	"
Hinsdale, .	27 50	16 53	650 00	463 35	247 00	14 82	39 12	1	30	450 00	2	30	64 80	64 80	"
Lanesborough, .	20 84	14 02	800 00	350 00	883 00	52 98	-	-	2	50	1,200 00	2	67 68	67 68	"
Lee, .	55 80	17 60	3,160 00	600 00	1,600 00	96 00	-	1	30	500 00	2	25	196 80	196 80	"
Lenox, .	28 40	16 70	800 00	452 50	3,000 00	180 00	-	1	-	-	1	20	91 20	91 20	"
Monterey, .	15 00	12 00	400 00	-	612 20	36 73	67 40	-	-	-	-	-	80 00	80 00	"
Mt. Washington, .	20 81	11 15	110 00	146 00	60 00	6 00	-	-	-	-	-	-	17 28	17 28	"
New Ashford, .	23 00	14 50	60 00	100 00	-	-	-	-	-	-	-	-	13 20	13 20	"
N. Marlborough, .	26 58	13 14	750 00	296 00	-	-	327 55	-	-	-	-	-	-	86 40	"
Otis, .	26 40	18 00	650 00	380 00	-	-	-	-	-	-	-	-	-	-	None received.
Peru, .	26 40	12 12	360 00	214 00	400 00	23 00	-	-	1	9	36 00	1	23 76	23 76	Pub. Schools.
Pittsfield, .	13 00	16 15	5,000 00	300 00	-	-	-	1	200	10,000 00	-	3	332 40	332 40	"
Richmond, .	40 19	14 25	400 00	374 88	-	-	-	-	1	-	-	-	45 84	45 84	"

	23 55	13 37	900 00	680 00	—	—	219 24	—	—	—	1 14	45 50	70 56	Pub. Schools.
Sandisfield,	21 38	13 31	428 00	310 11	1,287 00	77 22	—	—	—	—	—	—	48 24	"
Savoy,	30 92	17 35	1,925 00	856 00	2,000 00	120 00	152 05	1	—	—	3 65	300 00	148 08	"
Sheffield,	19 00	10 50	1,000 00	8 00	—	—	—	1	45	842 84	5 61	672 00	105 36	"
Stockbridge,	20 00	13 31	450 00	125 00	—	—	—	—	—	—	—	—	48 24	"
Tyringham,	20 17	13 29	450 00	279 25	—	—	—	—	—	—	—	—	54 24	Paym'tsch. Com.
Washington,	24 83	16 36	800 00	450 00	—	—	—	—	—	—	—	—	75 60	Pub. Schools.
W. Stockbridge,	21 97	14 11	1,300 00	557 16	—	—	—	—	—	—	3 80	1,850 00	160 32	"
Williamstown,	20 35	13 02	500 00	349 00	5 87	35 00	—	—	—	—	1 30	95 00	54 48	"
Windsor,														
Totals,	24 10	14 39	28,550 00	11,361 66	17,865 67	1,062 41	878 45	7	394	13,064 35	43 834	12,863 50	2,616 00	

NORFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.
Bellingham,	1,281	\$517,797	87	9	284	308	218	248	27	29	294	—	8	5	4	23.05	26	49.05								
Braintree,	2,969	1,054,783	30	19	616	703	484	492	63	47	765	1	13	8	6	61.08	50	111.08								
Brookline,	2,516	5,436,854	50	9	440	450	330	375	8	16	508	3	9	3	10	33	49	82								
Canton, .	2,598	1,387,372	75	10	568	603	436	463	36	56	598	1	10	5	7	56	44	100								
Cohasset, .	1,775	746,872	68	9	426	427	304	301	49	41	368	1	9	3	8	39	29.10	68.10								
Dedham, .	4,447	2,999,518	87	19	983	1,014	717	768	26	109	865	7	15	11	11	100	97.17	197.17								
Dorchester,	7,969	6,785,916	46	26	1,831	1,706	1,347	1,275	90	99	1,857	8	27	8	27	156	156	312								
Dover,	631	295,704	00	4	117	132	87	107	14	17	118	—	4	2	3	13	12.10	25.10								
Foxborough,	1,880	648,072	75	9	436	474	346	390	24	76	434	—	8	3	7	30.10	32.03	62.13								
Franklin, .	1,818	648,436	00	10	355	380	260	290	43	76	418	—	10	5	5	28.15	27.15	56.10								
Medfield, .	966	459,846	00	5	174	212	130	186	9	41	180	—	4	3	2	13	15	28								
Medway, .	2,778	867,176	00	13	514	664	401	532	33	97	644	—	10	7	6	36	51.15	87.15								
Milton, .	2,241	1,733,127	00	9	449	430	318	327	24	17	487	4	5	4	5	45	44.10	89.10								
Needham, .	1,944	799,789	75	11	348	416	267	327	40	44	416	—	8	6	4	32	40.15	72.15								
Quincy, .	5,017	2,085,625	38	17	1,216	1,085	933	866	38	20	1,159	9	14	6	12	97.10	97	194.10								
Randolph,	4,741	1,663,428	25	16	1,037	891	736	642	117	42	1,134	1	16	7	9	70.05	55	125.05								
Roxbury, .	18,364	13,613,731	50	60	2,780	2,857	2,563	2,627	—	223	3,760	9	52	8	53	360	360	720								
Sharon, .	1,128	548,452	25	6	251	264	194	218	23	44	236	—	6	4	2	25	21.05	46.05								
Stoughton,	3,494	1,093,296	00	13	760	791	568	608	47	82	806	—	12	7	6	55.05	46	101.05								
Walpole, .	1,929	812,984	50	8	346	373	277	306	7	15	384	—	8	3	5	28.16	31	59.16								
West Roxbury,	—	—	—	14	735	740	506	511	37	19	751	2	12	2	12	76.14	76.14	153.08								
Weymouth, .	5,369	1,714,014	75	24	1,370	1,345	926	947	134	156	1,246	1	21	9	15	120.10	97.19	218.09								
Wrentham,	3,037	1,121,721	00	19	635	704	520	584	49	84	720	1	17	8	8	57.07	50.01	107.08								
Totals, .	78,892	47,034,521	56	339	16,671	16,969	12,868	13,390	938	1,450	18,148	49	298	127	227	4.12	4.09	9.01								

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 and fuel.	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.	Number of incorporated Academies.	Average No. Scholars in Academies.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Bellingham,	\$33 87	\$19 50	\$1,000 00	\$70 00	\$418 16	\$25 08	\$140 63	1	25	\$250 00	—	22	\$470 00	\$69 36	Pub. Schools.
Braintree,	34 18	18 20	2,500 00	—	12,000 00	700 00	—	—	—	—	—	7	—	174 72	"
Brookline,	100 00	27 63	6,000 00	—	—	—	—	—	—	—	—	116	3,800 00	94 32	"
Canton,	43 45	19 77	2,500 00	—	—	—	—	—	—	—	—	—	—	152 40	"
Cohasset,	47 26	14 30	1,800 00	—	1,000 00	50 00	—	—	—	—	—	2	—	83 76	"
Dedham,	54 20	18 41	8,457 00	—	1,040 00	62 40	60 00	—	—	—	—	3	546 00	190 56	"
Dorchester,	71 87	25 24	16,500 00	—	11,072 41	802 38	—	—	—	—	—	104	4,164 00	431 52	"
Dover,	36 25	19 50	600 00	—	—	—	—	—	—	—	—	3	—	24 00	"
Foxborough,	35 00	22 20	1,700 00	—	—	—	—	—	—	—	—	140	230 00	96 96	"
Franklin,	31 21	20 17	1,400 00	—	—	—	—	—	—	—	—	60	175 00	90 24	"
Medfield,	41 07	19 60	700 00	—	—	—	—	—	—	—	—	2	—	48 00	"
Medway,	46 67	20 79	3,000 00	—	3,760 19	225 61	—	—	—	—	—	40	500 00	145 92	"
Milton,	42 00	25 00	3,250 00	—	6,000 00	350 00	—	—	—	710 00	6	63	3,600 00	113 28	"
Needham,	43 00	20 00	2,010 00	—	1,500 00	90 00	—	—	—	—	—	—	—	90 72	"
Quincy,	55 55	20 51	7,115 00	—	—	75 00	—	—	—	—	—	4	—	275 52	"
Randolph,	39 55	18 84	3,000 00	—	11,000 00	875 00	—	—	50	—	4	75	1,000 00	258 48	"
Roxbury,	120 60	25 00	31,738 02	—	68,179 46	3,344 50	—	—	—	—	14	450	6,000 00	779 28	"
Sharon,	30 00	13 00	1,000 00	—	3,613 00	162 78	120 00	—	—	—	—	—	—	56 88	"
Stoughton,	39 00	22 38	3,000 00	35 00	—	—	—	—	—	—	1	30	—	193 44	"
Walpole,	50 00	27 00	2,000 00	—	—	—	—	—	—	—	—	—	—	89 28	"
W. Roxbury,	100 65	29 55	8,000 00	—	41,000 00	2,700 00	—	—	62	—	5	150	9,000 00	272 88	Town Treas.
Weymouth,	50 64	19 38	5,400 00	—	7,139 65	428 37	—	—	—	—	3	87	219 00	171 60	Pub. Schools.
Wrentham,	35 20	19 08	2,200 00	—	2,001 71	120 10	341 87	1	38	570 00	2	70	75 00	162 24	"
Totals,	51 38	21 09	115,170 02	376 00	169,724 58	10,011 22	662 50	5	193	1,530 00	56	1440	9,779 00	4,065 36	

BRISTOL COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.				
																Males.	Females.	Males.	Females.
Attleborough, . .	4,200	\$1,038,000 00	25	859	845	674	660	45	60	932	2	27	9	16	102	82.03	184.03		
Berkley, . .	908	261,405 00	7	164	239	118	195	16	49	197	—	5	6	1	19	20	39		
Dartmouth, . .	3,868	2,279,942 00	26	652	771	432	544	45	82	855	—	26	12	14	108.12	90	198.12		
Dighton, . .	1,641	517,487 00	11	325	400	248	313	35	56	383	—	10	9	2	31	32.06	63.06		
Easton, . .	2,337	707,887 00	11	499	475	362	372	24	50	531	—	11	7	4	27.03	26.15	53.18		
Fairhaven, . .	4,304	3,248,990 00	23	1,066	1,085	774	841	55	106	1,113	3	25	12	16	112.10	102.15	215.05		
Fall River, . .	11,524	6,091,250 00	29	2,240	2,254	1,575	1,566	70	225	2,718	5	43	12	35	145	143.10	288.10		
Freewtown, . .	1,615	565,096 00	9	152	307	98	228	22	48	351	—	5	5	4	14.18	24.05	39.03		
Mansfield, . .	1,789	378,902 00	9	413	423	304	346	21	50	422	—	9	6	4	32	30.10	62.10		
New Bedford, . .	16,443	14,489,266 00	37	3,135	3,115	2,679	2,613	171	203	3,541	10	79	13	82	203.14	203.14	407.08		
Norton, . .	1,966	714,021 00	9	336	417	275	342	22	69	384	—	8	5	3	23.10	24.05	47.15		
Pawtucket, . .	3,753	916,587 00	10	651	651	451	451	151	50	911	2	12	2	12	48.06	48.06	96.12		
Raynham, . .	1,541	514,908 00	7	289	356	237	278	28	52	331	—	7	5	2	21.05	19.10	40.15		
Rehoboth, . .	2,104	689,206 00	15	335	473	247	387	39	74	412	—	12	8	7	36.05	43.15	80.00		
Seekonk, . .	2,243	695,324 00	14	363	454	266	364	51	61	496	—	13	6	8	42	45.12	87.12		
Somerset, . .	1,166	463,495 00	5	252	297	187	205	22	37	255	1	6	3	4	15.10	18.14	34.04		
Swansey, . .	1,554	544,232 00	10	80	327	50	251	12	55	280	—	3	4	6	7	32.05	39.05		
Taunton, . .	10,441	3,701,472 00	41	2,302	2,486	1,640	1,839	265	240	2,906	6	43	23	30	173.10	190	363.10		
Westport, . .	2,795	1,451,080 00	19	565	658	386	480	70	60	660	1	18	10	9	76	57.16	133.16		
Totals, . .	76,192	39,243,560 00	317	14,678	16,033	11,003	12,275	1,164	1,627	17,678	30	362	157	259	3.18	3.18	7.16		

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 and fuel.	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.	Number of incorporated Academies.	Average No. Scholars in Incorporated Acad's	Aggregate paid for Tuition in Incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Attleborough, .	\$40 00	\$21 85	\$4,467 01	\$114 53	\$11,900 00	\$720 00	-	-	-	-	-	1	\$100 00	\$221 04	Pub. Schools.
Berkley, .	30 70	16 00	750 00	212 00	-	-	-	-	-	-	-	2	65 00	49 20	"
Dartmouth, .	31 63	15 83	3,000 00	631 00	-	-	-	-	-	-	-	1	-	210 00	"
Dighton, .	28 36	17 21	1,075 00	214 00	-	-	\$100 00	-	-	-	-	1	40 00	84 72	"
Easton, .	44 00	18 40	1,500 00	50 00	-	-	-	-	-	-	-	3	75 00	124 08	"
Fairhaven, .	38 56	18 10	6,700 00	-	-	-	-	-	-	-	-	8	800 00	254 40	"
Fall River, .	61 49	20 05	13,500 00	-	-	-	-	-	-	-	-	4	200 00	662 64	"
Freetown, .	34 16	15 30	1,000 00	-	-	-	-	-	-	-	-	1	105 00	80 64	"
Mansfield, .	33 75	21 77	1,688 00	-	1,000 00	60 00	-	-	-	-	-	20	683 92	101 04	"
New Bedford, .	61 81	27 67	26,466 76	-	12,000 00	700 00	-	1	70	\$2,300 00	20	597	226 62	821 52	"
Norton, .	37 64	20 79	1,500 00	-	-	-	-	1	130	4,600 00	2	35	400 00	208 80	"
Pawtucket, .	52 50	19 41	3,300 00	-	-	-	-	-	-	-	-	1	38 35	77 52	"
Rayham, .	34 90	18 22	1,000 00	-	-	-	-	-	-	-	-	3	268 00	100 08	"
Rehoboth, .	25 00	16 40	1,000 00	342 50	372 50	22 35	139 85	-	-	-	-	1	600 00	112 56	"
Seekonk, .	31 50	15 70	1,200 00	241 45	-	-	269 92	-	-	-	-	2	60 00	70 08	"
Somerset, .	35 00	13 70	1,200 00	-	-	-	-	-	-	-	-	8	390 00	65 76	"
Swansey, .	27 50	15 55	600 00	24 00	-	-	-	-	-	-	-	150	390 00	639 81	"
Taunton, .	41 63	19 53	14,000 00	-	14,000 00	840 00	-	1	100	1,600 00	-	370	4,800 00	144 48	"
Westport, .	32 42	18 64	2,000 00	900 00	-	-	248 18	-	-	-	-	-	-	-	"
Totals, .	38 03	18 43	85,946 77	2,729 48	39,272 50	2,342 35	757 45	3	300	8,400 00	68	1799	16,126 54	4,120 08	"

PLYMOUTH COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.			
			No. of Public Schools.		In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days. Mos.	Winter. Mos. Days. Mos.	Total. Mos. Days.	
			In Sum'r.	In Winter.						Males.	Females.	Males.	Females.				
Abington, . . .	5,269	\$1,466,878 00	24	1,373	1,296	1,059	970	128	103	1,218	4	23	4	22	109.05	109.05	218.10
Bridgewater, . . .	2,790	1,222,351 00	15	563	562	411	440	66	50	597	—	14	7	7	54.05	43.05	97.10
Carver, . . .	1,186	347,995 00	8	239	244	185	197	22	43	295	—	8	5	2	32	17	49
Duxbury, . . .	2,679	1,076,363 00	13	465	513	347	388	28	36	563	2	11	5	8	56	52	108
E. Bridgewater, . . .	2,545	814,600 00	11	511	592	375	459	64	73	581	—	10	6	5	39.09	36.09	75.18
Halifax, . . .	784	255,884 00	5	155	186	125	142	8	33	176	—	5	4	1	13.16	14.06	28.02
Hanover, . . .	1,592	550,089 00	8	306	307	230	261	31	35	319	—	8	3	4	37.05	25.10	62.15
Hanson, . . .	1,217	376,786 00	9	256	244	196	195	24	23	240	—	9	2	6	31.05	23.17	55.02
Hingham, . . .	3,980	1,570,886 00	12	678	702	532	536	65	32	770	4	8	5	8	78	78	156
Hull, . . .	253	117,823 00	2	52	47	33	38	5	4	55	—	2	1	—	9	3.10	12.10
Kingston, . . .	1,591	853,645 00	8	262	309	194	239	26	46	288	—	7	7	3	27.05	31.13	58.18
Lakeville,* . . .	—	—	11	249	251	171	206	23	42	245	—	11	4	5	34.19	21.19	56.18
Marion,† . . .	—	—	5	25	230	20	187	9	54	202	—	2	5	1	6.10	17.14	24.04
Marshfield, . . .	1,837	643,191 00	9	306	384	227	305	22	40	331	—	9	5	4	37.17	35.10	73.07
Middleborough, . . .	5,336	1,603,928 00	23	760	897	611	694	102	164	877	1	21	19	4	93	69	162
N. N. Bridgewater, . . .	3,939	1,043,150 00	18	938	1,041	735	820	86	145	1,124	2	18	12	8	63	51.04	114.04
Pembroke, . . .	1,388	440,917 00	8	255	294	172	216	20	53	300	—	8	5	3	29	25.18	54.18
Plymouth, . . .	6,024	2,473,123 00	32	1,252	1,292	1,021	1,017	38	115	1,314	3	29	7	26	139.03	144.18	284.01
Plymouth, . . .	927	330,503 00	6	168	176	129	139	19	23	214	—	6	3	3	18.15	15.11	34.06
Plympton, . . .	3,808	1,181,629 00	19	360	589	277	461	49	115	652	—	12	7	13	33.13	60.10	94.03
Rochester, . . .	2,149	664,955 00	12	564	503	392	414	53	48	472	—	11	2	10	62.15	39.10	102.05

S. Scituate,	1,770	747,414 00	9	326	334	248	263	20	41	360	—	9	4	5	49.02	30.15	79.17
Wareham,	3,186	901,603 00	11	591	619	396	469	58	72	734	1	13	8	3	49.15	41.04	90.19
W. Bridgewater,	1,447	516,955 00	9	383	373	269	296	24	• 57	336	—	9	4	4	34.05	26	60.05
Totals, .	55,697	19,200,668 00	287	11,037	11,915	8,355	9,353	990	1,447	12,293	17	263	134	155	3.19	3.11	7.10

* Population and Valuation included in Middleborough.

† Population and Valuation included in Rochester.

BOARD OF EDUCATION.

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.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount 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.	Number of incorporated Academies.	Average No. 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, . . .	\$57 20	\$19 00	\$6,000 00	-	\$300 00	\$18 00	-	1	45	\$900 00	1	10	\$400 00	\$275 52	Pub. Schools.
Bridgewater, . .	35 76	19 00	2,500 00	-	-	\$18 00	-	1	45	\$900 00	1	10	-	136 32	"
Carver, . . .	35 60	16 60	650 00	\$300 50	-	-	-	1	27	-	3	40	-	69 84	"
Duxbury, . . .	32 00	18 00	2,100 00	15 00	19,500 00	1,170 00	\$296 00	1	27	-	1	27	50 00	126 24	"
E. Bridgewater, .	39 14	19 26	2,000 00	-	-	-	-	1	27	-	2	60	433 70	139 68	"
Halifax, . . .	30 33	15 16	600 00	-	-	-	-	1	45	900 00	1	45	158 00	39 84	"
Hanover, . . .	33 17	16 02	1,200 00	36 00	-	-	-	1	65	1,200 00	1	26	-	78 00	"
Hanson, . . .	29 15	14 62	900 00	-	9,452 09	223 63	-	1	65	1,200 00	1	26	312 00	192 00	Town Treas'y.
Hingham, . . .	33 81	15 15	4,140 14	-	-	-	-	1	65	1,200 00	1	26	-	14 88	Pub. Schools.
Hull, . . .	37 00	16 75	281 29	-	-	-	-	1	65	1,200 00	1	26	-	70 08	"
Kingston, . . .	39 31	17 15	1,600 00	-	-	-	-	1	65	1,200 00	1	26	-	55 92	"
Lakeville, . . .	29 75	15 63	1,000 00	55 00	-	-	-	1	65	1,200 00	1	26	-	87 36	None received
Marion, . . .	33 00	20 65	600 00	-	-	-	-	1	65	1,200 00	1	26	-	197 76	Pub. Schools.
Marshfield, . . .	34 86	14 70	1,500 00	-	-	-	-	1	65	1,200 00	1	26	-	250 32	"
Middleborough, .	32 40	15 43	3,000 00	618 00	295 60	17 73	152 00	1	250	7,000 00	3	60	2,000 00	74 40	Town Treas.
N. Bridgewater, .	38 78	19 24	3,000 00	-	-	-	-	1	250	7,000 00	3	60	-	315 36	Pub. Schools.
Pembroke, . . .	30 55	16 43	1,000 00	30 00	-	-	-	1	250	7,000 00	3	60	730 00	53 28	"
Plymouth, . . .	51 41	19 61	7,850 00	-	-	-	-	1	250	7,000 00	3	60	1,284 00	161 76	"
Plympton, . . .	51 41	19 61	7,850 00	-	-	-	-	1	250	7,000 00	3	60	6 50	116 16	"
Plympton, . . .	31 64	16 91	600 00	53 68	-	-	-	1	250	7,000 00	3	60	919 00	-	"
Rochester, . . .	37 87	17 40	2,500 00	114 55	1,200 00	30 00	-	1	250	7,000 00	3	60	-	-	"
Scituate, . . .	44 57	15 15	2,000 00	-	-	-	-	1	250	7,000 00	3	60	-	-	"

SCHOOL RETURNS—1854-5.

xxix

S. Scituate,	37 71	17 37	1,700 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation.—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.				
				In Winter.		In Sum'r.					In Winter.		SUMMER.		WINTER.		Summer Mos. Days.	Winter. Mos. Days.	Total Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.					
Barnstable,	5,004	\$1,522,871 00	29	583	1,097	467	766	119	216	1,076	1	16	8	19	49.06	96.18	146.04		
Brewster, .	1,525	331,827 45	6	274	309	170	196	21	35	304	—	7	1	5	33	20.06	53.06		
Chatham, .	2,439	484,718 25	13	471	519	318	366	52	70	535	—	13	8	5	70	36.15	106.15		
Dennis, .	3,257	798,934 14	17	772	812	501	599	73	92	853	1	16	11	6	98.16	64.16	163.12		
Eastham,	845	185,714 50	5	126	196	79	56	13	45	161	—	5	4	1	18	15	33		
Falmouth,	2,621	951,466 75	19	473	545	344	420	34	98	574	—	16	12	6	63	58	121		
Harwich, .	3,258	524,699 75	18	835	975	525	685	85	114	960	—	19	14	5	93.05	50.09	143.14		
Orleans, .	1,848	325,576 30	10	403	456	285	358	31	82	451	—	10	4	6	44.08	29.16	74.04		
Provincetown, .	3,157	1,043,135 00	8	563	700	490	606	50	59	689	4	8	5	12	42	42	84		
Sandwich, .	4,368	1,314,391 15	24	623	1,061	458	825	50	169	1,139	—	18	13	11	58.06	89.10	147.16		
Truro, .	2,051	367,199 50	12	361	522	279	429	31	154	607	—	7	7	5	21	36	57		
Wellfleet, .	2,411	294,228 00	11	489	601	334	486	50	151	550	—	11	8	7	66	40	106		
Yarmouth, .	2,595	746,587 95	11	333	545	267	465	12	108	551	—	12	7	4	40.05	29.03	69.08		
Totals,	35,276	8,897,349 74	183	6,306	8,338	4,517	6,257	621	1,393	8,450	6	158	102	92	3.16	3.07	7.03		

* Including Marshpee District.

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 and fuel.	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.	Number of incorporated Academies.	Average No. 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.
Banstable,	\$36 60	\$26 05	\$3,000 00	\$200 00	-	-	\$1,000 00	-	-	-	-	7	\$1,000 00	\$276 72	Pub. Schools.
Brewster,	35 00	19 25	1,000 00	132 50	-	-	-	-	-	-	-	1	-	76 56	"
Chatham,	34 50	15 61	1,500 00	600 00	-	-	-	-	-	-	-	1	1,000 00	128 16	"
Dennis,	33 59	14 10	2,000 00	977 51	-	-	-	-	-	-	-	3	1,000 00	200 40	"
Eastham,	32 00	13 00	500 00	25 00	-	-	75 00	-	-	-	-	2	55 00	40 32	"
Falmouth,	35 00	16 00	2,000 00	893 80	-	-	321 24	1	32	\$370 00	-	1	-	134 40	"
Harwich,	32 27	15 48	2,000 00	1053 00	-	-	-	1	45	787 00	-	2	742 00	231 12	"
Orleans,	29 46	15 29	1,100 00	221 00	\$400 00	\$24 00	-	-	-	-	-	2	400 00	111 12	"
Provincetown,	54 00	14 00	3,900 00	-	-	-	-	-	-	-	-	2	400 00	162 00	"
Sandwich,	43 15	19 70	3,500 00	256 50	3,000 00	-	376 00	1	-	-	-	12	1,712 00	287 28	"
Truro,	39 14	14 00	1,300 00	-	-	-	-	1	-	-	-	-	-	126 00	"
Wellfleet,	42 00	15 85	2,500 00	-	-	-	90 00	-	-	-	-	-	-	130 08	"
Yarmouth,	33 26	16 32	1,500 00	50 00	-	-	-	1	40	350 00	4	75	150 00	123 84	"
Totals, .	36 92	16 51	25,800 00	4,409 31	3,400 00	24 00	1,952 24	5	117	1,507 00	33	930	6,059 00	2,028 00	

DUKES COUNTY.

TOWNS.	Population—U. States Census, 1860.	Valuation—1860.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend 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.			
			In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
										Males.	Females.	Males.	Females.				
Chilmark,	747	\$471,365 00	3	—	175	—	131	3	50	129	—	—	3	—	—	10.15	10.15
Edgartown,	1,990	670,834 00	9	365	377	835	335	11	60	420	2	9	6	7	19.05	29.19	49.04
Tisbury, .	1,803	555,806 00	9	127	310	74	210	22	41	384	1	2	3	6	17.05	34.10	51.15
Totals,	4,540	1,698,005 00	21	492	862	409	676	36	151	933	3	11	12	13	1.15	3.12	5.07

NANTUCKET COUNTY.

Nantucket,	8,452	\$4,595,362 00	14	1,479	1,344	1,051	915	—	195	1,533	5	26	5	27	77.10	73.10	151
															5.11	5.05	10.16

DUKES COUNTY.

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 and fuel.	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.	Number of incorporated Academies.	Average No. 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,	\$35 12	-	\$450 00	-	-	-	-	-	-	-	2	65	\$305 00	\$36 00	Pub. Schools.
Edgartown,	39 24	\$16 78	1,700 00	\$70 00	-	-	-	-	-	-	6	181	1,060 00	98 88	"
Tisbury, .	32 25	16 62	1,400 00	-	-	-	-	1	50	\$300 00	3	150	350 00	95 52	"
Totals, .	35 54	11 13	3,550 00	70 00	-	-	-	1	50	300 00	11	396	1,505 00	230 40	

NANTUCKET COUNTY.

Nantucket,	\$68 02	\$20 47	\$10,722 51	-	-	-	-	1	91	\$675 00	10	238	\$2,902 00	384 48	Pub. Schools.
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RECAPITULATION.

COUNTIES.	Population—U. States Census, 1850.	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 at- tend 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 Sum- mer 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.	In Sum'r.	In Winter.	Males.	Females.						
Suffolk, .	144,517	\$217,587,172 00	240	24,211	24,689	20,723	20,608	2,039	767	26,196	113	789	10.10	\$80 13		
Essex, .	131,300	56,556,466 89	446	23,789	24,404	18,417	19,168	1,635	2,206	29,501	239	774	9.10	42 85		
Middlesex,	161,383	83,264,719 50	607	35,798	35,822	25,529	26,939	3,184	3,984	33,997	329	1,116	8.12	46 98		
Worcester,	130,789	55,497,794 00	674	24,798	28,372	18,817	22,376	2,445	4,439	28,377	340	1,047	6.05	35 59		
Hampshire,	35,732	13,331,240 00	243	6,159	7,121	4,737	5,734	447	908	7,214	101	374	6.07	27 94		
Hampden,	51,283	22,621,220 77	271	9,254	10,165	6,514	7,430	606	1,071	11,326	111	475	7.11	28 62		
Franklin, .	30,870	11,211,309 00	267	6,098	6,970	4,847	5,694	594	1,108	6,931	91	430	5.18	27 26		
Berkshire,	49,591	17,197,607 00	306	9,227	9,705	6,186	6,842	912	1,131	11,357	149	437	7.02	24 10		
Norfolk, .	78,892	47,034,521 56	339	16,671	16,969	12,868	13,390	938	1,450	18,148	176	525	9.01	51 38		
Bristol, .	76,192	39,243,560 00	317	14,678	16,033	11,003	12,275	1,164	1,627	17,678	187	621	7.16	38 03		
Plymouth,	55,697	19,200,668 00	297	11,037	11,915	8,355	9,353	990	1,447	12,293	151	418	7.10	36 96		
Barnstable,	35,276	8,897,349 74	183	6,306	8,338	4,517	6,257	621	1,393	8,450	108	250	7.03	36 92		
Dukes, .	4,540	1,698,005 00	21	492	862	409	676	36	151	933	15	24	5.07	35 54		
Nantucket,	8,452	4,595,362 00	14	1,479	1,344	1,051	915	—	195	6,533	10	53	10.16	68 02		
Totals, .	994,514	\$597,936,995 46	4,215	189,997	202,709	143,973	157,657	15,601	21,877	213,934	2,114	7,333	7.16	41 45		

RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Re- male Teachers, per month, including the value of board.	Amount of money rais- ed by taxes for the support of Schools, including only the board and fuel.	Amount of board, fuel, &c., voluntarily con- tributed 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, ap- propriated to Schools, that may be ap- propriated or not.	Number of Incorporat- ed Academies.	Average No. of Scholars in Incorporated Acad- s.	Aggregate paid for Tuition in Incorporat- ed Academies.	No. of unincorporated Academies and Pri- vate Schools.	Average No. Scholars in unincorporated Acad- s and Private Schools.	Aggregate paid for Tuition in unincorporat- ed Academies and Private Schools.	Town's share of School Fund.
Suffolk, . .	\$23 34	\$255,008 44	—	\$6,000 00	\$375 00	—	2	64	—	51	1,559	\$127,380 00	\$6,209 76
Essex, . .	17 62	142,020 00	\$369 80	196,815 00	11,448 90	\$1,182 93	8	635	\$9,490 00	94	2,963	24,570 00	6,242 40
Middlesex, . .	18 68	219,812 06	790 13	85,882 32	2,343 50	136 01	12	807	12,152 75	77	2,153	28,035 32	7,667 76
Worcester, . .	17 82	110,205 00	1,239 35	28,314 50	1,579 84	854 89	8	314	8,300 00	88	2,698	21,631 00	6,399 36
Hampshire, . .	16 03	25,900 00	4,079 01	22,955 54	455 33	386 98	4	301	4,695 00	26	624	5,382 50	1,757 04
Hampden, . .	14 65	42,921 95	5,064 38	40,825 23	2,419 51	1,936 96	4	545	8,250 00	21	518	2,317 50	2,397 12
Franklin, . .	14 89	21,389 58	6,064 24	16,052 83	939 17	305 26	7	458	5,032 00	28	655	2,850 50	1,640 64
Berkshire, . .	14 39	28,550 00	11,361 66	17,865 67	1,062 41	878 45	7	394	13,064 35	43	834	12,863 50	2,616 00
Norfolk, . .	21 09	115,170 02	376 00	169,724 58	10,011 22	692 50	5	193	1,530 00	56	1,440	9,779 00	4,065 36
Bristol, . .	18 43	85,916 77	2,729 48	39,272 50	2,342 35	757 45	3	300	8,400 00	68	1,799	16,126 54	4,120 08
Plymouth, . .	17 05	50,321 43	1,222 73	30,747 69	1,459 36	448 00	4	387	9,100 00	38	758	9,888 20	2,852 64
Barnstable, . .	16 51	25,800 00	4,409 31	3,400 00	24 00	1,932 24	5	117	1,507 00	33	930	6,059 00	2,028 00
Dukes, . .	11 13	3,550 00	70 00	—	—	—	1	50	300 00	11	396	1,505 00	230 40
Nantucket, . .	20 47	10,722 51	—	—	—	—	1	91	675 00	10	238	2,902 00	384 48
Totals, . .	17 29	1,137,407 76	37,776 09	657,855 86	34,460 59	9,491 67	71	4,716	82,496 10	646	17,571	271,290 06	48,611 04

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 1854-5; also, its rank in a similar scale for 1853-4. It presents the sum appropriated to each child between 5 and 15. Nahant, a newly incorporated town, stands highest upon the list the present year, and Brookline, which was No. 3 last year, is No. 2 this year.

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 1853-4.	For 1854-5.	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 Houses appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	1	NAHANT, .	\$18 47.8	\$850 00	-	-	46	-
3	2	2	Brookline, .	11 81.1	6,000 00	-	-	508	-
2	3	3	W. Roxbury, .	11 05.2	8,300 00	-	-	751	-
7	4	4	Boston, .	10 25.4	243,508 00	-	-	24289	-
10	5	5	Somerville, .	10 09.2	9,920 00	-	-	983	-
4	6	6	Dedham, .	9 84.6	8,457 00	\$60 00	\$8,517 00	865	-
19	7	7	Dorchester, .	8 88.5	16,500 00	-	-	1,857	-
8	8	8	Roxbury, .	8 48.1	31,738 02	-	-	3,760	-
12	9	9	Winthrop, .	8 33.3	500 00	-	-	60	-
9	10	10	Brighton, .	8 25.9	4,129 36	-	-	500	-
14	11	11	Lowell, .	8 24.5	50,000 00	-	-	6,064	-
6	12	12	New Bedford, .	8 09.6	26,466 76	2200 00	28,666 76	3,541	-
18	13	13	Newton, .	8 00	8,800 00	-	-	1,100	-
5	14	14	Winchester, .	7 93.2	2,800 00	-	-	353	-
26	15	15	Watertown, .	7 92.3	5,800 00	-	-	732	-
13	16	16	Cambridge, .	7 72	28,193 48	-	-	3,652	-
15	17	17	W. Cambridge, .	7 31.9	2,825 00	-	-	386	\$50 00
17	18	18	N. Chelsea, .	7 30	1,000 00	-	-	137	-
22	19	19	Lexington, .	7 16	2,900 00	-	-	405	-
143	20	20	Shrewsbury, .	7 10.9	1,500 00	-	-	211	-
27	21	21	Nantucket, .	6 99.4	10,722 51	-	-	1,533	-
20	22	22	Lincoln, .	6 95.7	800 00	-	-	115	242 38
38	23	23	Danvers, .	6 95.3	12,617 00	600 00	13,217 00	1,901	-
11	24	24	Concord, .	6 93.1	2,800 00	-	-	404	-
34	25	25	Lawrence, .	6 89.3	15,000 00	-	-	2,176	-
21	26	26	Waltham, .	6 78.1	6,300 00	-	-	929	-
16	27	27	Charlestown, .	6 73.1	25,475 00	-	-	3,785	-
25	28	28	Milton, .	6 67.3	3,250 00	-	-	487	-
23	29	29	Lynn, .	6 47.6	20,000 00	-	-	3,088	-
24	30	30	Littleton, .	6 32.5	1,050 00	-	-	166	-
45	31	31	Medford, .	6 31.2	5,700 00	-	-	903	-
63	32	32	Carlisle, .	6 18.8	625 00	-	-	101	-
36	33	33	Quincy, .	6 13.9	7,115 00	-	-	1,159	-

* Compare the rank of towns in this Table with their rank in the Second Series of Tables showing the percentage of taxable property appropriated for Schools.

For 1853-4.	For 1854-5	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.
52	34	Weston, .	\$6 03.9	\$1,250 00	-	-	207	-
39	35	Fairhaven, .	6 01.9	6,700 00	-	-	1,113	-
41	36	Longmeadow, .	5 98.3	1,400 00	-	-	234	\$272 25
33	37	Plymouth, .	5 97.4	7,850 00	-	-	1,314	-
40	38	Swampscott, .	5 92.9	1,500 00	-	-	253	100 00
44	39	Frammingham, .	5 90.1	4,750 00	-	-	805	-
29	40	Chelsea, .	5 84.8	10,000 00	-	-	1,710	-
35	41	Chicopee, .	5 83.3	7,081 95	\$611 58	\$7,693 53	1,319	-
30	42	Boxborough, .	5 74.7	500 00	-	-	87	36 00
28	43	Worcester, .	5 72.1	22,000 00	-	-	3,845	-
49	44	Provincetown, .	5 66	3,900 00	-	-	689	-
58	45	Reading, .	5 59.3	2,500 00	-	-	447	-
107	46	Wayland, .	5 58	1,250 00	-	-	224	30 00
53	47	S. Reading, .	5 57.8	2,800 00	-	-	502	-
42	48	Kingston, .	5 55.5	1,600 00	-	-	288	-
32	49	Malden, .	5 47	4,600 00	-	-	841	-
43	50	Natick, .	5 45.2	3,500 00	-	-	642	-
59	51	Hingham, .	5 37.7	4,140 14	-	-	770	-
62	52	Sherborn, .	5 32.9	1,050 00	-	-	197	-
46	53	Melrose, .	5 31.8	1,962 22	-	-	369	-
90	54	Tewksbury, .	5 26.3	1,200 00	-	-	228	30 00
48	55	Walpole, .	5 20.8	2,000 00	-	-	384	-
51	56	Hatfield, .	5 18.1	1,000 00	-	-	193	-
78	57	Woburn, .	5 14.6	4,647 00	-	-	903	25 00
94	58	Hull, .	5 11.4	281 29	-	-	55	-
193	59	Stoneham, .	5 11.1	2,300 00	-	-	450	-
31	60	Dover, .	5 08.4	600 00	-	-	118	-
101	61	Clinton, .	5 07.7	2,945 00	-	-	580	-
69	62	Fitchburg, .	5 05.9	5,500 00	-	-	1,087	-
160	63	Phillipston, .	5 04.2	600 00	-	-	119	32 00
56	64	Holyoke, .	5 03.3	3,800 00	-	-	755	125 00
80	65	Gloucester, .	5 03.1	9,000 00	-	-	1,789	-
65	66	Salem, .	4 99.8	21,745 00	-	-	4,350	-
91	67	Fall River, .	4 96.7	13,500 00	-	-	2,718	-
89	68	Abington, .	4 92.6	6,000 00	-	-	1,218	-
71	69	Harvard, .	4 91.1	1,300 00	36 00	1,336 00	272	-
50	70	Cohasset, .	4 89.1	1,800 00	-	-	368	-
76	71	Barre, .	4 83.9	2,836 00	-	-	586	20 00
111	72	Needham, .	4 83.2	2,010 00	-	-	416	-
146	73	Taunton, .	4 81.7	14,000 00	-	-	2,906	-
64	74	Bolton, .	4 80	1,200 00	-	-	250	25 00
61	75	Attleborough, .	4 79.3	4,467 01	-	-	932	114 53
66	76	Sharon, .	4 74.6	1,000 00	120 00	1,120 00	236	-
54	77	Bedford, .	4 73.9	860 00	92 63	952 63	201	-
72	78	Chelmsford, .	4 73.9	2,000 00	-	-	422	40 00
68	79	S. Scituate, .	4 72.2	1,700 00	-	-	360	-
234	80	Wellfleet, .	4 70.9	2,500 00	90 00	2,590 00	550	-
106	81	Methuen, .	4 70.6	2,000 00	-	-	425	50 00
82	82	Newbury, .	4 70.6	1,200 00	-	-	255	-
170	83	Somerset, .	4 70.6	1,200 00	-	-	255	-

SCHOOL RETURNS—1854-5.

xlix

For 1853-4.	For 1854-5.	TOWNS.	Sum appropriated by town 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.
74	84	New Braintree, .	\$4 70.5	\$800 00	-	-	170	\$32 00
67	85	Lunenburg, .	4 68.7	1,200 00	-	-	256	-
114	86	Ware, .	4 67.6	2,600 00	-	-	556	-
83	87	Medway, .	4 65.8	3,000 00	-	-	644	-
103	88	Beverly, .	4 64.5	5,500 00	-	-	1,184	-
37	89	Springfield, .	4 63.9	15,240 00	\$762 96	\$1602 96	3,449	-
75	90	Lancaster, .	4 63.7	1,600 00	-	-	345	36 00
98	91	Shirley, .	4 61.5	1,200 00	-	-	260	4 00
47	92	Hardwick, .	4 56.1	1,300 00	-	-	285	-
249	93	Southborough, .	4 54.5	1,350 00	-	-	297	-
113	94	Erving, .	4 50.3	350 00	55 26	405 26	90	24 25
92	95	Haverhill, .	4 47.3	6,000 00	521 16	6,521 16	1,458	-
70	96	Saugus, .	4 45.8	1,645 00	-	-	369	-
119	97	Stowe, .	4 41.2	1,200 00	-	-	272	-
79	98	Boxford, .	4 39.2	900 00	61 77	961 77	219	-
138	99	Hopkinton, .	4 37.9	2,750 00	-	-	628	-
155	100	Amesbury, .	4 36.3	2,500 00	-	-	573	-
88	101	South Hadley, .	4 35.8	1,800 00	-	-	413	42 00
73	102	Weymouth, .	4 33.3	5,400 00	-	-	1,246	271 00
95	103	Brimfield, .	4 33.2	1,100 00	-	-	254	24 00
127	104	Northborough, .	4 31.3	1,100 00	-	-	255	-
87	105	Billerica, .	4 26.1	1,500 00	-	-	352	-
60	106	Duxbury, .	4 25.5	2,100 00	296 00	2,396 00	563	15 00
86	107	Granby, .	4 25	850 00	-	-	200	-
212	108	Scituate, .	4 23.7	2,000 00	-	-	472	-
84	109	Northampton, .	4 23	5,000 00	-	-	1,182	-
162	110	Greenwich, .	4 22.5	600 00	-	-	142	38 00
77	111	Dracut, .	4 21.3	1,410 00	43 38	1,453 38	345	34 50
102	112	Dunstable, .	4 20.6	450 00	-	-	107	96 25
144	113	Plainfield, .	4 19.8	550 00	-	-	131	274 08
157	114	Bridgewater, .	4 18.8	2,500 00	-	-	597	-
176	115	Westborough, .	4 18.3	2,100 00	-	-	502	-
117	116	Canton, .	4 18.2	2,500 00	-	-	598	-
125	117	Marshfield, .	4 15.5	1,500 00	-	-	361	-
168	118	Ipswich, .	4 13.2	2,901 00	-	-	702	-
99	119	Greenfield, .	4 12.8	2,200 00	-	-	533	720 13
93	120	Essex, .	4 11.4	1,300 00	-	-	316	-
256	121	Wilmington, .	4 11.2	625 00	-	-	152	-
97	122	Manchester, .	4 10.3	1,600 00	-	-	390	-
100	123	N. Reading, .	4 09.1	900 00	-	-	220	-
96	124	Lakeville, .	4 08.2	1,000 00	-	-	245	55 00
120	125	Ashland, .	4 07	1,160 00	-	-	285	-
124	126	Leominster, .	4 06.2	2,584 00	-	-	636	10 00
148	127	Edgartown, .	4 05.8	1,700 00	-	-	420	70 00
126	128	Falmouth, .	4 04.4	2,000 00	321 24	2,321 24	574	893 80
186	129	Groton, .	4 01.3	2,500 00	-	-	623	-
85	130	Athol, .	4 00	1,800 00	-	-	450	-
269	131	Mansfield, .	4 00	1,688 00	-	-	422	-
181	132	Montague, .	3 98.8	1,200 00	172 00	1,372 00	344	180 00
129	133	Westford, .	3 98.7	1,200 00	-	-	301	-

BOARD OF EDUCATION.

For 1883-4.	For 1884-5.	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	134	Townsend, .	\$3 97.3	\$1,800 00	-	-	453	\$10 00
110	135	Millbury, .	3 94.2	2,200 00	-	-	558	-
166	136	Foxborough, .	3 91.7	1,700 00	-	-	434	-
203	137	Mendon, .	3 90.9	850 00	\$127 49	\$977 49	250	-
204	138	Norton, .	3 90.6	1,500 00	-	-	384	-
177	139	Westminster, .	3 89.6	1,500 00	-	-	385	-
161	140	Medfield, .	3 88.8	700 00	-	-	180	-
116	141	Sunderland, .	3 88.8	700 00	-	-	180	-
187	142	Bellingham, .	3 87.9	1,000 00	140 63	1,140 63	294	-
141	143	Marblehead, .	3 87.2	6,300 00	-	-	1,627	-
122	144	Sterling, .	3 84.6	1,500 00	-	-	390	-
137	145	Pembroke, .	3 84	1,000 00	152 00	1,152 00	300	30 00
198	146	Andover, .	3 83.8	5,500 00	-	-	1,433	5 00
232	147	Rochester, .	3 83.4	2,500 00	-	-	652	114 55
81	148	Newburyport, .	3 82.6	11,000 00	-	-	2,875	-
118	149	Paxton, .	3 82.2	600 00	38 40	638 40	167	-
236	150	Berkley, .	3 80.7	750 00	-	-	197	212 00
112	151	Amherst, .	3 80.5	2,500 00	-	-	657	-
156	152	Barnstable, .	3 80.1	3,000 00	1090 00	4,090 00	1,076	200 00
123	153	Royalston, .	3 79.7	1,200 00	-	-	316	14 60
158	154	Westhampton, .	3 78.8	500 00	-	-	132	288 00
139	155	Petersham, .	3 78.5	1,200 00	-	-	317	-
151	156	Tyngsborough, .	3 76.3	700 00	-	-	186	69 00
145	157	Hanover, .	3 76.1	1,200 00	-	-	319	36 00
130	158	Deerfield, .	3 75	2,021 25	-	-	539	468 00
121	159	Hamilton, .	3 75	600 00	-	-	160	-
105	160	Hanson, .	3 75	900 00	-	-	240	-
190	161	Winchendon, .	3 73.9	1,720 00	-	-	460	-
167	162	Charlton, .	3 72.3	1,400 00	-	-	376	50 00
136	163	Stoughton, .	3 72.2	3,000 00	-	-	806	35 00
218	164	Montgomery, .	3 70.3	300 00	-	-	81	87 00
133	165	Milford, .	3 67	4,500 00	-	-	1,226	-
244	166	Salisbury, .	3 65.5	2,500 00	-	-	684	-
223	167	Tisbury, .	3 64.6	1,400 00	-	-	384	-
194	168	Rutland, .	3 62.3	1,000 00	-	-	276	27 00
192	169	Pawtucket, .	3 62.2	3,300 00	-	-	911	-
132	170	Sandisfield, .	3 62.2	900 00	219 24	1,119 24	309	680 00
165	171	Buckland, .	3 58.8	1,176 75	-	-	328	80 00
135	172	W. Bridgewater, .	3 57.1	1,200 00	-	-	336	-
131	173	Eastham, .	3 57.1	500 00	75 00	575 00	161	25 00
225	174	Pepperell, .	3 57.1	1,200 00	-	-	336	10 00
246	175	Easthampton, .	3 55.5	800 00	-	-	225	188 00
179	176	N. Brookfield, .	3 55.4	1,500 00	-	-	422	-
208	177	Cummington, .	3 55.4	600 00	150 00	750 00	211	110 00
128	178	Holliston, .	3 55.4	2,200 00	-	-	619	-
276	179	Southbridge, .	3 55.4	2,200 00	-	-	619	-
140	180	Warren, .	3 53.9	1,200 00	-	-	339	116 00
188	181	Lee, .	3 53.8	3,160 00	-	-	893	600 00
214	182	Burlington, .	3 53.5	350 00	-	-	99	-
178	183	Dudley, .	3 53.3	1,000 00	-	-	283	-

SCHOOL RETURNS—1854-5.

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For 1853-4.	For 1854-5.	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.
150	184	Wrentham, .	\$3 53	\$2,200 00	\$341 87	\$2541 87	720	-
108	185	Grafton, .	3 52.9	3,000 00	-	-	850	\$20 00
226	186	Whately, .	3 52.1	750 00	-	-	213	67 50
169	187	Dartmouth, .	3 50.9	3,000 00	-	-	855	631 00
264	188	Chilmark, .	3 48.8	450 00	-	-	129	-
171	189	Ashby, .	3 46.2	900 00	-	-	260	-
154	190	Warwick, .	3 44.8	727 58	-	-	211	5 00
185	191	Webster, .	3 44.8	2,000 00	-	-	580	-
275	192	E. Bridgewater	3 44.2	2,000 00	-	-	581	-
55	193	Hadley, .	3 44	1,500 00	-	-	436	-
237	194	Orange, .	3 43.8	1,200 00	-	-	349	25 00
147	195	Middleborough	3 42.1	3,000 00	-	-	877	618 00
239	196	Enfield, .	3 41.8	800 00	-	-	234	-
306	197	Chesterfield, .	3 41.4	700 00	-	-	205	420 00
115	198	Middlefield, .	3 41	500 00	90 00	590 00	173	478 00
152	199	Halifax, .	3 40.9	600 00	-	-	176	-
134	200	Westport, .	3 40.6	2,000 00	248 18	2,248 18	660	900 00
248	201	Sandwich, .	3 40.3	3,500 00	376 00	3,876 00	1,139	256 50
149	202	Princeton, .	3 40.1	1,000 00	-	-	294	-
191	203	Otis, .	3 36.8	650 00	-	-	193	380 00
183	204	Ashburnham, .	3 36.3	1,500 00	-	-	446	25 00
142	205	Wenham, .	3 36.1	800 00	-	-	238	-
153	206	Pittsfield, .	3 36	5,000 00	-	-	1,488	300 00
189	207	Rowe, .	3 35.6	500 00	-	-	149	166 53
195	208	Heath, .	3 35.2	600 00	-	-	179	177 75
229	209	Middleton, .	3 35.1	630 00	-	-	188	-
196	210	Franklin, .	3 34.9	1,400 00	-	-	418	-
211	211	Palmer, .	3 34.8	2,525 00	19 50	2,544 50	760	28 00
210	212	Acton, .	3 32.3	1,100 00	-	-	331	13 00
202	213	Westfield, .	3 30.7	3,000 00	-	-	907	260 00
201	214	Auburn, .	3 29.6	600 00	-	-	182	-
207	215	Brewster, .	3 28.9	1,000 00	-	-	304	132 50
200	216	New Salem, .	3 27.9	1,000 00	-	-	305	67 50
197	217	Wareham, .	3 26.9	2,400 00	-	-	734	-
221	218	Braintree, .	3 26.8	2,500 00	-	-	765	70 00
286	219	Gardner, .	3 25	1,300 00	-	-	400	-
219	220	Peru, .	3 24.3	360 00	-	-	111	214 00
175	221	Goshen, .	3 24	350 00	-	-	108	60 000
184	222	Northbridge, .	3 21.8	1,500 00	-	-	466	-
260	223	Russell, .	3 21.7	325 00	-	-	101	227 50
228	224	N. Marlboro', .	3 20.7	750 00	327 55	1,077 55	336	296 00
273	225	Sudbury, .	3 20.7	1,100 00	-	-	343	-
217	226	Gill, .	3 20.5	500 00	-	-	156	240 00
209	227	Marlboro', .	3 20.2	2,280 00	-	-	712	100 00
164	228	Douglas, .	3 20	1,200 00	144 00	1,344 00	420	-
205	229	Blackstone, .	3 16.8	2,950 00	288 00	3,238 00	1,022	-
242	230	W. Newbury, .	3 16.8	1,150 00	-	-	363	159 80
252	231	Hubbardston, .	3 16.7	1,400 00	-	-	442	-
199	232	Rockport, .	3 16.5	2,500 00	-	-	790	-
104	233	Brookfield, .	3 16.3	1,300 00	-	-	411	-

BOARD OF EDUCATION.

For 1863-4.	For 1864-5.	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.
203	234	Monson, .	\$3 14.9	\$1,600 00	-	-	508	\$375 00
231	235	Williamsburg, .	3 14.5	1,000 00	-	-	318	250 00
235	236	Ludlow, .	3 07.7	800 00	-	-	260	320 00
265	237	Belchertown, .	3 07.1	1,800 00	-	-	586	125 00
180	238	Dighton, .	3 06.8	1,075 00	\$100 00	\$1,175 00	383	214 00
227	239	Templeton, .	3 06.7	1,500 00	-	-	489	26 50
274	240	Holden, .	3 05	1,400 00	-	-	459	-
109	241	Georgetown, .	3 03	1,200 00	-	-	396	-
174	242	Upton, .	3 02.2	1,200 00	-	-	397	250 00
213	243	Raynham, .	3 02.1	1,000 00	-	-	331	-
250	244	Sturbridge, .	3 01.8	1,500 00	-	-	497	95 00
280	245	Topsfield, .	2 99.6	725 00	-	-	242	-
206	246	W. Brookfield, .	2 97	900 00	-	-	303	-
222	247	Marion, .	2 97	600 00	-	-	202	-
116	248	Seekonk, .	2 96.4	1,200 00	269 92	1,469 92	496	241 45
254	249	Lynnfield, .	2 94.1	600 00	-	-	204	-
238	250	Shelburne, .	2 94.1	800 00	-	-	272	325 00
284	251	Cheshire, .	2 93.1	900 00	-	-	307	410 00
262	252	Boylston, .	2 92.6	600 00	-	-	205	18 00
233	253	Wales, .	2 91.9	400 00	-	-	137	70 00
318	254	Leverett, .	2 88.5	600 00	-	-	208	185 33
245	255	Groveland, .	2 87.9	786 00	-	-	273	-
163	256	Rowley, .	2 86.9	700 00	-	-	244	55 00
230	257	Freetown, .	2 84.9	1,000 00	-	-	351	-
240	258	Easton, .	2 82.5	1,500 00	-	-	531	50 00
317	259	Chatham, .	2 80.4	1,500 00	-	-	535	600 00
285	260	Conway, .	2 80.4	1,200 00	-	-	428	500 00
261	261	Plympton, .	2 80.4	600 00	-	-	214	53 68
253	262	Shutesbury, .	2 80.4	600 00	-	-	214	133 00
220	263	Sutton, .	2 78.2	1,500 00	-	-	539	100 00
307	264	Spencer, .	2 77.2	1,500 00	-	-	541	-
258	265	Rehoboth, .	2 76.5	1,000 00	139 35	1,139 35	412	342 50
57	266	Yarmouth, .	2 72.2	1,500 00	-	-	551	50 00
290	267	Ashfield, .	2 71.6	850 00	-	-	313	587 50
241	268	Wilbraham, .	2 70.6	1,300 00	74 76	1,374 76	508	384 00
305	269	Hancock, .	2 70.3	500 00	-	-	185	470 50
159	270	Monterey, .	2 70.2	400 00	67 40	467 40	173	-
224	271	Egremont, .	2 67.1	625 00	-	-	234	567 00
243	272	N. Bridgewater, .	2 66.9	3,000 00	-	-	1,124	-
182	273	Oakham, .	2 66.1	700 00	-	-	263	25 00
266	274	Bradford, .	2 65.9	771 00	-	-	290	-
251	275	Randolph, .	2 64.5	3,000 00	-	-	1,134	-
278	276	W. Springfield, .	2 62.8	1,800 00	-	-	685	200 00
298	277	Uxbridge, .	2 61.5	1,500 00	221 00	1,721 00	658	-
255	278	Leicester, .	2 60.2	1,560 00	-	-	561	75 00
279	279	Blandford, .	2 58.7	600 00	194 16	794 16	307	680 00
277	280	Southampton, .	2 58.6	600 00	-	-	232	-
257	281	Holland, .	2 56.4	200 00	-	-	78	4 00
267	282	Alford, .	2 54.2	300 00	-	-	118	270 41
323	283	Huntington, .	2 53.1	600 00	-	-	237	369 00

SCHOOL RETURNS—1854-5.

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For 1854-4.	For 1854-5.	TOWNS.	Sum appropriated for new schools, 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.
316	284	Wendell, .	\$2 52.8	\$450 00	-	-	178	-
172	285	Lanesborough, .	2 52.7	800 00	\$39 12	\$839 12	332	\$350 00
287	286	Dana, .	2 52.5	500 00	-	-	198	85 25
327	287	Leyden, .	2 50	400 00	-	-	160	251 25
272	288	W. Stockbridge	2 50	800 00	-	-	320	450 00
313	289	Tyringham, .	2 50	450 00	-	-	180	125 00
263	290	Northfield, .	2 49.6	1,000 00	66 00	1,066 00	427	125 00
268	291	Berlin, .	2 46	500 00	-	-	203	-
283	292	Oxford, .	2 45.9	1,500 00	-	-	610	125 00
288	293	Hawley, .	2 43.9	500 00	-	-	205	310 50
294	294	Orleans, .	2 43.9	1,100 00	-	-	451	221 00
282	295	W. Boylston, .	2 43.3	1,000 00	-	-	411	32 00
302	296	Barnardston, .	2 41.5	500 00	-	-	207	112 00
215	297	Pelham, .	2 40.9	400 00	-	-	166	84 00
291	298	Hinsdale, .	2 39.9	650 00	-	-	271	403 35
293	299	Granville, .	2 39	500 00	198 00	698 00	292	372 00
297	300	Stockbridge, .	2 38.1	1,000 00	-	-	420	8 00
319	301	Sheffield, .	2 37.4	1,225 00	152 05	1,377 05	580	856 00
324	302	Dennis, .	2 34.5	2,000 00	-	-	853	977 51
292	303	Worthington, .	2 34.4	500 00	146 98	646 98	276	667 18
296	304	Coleraine, .	2 33.1	1,000 00	-	-	429	922 00
289	305	Becket, .	2 32.1	600 00	73 09	673 09	290	515 50
270	306	Chester, .	2 29.5	700 00	-	-	305	793 63
315	307	Monroe, .	2 25.5	94 00	12 00	106 00	47	116 00
303	308	Windsor, .	2 25.2	500 00	-	-	222	349 00
299	309	Charlemont, .	2 24.7	600 00	-	-	267	275 00
310	310	Carver, .	2 20.3	650 00	-	-	295	350 00
259	311	Tolland, .	2 19.4	250 00	66 00	316 00	144	433 00
301	312	Dulton, .	2 18.9	600 00	-	-	274	168 00
304	313	Swanzy, .	2 14.3	600 00	-	-	280	30 00
281	314	Truro, .	2 14.2	1,300 00	-	-	607	-
321	315	Lenox, .	2 11.6	800 00	-	-	378	452 50
326	316	Adams, .	2 11.1	2,782 00	-	-	1,318	658 00
308	317	Florida, .	2 09.5	350 00	-	-	167	137 00
325	318	Harwich, .	2 08.3	2,000 00	-	-	960	1,053 00
295	319	Gt. Barrington,	2 04.6	1,500 00	-	-	733	726 00
311	320	Savoy, .	2 00	428 00	-	-	214	310 11
312	321	Washington, .	2 00	450 00	-	-	225	279 25
300	322	Williamstown, .	1 97.2	1,300 00	-	-	659	557 16
271	323	Richmond, .	1 91.4	400 00	-	-	209	374 88
320	324	Clarksburg, .	1 90.5	200 00	-	-	105	208 00
314	325	Prescott, .	1 74.1	350 00	-	-	201	145 75
309	326	Mt. Washingtn	1 52.8	110 00	-	-	72	146 00
322	327	New Ashford, .	1 50	60 00	-	-	40	100 00
328		*Agawam, .	-	-	-	-	-	-
329		*N. Andover, .	-	-	-	-	-	-
330		*S. Danvers, .	-	-	-	-	-	-
331		†Southwick, .	-	-	-	-	-	-

* Incorporated at the last Session of the Legislature.

† No Returns.

GRADUATED TABLES—FIRST SERIES.

Tables, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1853-4.	For 1854-5.	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 from property appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, .	\$10 25.4	\$243,508 00	-	-	24,289	-
2	2	Winthrop, .	8 33.3	500 00	-	-	60	-
3	3	North Chelsea, .	7 30	1,000 00	-	-	137	-
4	4	Chelsea, .	5 84.8	10,000 00	-	-	1,710	-

ESSEX COUNTY.

1	1	NAHANT, .	18 47.8	850 00	-	-	46	-
4	2	Danvers, .	6 95.3	12,617 00	\$600 00	\$13,217 00	1,901	-
3	3	Lawrence, .	6 89.3	15,000 00	-	-	2,176	-
2	4	Lynn, .	6 47.6	20,000 00	-	-	3,088	-
5	5	Swampscott, .	5 92.9	1,500 00	-	-	253	\$100 00
9	6	Gloucester, .	5 03.1	9,000 00	-	-	1,789	-
6	7	Salem, .	4 99.8	21,745 00	-	-	4,350	-
16	8	Methuen, .	4 70.6	2,000 00	-	-	425	50 00
11	9	Newbury, .	4 70.6	1,200 00	-	-	255	-
15	10	Beverly, .	4 64.5	5,500 00	-	-	1,184	-
12	11	Haverhill, .	4 47.3	6,000 00	521 16	6,521 16	1,458	-
7	12	Saugus, .	4 45.8	1,645 00	-	-	369	-
8	13	Boxford, .	4 39.2	900 00	61 77	961 77	219	-
21	14	Amesbury, .	4 36.3	2,500 00	-	-	573	-
23	15	Ipswich, .	4 13.2	2,901 00	-	-	702	-
13	16	Essex, .	4 11.4	1,300 00	-	-	316	-
14	17	Manchester, .	4 10.3	1,600 00	-	-	390	-
19	18	Marblehead, .	3 87.2	6,300 00	-	-	1,627	-
24	19	Andover, .	3 83.8	5,500 00	-	-	1,433	5 00
10	20	Newburyport, .	3 82.6	11,000 00	-	-	2,875	-
18	21	Hamilton, .	3 75	600 00	-	-	160	-
28	22	Salisbury, .	3 65.5	2,500 00	-	-	684	-
20	23	Wenham, .	3 36.1	800 00	-	-	238	-

SCHOOL RETURNS—1854-5.

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ESSEX COUNTY—CONTINUED.

For 1853-4.	For 1854-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 10 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	24	Middleton .	\$3 35.1	\$630 00	-	-	188	-
27	25	W. Newbury,	3 16.8	1,150 00	-	-	363	\$159 80
25	26	Rockport, .	3 16.5	2,500 00	-	-	790	-
17	27	Georgetown, .	3 03	1,200 00	-	-	396	-
32	28	Topsfield, .	2 99.6	725 00	-	-	242	-
30	29	Lynnfield, .	2 94.1	600 00	-	-	204	-
29	30	Groveland, .	2 87.9	786 00	-	-	273	-
22	31	Rowley, .	2 86.9	700 00	-	-	244	55 00
31	32	Bradford, .	2 65.9	771 00	-	-	290	-
		*N. Andover,	-	-	-	-	-	-
		*S. Danvers, .	-	-	-	-	-	-

MIDDLESEX COUNTY.

3	1	SOMERVILLE,	10 09.2	9,920 00	-	-	983	-
2	2	Brighton, .	8 25.9	4,129 36	-	-	500	-
6	3	Lowell, .	8 24.5	50,000 00	-	-	6,064	-
9	4	Newton, .	8 00	8,800 00	-	-	1,100	-
1	5	Winchester, .	7 93.2	2,800 00	-	-	353	-
14	6	Watertown, .	7 92.3	5,800 00	-	-	732	-
5	7	Cambridge, .	7 72	28,193 48	-	-	3,652	-
7	8	W. Cambridge,	7 31.9	2,825 00	-	-	386	50 00
12	9	Lexington, .	7 16	2,900 00	-	-	405	-
10	10	Lincoln, .	6 95.7	800 00	-	-	115	242 38
4	11	Concord, .	6 93.1	2,800 00	-	-	404	-
11	12	Waltham, .	6 78.1	6,300 00	-	-	929	-
8	13	Charlestown, .	6 73.1	25,475 00	-	-	3,785	-
13	14	Littleton, .	6 32.5	1,050 00	-	-	166	-
19	15	Medford, .	6 31.2	5,700 00	-	-	903	-
26	16	Carlisle, .	6 18.8	6 25	-	-	101	-
21	17	Weston, .	6 03.9	1,250 00	-	-	207	-
18	18	Framingham,	5 90.1	4,750 00	-	-	805	-
15	19	Boxborough, .	5 74.7	500 00	-	-	87	36 00
24	20	Reading, .	5 59.3	2,500 00	-	-	447	-
35	21	Wayland, .	5 58	1,250 00	-	-	224	30 00
22	22	S. Reading, .	5 57.8	2,800 00	-	-	502	-
16	23	Malden, .	5 47	4,600 00	-	-	841	-
17	24	Natick, .	5 45.2	3,500 00	-	-	642	-
25	25	Sherborn, .	5 32.9	1,050 00	-	-	197	-
20	26	Melrose, .	5 31.8	1,962 22	-	-	369	-
31	27	Tewksbury, .	5 26.3	1,200 00	-	-	228	30 00
29	28	Woburn, .	5 14.6	4,647 00	-	-	903	25 00
44	29	Stoneham, .	5 11.1	2,300 00	-	-	450	-
23	30	Bedford, .	4 73.9	860 00	\$92 63	\$952 63	201	-
27	31	Chelmsford, .	4 73.9	2,000 00	-	-	422	40 00

* Newly Incorporated.

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONTINUED.

For 1893-4.	For 1894-5.	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.
32	32	Shirley, . .	\$4 61.5	\$1,200 00	-	-	260	\$4 00
36	33	Stowe, . .	4 41.2	1,200 00	-	-	272	-
40	34	Hopkinton, . .	4 37.9	2,750 00	-	-	628	-
30	35	Billerica, . .	4 26.1	1,500 00	-	-	352	-
28	36	Dracut, . .	4 21.3	1,410 00	\$43 38	\$1,453 38	345	34 50
34	37	Dunstable, . .	4 20.6	450 00	-	-	107	96 25
50	38	Wilmington, . .	4 11.2	625 00	-	-	152	-
33	39	N. Reading, . .	4 09.1	900 00	-	-	220	-
37	40	Ashland, . .	4 07	1,160 00	-	-	285	-
43	41	Groton, . .	4 01.3	2,500 00	-	-	623	-
39	42	Westford, . .	3 98.7	1,200 00	-	-	301	-
49	43	Townsend, . .	3 97.3	1,800 00	-	-	453	10 00
41	44	Tyngsboro', . .	3 76.3	700 00	-	-	186	69 00
48	45	Pepperell, . .	3 57.1	1,200 00	-	-	336	10 00
38	46	Holliston, . .	3 55.4	2,200 00	-	-	619	-
47	47	Burlington, . .	3 53.5	350 00	-	-	99	-
42	48	Ashby, . .	3 46.2	900 00	-	-	260	-
46	49	Acton, . .	3 32.3	1,100 00	-	-	331	13 00
51	50	Sudbury, . .	3 20.7	1,100 00	-	-	343	-
45	51	Marlborough, . .	3 20.2	2,280 00	-	-	712	100 00

WORCESTER COUNTY.

23	1	SHREWSBURY	7 10.9	1,500 00	-	-	211	-
1	2	Worcester, . .	5 72.1	22,000 00	-	-	3,845	-
11	3	Clinton, . .	5 07.7	2,945 00	-	-	580	-
5	4	Fitchburg, . .	5 05.9	5,500 00	-	-	1,087	-
25	5	Phillipston, . .	5 04.2	600 00	-	-	119	32 00
6	6	Harvard, . .	4 91.1	1,300 00	36 00	1,336 00	272	-
9	7	Barre, . .	4 83.9	2,836 00	-	-	586	20 00
3	8	Bolton, . .	4 80	1,200 00	-	-	250	25 00
7	9	New Braintree, . .	4 70.5	800 00	-	-	170	32 00
4	10	Lunenburg, . .	4 68.7	1,200 00	-	-	256	-
8	11	Lancaster, . .	4 63.7	1,600 00	-	-	345	36 00
2	12	Hardwick, . .	4 56.1	1,300 00	-	-	285	-
45	13	Southborough, . .	4 54.5	1,350 00	-	-	297	-
19	14	Northborough, . .	4 31.3	1,100 00	-	-	255	-
30	15	Westborough, . .	4 18.3	2,100 00	-	-	502	-
18	16	Leominster, . .	4 06.2	2,584 00	-	-	636	10 00
10	17	Athol, . .	4 00	1,800 00	-	-	450	-
14	18	Millbury, . .	3 94.2	2,200 00	-	-	558	-
28	19	Mendon, . .	3 90.9	850 00	127 49	977 49	250	-
31	20	Westminster, . .	3 89.6	1,500 00	-	-	385	-
16	21	Sterling, . .	3 84.6	1,500 00	-	-	390	-

SCHOOL RETURNS—1854-5.

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WORCESTER COUNTY.—CONTINUED.

For 1853-4	For 1854-5.	TOWNS.	Sum appropriated for new schools, 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.
15	22	Paxton, . .	\$3 82.2	\$600 00	\$38 40	\$638 40	167	-
17	23	Royalston, . .	3 79.7	1,200 00	-	-	316	\$14 60
21	24	Petersham, . .	3 78.5	1,200 00	-	-	317	-
38	25	Winchendon, . .	3 73.9	1,720 00	-	-	460	-
27	26	Charlton, . .	3 72.3	1,400 00	-	-	376	50 00
20	27	Milford, . .	3 67	4,500 00	-	-	1,226	-
39	28	Rutland, . .	3 62.3	1,000 00	-	-	276	27 00
33	29	N. Brookfield, . .	3 55.4	1,500 00	-	-	422	-
52	30	Southbridge, . .	3 55.4	2,200 00	-	-	619	-
22	31	Warren, . .	3 53.9	1,200 00	-	-	339	116 00
32	32	Dudley, . .	3 53.3	1,000 00	-	-	283	-
13	33	Grafton, . .	3 52.9	3,000 00	-	-	850	20 00
37	34	Webster, . .	3 44.8	2,000 00	-	-	580	-
24	35	Princeton, . .	3 40.1	1,000 00	-	-	294	-
35	36	Ashburnham, . .	3 36.3	1,500 00	-	-	446	25 00
40	37	Auburn, . .	3 29.6	600 00	-	-	182	-
55	38	Gardner, . .	3 25	1,300 00	-	-	400	-
36	39	Northbridge, . .	3 21.8	1,500 00	-	-	466	-
26	40	Douglas, . .	3 20	1,200 00	144 00	1,344 00	420	-
41	41	Blackstone, . .	3 16.8	2,950 00	288 00	3,238 00	1,022	-
47	42	Hubbardston, . .	3 16.7	1,400 00	-	-	442	-
12	43	Brookfield, . .	3 16.3	1,300 00	-	-	411	-
44	44	Templeton, . .	3 06.7	1,500 00	-	-	489	26 50
51	45	Holden, . .	3 05	1,400 00	-	-	459	-
29	46	Upton, . .	3 02.2	1,200 00	-	-	397	250 00
46	47	Sturbridge, . .	3 01.8	1,500 00	-	-	497	95 00
42	48	W. Brookfield, . .	2 97	900 00	-	-	303	-
49	49	Boylston, . .	2 92.6	600 00	-	-	205	18 00
43	50	Sutton, . .	2 78.2	1,500 00	-	-	539	100 00
58	51	Spencer, . .	2 77.2	1,500 00	-	-	541	-
34	52	Oakham, . .	2 66.1	700 00	-	-	263	25 00
57	53	Uxbridge, . .	2 61.5	1,500 00	221 00	1,721 00	658	-
48	54	Leicester, . .	2 60.2	1,460 00	-	-	561	75 00
56	55	Dana, . .	2 52.5	500 00	-	-	198	85 25
50	56	Berlin, . .	2 46	500 00	-	-	203	-
54	57	Oxford, . .	2 45.9	1,500 00	-	-	610	125 00
53	58	W. Boylston, . .	2 43.3	1,000 00	-	-	411	32 00

HAMPSHIRE COUNTY.

1	1	HATFIELD, . .	5 18.1	1,000 00	-	-	193	-
7	2	Ware, . .	4 67.6	2,600 00	-	-	556	-
5	3	S. Hadley, . .	4 35.8	1,800 00	-	-	413	42 00
4	4	Granby, . .	4 25	850 00	-	-	200	-

HAMPSHIRE COUNTY—CONTINUED.

For 1883-4.	For 1884-5.	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.
3	5	Northampton,	\$4 23	\$5,000 00	-	-	1,182	-
11	6	Greenwich, .	4 22.5	600 00	-	-	142	\$38 00
9	7	Plainfield, .	4 19.8	550 00	-	-	131	274 08
6	8	Amherst, .	3 80.5	2,500 00	-	-	657	-
10	9	Westhampton,	3 78.8	500 00	-	-	192	288 00
17	10	Easthampton, .	3 55.5	800 00	-	-	225	188 00
13	11	Cummington, .	3 55.4	600 00	\$150 00	\$750 00	211	110 00
2	12	Hadley, .	3 44	1,500 00	-	-	436	-
16	13	Enfield, .	3 41.8	800 00	-	-	234	-
21	14	Chesterfield, .	3 41.4	700 00	-	-	205	420 00
8	15	Middlefield, .	3 41	500 00	90 00	5 90	173	478 00
12	16	Goshen, .	3 24	350 00	-	-	108	600 00
15	17	Williamsburg, .	3 14.5	1,000 00	-	-	318	250 00
18	18	Belchertown, .	3 07.1	1,800 00	-	-	586	125 00
19	19	Southampton, .	2 58.6	600 00	-	-	232	-
23	20	Huntington, .	2 53.1	600 00	-	-	237	369 00
14	21	Pelham, .	2 40.9	400 00	-	-	166	84 00
20	22	Worthington, .	2 34.4	500 00	146 98	646 98	276	667 18
22	23	Prescott, .	1 74.1	350 00	-	-	201	145 75

HAMPDEN COUNTY.

3	1	LONGMEADOW	5 98.3	1,400 00	-	-	234	272 25
1	2	Chicopee, .	5 83.3	7,081 95	611 58	7,693 53	1,319	-
4	3	Holyoke, .	5 03.3	3,800 00	-	-	755	125 00
2	4	Springfield, .	4 63.9	15,240 00	762 96	16,002 96	3,449	-
5	5	Brimfield, .	4 33.2	1,100 00	-	-	254	24 00
9	6	Montgomery, .	3 70.3	300 00	-	-	81	87 00
8	7	Palmer, .	3 34.8	2,525 00	19 50	2,544 50	760	28 00
6	8	Westfield, .	3 30.7	3,000 00	-	-	907	260 00
15	9	Russell, .	3 21.7	325 00	-	-	101	227 50
7	10	Monson, .	3 14.9	1,600 00	-	-	508	375 00
11	11	Ludlow, .	3 07.7	800 00	-	-	260	320 00
10	12	Wales, .	2 91.9	400 00	-	-	137	70 00
12	13	Wilbraham, .	2 70.6	1,300 00	74 76	1,374 76	508	384 00
17	14	W. Springfield	2 62.8	1,800 00	-	-	685	200 00
18	15	Blandford, .	2 58.7	600 00	194 16	794 16	307	680 00
13	16	Holland, .	2 56.4	200 00	-	-	78	4 00
19	17	Granville, .	2 39	500 00	198 00	698 00	292	372 00
16	18	Chester, .	2 29.5	700 00	-	-	305	793 63
14	19	Tolland, .	2 19.4	250 00	66 00	316 00	144	433 00
		Agawam,*	-	-	-	-	-	-
		Southwick,†	-	-	-	-	-	-

* Incorporated at the last Session of the Legislature.

† No Returns.

SCHOOL RETURNS—1854-5.

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FRANKLIN COUNTY.

For 1853-4.	For 1854-5.	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.
2	1	ERVING, .	\$4 50.3	\$350 00	\$55 26	\$405 26	90	\$24 25
1	2	Greenfield, .	4 12.8	2,200 00	-	-	533	720 13
7	3	Montague, .	3 98.8	1,200 00	172 00	1,372 00	344	180 00
3	4	Sunderland, .	3 88.8	700 00	-	-	180	-
4	5	Deerfield, .	3 75	2,021 25	-	-	539	468 00
6	6	Buckland, .	3 58.8	1,176 75	-	-	328	80 00
12	7	Whately, .	3 52.1	750 00	-	-	213	67 50
5	8	Warwick, .	3 44.8	727 58	-	-	211	5 00
13	9	Orange, .	3 43.8	1,200 00	-	-	349	25 00
8	10	Rowe, .	3 35.6	500 00	-	-	149	166 53
9	11	Heath, .	3 35.2	600 00	-	-	179	177 75
10	12	New Salem, .	3 27.9	1,000 00	-	-	305	67 50
11	13	Gill, .	3 20.5	500 00	-	-	156	240 00
14	14	Shelburne, .	2 94.1	800 00	-	-	272	325 00
25	15	Leverett, .	2 88.5	600 00	-	-	208	185 33
17	16	Conway, .	2 80.4	1,200 00	-	-	428	500 00
15	17	Shutesbury, .	2 80.4	600 00	-	-	214	133 00
19	18	Ashfield, .	2 71.6	850 00	-	-	313	587 50
24	19	Wendell, .	2 52.8	450 00	-	-	178	-
26	20	Leyden, .	2 50	400 00	-	-	160	251 25
16	21	Northfield, .	2 49.6	1,000 00	66 00	1,066 00	427	125 00
18	22	Hawley, .	2 43.9	500 00	-	-	205	310 50
22	23	Bernardston, .	2 41.5	500 00	-	-	207	112 00
20	24	Coleraine, .	2 33.1	1,000 00	-	-	429	922 00
23	25	Monroe, .	2 25.5	94 00	12 00	106 00	47	116 00
21	26	Charlemont, .	2 24.7	600 00	-	-	267	275 00

BERKSHIRE COUNTY.

1	1	SANDISFIELD,	3 62.2	900 00	219 24	1,119 24	309	680 00
5	2	Lee, .	3 53.8	3,160 00	-	-	893	600 00
6	3	Otis, .	3 36.8	650 00	-	-	193	380 00
2	4	Pittsfield, .	3 36	5,000 00	-	-	1,488	300 00
7	5	Peru, .	3 24.3	360 00	-	-	111	214 00
9	6	N. Marlboro',	3 20.7	750 00	327 55	1,077 55	336	296 00
13	7	Cheshire, .	2 93.1	900 00	-	-	307	410 00
21	8	Hancock, .	2 70.3	500 00	-	-	185	470 50
3	9	Monterey, .	2 70.2	400 00	67 40	467 40	173	-
8	10	Egremont, .	2 67.1	625 00	-	-	234	567 00
10	11	Alford, .	2 54.2	300 00	-	-	118	270 41
4	12	Lanesborough,	2 52.7	800 00	39 12	839 12	332	350 00
26	13	Tyringham, .	2 50	450 00	-	-	180	125 00
12	14	W. Stockbridge	2 50	800 00	-	-	320	450 00
15	15	Hinsdale, .	2 39.9	650 00	-	-	271	403 35

BOARD OF EDUCATION.

BERKSHIRE COUNTY—CONTINUED.

For 1883-4.	For 1884-5.	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.
17	16	Stockbridge, .	\$2 38.1	\$1,000 00	-	-	420	\$8 00
27	17	Sheffield, .	2 37.4	1,225 00	\$152 05	\$1,377 05	580	856 00
14	18	Becket, .	2 32.1	600 00	73 09	673 09	290	515 50
20	19	Windsor, .	2 25.2	500 00	-	-	222	349 00
19	20	Dalton, .	2 18.9	600 00	-	-	274	168 00
29	21	Lenox, .	2 11.6	800 00	-	-	378	452 50
31	22	Adams, .	2 11.1	2,782 00	-	-	1,318	658 00
22	23	Florida, .	2 09.5	350 00	-	-	167	137 00
16	24	Gt. Barrington,	2 04.6	1,500 00	-	-	733	726 00
24	25	Savoy, .	2 00	428 00	-	-	214	310 11
25	26	Washington, .	2 00	450 00	-	-	225	279 25
18	27	Williamstown,	1 97.2	1,300 00	-	-	659	557 16
11	28	Richmond, .	1 91.4	400 00	-	-	209	374 88
28	29	Clarksburg, .	1 90.5	200 00	-	-	105	208 00
23	30	Mt. Washington	1 52.8	110 00	-	-	72	146 00
30	31	New Ashford,	1 50	60 00	-	-	40	100 00

NORFOLK COUNTY.

2	1	BROOKLINE,	11 81.1	6,000 00	-	-	508	-
1	2	W. Roxbury, .	11 05.2	8,300 00	-	-	751	-
3	3	Dedham, .	9 84.6	8,457 00	60 00	8,517 00	865	-
5	4	Dorchester, .	8 88.5	16,500 00	-	-	1,857	-
4	5	Roxbury, .	8 48.1	31,738 02	-	-	3,760	-
6	6	Milton, .	6 67.3	3,250 00	-	-	487	-
8	7	Quincy, .	6 13.9	7,115 00	-	-	1,159	-
9	8	Walpole, .	5 20.8	2,000 00	-	-	384	-
7	9	Dover, .	5 08.4	600 00	-	-	118	-
10	10	Cohasset, .	4 89.1	1,800 00	-	-	368	-
14	11	Needham, .	4 83.2	2,010 00	-	-	416	-
11	12	Sharon, .	4 74.6	1,000 00	120 00	1,120 00	236	-
13	13	Medway, .	4 65.8	3,000 00	-	-	644	-
12	14	Weymouth, .	4 33.3	5,400 00	-	-	1,246	271 00
15	15	Canton, .	4 18.2	2,500 00	-	-	598	-
19	16	Foxborough, .	3 91.7	1,700 00	-	-	434	-
18	17	Medfield, .	3 88.8	700 00	-	-	180	-
20	18	Bellingham, .	3 87.9	1,000 00	140 63	1,140 63	294	-
16	19	Stoughton, .	3 72.2	3,000 00	-	-	806	35 00
17	20	Wrentham, .	3 53	2,200 00	341 87	2,541 87	720	-
21	21	Franklin, .	3 34.9	1,400 00	-	-	418	-
22	22	Braintree, .	3 26.8	2,500 00	-	-	765	70 00
23	23	Randolph, .	2 64.5	3,000 00	-	-	1,134	-

SCHOOL RETURNS—1854-5.

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BRISTOL COUNTY.

For 1853-4	For 1854-5.	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	1	N. BEDFORD,	\$8 09 6	\$26,466 76	2,200 00	28,666 76	3,541	-
13	2	Fairhaven,	6 01.9	6,700 00	-	-	1,113	-
11	3	Fall River, .	4 96.7	13,500 00	-	-	2,718	-
4	4	Taunton,	4 81.7	14,000 00	-	-	2,906	-
1	5	Attleborough,	4 79.3	4,467 01	-	-	932	\$114 53
7	6	Somerset, .	4 70.6	1,200 00	-	-	255	-
3	7	Mansfield,	4 00	1 688 00	-	-	422	-
15	8	Norton, .	3 90.6	1,500 00	-	-	384	-
5	9	Berkley, .	3 80.7	750 00	-	-	197	212 00
2	10	Pawtucket, .	3 62.2	3,300 00	-	-	911	-
18	11	Dartmouth, .	3 50.9	3,000 00	-	-	855	631 00
17	12	Westport, .	3 40.6	2,000 00	248 18	2,248 18	660	900 00
6	13	Dighton, .	3 06.8	1,075 00	100 00	1,175 00	383	214 00
12	14	Raynham, .	3 02.1	1,000 00	-	-	331	-
9	15	Seekonk, .	2 96.4	1,200 00	269 92	1,469 92	496	241 45
14	16	Freetown, .	2 84.9	1,000 00	-	-	351	-
8	17	Easton, .	2 82.5	1,500 00	-	-	531	50 00
16	18	Rehoboth, .	2 76.5	1,000 00	139 35	1,139 35	412	342 50
19	19	Swanzy, .	2 14.3	600 00	-	-	280	30 00

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	5 97.4	7,850 00	-	-	1,314	-
2	2	Kingston, .	5 55.5	1,600 00	-	-	288	-
3	3	Hingham, .	5 37.7	4,140 14	-	-	770	-
7	4	Hull, .	5 11.4	281 29	-	-	55	-
6	5	Abington, .	4 92.6	6,000 00	-	-	1,218	-
5	6	S. Scituate, .	4 72.2	1,700 00	-	-	360	-
4	7	Duxbury, .	4 25.5	2,100 00	296 00	2,396 00	563	15 00
18	8	Scituate, .	4 23.7	2,000 00	-	-	472	-
16	9	Bridgewater, .	4 18.8	2,500 00	-	-	597	-
10	10	Marshfield, .	4 15.5	1,500 00	-	-	361	-
8	11	Lakeville, .	4 08.2	1,000 00	-	-	245	55 00
12	12	Pembroke, .	3 84	1,000 00	152 00	1,152 00	300	30 00
20	13	Rochester, .	3 83.4	2,500 00	-	-	652	114 55
13	14	Hanover, .	3 76.1	1,200 00	-	-	319	36 00
9	15	Hanson, .	3 75	900 00	-	-	240	-
11	16	W. Bridgewater	3 57.1	1,200 00	-	-	336	-
23	17	E. Bridgewater,	3 44.2	2,000 00	-	-	581	-
14	18	Middleboro',	3 42.1	3,000 00	-	-	877	618 00
15	19	Halifax, .	3 40.9	600 00	-	-	176	-
17	20	Wareham, .	3 26.9	2,400 00	-	-	734	-
19	21	Marion, .	2 97	600 00	-	-	202	-
22	22	Plympton, .	2 80.4	600 00	-	-	214	53 68
21	23	N. Bridgewater,	2 66.9	3,000 00	-	-	1,124	-
24	24	Carver, .	2 20.3	650 00	-	-	295	350 00

BOARD OF EDUCATION.

[BARNSTABLE COUNTY.]

For 1853-4.	For 1854-5.	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 Assets appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	PROVINCETOWN,	\$5 66	\$3,900 00	-	-	689	-
7	2	Wellfleet, .	4 70.9	2,500 00	\$90 00	\$2590 00	550	-
3	3	Falmouth, .	4 04.4	2,000 00	321 24	2,321 24	574	\$893 80
5	4	Barnstable, .	3 80.1	3,000 00	1090 00	4,090 00	1,076	200 00
4	5	Eastham, .	3 57.1	500 00	75 00	575 00	161	25 00
8	6	Sandwich, .	3 40.3	3,500 00	376 00	3,876 00	1,139	256 50
6	7	Brewster, .	3 28.9	1,000 00	-	-	304	132 50
11	8	Chatham, .	2 80.4	1,500 00	-	-	535	600 00
2	9	Yarmouth, .	2 72.2	1,500 00	-	-	551	50 00
10	10	Orleans, .	2 43.9	1,100 00	-	-	451	221 00
12	11	Dennis, .	2 34.5	2,000 00	-	-	853	977 51
9	12	Truro, .	2 14.2	1,300 00	-	-	607	-
13	13	Harwich, .	2 08.3	2,000 00	-	-	960	1053 00

DUKES COUNTY.

1	1	EDGARTOWN,	4 04.8	1,700 00	-	-	420	70 00
2	2	Tisbury, .	3 64.6	1,400 00	-	-	384	-
3	3	Chilmark, .	3 48.8	450 00	-	-	129	-

NANTUCKET COUNTY.

		NANTUCKET,	6 99.4	10,722 51	-	-	1,533	-
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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 1853-4.	For 1854-5.	COUNTIES.	Sum appropriated by the State for each child between 5 and 15 yrs. 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, .	\$9 73.5	\$255,008 44	-	\$255,008 00	26,196	-
2	2	Nantucket, .	6 99.4	10,722 51	-	10,722 51	1,533	-
3	3	Middlesex, .	6 47.2	219,812 06	\$136 01	219,948 07	33,987	\$790 13
4	4	Norfolk, .	6 38.3	115,170 02	662 50	115,832 52	18,148	376 00
5	5	Bristol, .	4 90.5	85,946 77	757 45	86,704 22	17,678	2,729 48
6	6	Essex, .	4 85.4	142,020 00	1,182 93	143,202 93	29,501	369 80
8	7	Plymouth, .	4 13	50,321 43	448 00	50,769 43	12,293	1,222 73
7	8	Hampden, .	3 96	42,921 95	1,926 96	42,848 91	11,326	5,064 38
9	9	Worcester, .	3 91.7	110,295 00	854 89	111,149 89	28,377	1,239 35
11	10	Dukes, .	3 80.5	3,550 00	-	3,550 00	933	70 00
10	11	Hampshire, .	3 64.4	25,900 00	386 98	26,286 98	7,214	4,079 01
12	12	Barnstable, .	3 28.4	25,800 00	1,952 24	27,752 24	8,450	4,409 21
13	13	Franklin, .	3 13	21,389 58	305 26	21,694 84	6,931	6,064 24
14	14	Berkshire, .	2 59.1	28,550 00	878 45	29,428 45	11,357	11,361 66

AGGREGATE FOR THE STATE.

14 Counties, .	5 36.1	1,137,407 76	9,491 61	1,146,899 37	213,934	37,776 09
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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 1853-4.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1854-5.

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 fifth column presents the amount of appropriations, including the sum raised by taxes, also the income of the surplus revenue, and of such 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 sixth exhibits the amount of taxable property in each city and town according to the last State valuation.

If the valuations in each case were an exact representation of the amount of 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 justice.

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. Brookline, which is No. 2 in the previous Table, is No. 315 in the next.

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 1854-5.

For 1853-4	For 1851-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mill.	Appropriations, including the sum raised by taxes, income of Surplus, Revenue, and of similar funds.	Valuation of 1850.
1	1	WELLFLEET, . . .	\$.008-80	\$2,590 00	\$294,228 00
2	2	Lynn,*	5-38	22,350 00	4,148,989 00
3	3	Buckland,	5-16	1,176 75	227,773 00
30	4	Stoneham,	4-77	2,300 00	481,862 00
29	5	Mansfield,	4-45	1,688 00	378,902 00
6	6	Winchester,	4-31	2,800 00	649,346 00
4	7	Attleborough,	4-30	4,467 01	1,030,000 00
11	8	Somerville,	4-24	4,920 00	2,102,631 00
12	9	Abington,	4-09	6,000 00	1,466,878 00
22	10	Danvers,†	3-99	13,217 00	3,312,779 10
5	11	Milford,	3-93	4,500 00	1,144,721 00
9	12	Melrose,	3-88	1,962 22	505,098 00
8	13	Natick,	3-82	3,500 00	916,210 00
34	14	Harwich,	3-81	2,000 00	524,699 75
18	15	Gloucester,	3-80	9,000 00	2,369,251 95
47	16	Taunton,	3-78	14,000 00	3,701,472 00
15	17	Provincetown,	3-74	3,900 00	1,043,135 00
7	18	Rockport,	3-72	2,500 00	672,410 07
17	19	South Reading,	3-71	2,800 00	755,019 00
25	20	Pawtucket,	3-60	3,300 00	916,587 00
10	21	Truro,	3-54	1,300 00	367,199 50
23	22	Medway,	3-46	3,000 00	867,176 00
20	23	Quincy,	3-41	7,115 00	2,085,625 38
14	24	Orleans,	3-38	1,100 00	325,576 30
24	25	Saugus,	3-34	1,645 00	491,917 50
39	26	Lee,	3-27	3,160 00	966,320 00
57	27	Clinton,	3-24	2,945 00	909,148 00
19	28	Manchester,	3-20	1,600 00	499,507 50
41	29	Reading,‡	3-17	3,400 00	1,074,042 00
21	30	Plymouth,	3-17	7,850 00	2,473,123 00
26	31	Weymouth,	3-15	5,400 00	1,714,014 75
133	32	Chatham,	3-10	1,500 00	484,718 25
36	33	Hopkinton,	3-10	2,750 00	887,091 50

* Including Swampscott and Nahant.

† Including South Danvers.

‡ Including North Reading.

For 1893-4.	For 1864-5.	TOWNS.	Percentage of Value added to Public Schools equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of 1850.
28	34	Marblehead,	\$.003-09	\$6,300 00	\$2,033,990 60
13	35	Eastham,	3-09	575 00	185,714 50
49	36	Montague,	3-07	1,372 00	447,222 00
93	37	Scituate,	3-01	2,000 00	664,955 00
27	38	Brewster,	2-99	1,000 00	334,827 45
45	39	Lowell,	2-96	50,000 00	16,866,919 10
31	40	Charlestown,	2-95	25,475 00	8,624,690 00
56	41	Roxbury,*	2-94	40,038 02	13,613,731 50
53	42	Sandwich,	2-94	3,786 00	1,314,391 15
42	43	Haverhill,	2-91	6,521 06	2,243,497 00
52	44	Chelsea,	2-88	10,000 00	3,475,161 00
32	45	North Bridgewater, . .	2-88	3,000 00	1,043,150 00
85	46	Berkley,	2-87	750 00	261,405 00
38	47	Ashland,	2-85	1,160 00	407,121 00
55	48	Dedham,	2-84	8,517 00	2,999,518 87
37	49	Athol,	2-82	1,800 00	639,384 00
101	50	Newton,	2-79	8,800 00	3,157,340 00
40	51	Stoughton,	2-74	3,000 00	1,093,296 00
92	52	Ipswich,	2-73	2,901 00	1,062,792 50
131	53	Westborough,	2-73	2,100 00	768,499 50
54	54	South Hadley,	2-71	1,800 00	663,482 00
35	55	Bedford,	2-71	952 63	350,999 00
84	56	Fitchburg,	2-70	5,500 00	2,039,864 60
43	57	Holliston,	2-68	2,200 00	821,596 00
61	58	Malden,	2-66	4,600 00	1,731,662 40
46	59	Wareham,	2-66	2,400 00	901,603 00
66	60	Cambridge,	2-65	28,193 48	10,608,787 70
64	61	Hingham,	2-64	4,140 14	1,570,886 00
48	62	Greenwich,	2-63	600 00	228,570 00
44	63	Barnstable,	2-62	4,090 00	1,522,871 00
109	64	Foxborough,	2-62	1,700 00	648,072 75
103	65	Rochester,†	2-62	3,100 00	1,181,629 00
51	66	Erving,	2-62	405 26	154,821 00
50	67	Pembroke,	2-61	1,152 00	440,917 00
176	68	Wayland,	2-61	1,250 00	479,084 00
110	69	Somerset,	2-59	1,200 00	463,495 00
73	70	Sandisfield,	2-57	1,119 24	463,328 00
124	71	Beverly,	2-55	5,500 00	2,156,012 85
96	72	Edgartown,	2-53	1,700 00	670,834 00
70	73	Brighton,	2-53	4,129 36	1,634,725 00
112	74	Tisbury,	2-52	1,400 00	555,806 00
167	75	Needham,	2-51	2,010 00	799,789 75
143	76	Springfield,	2-51	16,002 96	6,375,453 50
172	77	Dennis,	2-51	2,000 00	798,934 14
185	78	Lawrence,	2-50	15,000 00	6,300,716 20
95	79	Framingham,	2-49	4,750 00	1,910,613 00
59	80	Webster,	2-49	2,000 00	801,934 00
60	81	Middleborough,† . . .	2-49	4,000 00	1,603,928 00
76	82	Savoy,	2-49	428 00	171,936 00
114	83	Lexington,	2-48	2,900 00	1,170,428 00

* Including West Roxbury.

† Including Marion.

‡ Including Lakeville.

SCHOOL RETURNS—1854-5.

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For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to the support of schools, in mills and hundredths of mills.	Appropriations, including the sum raised by taxes, of State, County, Revenue, and of similar Funds.	Valuation of 1850.
225*	84	Huntington, . . .	\$.002-48	\$600 00	\$241,678 00
238	85	Watertown, . . .	2-47	5,800 00	2,351,583 20
62	86	Walpole, . . .	2-46	2,000 00	812,984 50
181	87	East Bridgewater, . . .	2-46	2,000 00	814,600 00
159	88	Amesbury, . . .	2-45	2,500 00	1,062,792 50
160	89	Salisbury, . . .	2-44	2,500 00	1,023,861 83
100	90	Falmouth, . . .	2-43	2,321 24	954,466 75
65	91	New Salem, . . .	2-43	1,000 00	410,657 00
192	92	Dorchester, . . .	2-43	16,500 00	6,785,916 46
67	93	Shutesbury, . . .	2-42	600 00	248,125 00
68	94	Florida, . . .	2-41	350 00	145,049 00
69	95	Cohasset, . . .	2-41	1,800 00	746,872 68
72	96	Hanson, . . .	2-39	900 00	376,786 00
71	97	Northbridge, . . .	2-39	1,500 00	627,979 70
90	98	Hull, . . .	2-38	288 29	117,823 00
117	99	Woburn, . . .	2-37	4,647 00	1,962,577 00
127	100	Braintree, . . .	2-37	2,500 00	1,054,783 30
74	101	Lancaster, . . .	2-37	1,600 00	674,224 00
145	102	Medford, . . .	2-36	5,700 00	2,409,333 00
63	103	Ware, . . .	2-34	2,600 00	1,108,228 00
78	104	Halifax, . . .	2-34	600 00	255,884 00
116	105	Nantucket, . . .	2-33	10,722 51	4,598,362 00
111	106	Marshfield, . . .	2-33	1,500 00	643,191 00
81	107	W. Bridgewater, . . .	2-32	1,200 00	516,955 00
82	108	Rowe, . . .	2-32	500 00	215,432 00
126	109	Westhampton, . . .	2-32	500 00	215,719 00
130	110	Dana, . . .	2-32	500 00	211,123 00
197	111	Gardner, . . .	2-32	1,300 00	558,389 00
86	112	North Brookfield, . . .	2-30	1,500 00	651,332 00
88	113	Bolton, . . .	2-28	1,200 00	525,254 00
87	114	Heath, . . .	2-28	600 00	263,640 00
33†	115	Waltham, . . .	2-27	6,300 00	2,778,446 50
83	116	Wrentham, . . .	2-27	2,541 87	1,121,721 00
91	117	Dighton, . . .	2-27	1,175 00	517,487 00
89	118	South Scituate, . . .	2-27	1,700 00	747,414 00
94	119	Wenham, . . .	2-26	800 00	354,409 00
273	120	Southborough, . . .	2-26	1,350 00	598,407 60
271	121	Leverett, . . .	2-25	600 00	266,704 00
75	122	Chicopee, . . .	2-23	7,693 53	3,442,597 00
77	123	Duxbury, . . .	2-23	2,396 00	1,076,363 00
98	124	Millbury, . . .	2-23	2,200 00	985,030 00
99	125	Littleton, . . .	2-23	1,050 00	471,879 00
105	126	Concord, . . .	2-22	2,800 00	1,262,803 20
157	127	Fall River, . . .	2-22	13,500 00	6,091,250 00
102	128	Grafton, . . .	2-21	3,000 00	1,356,063 00
58	129	Sunderland, . . .	2-21	700 00	316,442 00
104	130	Ashburnham, . . .	2-20	1,500 00	681,420 00
188	131	Bellingham, . . .	2-20	1,140 63	517,797 87
106	132	Hanover, . . .	2-18	1,200 00	550,089 00
153	133	Hubbardston, . . .	2-17	1,400 00	643,503 00

* Norwich.

† Last year Waltham should have ranked 128 instead of 33.

For 1883-4.	For 1884-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation of 1880.
162	134	Belchertown,	\$.002-17	\$1,800 00	\$830,356 00
108	135	New Marlborough,	2-17	1,077 55	495,871 00
178	136	Franklin,	2-16	1,400 00	648,436 00
113	137	Granby,	2-15	850 00	395,537 00
115	138	Paxton,	2-14	638 40	298,714 00
118	139	Easton,	2-12	1,500 00	707,887 00
129	140	Becket,	2-11	673 09	313,915 00
287	141	Townsend,	2-11	1,800 00	855,970 00
119	142	Shirley,	2-11	1,200 00	569,910 00
121	143	Amherst,	2-11	2,500 00	1,187,267 00
120	144	Clarksburg,	2-11	200 00	94,835 00
122	145	Palmer,	2-11	2,544 50	1,208,435 67
132	146	Seekonk,	2-11	1,469 92	695,324 00
221	147	Norton,	2-11	1,500 00	714,021 00
201	148	Holyoke,	2-10	3,800 00	1,812,854 00
144	149	Bradford,	2-09	771 00	368,278 00
125	150	Chelmsford,	2-09	2,000 00	958,369 00
198	151	Leominster,	2-08	2,584 00	1,244,051 10
128	152	Boxborough,	2-08	500 00	239,712 00
146	153	Dracut,	2-08	1,453 38	700,182 00
107	154	Brookfield,	2-06	1,300 00	632,064 00
179	155	Fairhaven,	2-06	6,700 00	3,248,990 00
229	156	Bridgewater,	2-05	2,500 00	1,222,351 00
136	157	Monterey,	2-05	467 40	227,960 00
97	158	Greenfield,	2-05	2,200 00	1,072,889 00
135	159	Westminster,	2-05	1,500 00	732,784 00
134	160	Essex,	2-05	1,300 00	633,895 20
175	161	Newburyport,	2-04	11,000 00	5,390,069 55
137	162	Otis,	2-04	650 00	319,400 00
138	163	Sharon,	2-04	1,120 00	548,452 25
141	164	Dover,	2-03	600 00	295,704 00
174	165	Deerfield,	2-03	2,021 25	1,009,306 00
184	166	Sherborn,	2-03	1,050 00	516,983 00
140	167	Acton,	2-03	1,100 00	541,225 00
139	168	Middleton,	2-03	630 00	310,417 00
16	169	Yarmouth,	2-01	1,500 00	746,587 95
*	170	Leyden,	2-01	400 00	199,268 00
147	171	Upton,	2-00	1,200 00	601,308 00
148	172	Cummington,	2-00	750 00	375,196 00
149	173	Northampton,	2-00	5,000 00	2,504,144 00
150	174	West Newbury,	1-99	1,150 00	578,671 10
196	175	Worcester,	1-98	22,000 00	11,085,506 70
152	176	Groveland,	1-98	786 00	397,079 00
155	177	Douglas,	1-98	1,344 00	678,709 00
187	178	Barre,	1-98	2,836 00	1,430,964 00
156	179	Middlefield,	1-97	590 00	299,904 00
158	180	Goshen,	1-96	350 00	178,995 00
207	181	Rutland,	1-95	1,000 00	513,477 00
233	182	Tewksbury,	1-95	1,200 00	616,308 00
170	183	Marlborough,	1-94	2,280 00	1,172,267 00

* No returns last year.

SCHOOL RETURNS—1854-5.

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For 1854-5.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus Revenue, and of similar Funds.	Valuation of 1850.
286	184	Southbridge,	\$.001-94	\$2,200 00	\$1,131,673 00
199	185	Russell,	1-94	325 00	167,528 00
161	186	Raynham,	1-94	1,000 00	514,908 00
180	187	Carlisle,	1-93	625 00	323,524 00
163	188	Westfield,	1-92	3,000 00	1,563,758 00
123	189	Plainfield,	1-92	550 00	286,006 00
204	190	Stowe,	1-92	1,200 00	623,390 00
164	191	Washington,	1-91	450 00	236,195 00
305	192	Shrewsbury,	1-90	1,500 00	788,836 00
231	193	Blackstone,	1-89	3,238 00	1,705,166 00
168	194	Lunenburg,	1-89	1,200 00	636,547 00
219	195	West Boylston,	1-88	1,000 00	531,117 00
173	196	Montgomery,	1-88	300 00	159,691 00
223	197	Tyringham,	1-88	450 00	239,086 00
171	198	Pittsfield,	1-88	5,000 00	2,660,744 66
211	199	Milton,	1-88	3,250 00	1,733,127 00
165	200	Kingston,	1-88	1,600 00	853,645 00
216	201	Methuen,	1-88	2,000 00	1,059,148 45
232	202	North Chelsea,*	1-87	1,500 00	801,944 00
261	203	Winchendon,	1-87	1,720 00	918,365 00
177	204	Sterling,	1-87	1,500 00	801,310 00
79	205	Pelham,	1-86	400 00	214,606 00
212	206	Carver,	1-86	650 00	347,995 00
237	207	Easthampton,	1-84	800 00	434,564 00
182	208	Wales,	1-84	400 00	217,938 00
183	209	Hawley,	1-83	500 00	273,212 00
150	210	New Bedford,	1-83	26,466 76	14,489,266 00
304	211	Chesterfield,	1-82	700 00	384,115 00
205	212	Granville,	1-82	698 00	384,110 00
265	213	Peru,	1-82	360 00	197,142 00
186	214	Plympton,	1-82	600 00	330,503 00
282	215	Spencer,	1-81	1,500 00	828,611 00
191	216	Newbury,	1-81	1,200 00	663,155 30
189	217	Berlin,	1-81	500 00	276,330 00
195	218	Harvard,	1-80	1,336 00	741,352 00
193	219	Randolph,	1-80	3,000 00	1,663,428 25
194	220	Canton,	1-80	2,500 00	1,387,372 75
203	221	Boxford,	1-79	961 77	538,288 67
262	222	Holden,	1-79	1,400 00	787,834 50
254	223	Enfield,	1-78	800 00	450,684 00
202	224	Sturbridge,	1-77	1,500 00	846,330 00
280	225	Conway,	1-77	1,200 00	679,492 00
200	226	Freetown,	1-77	1,000 00	565,096 00
239	227	Northborough,	1-76	1,100 00	625,596 00
252	228	Weston,	1-76	1,250 00	708,876 00
283	229	Andover,†	1-76	5,500 00	3,131,122 75
206	230	Warren,	1-75	1,200 00	686,931 00
208	231	Monson,	1-75	1,600 00	916,185 00
184	232	Monroe,	1-75	106 00	60,538 00
242	233	Orange,	1-75	1,200 00	686,974 00

*Including Winthrop.

† Including North Andover.

BOARD OF EDUCATION.

For 1883-4.	For 1884-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1880.
209	234	Lynnfield,	\$.001-74	\$600 00	\$345,356 00
210	235	Ludlow,	1-74	800 00	459,837 00
294	236	Cheshire,	1-74	900 00	516,586 00
303	237	Groton,	1-72	2,500 00	1,451,025 00
213	238	Billerica,	1-72	1,500 00	870,595 00
214	239	Templeton,	1-71	1,500 00	877,725 00
276	240	Whately,	1-71	750 00	438,772 00
215	241	Gill,	1-70	500 00	293,207 00
218	242	Shelburne,	1-70	800 00	470,874 00
217	243	West Brookfield,	1-70	900 00	528,764 00
268	244	West Cambridge,	1-69	2,825 00	1,671,644 10
220	245	Oakham,	1-69	700 00	413,351 00
258	246	Blandford,	1-69	874 16	516,896 00
142	247	Georgetown,	1-68	1,200 00	715,213 00
222	248	Windsor,	1-67	500 00	298,619 00
166	249	Lanesborough,	1-67	839 12	501,445 00
224	250	Charlemont,	1-66	600 00	361,311 00
80	251	Hadley,	1-66	1,500 00	904,424 00
226	252	Lincoln,	1-66	800 00	482,822 00
228	253	Longmeadow,	1-65	1,400 00	845,966 00
169	254	Chester,	1-65	700 00	423,265 00
227	255	Rehoboth,	1-65	1,139 35	689,206 00
230	256	Brimfield,	1-64	1,100 00	672,008 00
234	257	Ashfield,	1-62	850 00	525,901 00
295	258	Pepperell,	1-62	1,200 00	740,823 00
308	259	Adams,	1-61	2,782 00	1,724,484 00
235	260	Hinsdale,	1-61	650 00	403,324 00
241	261	Royalston,	1-60	1,200 00	751,008 00
243	262	Warwick,	1-60	727 58	454,605 00
277	263	Salem,	1-59	21,745 00	13,654,738 70
240	264	Southampton,	1-59	600 00	377,282 00
245	265	Princeton,	1-58	1,000 00	631,911 00
246	266	Oxford,	1-57	1,500 00	955,645 00
247	267	Phillipston,	1-57	600 00	383,141 00
190	268	Hardwick,	1-57	1,300 00	829,396 00
248	269	Wilmington,	1-56	625 00	399,643 00
244	270	Tolland,	1-56	316 00	222,555 00
249	271	Coleraine,	1-56	1,000 00	642,893 00
250	272	Westport,	1-55	2,248 18	1,451,080 00
251	273	Ashby,	1-55	900 00	580,860 00
274	274	Topsfield,	1-55	725 00	468,981 30
256	275	Dudley,	1-54	1,000 00	651,391 00
257	276	Williamsburg,	1-54	1,000 00	647,359 00
260	277	Sutton,	1-53	1,500 00	977,822 00
259	278	Rowley,	1-53	700 00	456,089 37
263	279	Uxbridge,	1-52	1,721 00	1,129,366 50
300	280	Lenox,	1-52	800 00	524,500 90
266	281	Medfield,	1-52	700 00	459,846 00
269	282	Petersham,	1-51	1,200 00	792,077 00
272	283	Auburn,	1-50	600 00	399,896 00

SCHOOL RETURNS—1854-5.

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For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum of the income of Surplus, Revenue, and of similar Funds.	Valuation of 1850.
270	284	Holland, . . .	\$.001-50	\$200 00	\$141,897 00
275	285	Charlton, . . .	1-49	1,400 00	942,701 00
253	286	Wilbraham, . . .	1-49	1,374 76	923,287 50
264	287	West Stockbridge, . . .	1-48	800 00	541,186 00
278	288	Westford, . . .	1-47	1,200 00	814,078 00
279	289	Northfield, . . .	1-47	1,066 00	726,681 00
281	290	Worthington, . . .	1-46	646 98	443,273 00
284	291	New Braintree, . . .	1-44	800 00	554,624 00
285	292	Hatfield, . . .	1-42	1,000 00	706,290 00
267	293	Tyngsborough, . . .	1-42	700 00	492,830 00
314	294	Hancock, . . .	1-41	500 00	355,151 00
288	295	Mendon, . . .	1-39	927 49	668,939 00
289	296	Prescott, . . .	1-38	350 00	253,561 00
290	297	Egremont, . . .	1-37	625 00	453,165 00
291	298	Alford, . . .	1-37	300 00	219,734 00
292	299	Stockbridge, . . .	1-36	1,000 00	733,871 00
255	300	Williamstown, . . .	1-34	1,300 00	973,309 00
296	301	Hamilton, . . .	1-33	600 00	452,403 00
299	302	Boylston, . . .	1-33	600 00	450,982 00
297	303	Bernardston, . . .	1-33	500 00	375,366 00
301	304	Dalton, . . .	1-33	600 00	451,247 00
302	305	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
306	306	Dunstable, . . .	1-25	450 00	361,061 00
313	307	Sheffield, . . .	1-24	1,377 05	1,108,145 00
312	308	Burlington, . . .	1-22	350 00	287,868 00
307	309	Leicester, . . .	1-20	1,460 00	1,219,330 00
316	310	Sudbury, . . .	1-20	1,100 00	915,867 00
236	311	Mount Washington, . . .	1-18	110 00	93,402 00
298	312	Great Barrington, . . .	1-16	1,500 00	1,288,176 00
309	313	Wendell, . . .	1-16	450 00	389,204 00
317	314	Boston, . . .	1-14	243,508 00	213,310,067 00
319	315	Brookline, . . .	1-10	6,000 00	5,436,854 00
310	316	Swansey, . . .	1-10	600 00	544,232 00
293	317	Richmond, . . .	1-09	400 00	367,058 00
311	318	West Springfield,* . . .	1-08	1,800 00	1,661,640 50
318	319	Chilmark, . . .	0-95	450 00	471,365 00
315	320	New Ashford, . . .	0-60	60 00	99,966 00
		Southwick, . . .	No returns.	-	525,318 00
		Winthrop, . . .	Included in N. Chelsea,	500 00	
		Swampscott, . . .	" Lynn,	1,500 00	
		Nahant, . . .	" "	850 00	
		West Roxbury, . . .	" Roxbury,	8,300 00	
		Marion, . . .	" Rochester,	600 00	
		Lakeville, . . .	" Middleboro'	1,000 00	
		North Reading, . . .	" Reading,	900 00	
		North Andover,† . . .	" Andover,	-	
		South Danvers,† . . .	" Danvers,	-	
		Agawam,† . . .	" W. Springfield,	-	

* Including Agawam.

† Incorporated at the last session of the Legislature.

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 1854-5.

SUFFOLK COUNTY.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1855.
1	1	Chelsea, . . .	\$.002-88	\$10,000 00	\$3,475,161 00
2	2	North Chelsea,* . .	1-87	1,000 00	801,944 00
3	3	Boston, . . .	1-14	243,508 00	2,310,067 00
4	4	Winthrop,† . . .	—	500 00	—

ESSEX COUNTY.

1	1	Lynn,† . . .	5-38	20,000 00	4,148,989 00
5	2	Danvers, . . .	3-99	13,217 00	3,312,779 10
3	3	Gloucester, . . .	3-80	9,000 00	2,369,251 95
2	4	Rockport, . . .	3-72	2,500 00	672,410 07
6	5	Saugus, . . .	3-34	1,645 00	491,917 50
4	6	Manchester, . . .	3-20	1,600 00	499,507 50
7	7	Marblehead, . . .	3-09	6,300 00	2,033,990 60
8	8	Haverhill, . . .	2-91	6,521 16	2,243,497 00
9	9	Ipswich, . . .	2-73	2,901 00	1,062,792 50
11	10	Beverly, . . .	2-55	5,500 00	2,156,012 85
21	11	Lawrence, . . .	2-50	15,000 00	6,003,716 20
18	12	Amesbury, . . .	2-45	2,500 00	1,020,425 00
19	13	Salisbury, . . .	2-44	2,500 00	1,023,861 83
10	14	Wenham, . . .	2-26	800 00	354,409 00
15	15	Bradford, . . .	2-09	771 00	368,278 00
12	16	Essex, . . .	2-05	1,300 00	633,895 20
20	17	Newburyport, . . .	2-04	11,000 00	5,390,069 55
13	18	Middleton, . . .	2-03	630 00	310,417 00
16	19	West Newbury, . . .	1-99	1,150 00	578,671 10
17	20	Groveland, . . .	1-98	786 00	397,079 00
25	21	Methuen, . . .	1-88	2,000 00	1,059,148 45
22	22	Newbury, . . .	1-81	1,200 00	663,155 30

* Including Winthrop.

† Including Swampscott and Nahant.

‡ Included in North Chelsea.

|| Including South Danvers.

SCHOOL RETURNS—1854-5.

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ESSEX COUNTY—CONTINUED.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to public schools, equivalent to mills and hundredths of mills.	Appropriations, including the sum paid to the State, Income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
23	23	Boxford; . . .	\$,001-79	\$961 77	\$538,288 67
29	24	Andover,* . . .	1-76	5,500 00	3,131,122 75
24	25	Lynnfield, . . .	1-74	600 00	345,356 00
14	26	Georgetown, . . .	1-68	1,200 00	715,213 00
28	27	Salem, . . .	1-59	21,745 00	13,654,738 70
27	28	Topsfield, . . .	1-55	725 00	468,981 30
26	29	Rowley, . . .	1-53	700 00	456,089 37
30	30	Hamilton, . . .	1-33	600 00	452,403 00
		Swampscott,† . . .	—	1,500 00	— —
		Nahant,† . . .	—	850 00	— —
		North Andover,‡ . . .	—	— —	— —
		South Danvers, . . .	—	— —	— —

MIDDLESEX COUNTY.

6	1	STONEHAM, . . .	4-77	2,300 00	481,862 00
1	2	Winchester, . . .	4-31	2,800 00	649,346 00
4	3	Somerville, . . .	4-24	4,920 00	2,102,631 00
3	4	Melrose, . . .	3-88	1,962 22	505,098 00
2	5	Natick, . . .	3-82	3,500 00	916,210 00
5	6	South Reading, . . .	3-71	2,800 00	755,019 00
12	7	Reading,** . . .	3-17	2,500 00	1,071,042 00
10	8	Hopkinton, . . .	3-10	2,750 00	887,091 50
14	9	Lowell, . . .	2-96	50,000 00	16,866,919 10
7	10	Charlestown, . . .	2-95	25,475 00	8,624,690 00
11	11	Ashland, . . .	2-85	1,160 00	407,121 00
20	12	Newton, . . .	2-79	8,800 00	3,157,340 00
9	13	Bedford, . . .	2-71	952 63	350,999 00
13	14	Holliston, . . .	2-68	2,200 00	821,596 00
15	15	Malden, . . .	2-66	4,600 00	1,731,662 40
16	16	Cambridge, . . .	2-65	28,193 48	10,608,787 70
32	17	Wayland, . . .	2-61	1,250 00	479,084 00
17	18	Brighton, . . .	2-53	4,129 36	1,634,725 00
18	19	Framingham, . . .	2-49	4,750 00	1,910,613 00
22	20	Lexington, . . .	2-48	2,900 00	1,170,428 00
38	21	Watertown, . . .	2-47	5,800 00	2,351,583-20
23	22	Woburn, . . .	2-37	4,647 00	1,962,577 00
28	23	Medford, . . .	2-36	5,700 00	2,409,333 00
8	24	Waltham,†† . . .	2-27	6,300 00	2,778,446 50
19	25	Littleton, . . .	2-23	1,050 00	471,879 00
21	26	Concord, . . .	2-22	2,800 00	1,262,803 20
45	27	Townsend, . . .	2-11	1,800 00	855,970 00
24	28	Shirley, . . .	2-11	1,200 00	569,910 00

* Including N. Andover. † Including in Lynn.

‡ Including in Andover. || Including in Danvers.

** Including N. Reading.

†† For 1853-4, Waltham should rank 26 instead of 8.

BOARD OF EDUCATION.

MIDDLESEX COUNTY—CONTINUED.

For 1889-90.	For 1884-5.	TOWNS.	Percentage of Valuation appropriated for public schools and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus and of similar Funds.	Valuation of 1880.
25	29	Chelmsford, . . .	\$.002-09	\$2,000 00	\$958,369 00
26	30	Boxborough, . . .	2-08	500 00	239,712 00
29	31	Dracut, . . .	2-08	1,453 38	700,182 00
30	32	Sherborn, . . .	2-03	1,050 00	516,983 00
27	33	Acton, . . .	2-03	1,100 00	541,225 00
37	34	Tewksbury, . . .	1-95	1,200 00	616,308 00
31	35	Marlborough, . . .	1-94	2,280 00	1,172,267 00
33	36	Carlisle, . . .	1-93	625 00	323,524 00
34	37	Stowe, . . .	1-92	1,200 00	623,390 00
41	38	Weston, . . .	1-76	1,250 00	708,876 00
47	39	Groton, . . .	1-72	2,500 00	1,451,025 00
35	40	Billerica, . . .	1-72	1,500 00	870,595 00
43	41	West Cambridge, . . .	1-69	2,825 00	1,671,644 10
36	42	Lincoln, . . .	1-66	800 00	482,822 00
46	43	Pepperell, . . .	1-62	1,200 00	740,823 80
39	44	Wilmington, . . .	1-56	625 00	399,643 00
40	45	Ashby, . . .	1-55	900 00	580,860 00
44	46	Westford, . . .	1-47	1,200 00	814,078 00
42	47	Tyngsborough, . . .	1-42	700 00	492,830 00
48	48	Dunstable, . . .	1-25	450 00	361,061 00
49	49	Burlington, . . .	1-22	350 00	287,868 00
50	50	Sudbury, . . .	1-20	1,100 00	915,867 00
		North Reading,* . . .	-	900 00	- -

WORCESTER COUNTY.

1	1	MILFORD, . . .	3-93	4,500 00	1,144,721 00
3	2	Clinton, . . .	3-24	2,945 00	909,148 00
2	3	Athol, . . .	2-82	1,800 00	639,384 00
16	4	Westborough, . . .	2-73	2,100 00	768,499 50
7	5	Fitchburg, . . .	2-70	5,500 00	2,039,864 60
4	6	Webster, . . .	2-49	2,000 00	801,934 00
5	7	Northbridge, . . .	2-39	1,500 00	627,979 70
6	8	Lancaster, . . .	2-37	1,600 00	674,224 00
15	9	Dana, . . .	2-32	500 00	211,123 00
28	10	Gardner, . . .	2-32	1,300 00	558,389 00
8	11	North Brookfield, . . .	2-30	1,500 00	651,332 00
9	12	Bolton, . . .	2-28	1,200 00	525,254 00
50	13	Southborough, . . .	2-26	1,350 00	598,407 60
10	14	Millbury, . . .	2-23	2,200 00	985,030 00
11	15	Grafton, . . .	2-21	3,000 00	1,356,063 00
12	16	Ashburnham, . . .	2-20	1,500 00	681,420 00
20	17	Hubbardston, . . .	2-17	1,400 00	643,503 00
14	18	Paxton, . . .	2-14	638 40	298,714 00
29	19	Leominster, . . .	2-08	2,584 00	1,244,051 10

* Included in Reading.

SCHOOL RETURNS—1854-5.

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WORCESTER COUNTY—CONTINUED.

For 1854-5.	For 1851-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
13	20	Brookfield, . . .	\$.002-06	\$1,300 00	\$632,064 00
17	21	Westminster, . . .	2-05	1,500 00	732,784 00
18	22	Upton, . . .	2-00	1,200 00	601,308 00
27	23	Worcester, . . .	1-98	22,000 00	11,085,506 70
19	24	Douglas, . . .	1-98	1,344 00	678,709 00
23	25	Barre, . . .	1-98	2,836 00	1,430,964 00
31	26	Rutland, . . .	1-95	1,000 00	513,447 00
54	27	Southbridge, . . .	1-94	2,200 00	1,131,673 00
57	28	Shrewsbury, . . .	1-90	1,500 00	788,836 00
37	29	Blackstone, . . .	1-89	3,238 00	1,705,166 00
21	30	Lunenburg, . . .	1-89	1,200 00	636,547 00
35	31	West Boylston, . . .	1-88	1,000 00	531,117 00
45	32	Winchendon, . . .	1-87	1,720 00	918,365 00
22	33	Sterling, . . .	1-87	1,500 00	801,310 00
52	34	Spencer, . . .	1-81	1,500 00	828,611 00
24	35	Berlin, . . .	1-81	500 00	276,330 00
26	36	Harvard, . . .	1-80	1,336 00	741,352 00
46	37	Holden, . . .	1-79	1,400 00	787,834 50
30	38	Sturbridge, . . .	1-77	1,500 00	846,330 00
38	39	Northborough, . . .	1-76	1,100 00	625,596 00
32	40	Warren, . . .	1-75	1,200 00	686,931 00
33	41	Templeton, . . .	1-71	1,500 00	877,725 00
34	42	West Brookfield, . . .	1-70	900 00	528,764 00
36	43	Oakham, . . .	1-69	700 00	413,351 00
39	44	Royalston, . . .	1-60	1,200 00	751,008 00
40	45	Princeton, . . .	1-58	1,000 00	631,911 00
41	46	Oxford, . . .	1-57	1,500 00	955,645 00
42	47	Phillipston, . . .	1-57	600 00	383,141 00
25	48	Hardwick, . . .	1-57	1,300 00	829,396 00
43	49	Dudley, . . .	1-54	1,000 00	651,391 00
44	50	Sutton, . . .	1-53	1,500 00	977,822 00
47	51	Uxbridge, . . .	1-52	1,721 00	1,129,366 50
48	52	Petersham, . . .	1-51	1,200 00	792,077 00
49	53	Auburn, . . .	1-50	600 00	399,896 00
51	54	Charlton, . . .	1-49	1,400 00	942,701 00
53	55	New Braintree, . . .	1-44	800 00	554,624 00
55	56	Mendon, . . .	1-39	927 49	668,939 60
56	57	Boylston, . . .	1-33	600 00	450,982 60
58	58	Leicester, . . .	1-20	1,460 00	1,219,330 00

HAMPSHIRE COUNTY.

2	1	SOUTH HADLEY, . . .	2-71	1,800 00	663,482 00
1	2	Greenwich, . . .	2-63	600 00	228,570 00
15	3	Huntington, . . .	2-48	600 00	241,678 00

HAMPSHIRE COUNTY—CONTINUED.

For 1883-4.	For 1884-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1880.
3	4	Ware, . . .	\$.002-34	\$2,600 00	\$1,108,228 00
9	5	Westhampton, . . .	2-32	500 00	215,719 00
14	6	Belchertown, . . .	2-17	1,800 00	830,356 00
6	7	Granby, . . .	2-15	850 00	395,537 00
7	8	Amherst, . . .	2-11	2,500 00	1,187,267 00
10	9	Cummington, . . .	2-00	750 00	375,196 00
11	10	Northampton, . . .	2-00	5,000 00	2,504,144 00
12	11	Middlefield, . . .	1-97	590 00	299,904 00
13	12	Goshen, . . .	1-96	350 00	178,995 00
8	13	Plainfield, . . .	1-92	550 00	286,006 00
4	14	Pelham, . . .	1-86	400 00	214,606 00
16	15	Easthampton, . . .	1-84	800 00	434,564 00
23	16	Chesterfield, . . .	1-82	700 00	384,115 00
18	17	Enfield, . . .	1-78	800 00	450,684 00
5	18	Hadley, . . .	1-66	1,500 00	904,424 00
17	19	Southampton, . . .	1-59	600 00	377,282 00
19	20	Williamsburg, . . .	1-54	1,000 00	647,359 00
20	21	Worthington, . . .	1-46	646 98	443,273 00
21	22	Hatfield, . . .	1-42	1,000 00	706,290 00
22	23	Prescott, . . .	1-38	350 00	253,561 00

HAMPDEN COUNTY.

3	1	SPRINGFIELD, . . .	2-51	16,002 96	6,375,453 50
1	2	Chicopee, . . .	2-23	7,693 53	3,442,597 00
2	3	Palmer, . . .	2-11	2,544 50	1,208,435 67
9	4	Holyoke, . . .	2-10	3,800 00	1,812,854 00
8	5	Russell, . . .	1-94	325 00	167,528 00
4	6	Westfield, . . .	1-92	3,000 00	1,563,758 00
6	7	Montgomery, . . .	1-88	300 00	159,691 00
7	8	Wales, . . .	1-84	400 00	217,938 00
10	9	Granville, . . .	1-82	698 00	384,110 00
11	10	Monson, . . .	1-75	1,600 00	916,185 60
12	11	Ludlow, . . .	1-74	800 00	459,837 00
17	12	Blandford, . . .	1-69	874 16	516,896 00
13	13	Longmeadow, . . .	1-65	1,400 00	845,966 60
5	14	Chester, . . .	1-65	700 00	423,265 00
14	15	Brimfield, . . .	1-64	1,100 00	672,008 00
15	16	Tolland, . . .	1-56	316 00	202,555 00
18	17	Holland, . . .	1-50	200 00	141,897 00
16	18	Wilbraham, . . .	1-49	1,374 76	923,287 50
19	19	West Springfield,*	1-08	1,800 00	1,661,640 50
20	20	Southwick, . . .	No returns.	—	525,318 00
		Agawam,† . . .			

* Including Agawam.

† Included in West Springfield.

SCHOOL RETURNS—1854-5.

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FRANKLIN COUNTY.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—estimated in tenths and hundredths of mills.	Appropriations, including the sum raised by taxes, income of surplus revenue, and of similar funds.	Valuation of 1850.
1	1	BUCKLAND, . . .	\$.005-16	\$1,176 75	\$227,773 00
2	2	Montague, . . .	3-07	1,372 00	447,222 00
3	3	Erving, . . .	2-62	405 26	154,821 00
5	4	New Salem, . . .	2-43	1,000 00	410,657 00
6	5	Shutesbury, . . .	2-42	600 00	248,125 00
7	6	Rowe, . . .	2-32	500 00	215,432 00
8	7	Heath, . . .	2-28	600 00	263,640 00
20	8	Leverett, . . .	2-25	600 00	266,704 00
4	9	Sunderland, . . .	2-21	700 00	316,442 00
9	10	Greenfield, . . .	2-05	2,200 00	1,072,889 00
10	11	Deerfield, . . .	2-03	2,021 25	1,009,306 00
26	12	Leyden, . . .	2-01	400 00	199,268 00
11	13	Hawley, . . .	1-83	500 00	273,212 00
23	14	Conway, . . .	1-77	1,200 00	679,492 00
12	15	Monroe, . . .	1-75	106 00	60,538 00
17	16	Orange, . . .	1-75	1,200 00	686,974 00
21	17	Whately, . . .	1-71	750 00	438,772 00
13	18	Gill, . . .	1-70	500 00	293,207 00
14	19	Shelburne, . . .	1-70	800 00	470,874 00
15	20	Charlemont, . . .	1-66	600 00	361,311 00
16	21	Ashfield, . . .	1-62	850 00	525,901 00
18	22	Warwick, . . .	1-60	727 58	454,605 00
19	23	Coleraine, . . .	1-56	1,000 00	642,893 00
22	24	Northfield, . . .	1-47	1,066 00	726,681 00
24	25	Bernardston, . . .	1-33	500 00	375,366 00
25	26	Wendell, . . .	1-16	450 00	389,204 00

BERKSHIRE COUNTY.

1	1	LEE, . . .	3-27	3,160 00	966,320 00
3	2	Sandisfield, . . .	2-57	1,119 24	463,328 00
4	3	Savoy, . . .	2-49	428 00	171,936 00
2	4	Florida, . . .	2-41	350 00	145,049 00
5	5	New Marlborough, . . .	2-17	1,077 55	495,871 00
7	6	Becket, . . .	2-11	673 09	313,915 00
6	7	Clarksburg, . . .	2-11	200 00	94,835 00
8	8	Monterey, . . .	2-05	467 40	227,960 00
9	9	Otis, . . .	2-04	650 00	319,400 00
10	10	Washington, . . .	1-91	450 00	236,195 00
14	11	Tyringham, . . .	1-88	450 00	239,086 00
12	12	Pittsfield, . . .	1-88	5,000 00	2,660,744 60
18	13	Peru, . . .	1-82	360 00	197,142 00
24	14	Cheshire, . . .	1-74	900 00	516,586 50
13	15	Windsor, . . .	1-67	500 00	298,619 00

BERKSHIRE COUNTY—CONTINUED.

For 1884-4.	For 1884-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the amount raised by taxes, Income of Surplus Revenue, and of similar Funds.	Valuation of 1880.
11	16	Lanesborough, . . .	\$.001-67	\$839 12	\$501,445 00
28	17	Adams,	1-61	2,782 00	1,724,484 00
15	18	Hinsdale,	1-61	650 00	403,324 00
25	19	Lenox,	1-52	800 00	524,500 90
19	20	West Stockbridge, . .	1-48	800 00	541,186 00
30	21	Hancock,	1-41	500 00	355,151 00
20	22	Egremont,	1-37	625 00	453,165 00
21	23	Alford,	1-37	300 00	219,734 00
22	24	Stockbridge,	1-36	1,000 00	733,871 40
17	25	Williamstown,	1-34	1,300 00	973,309 00
26	26	Dalton,	1-33	600 00	451,247 00
29	27	Sheffield,	1-24	1,377 05	1,108,145 00
16	28	Mount Washington, . .	1-18	110 00	93,402 00
27	29	Great Barrington, . .	1-16	1,500 00	1,288,176 00
23	30	Richmond,	1-09	400 00	367,058 00
31	31	New Ashford,	0-60	60 00	99,966 00

NORFOLK COUNTY.

2	1	MEDWAY,	3-46	3,000 00	867,176 00
1	2	Quincy,	3-41	7,115 00	2,085,625 38
3	3	Weymouth,	3-15	5,400 00	1,714,014 75
6	4	Roxbury,*	2-94	31,738 02	13,613,731 50
5	5	Dedham,	2-84	8,517 00	2,999,518 87
4	6	Stoughton,	2-74	3,000 00	1,093,296 00
10	7	Foxborough,	2-62	1,700 00	648,072 75
14	8	Needham,	2-51	2,010 00	799,789 75
7	9	Walpole,	2-46	2,000 00	812,984 50
17	10	Dorchester,	2-43	16,500 00	6,785,916 46
8	11	Cohasset,	2-41	1,800 00	746,872 68
11	12	Braintree,	2-37	2,500 00	1,054,783 30
9	13	Wrentham,	2-27	2,541 87	1,121,721 00
16	14	Bellingham,	2-20	1,140 63	517,797 87
15	15	Franklin,	2-16	1,400 00	648,436 00
12	16	Sharon,	2-04	1,120 00	548,452 25
13	17	Dover,	2-03	600 00	295,704 00
20	18	Milton,	1-88	3,250 00	1,733,127 00
18	19	Randolph,	1-80	3,000 00	1,663,428 25
19	20	Canton,	1-80	2,500 00	1,387,372 75
21	21	Medfield,	1-52	700 00	459,846 00
22	22	Brookline,	1-10	6,000 00	5,436,854 50
23	23	West Roxbury,† . . .	—	8,300 00	—

*Including West Roxbury.

†Included in Roxbury.

SCHOOL RETURNS—1854-5.

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BRISTOL COUNTY.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation assessed to Public Schools equivalent to mills and hundredths of mills.	Appropriations, including the sum raised by taxes, license, and of similar funds.	Valuation of 1850.
3	1	MANSFIELD, . . .	\$.004-45	\$1,688 00	\$378,902 00
1	2	Attleborough, . . .	4-30	4,467 01	1,038,000 00
4	3	Taunton, . . .	3-78	11,000 00	3,701,472 00
2	4	Pawtucket, . . .	3-60	3,300 00	916,587 00
5	5	Berkley, . . .	2-87	750 00	261,405 00
7	6	Somerset, . . .	2-59	1,200 00	463,495 00
6	7	Dighton, . . .	2-27	1,175 00	517,487 00
11	8	Fall River, . . .	2-22	13,500 00	6,091,250 00
8	9	Easton, . . .	2-12	1,500 00	707,887 00
9	10	Seekonk, . . .	2-11	1,469 92	695,324 00
15	11	Norton, . . .	2-11	1,500 00	714,021 00
13	12	Fairhaven, . . .	2-06	6,700 00	3,248,990 00
12	13	Raynham, . . .	1-94	1,000 00	514,908 00
10	14	New Bedford, . . .	1-83	26,466 76	14,489,266 00
14	15	Freetown, . . .	1-77	1,000 00	565,096 00
16	16	Rehoboth, . . .	1-65	1,139 35	680,206 00
17	17	Westport, . . .	1-55	2,248 18	1,451,080 00
18	18	Dartmouth, . . .	1-32	3,000 00	2,279,942 00
19	19	Swansey, . . .	1-10	600 00	544,232 00

PLYMOUTH COUNTY.

1	1	ABINGTON, . . .	4-09	6,000 00	1,466,878 00
2	2	Plymouth, . . .	3-17	7,850 00	2,473,123 00
14	3	Scituate, . . .	3-01	2,000 00	664,955 00
3	4	North Bridgewater, . . .	2-88	3,000 00	1,043,150 00
4	5	Wareham, . . .	2-66	2,400 00	901,603 00
7	6	Hingham, . . .	2-64	4,140 14	1,570,886 00
15	7	Rochester,* . . .	2-62	2,500 00	1,181,629 00
5	8	Pembroke, . . .	2-61	1,152 00	440,917 00
6	9	Middleborough,† . . .	2-49	3,000 00	1,603,928 00
19	10	East Bridgewater, . . .	2-46	2,000 00	814,600 00
8	11	Hanson, . . .	2-39	900 00	376,786 00
13	12	Hull, . . .	2-38	281 29	117,823 00
10	13	Halifax, . . .	2-34	600 00	255,884 00
17	14	Marshfield, . . .	2-33	1,500 00	643,191 00
11	15	W. Bridgewater, . . .	2-32	1,200 00	516,955 00
12	16	South Scituate, . . .	2-27	1,700 00	747,414 00
9	17	Duxbury, . . .	2-23	2,396 00	1,076,363 00
16	18	Hanover, . . .	2-18	1,200 00	550,089 00
22	19	Bridgewater, . . .	2-05	2,500 00	1,222,351 00
18	20	Kingston, . . .	1-88	1,600 00	853,645 00
21	21	Carver, . . .	1-86	650 00	347,995 00
20	22	Plympton, . . .	1-82	600 00	330,503 00
23	23	Marion,‡ . . .	-	600 00	-
24	24	Lakeville, . . .	-	1,000 00	-

* Including Marion.

‡ Included in Rochester.

† Including Lakeville.

|| Included in Middleborough.

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

For 1853-4.	For 1854-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Appropriations, including the amount raised by taxes on income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	1	WELLFLEET, . .	\$.008-80	\$2,590 00	\$294,228 00
8	2	Harwich, . . .	3-81	2,000 00	524,699 75
5	3	Provincetown, . .	3-74	3,900 00	1,043,135 00
2	4	Truro, . . .	3-54	1,300 00	367,199 50
4	5	Orleans, . . .	3-38	1,100 00	325,576 30
12	6	Chatham, . . .	3-10	1,500 00	484,718 25
3	7	Eastham, . . .	3-09	575 00	185,714 50
7	8	Brewster, . . .	2-99	1,000 00	334,827 45
10	9	Sandwich, . . .	2-94	3,876 00	1,314,391 15
9	10	Barnstable, . . .	2-62	4,090 00	1,522,871 00
13	11	Dennis, . . .	2-51	2,000 00	798,934 14
11	12	Falmouth, . . .	2-43	2,321 24	954,466 75
6	13	Yarmouth, . . .	2-01	1,500 00	746,587 95

DUKES COUNTY.

1	1	EDGARTOWN, . .	2-53	1,700 00	670,834 00
2	2	Tisbury, . . .	2-52	1,400 00	555,806 00
3	3	Chilmark, . . .	0-95	450 00	471,365 00

NANTUCKET COUNTY.

1	1	NANTUCKET, . .	2-33	10,722 51	4,595,362 00
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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 1854-5.

For 1853-4.	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	BARNSTABLE,	\$.003-12	\$25,800 00	\$1,952 24	\$27,752 24	\$8,807,349 74	\$4,409 21
2	Plymouth,	2-644	50,321 43	448 00	50,769 43	19,200,468 00	1,222 73
3	Middlesex,	2-641	219,812 06	136 01	219,948 07	83,264,719 50	790 13
4	Essex,	2-53	142,020 00	1,182 93	143,202 93	56,556,466 89	369 80
5	Norfolk,	2-46	115,170 02	662 50	115,832 52	47,034,521 56	376 00
6	Nantucket,	2-33	10,722 51	—	10,722 51	4,595,362 00	—
7	Bristol,	2-21	85,946 77	757 45	86,704 22	39,243,560 00	2,729 48
8	Dukes,	2-09	3,550 00	—	3,550 00	1,638,005 00	70 00
9	Worcester,	2-00	110,295 00	854 89	111,149 89	55,497,794 00	1,239 35
10	Hampden,	1-98	42,921 95	1,926 96	44,848 91	22,621,220 77	5,064 38
11	Hampshire,	1-97	25,900 00	386 98	26,286 98	13,331,240 00	4,079 01
7	Franklin,	1-94	21,389 58	305 26	21,694 84	11,211,309 00	6,064 24
12	Berkshire,	1-71	28,550 00	878 45	29,428 45	17,197,607 00	11,361 66
13	Suffolk,	1-17	255,008 44	—	255,008 00	217,587,172 00	—
14							
AGGREGATE FOR THE STATE.							
14 Counties,		1-92	1,137,407 76	9,491 61	1,146,899 37	597,936,995 46	37,776 09

*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 1853-4.	For 1854-5.	COUNTIES.	Percentage of Valuation—equivalent to mills and hundredths of mills.
1	1	Barnstable,	\$.003-61
2	2	Plymouth,	2-71
3	3	Middlesex,	2-65
6	4	Essex,	2-54
4	5	Franklin,	2-48
8	6	Norfolk,	2 47
7	7	Berkshire,	2-37
9	8	Nantucket,	2-33
10	9	Bristol,	2-279
5	10	Hampshire,	2-278
11	11	Hampden,	2-21
13	12	Dukes,	2-13
12	13	Worcester,	2-03
14	14	Suffolk,	1-17
Aggregate for the State,			1-98

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. 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 more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made, is to be thus explained:—the mean average attendance upon all the 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.

Teachers and committees are sometimes not sufficiently careful to secure an accurate return of the average attendance. On this account it is not claimed that the towns in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

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 1854-5.

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	PHILLIPSTON*	119	155	1.29-83	24	Chelmsford, .	422	379	.89-81
2	Monroe,†	47	59	1.25-53	25	Marlborough,	712	636	.89-32
3	Hopkinton,‡	638	695	1.10-74	26	Charlton, .	376	335	.89-22
4	Shrewsbury, .	211	229	1.08-53	27	Russell, .	101	895	.88-61
5	Framingham,	805	849	1.05-52	28	Holland, .	78	69	.88-46
6	Greenwich, .	142	148	1.04-22	29	Royalston, .	316	279	.88-29
7	Chilmark, .	129	131	1.01-55	30	Holden, .	459	404	.88-01
8	Leominster, .	636	638	1.00-39	31	Medfield, .	180	158	.87-77
9	Sherborn, .	197	196	.99-49	32	Cumington,	211	184	.87-44
10	Boxborough, .	87	85	.97-70	33	Harvard, .	272	237	.87-31
11	Bolton, .	250	242	.97	34	Sharon, .	236	206	.87-28
12	Wayland, .	224	217	.96-87	35	Sunderland, .	180	157	.87-22
13	Nahant, .	46	44	.96-73	36	Dunstable, .	107	93	.86-91
14	Orange, .	349	333	.95-55	37	Upton, .	397	344	.86-64
15	Carlisle, .	101	95	.94-55	38	Coleraine, .	429	370	.86-24
16	Stowe, .	272	257	.94-48	39	Ashburnham,	446	381	.85-53
17	Weston, .	207	193	.93-47	40	Scituate, .	472	403	.85-38
18	Westborough,	502	464	.92-43	41	Hawley, .	205	174	.84-87
19	Warwick, .	211	195	.92-41	42	Brimfield, .	254	215	.84-84
20	Rowe, .	149	136	.91-27	43	Billerica, .	352	298	.84-80
21	Littleton, .	166	150	.90-66	44	Foxborough, .	434	368	.84-79
22	Hardwick, .	285	258	.90-52	45	Natick, .	642	544	.84-73
23	Pelham, .	166	149	.90-06	46	Paxton, .	167	141	.84-73

* By referring to the Abstract of School Returns (page xvii.) it will be seen that the School Committee of Phillipston return, as the "No. of Scholars of all ages in all the schools in Winter," 191; and an "average attendance" in Winter of 163. This shows the whole attendance to have been 9 more, and the average attendance only 19 less than the whole number of persons between 5 and 15 years in the town, on the 1st of May, added to the whole number attending school during the year under 5 and over 15!

† The School Committee of Monroe return (page xxiv.) the whole attendance in Winter, 82, and the average attendance 63. According to this return the whole attendance was 19 more than, and the average attendance was exactly equal to, the whole number of persons between 5 and 15 in the town on the 1st of May, and to the whole number actually attending the schools, during the year, under 5 and over 15!!

‡ According to the Returns from Hopkinton (page xii.) the "No. of Scholars of all ages in all the schools" in Winter, was 18 more than all the persons between 5 and 15 in the town on the previous May, added to the whole number under 5 and over 15 actually attending school. Summer and Winter!

Such unusual results awaken an apprehension of incorrect returns, and that these towns, and perhaps other towns may not be really entitled to the rank severally assigned them in this Table.

SCHOOL RETURNS—1854-5.

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TOWNS.				TOWNS.					
	No of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		No of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No of chil- dren between 5 and 15, expressed in decimals.		
47	Chelsea, .	1,710	1,448	.84-70	96	Berlin, .	203	159	.78-32
48	Petersham, .	317	268	.84-54	97	Danvers, .	1,901	1,487	.78-22
49	Acton, .	331	279	.84-44	98	Southboro', .	297	232	.78-11
50	W Bridgewater, .	336	282	.84-07	99	Auburn, .	182	142	.78-02
51	Hillborton, .	442	371	.83-93	100	Wilmington, .	152	118	.77-96
52	Boylston, .	205	172	.83-90	101	Gill, .	156	121	.77-88
53	Leverett, .	208	174	.83-65	102	Chesterfield, .	205	159	.77-80
54	Pepperell, .	336	281	.83-63	103	Raynham, .	331	257	.77-79
55	Ware, .	556	463	.83-36	104	Quincy, .	1,159	899	.77-61
56	Abington, .	1,218	1,014	.83-29	105	Plymouth, .	1,314	1,019	.77-54
57	Athol, .	450	374	.83-11	106	Lexington, .	405	314	.77-53
58	Lincoln, .	115	95	.83-04	107	Lancaster, .	345	267	.77-39
59	Longmeadow, .	234	194	.82-90	108	Huntington, .	237	183	.77-21
60	N. Brookfield, .	422	348	.82-58	109	Lunenburg, .	256	197	.77-14
61	Cohasset, .	368	302	.82-20	110	Mansfield, .	422	325	.77-01
62	Dover, .	118	97	.82-20	111	Wales, .	137	105	.77
63	Methuen, .	425	348	.82	112	Hanover, .	319	245	.76-95
64	Ashby, .	260	213	.81-92	113	Rehoboth, .	412	317	.76-94
65	Townsend, .	453	369	.81-56	114	Lakeville, .	245	188	.76-93
66	Holliston, .	619	504	.81-50	115	Westford, .	301	231	.76-91
67	Hanson, .	240	195	.81-45	116	Northboro', .	255	196	.76-86
68	Oakham, .	263	214	.81-36	117	Somerset, .	255	196	.76-86
69	Shirley, .	260	211	.81-34	118	Worthington, .	277	212	.76-81
70	Leyden, .	160	130	.81-25	119	Erving, .	90	69	.76-66
71	Boxford, .	219	177	.81-05	120	Wrentham, .	720	552	.76-66
72	Reading, .	447	362	.80-98	121	Winthrop, .	60	46	.76-66
73	Melrose, .	369	297	.80-62	122	New Salem, .	305	233	.76-55
74	Dracut, .	345	278	.80-57	123	Newton, .	1,100	842	.76-54
75	Templeton, .	489	394	.80-57	124	Sterling, .	390	297	.76-28
76	Barre, .	586	472	.80-54	125	Cambridge, .	3,652	2,782	.76-17
77	Norton, .	384	308	.80-33	126	Swampscott, .	253	192	.76-08
78	N. Braintree, .	170	136	.80-29	127	Enfield, .	234	178	.76-06
79	Granby, .	200	160	.80	128	Princeton, .	294	223	.76-02
80	Rutland, .	276	220	.79-89	129	Brighton, .	500	380	.76
81	Heath, .	179	143	.79-88	130	Plainfield, .	131	99	.75-95
82	Edgartown, .	420	335	.79-76	131	Walpole, .	384	291	.75-91
83	Bedford, .	201	160	.79-60	132	Charlestown, .	3,785	2,873	.75-90
84	Provincetown, .	689	548	.79-52	133	N. Chelsea, .	137	104	.75-90
85	Montague, .	314	273	.79-50	134	Halifax, .	176	133	.75-85
86	Millbury, .	558	443	.79-48	135	S. Reading, .	502	380	.75-79
87	Berkley, .	197	156	.79-44	136	Gloucester, .	1,789	1,353	.75-65
88	Bellingham, .	294	233	.79-25	137	Westminster, .	385	291	.75-58
89	Concord, .	404	320	.79-20	138	Montgomery, .	81	61	.75-30
90	Gardner, .	400	316	.79-12	139	Peru, .	111	83	.75-22
91	Bernardston, .	207	163	.78-98	140	Kingston, .	288	216	.75-17
92	Ashland, .	285	225	.78-94	141	Canton, .	598	449	.75-16
93	Boston, .	24,289	19,067	.78-50	142	Weymouth, .	1,246	936	.75-16
94	Hatfield, .	193	151	.78-49	143	Winchendon, .	460	345	.75-10
95	Windsor, .	222	174	.78-37	144	New Bedford, .	3,541	2,646	.74-72

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
145	Otis, . . .	193	144	.74-61	194	Dorchester, .	1,857	1,311	.70-59
146	Wellfleet, .	550	410	.74-54	195	Monterey, .	173	122	.70-52
147	Warren, . .	339	252	.74-48	196	Dana, . . .	198	139	.70-20
148	Northfield, .	427	318	.74-47	197	Dudley, . .	283	197	.69-78
149	Middleboro', .	877	652	.74-40	198	Southbridge, .	619	430	.69-48
150	Sudbury, . .	343	255	.74-34	199	Brookline, .	508	352	.69-38
151	W. Cambridge	386	286	.74-09	200	Ipswich, . .	702	487	.69-37
152	Shutesbury, .	214	158	.74-06	201	Hingham, . .	770	534	.69-35
153	Brookfield, .	411	304	.73-96	202	Sturbridge, .	497	344	.69-21
154	Marshfield, .	361	266	.73-82	203	N. Bridgewater	1,124	777	.69-17
155	Chester, . .	305	225	.73-77	204	Easton, . .	531	367	.69-11
156	Hamilton, . .	160	118	.73-75	205	Roxbury, . .	3,760	2,595	.69 01
157	Spencer, . .	541	399	.73-75	206	N. Reading, .	220	151	.68-63
158	Hadley, . . .	436	320	.73-50	207	Whately, . .	213	146	.68-54
159	Fitchburg, . .	1,087	798	.73-41	208	Belchertown, .	586	401	.68-51
160	Dighton, . .	383	280	.73-23	209	Blandford, .	307	210	.68-40
161	Sandisfield, .	309	226	.73-13	210	Middleton, . .	188	128	.68-35
162	Stoughton, . .	806	588	.72-95	211	Florida, . .	167	114	.68-26
163	Buckland, . .	328	238	.72-71	212	Amherst, . .	657	448	.68-18
164	Waltham, . .	929	675	.72-71	213	Sutton, . . .	539	366	.67-90
165	Medford, . .	903	656	.72-64	214	Becket, . . .	290	196	.67-75
166	Monson, . . .	508	369	.72-63	215	W. Roxbury, .	751	508	.67-70
167	Fairhaven, . .	1,113	807	.72-55	216	Deerfield, . .	539	364	.67-53
168	Stoneham, . .	450	326	.72-55	217	Alford, . . .	118	79	.67-37
169	Charlemont, .	267	193	.72-47	218	Beverly, . .	1,184	797	.67-31
170	Medway, . . .	644	466	.72-43	219	Manchester, .	390	262	.67-30
171	Haverhill, . .	1,458	1,054	.72-32	220	Northbridge, .	466	313	.67-16
172	Somerville, . .	983	711	.72-32	221	Wendell, . .	178	119	.66-85
173	Goshen, . . .	108	78	.72-22	222	Chicopee, . .	1,319	881	.66-79
174	Douglas, . .	420	303	.72-14	223	Falmouth, . .	574	382	.66-55
175	Middlefield, .	173	124	.71-96	224	Yarmouth, . .	551	366	.66-42
176	Lynn,	3,088	2,221	.71-92	225	Southampton, .	232	154	.66-37
177	E. Bridgewater	581	417	.71-77	226	Cheshire, . .	307	203	.66-28
178	Ashfield, . .	313	224	.71-72	227	Milton, . . .	487	322	.66-22
179	Malden, . . .	841	603	.71-70	228	Tewksbury, . .	228	151	.66-22
180	S. Hadley, . .	413	296	.71-67	229	Franklin, . .	418	275	.65-78
181	Attleborough, .	932	667	.71-56	230	Savoy,	214	140	.65-65
182	W. Boylston, .	411	294	.71-53	231	Westport, . .	660	433	.65-60
183	Needham, . .	416	297	.71-39	232	Watertown, . .	732	479	.65-50
184	Williamsburg, .	318	227	.71-38	233	Duxbury, . .	563	367	.65-27
185	Winchester, . .	353	252	.71-38	234	Woburn, . . .	903	588	.65-11
186	Lowell, . . .	6,064	4,325	.71-32	235	Salem,	4,350	2,828	.65-01
187	Orleans, . . .	451	321	.71-28	236	Carver, . . .	295	191	.64-74
188	Bridgewater, .	597	425	.71-27	237	Peabroke, . .	300	194	.64-66
189	Westhampton, .	132	94	.71-21	238	Groveland, . .	273	176	.64-65
190	S. Scituate, . .	360	225	.70-97	239	Hull,	55	35	.64-54
191	N. Marlboro', .	336	238	.70-83	240	Westfield, . .	907	585	.64-49
192	Shelburne, . .	272	192	.70-77	241	Dennis, . . .	853	550	.64-47
193	Milford, . . .	1,226	867	.70-75	242	Andover, . . .	1,433	922	.64-34

SCHOOL RETURNS—1854-5.

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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.
243 Nantucket, .	1,533	983	.64-12	288 Barnstable, .	1,076	616	.57-29
244 Saugus, .	369	236	.63-95	289 Lee, .	893	511	.57-27
245 Chatham, .	535	342	.63-92	290 Dartmouth, .	855	488	.57-07
246 Richmond, .	209	133	.63-87	291 Rochester, .	652	369	.56-59
247 Braintree, .	765	488	.63-79	292 Burlington, .	99	56	.56-56
248 W. Springfield	685	437	.63-79	293 Essex, .	316	178	.56-32
249 Tyngsboro', .	186	118	.63-70	294 Sandwich, .	1,139	641	.56-32
250 Mendon, .	250	159	.63-60	295 Hancock, .	185	104	.56-21
251 Seekonk, .	496	315	.63-50	296 Clinton, .	580	322	.55-60
252 Wilbraham, .	508	322	.63-48	297 Gt. Barringt'n	733	401	.54-77
253 Wenham, .	238	151	.63-44	298 Rockport, .	790	432	.54-68
254 W. Newbury, .	363	229	.63-22	299 Hinsdale, .	271	148	.54-61
255 Harwich, .	960	605	.63-02	300 Adams, .	1,318	715	.54-28
256 Conway, .	428	269	.62-96	301 New Ashford	40	21	.53-75
257 Northampton,	1,182	743	.62-90	302 Swanzy, .	280	150	.53-75
258 Groton, .	623	391	.62-84	303 Stockbridge, .	420	225	.53-69
259 Leicester, .	561	352	.62-83	304 W. Brookfield	303	159	.52-64
260 Lynnfield, .	204	128	.62-74	305 Blackstone, .	1,022	536	.52-44
261 Palmer, .	760	476	.62-69	306 Williamst'n, .	659	345	.52-35
262 Granville, .	292	183	.62-67	307 Pittsfield, .	1,488	778	.52-31
263 Plympton, .	214	134	.62-61	308 Webster, .	580	303	.52-24
264 Grafton, .	850	532	.62-58	309 Mt. Wash'gtn	72	37	.52-08
265 Ludlow, .	260	162	.62-50	310 Tyringham, .	180	93	.51-94
266 Prescott, .	201	125	.62-43	311 Lawrence, .	2,176	1,116	.51-28
267 Newbury, .	255	158	.61-96	312 Marion, .	202	103	.51-23
268 Egremont, .	234	143	.61-11	313 Dedham, .	865	442	.51-15
269 Randolph, .	1,134	689	.60-75	314 Dalton, .	274	138	.50-36
270 Amesbury, .	573	346	.60-47	315 Topsfield, .	242	121	.50
271 Holyoke, .	755	456	.60-39	316 Pawtucket, .	911	451	.49-50
272 Brewster, .	304	183	.60-19	317 Lenox, .	378	187	.49-47
273 W. Stockb'dge	320	192	.60-15	318 Salisbury, .	684	334	.48-83
274 Taunton, .	2,906	1,739	.59-85	319 Washington, .	225	108	.48-22
275 Worcester, .	3,845	2,301	.59-84	320 Springfield, .	3,449	1,621	.46-99
276 Rowley, .	244	146	.59-83	321 Freetown, .	351	163	.46-43
277 Marblehead, .	1,627	972	.59-77	322 Newburyport	2,875	1,285	.44-69
278 Sheffield, .	580	346	.59-74	323 Bradford, .	290	128	.44-13
279 Easthampton, .	225	134	.59-55	324 Clarksburg, .	105	45	.42-85
280 Wareham, .	734	432	.58-92	325 Eastham, .	161	67	.41-92
281 Greenfield, .	533	314	.58-91	326 Tisbury, .	384	142	.36-97
282 Georgetown, .	396	231	.58-33	327 Lanesboro', .	332	116	.35-09
283 Truro, .	607	354	.58-31	328 Agawam,* .	-	-	-
284 Fall River, .	2,718	1,570	.57-78	329 N. Andover,*	-	-	-
285 Oxford, .	610	352	.57-78	330 S. Danvers,*	-	-	-
286 Uxbridge, .	658	380	.57-75	331 Southwick,†	-	-	-
287 Tolland, .	144	83	.57-63				

* New towns.

† No Returns.

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 1854-5.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. 83.]

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, .	1,710	1,448	.84 70	3 Winthrop, .	60	46	.76-66
2 Boston, .	24,289	19,067	.78-50	4 N. Chelsea, .	137	104	.75-90

ESSEX COUNTY.

1 NAHANT, . .	46	44	.96-73	17 Saugus, .	369	236	.63-95
2 Methuen, .	425	348	.82	18 Wenham, .	238	151	.63-44
3 Boxford, .	219	177	.81-05	19 W. Newbury, .	363	229	.63-22
4 Danvers, .	1,901	1,487	.78-22	20 Lynnfield, .	204	128	.62-74
5 Swampscott, .	253	192	.76-08	21 Newbury, .	255	158	.61-96
6 Gloucester, .	1,789	1,353	.75-65	22 Amesbury, .	573	346	.60-47
7 Hamilton, .	160	118	.73-75	23 Rowley, .	244	146	.59-83
8 Haverhill, .	1,458	1,054	.72-32	24 Marblehead, .	1,627	972	.59-77
9 Lynn, .	3,088	2,221	.71-92	25 Georgetown, .	396	231	.58-33
10 Ipswich, .	702	487	.69-37	26 Essex, .	316	178	.56-32
11 Middleton, .	188	128	.68-35	27 Rockport, .	790	432	.54-68
12 Beverly, .	1,184	797	.67-31	28 Lawrence, .	2,176	1,116	.51-28
13 Manchester, .	390	262	.67-30	29 Topsfield, .	242	121	.50
14 Salem, .	4,350	2,828	.65-01	30 Salisbury, .	684	334	.48-83
15 Groveland, .	273	176	.64-65	31 Newburyport, .	2,875	1,285	.44-69
16 Andover, .	1,433	922	.64-34	32 Bradford, .	290	128	.44-13

SCHOOL RETURNS—1854-5.

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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 HOPKINTON*	638	695	1.10-74	27 Ashland, .	285	225	.78-94
2 Framingham, .	805	849	1.05-52	28 Wilmington, .	152	118	.77-96
3 Sherborn, .	197	196	.99-49	29 Lexington, .	405	314	.77-53
4 Boxborough, .	87	85	.97-70	30 Westford, .	301	231	.76-91
5 Wayland, .	224	217	.96-87	31 Newton, .	1,100	842	.76-54
6 Carlisle, .	101	95	.94-55	32 Cambridge, .	3,652	2,782	.76-17
7 Stowe, .	272	257	.94-48	33 Brighton, .	500	380	.76
8 Weston, .	207	193	.93-47	34 Charlestown, .	3,785	2,873	.75-90
9 Littleton, .	166	150	.90-66	35 S. Reading, .	502	380	.75-79
10 Chelmsford, .	422	379	.89-81	36 Sudbury, .	343	255	.74-34
11 Marlborough, .	712	636	.89-32	37 W. Cambridge	386	286	.74-09
12 Dunstable, .	107	93	.86-91	38 Waltham, .	929	675	.72-71
13 Billerica, .	352	298	.84-80	39 Medford, .	903	656	.72-64
14 Natick, .	642	544	.84-73	40 Stoneham, .	450	326	.72-55
15 Acton, .	331	279	.84-44	41 Somerville, .	983	711	.72-32
16 Pepperell, .	336	281	.83-63	42 Malden, .	841	603	.71-70
17 Lincoln, .	115	95	.83-04	43 Winchester, .	353	252	.71-38
18 Ashby, .	260	213	.81-92	44 Lowell, .	6,064	4,325	.71-32
19 Townsend, .	453	369	.81-56	45 N. Reading, .	220	151	.68-63
20 Holliston, .	619	504	.81-50	46 Tewksbury, .	228	151	.66-22
21 Shirley, .	260	211	.81-34	47 Watertown, .	732	479	.65-50
22 Reading, .	447	362	.80-98	48 Woburn, .	903	588	.65-11
23 Melrose, .	369	297	.80-62	49 Tyngsboro' .	186	118	.63-70
24 Dracut, .	345	278	.80-57	50 Groton, .	623	391	.62-84
25 Bedford, .	201	160	.79-60	51 Burlington, .	99	56	.56-56
26 Concord, .	404	320	.79-20				

WORCESTER COUNTY.

1 PHILLIPSTON*	119	154	1.29-83	14 Petersham, .	317	268	.84-54
2 Shrewsbury, .	211	229	1.08-53	15 Hubbardston, .	442	371	.83-93
3 Leominster, .	636	638	1.00-39	16 Boylston, .	205	172	.83-90
4 Bolton, .	250	242	.97	17 Athol, .	450	374	.83-11
5 Westborough, .	502	464	.92-43	18 N. Brookfield, .	422	348	.82-58
6 Hardwick, .	285	258	.90-52	19 Oakham, .	263	214	.81-36
7 Charlton, .	376	335	.89-22	20 Templeton, .	489	394	.80-57
8 Royalston, .	316	279	.88-29	21 Barre, .	586	472	.80-54
9 Holden, .	459	404	.88-01	22 N. Braintree, .	170	136	.80-29
10 Harvard, .	272	237	.87-31	23 Rutland, .	276	220	.79-89
11 Upton, .	397	344	.86-64	24 Millbury, .	558	443	.79-48
12 Ashburnham, .	446	381	.85-53	25 Gardner, .	400	316	.79-12
13 Paxton, .	167	141	.84-73	26 Berlin, .	203	159	.78-32

*See note, page 84

BOARD OF EDUCATION.

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	Southboro', .	297	232	.78-11	43	Dana, . .	198	139	.70-20
28	Auburn, .	182	142	.78-02	44	Dudley, .	283	197	.69-78
29	Lancaster, .	345	267	.77-39	45	Southbridge, .	619	430	.69-48
30	Lunenburg, .	256	197	.77-14	46	Sturbridge, .	497	344	.69-21
31	Northboro', .	255	196	.76-86	47	Sutton, .	539	366	.67-90
32	Sterling, .	390	297	.76-28	48	Northbridge, .	466	313	.67-16
33	Princeton, .	294	223	.76-02	49	Mendon, .	250	159	.63-60
34	Westminster, .	385	291	.75-58	50	Leicester, .	561	352	.62-83
35	Winchendon, .	460	345	.75-10	51	Grafton, .	850	532	.62-58
36	Warren, .	339	252	.74-48	52	Worcester, .	3,845	2,301	.59-84
37	Brookfield, .	411	304	.73-96	53	Oxford, .	610	352	.57-78
38	Spencer, .	541	399	.73-75	54	Uxbridge, .	658	380	.57-75
39	Fitchburg, .	1,087	798	.73-41	55	Clinton, .	580	322	.55-60
40	Douglas, .	420	303	.72-14	56	W. Brookfield, .	303	159	.52-64
41	W. Boylston, .	411	294	.71-53	57	Blackstone, .	1,022	536	.52-44
42	Milford, .	1,226	867	.70-75	58	Webster, .	580	303	.52-24

HAMPSHIRE COUNTY.

1	GREENWICH, .	142	148	1.04-22	13	Goshen, .	108	78	.72-22
2	Pelham, .	166	149	.90-06	14	Middlefield, .	173	124	.71-96
3	Cummington, .	211	184	.87-44	15	S. Hadley, .	413	296	.71-67
4	Ware, .	556	463	.83-36	16	Williamsburg, .	318	227	.71-38
5	Granby, .	200	160	.80	17	Westhampton, .	132	94	.71-21
6	Hatfield, .	193	151	.78-49	18	Belchertown, .	586	401	.68-51
7	Chesterfield, .	205	159	.77-80	19	Amherst, .	657	448	.68-18
8	Huntington, .	237	183	.77-21	20	Southampton, .	232	154	.66-37
9	Worthington, .	276	212	.76-81	21	Northampton, .	1,182	743	.62-90
10	Enfield, .	234	178	.76-06	22	Prescott, .	201	125	.62-43
11	Plainfield, .	131	99	.75-95	23	Easthampton, .	225	134	.59-55
12	Hadley, .	436	320	.73-50					

HAMPDEN COUNTY.

1	RUSSELL, .	101	89	.88-61	6	Montgomery, .	81	61	.75-30
2	Holland, .	78	69	.88-46	7	Chester, .	305	225	.73-77
3	Brimfield, .	254	215	.84-84	8	Monson, .	508	369	.72-63
4	Longmeadow, .	234	194	.82-90	9	Blandford, .	307	210	.68-40
5	Wales, .	137	105	.77	10	Chicopee, .	1,319	881	.66-79

SCHOOL RETURNS—1854-5.

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HAMPDEN COUNTY—CONTINUED.

TOWNS.				TOWNS.					
		No. of children between 6 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 6 and 15 years of age in each town.	Mean average attendance upon School.		
		Ratio of attendance to the whole No. of children between 6 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 6 and 15, expressed in decimals.			
11	Westfield, .	907	585	.64-49	16	Ludlow, .	260	162	.62-50
12	W. Springfield	685	437	.63-79	17	Holyoke, .	755	456	.60-39
13	Wilbraham, .	508	322	.63-48	18	Tolland, .	144	83	.57-63
14	Palmer, .	760	476	.62-69	19	Springfield, .	3,449	1,621	.46-99
15	Granville, .	292	183	.62-67	20	Southwick, .	No return	-	-

FRANKLIN COUNTY.

1	MONROE,* .	47	59	1.25-53	14	Erving, .	90	69	.76-66
2	Orange, .	349	333	.95-55	15	New Salem, .	305	233	.76-55
3	Warwick, .	211	195	.92-41	16	Northfield, .	427	318	.74-47
4	Rowe, .	149	136	.91-27	17	Shutesbury, .	214	158	.74-06
5	Sunderland, .	180	157	.87-22	18	Buckland, .	328	238	.72-71
6	Coleraine, .	429	370	.86-24	19	Charlemont, .	267	193	.72-47
7	Hawley, .	205	174	.84-87	20	Ashfield, .	313	224	.71-72
8	Leverett, .	208	174	.83-65	21	Shelburne, .	272	192	.70-77
9	Leyden, .	160	130	.81-25	22	Whately, .	213	146	.68-54
10	Heath, .	179	143	.79-88	23	Deerfield, .	539	364	.67-53
11	Montague, .	344	273	.79-50	24	Wendell, .	178	119	.66-85
12	Bernardston, .	207	163	.78-98	25	Conway, .	428	269	.62-96
13	Gill, .	156	121	.77-88	26	Greenfield, .	533	314	.58-91

BERKSHIRE COUNTY.

1	WINDSOR, .	222	174	.78-37	17	Hancock, .	185	104	.56-21
2	Peru, .	111	83	.75-22	18	Gt. Barringt'n	733	401	.54-77
3	Otis, .	193	144	.74-61	19	Hinsdale, .	271	148	.54-61
4	Sandisfield, .	309	226	.73-13	20	Adams, .	1,318	715	.54-28
5	N. Marlboro, .	336	238	.70-83	21	New Ashford, .	40	21	.53-75
6	Monterey, .	173	122	.70-52	22	Stockbridge, .	420	225	.53-69
7	Florida, .	167	114	.68-26	23	Williamst'n, .	659	345	.52-35
8	Becket, .	290	196	.67-75	24	Pittsfield, .	1,488	778	.52-31
9	Alford, .	118	79	.67-37	25	Mt. Wash'gtn	72	37	.52-08
10	Cheshire, .	307	203	.66-28	26	Tyringham, .	180	93	.51-94
11	Savoy, .	214	140	.65-65	27	Dalton, .	274	138	.50-36
12	Richmond, .	209	133	.63-87	28	Lenox, .	378	187	.49-47
13	Egremont, .	234	143	.61-11	29	Washington, .	225	108	.48-22
14	W. Stockb'dge	320	192	.60-15	30	Clarksburg, .	105	45	.42-85
15	Sheffield, .	580	346	.59-74	31	Lanesboro', .	332	116	.35-09
16	Lee, .	893	511	.57-27					

* See note, page 84.

BOARD OF EDUCATION.

NORFOLK COUNTY.

TOWNS.				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.		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 MEDFIELD, .	180	158	.87-77	13 Medway, .	644	466	.72-43
2 Sharon, .	236	206	.87-28	14 Needham, .	416	297	.71-39
3 Foxborough, .	434	368	.84-79	15 Dorchester, .	1,857	1,311	.70-59
4 Cohasset, .	368	302	.82-20	16 Brookline, .	508	352	.69-38
5 Dover, .	118	97	.82-20	17 Roxbury, .	3,760	2,595	.69-01
6 Bellingham, .	294	233	.79-25	18 W. Roxbury, .	751	508	.67-70
7 Quincy, .	1,159	899	.77-61	19 Milton, .	487	322	.66-22
8 Wrentham, .	720	552	.76-66	20 Franklin, .	418	275	.65-78
9 Walpole, .	384	291	.75-91	21 Braintree, .	765	488	.63-79
10 Canton, .	598	449	.75-16	22 Randolph, .	1,134	689	.60-75
11 Weymouth, .	1,246	936	.75-16	23 Dedham, .	865	442	.51-15
12 Stoughton, .	806	588	.72-95				

BRISTOL COUNTY.

1 NORTON, .	384	308	.80-33	11 Easton, .	531	367	.69-11
2 Berkley, .	197	156	.79-44	12 Westport, .	660	433	.65-60
3 Raynham, .	331	257	.77-79	13 Seekonk, .	496	315	.63-50
4 Mansfield, .	422	325	.77-01	14 Taunton, .	2,906	1,739	.59-85
5 Rehoboth, .	412	317	.76-94	15 Fall River, .	2,718	1,570	.57-78
6 Somerset, .	255	196	.76-86	16 Dartmouth, .	855	488	.57-07
7 New Bedford	3,541	2,646	.74-72	17 Swanzey, .	280	150	.53-75
8 Dighton, .	383	280	.73-23	18 Pawtucket, .	911	451	.49-50
9 Fairhaven, .	1,113	807	.72-55	19 Freetown, .	351	163	.46-43
10 Attleborough,	932	667	.71-56				

PLYMOUTH COUNTY.

1 SCITUATE, .	472	403	.85-38	13 Bridgewater, .	597	425	.71-27
2 W. Bridgewater	336	282	.84-07	14 S. Scituate, .	360	255	.70-97
3 Abington, .	1,218	1,014	.83-29	15 Hingham, .	770	534	.69-35
4 Hanson, .	240	195	.81-45	16 N. Bridgewater	1,124	777	.69-17
5 Plymouth, .	1,314	1,019	.77-54	17 Duxbury, .	563	367	.65-27
6 Hanover, .	319	245	.76-95	18 Carver, .	295	191	.64-74
7 Lakeville, .	245	188	.76-93	19 Pembroke, .	300	194	.64-66
8 Halifax, .	176	133	.75-85	20 Hull, .	55	35	.64-54
9 Kingston, .	288	216	.75-17	21 Plympton, .	214	134	.62-61
10 Middleboro',	877	652	.74-40	22 Wareham, .	734	432	.58-92
11 Marshfield, .	361	266	.73-82	23 Rochester, .	652	369	.56-59
12 E. Bridgewater	581	417	.71-77	24 Marion, .	202	103	.51-23

SCHOOL RETURNS—1854-5.

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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	PROVINCETOWN	689	548	.79-52	8	Harwich,	960	605	.63-02
2	Wellfleet,	550	410	.74-54	9	Brewster,	304	183	.60-19
3	Orleans,	451	321	.71-28	10	Truro,	607	354	.58-31
4	Falmouth,	574	382	.66-55	11	Barnstable,	1,076	616	.57-29
5	Yarmouth,	551	366	.66-42	12	Sandwich,	1,139	641	.56-32
6	Dennis,	853	550	.64-47	13	Eastham,	161	67	.41-92
7	Chatham,	535	342	.63-92					

DUKES COUNTY.

1	CHILMARK,	129	131	1.01-50	3	Tisbury,	384	142	.36-97
2	Edgartown,	420	335	.79-76					

NANTUCKET COUNTY.

1	NANTUCKET,	1,533	983	.64-12					
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MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age, in the State,	213,934
Mean average attendance,	160,815
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals,	.74

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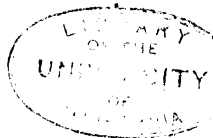
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