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REPORT

OF THE

RECEIPTS AND EXPENDITURES

OF THE

TOWN OF MAYNARD,

FOR THE

YEAR ENDING, MARCH 11, 1872.

THE REPORT OF THE SCHOOL COMMITTEE.

BOSTON :

TOLMAN & WHITE, PRINTERS, 221 WASHINGTON STREET.
1872.

SELECTMEN'S REPORT.

RECEIPTS FROM APRIL 19, 1871, TO MARCH 11, 1872.

| | |
|--|-------------|
| The assessment for 1871. | |
| For support of schools, | \$2,000 00 |
| repairs of highways, | 1,000 00 |
| incidental expenses, | 4,000 00 |
| alterations and repairs of school-houses. | 2,000 00 |
| State and county taxes, | 2,073 73 |
| overlayings, | 319 11 |
| | \$11,392 84 |
| Money borrowed on note to A. & L. Maynard, | 1,031 25 |
| " " " " " " | 75 00 |
| " " " to A. Hemenway (gold), | 18,500 00 |
| Premium on same (currency), | 2,682 50 |
| Dog tax returned, | 105 42 |
| State tax (Corporation), as allowed without a hearing, | 14 79 |
| Auctioneers' licenses, | 4 00 |
| | \$33,805 80 |
| Treasurer overdrawn, | 942 59 |
| | \$34,748 39 |

PAYMENTS FROM APRIL 19, 1871, TO MARCH 11, 1872.

| | |
|--|-------------|
| Aug. 21, 1871, to A. & L. Maynard, cemetery lot, | \$1,031 25 |
| Aug. 21, 1871, to A. & L. Maynard, school house lot, | 75 00 |
| Oct. 6, 1871, paid town of Sudbury, for debt and interest, | 10,072 77 |
| Paid town of Sudbury, for railroad stock, | 10,810 51 |
| | \$21,989 53 |

STATE AND COUNTY TAXES.

| | |
|------------------------|------------|
| To Sudbury, State tax, | \$948 75 |
| " County tax, | 386 25 |
| Stow, State tax, | 525 00 |
| " County tax, | 213 73 |
| | \$2,073 73 |

SUPPORT OF SCHOOLS.

| | | |
|--|-----------|------------------|
| Paid Ellen Folger, for teaching | 24 weeks, | \$216 00 |
| Fannie S. Holman, " | 24 " | 216 00 |
| Mary M. Peckham, " | 36 " | 324 00 |
| Martha A. Whitney, " | 12 " | 108 00 |
| Grace A. Vose, " | 10 " | 90 00 |
| Mary A. Gill, " | 24 " | 216 00 |
| T. C. Gleason, " | 12 " | 180 00 |
| E. F. Richardson, " | 12 " | 150 00 |
| Estelle J. French, " | 12 " | 126 00 |
| Nellie A. Hutchins, " | 12 " | 126 00 |
| Frank Halleck, care of school-house, | | 4 00 |
| John H. Vose, " | " | 2 50 |
| Harry H. Haynes, " | " | 3 00 |
| John K. Harriman, " | " | 12 40 |
| Assabet Manufacturing Co., for wood, | | 123 15 |
| John K. Harriman, " | | 10 00 |
| Assabet Manufacturing Co., " | | 14 44 |
| Dennis Long, sawing wood, | | 29 50 |
| Henry Fowler, wood, | | 4 00 |
| William M. Harding, for bills paid, | | 17 39 |
| John Hillis, for bills paid, | | 59 12 |
| T. C. Gleason, for singing book, | | 50 |
| Wm. M. Harding, care of school-houses, | | 18 00 |
| | | <hr/> \$2,050 00 |

REPAIRS AND ALTERATIONS OF SCHOOL-HOUSES.

| | |
|--|------------|
| Paid John K. Harriman, for altering and enlarging school-house on Acton road and removing house near Mitchell place, | \$3,122 00 |
| John Fuller, work, cement and lime, | 6 75 |
| " " for digging and bricking well, | 37 50 |
| S. W. Merrill, painting and materials, | 80 00 |
| " " weather vane, "quill," | 17 00 |
| T. Thornton, for extra work, | 25 00 |
| J. H. Allen, for pump, | 15 70 |
| Benjamin Conant, work on steps and yard, | 5 00 |
| S. P. Brooks, do., | 3 00 |
| Committees, sundries, | 7 25 |
| Committee, for services, | 35 00 |
| For insurance on school-houses, | 176 25 |
| School Committee's repairs, to O. D. Richardson, | 17 00 |
| Do., James Randall & Co., | 15 00 |

| | |
|--|------------------|
| Paid J. H. Allen & Co., bill for labor and materials, | \$100 90 |
| John K. Harriman, for building and furnishing four rods of fence at school-house yard, | 24 00 |
| Do., for extra labor on gates, | 6 00 |
| Do., casing five posts, | 12 50 |
| C. E. Watson, for gate irons, | 14 00 |
| Eight seats for school-house, | 10 00 |
| Express on same, | 75 |
| Patching plastering, | 1 50 |
| Locks and knobs for brick house, | 6 00 |
| Shingles, | 4 00 |
| Repairs and materials, | 9 68 |
| Merrill, for painting, | 9 50 |
| J. H. Vose's bill, for sundries, | 6 04 |
| | <hr/> \$3,767 32 |

STATE AID.

1871.

| | |
|--------------------------|---------|
| Paid Elizabeth Carlton, | \$34 92 |
| G. W. Young, | 58 56 |
| Olive M. Lovering, | 32 46 |
| Margaret Moore, | 66 92 |
| James Carney, | 37 64 |
| C. C. Collins, | 83 67 |
| Joseph Adams, | 50 00 |
| H. K. Martin, | 36 00 |
| John Rafferty, guardian, | 29 33 |
| Maria McCauly, | 66 92 |

1872.

| | |
|----------------------|----------------|
| G. W. Young, | 14 00 |
| O. M. Lovering, | 8 00 |
| Margaret Moore, | 16 00 |
| James Carney, | 9 00 |
| C. C. Collins, | 20 00 |
| John Rafferty, | 8 00 |
| Persis M. Sanderson, | 16 00 |
| Maria McCauly, | 16 00 |
| | <hr/> \$603 42 |

REPAIRS OF HIGHWAYS.

| | |
|-------------------------------------|---------|
| A. Whitney, labor on bridge 5 days, | \$12 50 |
| “ drawing plank, | 2 00 |
| “ labor on highways 27½ days, | 55 00 |
| “ use of horse 37½ days, | 56 25 |

| | | |
|--------------------------------|--------|----------|
| A. Whitney, paid J. H. Cheney, | \$9 00 | |
| “ “ L. Sears, | 8 00 | |
| “ “ S. Fairbank, | 6 00 | |
| “ “ Blood, | 17 50 | |
| “ “ boys, | 12 25 | |
| “ “ John Dean, | 38 00 | |
| “ “ E. Henderson, | 7 50 | |
| “ “ Timothy Warren, | 13 00 | |
| “ “ Hiram Butters, | 27 00 | |
| “ “ J. Laughlin, | 9 16 | |
| “ “ Henry Fowler, | 22 00 | |
| “ “ John Whitney, | 58 00 | |
| “ “ T. H. Brooks, | 2 00 | |
| “ “ W. Parmenter, | 10 00 | |
| | | <hr/> |
| | | \$365 16 |

November, A. Whitney s Bill.

| | | |
|----------------------------------|---------|----------|
| A. Whitney, to labor 48½ days, | \$97 00 | |
| “ horses 62½ days, | 93 75 | |
| “ paid Sears, 31 days, | 62 00 | |
| “ “ Blood, 2½ days, | 5 00 | |
| “ “ John Dean, 30½ days, | 61 00 | |
| “ “ John Doyle & team, 14½ days, | 50 75 | |
| “ “ T. Brooks, ½ day, | 2 75 | |
| “ “ John Whitney, 1 day, | 5 50 | |
| “ “ Haynes Bros., | 4 50 | |
| | | <hr/> |
| | | \$382 25 |

| | | |
|--|----------|----------|
| Assabet Man. Co., bill for labor and material, | \$134 75 | |
| Benj. Smith's bill for lumber, | 34 31 | |
| George Smith's “ “ | 34 31 | |
| “ “ labor, | 21 00 | |
| Benj. Smith's “ “ | 51 90 | |
| H. Balcom's “ “ | 9 00 | |
| A. Balcom's “ “ | 4 00 | |
| Felix Dettling's “ “ | 7 00 | |
| Henry Vose's “ “ | 6 20 | |
| | | <hr/> |
| | | \$302 57 |

Total for repairs of Highways,

\$1,049 98

SUPPORT OF POOR.

| | | |
|---|---------|----------|
| Paid for Mrs. Susan Puffer, | \$88 88 | |
| Charles H. Maynard, | 39 00 | |
| Julia Blaies and children, | 9 77 | |
| Travellers and State paupers, | 21 44 | |
| partial support of military pauper with Sudbury, Benj. Ryde, | 5 92 | |
| Town of Sudbury for expenses pre- vious to notice for paupers, | 12 00 | |
| | | <hr/> |
| | | \$177 01 |

EXPENSES ON PETITION TO AMEND THE ACT OF
INCORPORATION.

| | | |
|--|---------|----------|
| Paid J. W. Reed, for professional services, | \$50 00 | |
| for advertising, | 16 00 | |
| officer's fees, | 6 00 | |
| | | \$72 00 |
| Paid A. Balcom, for looking up settlement of paupers, | | 18 50 |
| Selectmen's bill for labor, monuments, and erecting the same with Sudbury & Stow, | 86 50 | |
| Paid Wm. D. Tuttle, | 22 50 | |
| | | \$109 00 |

RECORD BOOKS, PRINTING, AND STAMPS.

| | | |
|--|--------|---------|
| Paid C. K. Darling's bill— | | |
| 1 five quire cap record, full sheep, | \$5 25 | |
| 1 four " " mortgage, | 4 50 | |
| 1 four " cash headed, half Russia, | 4 25 | |
| 2 quarto books, | 1 50 | |
| 1 qt. ink, inkstand and rack, | 1 40 | |
| 1 five quire cap printed heading, | 8 50 | |
| 1 five " " " " | 8 50 | |
| 1 draft book, | 7 00 | |
| 1 note book, half Russia medium, | 10 00 | |
| 1 thin pauper register, | 3 50 | |
| 1 record book, Selectmen, | 4 50 | |
| Blanks, | 30 | |
| Stamps for notes, | 10 75 | |
| Postage stamps, for Town Clerk, | 2 40 | |
| Stationery and postage for Selectmen, &c., | 5 00 | |
| | | \$77 35 |

INCORPORATION AND CELEBRATION EXPENSES.

| | | |
|--|----------|--|
| Paid G. A. Somerby, | \$200 00 | |
| John Spalding, | 200 00 | |
| J. B. Smith, collation, | 96 00 | |
| Bill for engraving map of town, | 40 00 | |
| Fitchburg Railroad, extra train, | 75 00 | |
| D. C. Osborn, for printing, | 4 00 | |
| Team to Sudbury and Stow, | 3 00 | |
| Town Clerk of Stow, for copy of warrant, | 50 | |
| Railroad tickets, | 13 50 | |
| Printing, | 1 50 | |
| Badges and expenses, | 2 65 | |
| Fireworks, | 34 13 | |
| Use of cannon, &c., | 32 65 | |
| W. F. Woods, for entertaining Bands, | 30 00 | |

| | | |
|-------------------------------------|---------|-----------------|
| Paid Use of flags and telegraphing, | \$10 00 | |
| B. Smith, transporting cannon, | 6 00 | |
| Three kegs powder, | 13 50 | |
| Surveying proposed town lines, | 12 50 | |
| J. K. Harriman, for labor, | 5 00 | |
| J. Valley, for team to Concord, | 4 00 | |
| Joseph W. Reed, for bills paid, | 34 40 | |
| | | <u>\$818 33</u> |

WORK ON CEMETERY.

| | | |
|---------------------------------------|---------|-----------------|
| Paid Henry Fowler, for labor 20 days, | \$40 00 | |
| “ oxen, 17½ “ | 52 50 | |
| “ boy, 3¼ “ | 4 87 | |
| “ Frenchman, 14 days, | 21 00 | |
| “ horse, 1 day, | 1 50 | |
| “ powder, | 1 00 | |
| B. Smith, team plowing 2 days, | 11 00 | |
| E. Stuart, labor with team, | 44 00 | |
| A. Balcom, 5 days, | 10 00 | |
| | | <u>\$185 87</u> |

ASSESSORS' BILL.

| | | |
|--|----------|-----------------|
| Taking valuation and making taxes, | \$137 50 | |
| Copying valuation for printer, | 10 00 | |
| “ “ State, | 10 00 | |
| Time and expenses on corporation and bank tax, | 25 00 | |
| Paid Tolman & White, for printing, | 40 00 | |
| Blank books, stationery, postage and expressing, | 7 90 | |
| | | <u>\$230 40</u> |

LOCK-UP.

| | |
|--|--------|
| Paid for painting coving, etc., | \$3 00 |
| horse blankets, | 20 00 |
| 3 rolls roofing paper, 135 yards, a 5c., | 6 75 |
| 28 gallons composition, | 5 60 |
| labor and gravel, | 8 00 |
| repairing lock for outside door, | 1 15 |
| 2 chain padlocks, | 2 75 |
| bricks, etc., | 8 27 |
| laying foundation, | 23 62 |
| 9,750 brick, a \$15, | 146 25 |
| 12 pounds nails, | 72 |
| 4 casks lime, 7.60 ; 3 do. cement, 9.00, | 16 60 |
| 2 loads sand and teaming, | 4 50 |
| labor, unloading brick, | 2 50 |

| | |
|---|--------|
| Paid for 2 casks lime, 3.80 ; 3 loads sand, 6.00, | \$9 80 |
| 5 days' tending mason, | 10 00 |
| 2 casks lime, | 3 80 |
| man and horse, drawing water, | 87 |
| 5½ days, George Flood, Jr., | 16 50 |
| 228 ft. boards, a 3c, | 6 84 |
| 400 ft. plank at 2½c., | 10 00 |
| 45 lbs. nails, | 2 40 |
| bolts, | 3 38 |
| 2 pr. hinges, 1.25 ; 1 lock, 3.00, | 4 25 |
| window, 2.00 ; stove door-latch, .50, | 2 50 |
| 36 lbs. stove iron, 1.50 ; 177 do. 8.85, | 10 35 |
| stove and pipe, (J. H. Allen) | 20 00 |
| Frost's labor, 66.92 ; Heckland, 6.00, | 72 92 |
| 1 day, Fletcher, 2.25 ; ½ day, Bailey, 1.00, | 3 25 |
| 1 day, Whitney, 1.75 ; 1½ do., H. Wal- | |
| cott, 6.00, | 7 75 |
| 575 ft. lumber, 14.38 ; door frame, 2.50, | 16 88 |
| lantern, 1.25 ; window, 1.50 ; 2 keys, | |
| 1.75, | 4 50 |

MISCELLANEOUS BILLS.

| | |
|---|----------|
| Paid for Lock-up and furnishing, | \$455 70 |
| for Repairs on Tomb, | 33 37 |
| for Iron Safe, | 175 00 |
| for Use of hall, | 87 50 |
| Voted for Decoration Day, | 50 00 |
| for Printing, to D. C. Osborn, | 12 50 |
| for Printing voters' list, Tolman & White, | 5 00 |
| for Expressing, | 12 60 |
| for Bookcase and expenses, | 25 00 |
| George M. Brooks, | 2 00 |
| Converse & Kelly, | 7 00 |
| for Recording deeds, | 1 30 |
| for Stamps for sealer of weights and | |
| measures, | 1 66 |
| for Packing boxes, Howard Watch Co., | 15 00 |
| for Jury box, lock and rings, | 75 |
| Town Clerk, for recording births, marriages | |
| and deaths, | 13 40 |
| A. Balcom, services as Selectman, | 50 00 |
| Henry Fowler, " " | 25 00 |
| J. P. Bent, " " | 25 00 |
| Wm. M. Harding, services as School Com., | 30 00 |
| John Hillis, " " | 40 00 |
| John H. Vose, " " | 34 00 |
| for Sundry small items, | 9 77 |

| | | |
|---|-----------------|------------|
| Paid Wm. Maxwell, services as truant officer, | \$5 00 | |
| “ feeding tramps, &c., | 5 00 | |
| “ posting 3 warrants, | 1 80 | |
| for Taxes abated by Assessors, | 102 60 | |
| | <u> </u> | \$1,225 95 |

* Wm. Maxwell's bill has not been paid.

RECAPITULATION.

Total receipts from all sources, \$34,748 39

PAYMENTS.

| | | |
|---|-----------------|-------------|
| For land, debt and railroad stock, . | \$21,989 53 | |
| State and County taxes, | 2,073 73 | |
| Support of Schools, | 2,050 00 | |
| Alterations, &c., school-houses, | 3,767 32 | |
| State Aid, | 603 42 | |
| Repairs of Highways, | 1,049 98 | |
| Support of Poor, | 477 01 | |
| Expenses on Petition, | 72 00 | |
| Looking up pauper settlements, | 18 50 | |
| Expenses running Town lines, | 109 00 | |
| Record book, stationery, stamps, &c., | 77 35 | |
| Incorporation and Celebration expenses, | 818 33 | |
| Work on Cemetery, | 185 87 | |
| Assessors' bill, | 230 40 | |
| Miscellaneous, | 1,123 35 | |
| Taxes abated, | 102 60 | |
| | <u> </u> | \$34,748 39 |

INDEBTEDNESS OF THE TOWN, MARCH 9, 1872.

NOTES.

| | | |
|--|------------|-----------|
| To A. & L. Maynard, to pay for Cemetery lot, dated | | |
| “ “ “ Aug. 21, 1872, | \$1,031 25 | |
| “ “ “ School-house lot, dated | | |
| “ “ “ Aug. 21, 1872, | 75 00 | |
| A. Hemenway's note (gold), | | 18,500 00 |

There is due to the Town of Sudbury, nine annual payments, of \$300 each, payable Jan. 31st, of each year.

There is due to the Town of Stow, \$6,500, payable in instalments of \$1,000, and interest annually—April 19th of each year.

There is due to the Treasurer the sum of nine hundred forty-two dollars fifty-nine cents, being the amount overdrawn by the orders of the Selectmen, (by his consent).

Respectfully submitted by

| | |
|---------------|--|
| A. BALCOM, | } <i>Selectmen of Maynard.</i> |
| HENRY FOWLER, | |
| J. P. BENT, | |

MAYNARD, March 9, 1872.

TREASURER AND COLLECTOR'S REPORT.

Dr.

| | |
|---|-------------|
| Amount of Selectmen's orders paid, | \$10,685 13 |
| Town of Sudbury bills, | 20,883 28 |
| A. & L. Maynard's bill, "Cemetery Lot," | 1,031 25 |
| " " " "School House Lot," | 75 00 |
| State and County Tax to Sudbury, | 1,335 00 |
| " " " Stow, | 738 73 |
| | <hr/> |
| | \$34,748 39 |

Cr.

| | |
|--|-------------|
| Am't of tax to collect, 1871, | \$11,392 84 |
| received from auctioneers' licenses, | 4 00 |
| A. Hemenway, on loan in gold, | 18,500 00 |
| premium on gold, | 2,682 50 |
| A. & L. Maynard loan, | 1,106 25 |
| State Treasurer for cor- poration tax, | 14 79 |
| County Treasurer, re- turn on dog licenses, | 105 42 |
| | <hr/> |
| | \$33,805 80 |
| Balance due Treasurer, | \$942 59 |
| E. & O. E. | |

L. MAYNARD, *Treas. & Coll.*

THE FIRST ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF MAYNARD,
FOR THE
SCHOOL YEAR 1871-72.

BOSTON :
TOLMAN & WHITE, PRINTERS, 221 WASHINGTON STREET.
1872.

REPORT.

Our first school year has passed; and now the Committee offer their report thereon, as in duty bound.

We cannot say that, at the end of this our first year of independence as a town, the schools are in a thoroughly satisfactory condition, nor even that they have made thoroughly satisfactory improvement. When a Committee say that, and say it honestly, there is no hope for further improvement under their management; and we confess that, at present, our schools are far from being in a condition in which we could wish them to remain stationary. But we can confidently say that they have made progress—not only general improvement, for, of course, all schools are supposed to do that,—but direct radical progress, progress in methods of instruction, in gradation of schools, in regulation and classification of studies, and in school discipline. Some few have murmured at these changes, and we expected they would. Old prejudices, old customs, and old ideas are not to be attacked with impunity. Wake some people from their slumbers and they are very apt to think something is wrong, be the awakening ever so gentle. We are pleased to know, however, that the murmurers are very few—fewer even than we expected; and we take this opportunity to thank the great mass of our fellow citizens who have given us such a firm and unwavering support, and have so freely granted all our requests. We can only hope that, in time, not only these, but the few murmurers above mentioned will be convinced of the wisdom of our changes. These changes we will now proceed to explain as briefly as we can. And first we desire to say a few words about

THE SELECTION OF TEACHERS.

Since our appointment as Committee we have received numerous applications for schools from young ladies in our own town, or from those who have friends residing among us.

It has been our hardest duty to show a proper friendship for them, and, at the same time, a due regard for the interests of the whole town. The applicants were, in most cases, young ladies of intelligence and of good education, and all were treated by us, we are sure, with the utmost kindness and respect.

In order to leave no room for complaint we at once established a rule that no teacher should be engaged except after a satisfactory examination, wherein should be considered the efficiency of the candidate in the studies required to be taught, her general knowledge and intelligence, and her experience in teaching. But how much weight do we attach to the matter of experience? since we have rejected some who have had many years' experience, and have accepted some who are said to have had none.

We cannot answer the question better than by quoting the words of Mr. Philbrick, the able Superintendent of the Boston public schools. "It is obvious," he says, "to the most superficial observer that the value of experience is not measured by its length. I am told, as a recommendation of a certain teacher, that he has had ten years' experience. But, I ask, has he had ten years' experience in the true sense of the word; or has he merely *floated* with the current, mechanically doing to-day what he did yesterday, the same old thing over and over again, discarding no errors, adopting no improvements? What trials, proofs, tests, experiments, observations has he made? What instruction and enlightenment, what practical acquaintance with his business has he acquired?" The truth is that for a teacher, as for a doctor or a lawyer, experience is an important, but, not by any means the only, or, perhaps, the greatest requisite. The only experience which is really worth anything is that of the

active, energetic teacher who has intelligence, ambition and love enough for his profession to make an earnest study of it, to observe carefully the methods of instruction in his own and in other schools, and to improve thereby; and to watch generally all movements of progress in the educational world. Unfortunately such teachers are rare, and, when found, are not to be obtained for the small compensation which a country town can offer. Considerations such as the above have led, in Boston and Cambridge, and other large cities, to the establishment of

TRAINING SCHOOLS

where, under the charge of an able and experienced Superintendent, young ladies may study the theory and practice of teaching; and, as in each of these training schools there are several primary school classes, numbering in the aggregate more than the entire primary schools of our town, and as these classes are taught by the students of the department, under the guidance of their Superintendent, it is evident that such a course must give some of the very best experience.

When, at the commencement of the last term, our two largest primary schools were left vacant, we concluded to try the experiment of engaging two of the most promising graduates of the Cambridge Training School; and on the recommendation of Mrs. Sullivan, the accomplished principal of that institution, we procured the services of Miss Estelle J. French and Miss Nellie A. Hutchins. One chief motive in taking this step was the introduction of what our people now call the "new system"; and if our new teachers go on with the same energy and ability with which they have begun, we think no candid person who watched these schools during the past term, or who attended their examinations, can doubt the success of the experiment. We are aware that the "new system" was aimed at in the remarks of one of our worthy citizens at Miss Peckham's examination, when he

said, "There is no royal road to knowledge! an education must now, as much as fifty years ago, be got by long hours of hard study." Now that is a well-known saying,—and it is true! and some, at least, of this Committee know well its truth by hard experience. But surely the gentleman meant to have stopped before he went on to say that "There have been improvements in machinery, but there can be no improvement in the way of getting an education." To take a single example;—that would carry us back to good old days of Alchemy, when the whole world did not possess so much knowledge of chemistry as a common school boy now possesses, and that little was obtained only after a life long toil in the foolish utopian attempt to transfuse the baser metals into gold. Place a boy at this day in a smoky dungeon for a laboratory, without the improved books, charts, and other guides and helps of modern times, and he would succeed little, if any, better than his ancient and venerable brothers. Nay, the mind itself is a machine of the most delicate workmanship, which, in youth especially, may be moulded and guided in any direction. Like any other machine the method of guiding and running it may be improved. This is the great aim of modern systems of education.

It should be well understood, then, that the first requisite of a teacher is an education and natural ability commensurate with the work; and the second, which is equally essential, is a successful experience of the right kind, or a successful career at the Training School, or at the Normal School. There may arise cases wherein an applicant is of such undoubted ability and energy as to outweigh all objections to the want of the foregoing requisites, but such instances are probably rare; and the Committee will in all cases, where they can, consistently with the proper regard for public interest, encourage home talent.

THE PHONETIC SYSTEM,
as it is commonly called, forms an important part of our

new system before mentioned. It may sound strange to those who are familiar with the schools of Boston and other first class educational places, to hear these things mentioned as being entirely new ; but it must be remembered that they *are* entirely new in this town, that we are at least several years behind the times ; and therefore we are more particular in our explanations. The Phonetic System consists, briefly, in teaching children to read and spell by sound. It was introduced into the Boston schools several years ago with great success. It has since been adopted in Cambridge and most places which are at all noted for the excellence of their schools. In our schools the names and sounds of the letters are taught at the same time. In some Boston schools the children pursue the study of sounds alone, until they have learned to read, before they commence to use the names of the letters. In one such school of fifty boys, between five and six years of age, they learned in six months to read through Hillard's first reader, and eighty-five pages in the second reader—nearly enough to occupy, ordinarily, two years—and had read it well. They had not been taught the names of the letters, but, it was found on examination that they knew them. Much of this remarkable success was, doubtless, due to the teacher ; but such success was never known, with such a school, under the old system.

The result seems to be, as was to be expected, not only that the children learn to read faster, but, by the constant early practice of spelling by sound, under the guidance of an accurate teacher, they will form a permanent habit of a full and clear articulation, and will suffer less from the confusion, experienced by all, which arises from the variety of sound belonging to the same letter in our unsystematic language. We hope, too, that the drill in sound, and in the proper utterance of words, thus given in the primary schools, will pave the way for a proper attention to emphasis, inflection, and the higher drill in reading, in the grammar and high schools ; and that there may be some prospect of driv-

ing out the everlasting drawl and sing-song so common in those schools. We have scarcely tested the system long enough yet to pass judgment upon it; but, judging from what we have seen thus far of its working, we have no doubt that, with proper care, it will be eminently successful.

ORAL LESSONS AND OBJECT TEACHING.

Very few, we fear, have a correct idea of what object teaching really is. We have seen some teachers attempt it who evidently thought it consisted in nothing more than simply grasping any object at random, rushing before their pupils with it, and crying "Children what is this?" We believe that object teaching is more than that. In order to serve its highest ends it must be made a system, just as much as reading is a system, or grammar, or arithmetic. The scope of the object lesson should expand with the expanding mind of the pupil. There should be a direct aim in all the lessons, and a connection between them, as forming parts of a system. For example, there might be a series of lessons on the form of objects, as the square, the parallelogram, the circle, the cube, the sphere, &c.; another series on colors of objects; another on names and qualities of objects; another on size and distance; and then the system should be extended to the grammar school, with the addition of oral lessons on the trades and professions, on natural and political history, on biography, &c.

Thus, it will be seen that the system runs through all the schools, from the youngest children in the primary to the graduating class in the high school. We are glad to be able to state that the way has already been prepared for it in the high school by Mr. Gleason, its present teacher, in his very useful and interesting oral lessons on the Natural History of Animals. The present teachers of our primary schools, also, are paying some attention to the subject, and one of them is making a study of it from Mr. Calkins' excellent book—a

book which is, we believe, required to be used in the schools of Boston.

Perhaps a good illustration of an object lesson may be made from the remark of one of our most respected citizens, who, in speaking of object lessons, exclaimed "What is the use in telling the children about a chair? don't they know all about it already?" We will repeat some of the questions which may be asked about a chair; and then let even some of our older friends determine whether it will not tax their ingenuity a little to answer them accurately. Mention all the parts of the chair. Tell what class of workmen made the chair or its different parts. How are those parts put together? Then look closely at the chair, and, having learned that it has rounds, form a judgment of the distance between the rounds, also the distance of yourself from the chair, compared with some other distance; look again, and tell the color of the chair. Is that color caused by paint, or is it the natural color of the wood? Note the color and grain of the wood, and then tell what kind of wood it is. Tell how the wood was prepared from its condition in the tree, to its present condition in the form of a chair; and if you feel inclined to go farther, you can go into the scientific question of how the tree grows year by year, and feeds on water, air and sunlight.

Of course all the above questions will not be given at once to a child five years old. But the wise teacher will see how far the child comprehends the subject, and will limit the lesson accordingly; and are not the above questions useful? Does not the accurate answering of them furnish us with much knowledge of every day practical use? Just such knowledge as most of us are lamentably deficient in? Such lessons accustom the child to observe; to analyze; to form a judgment of size, of distance, and of color. They give him a knowledge of the various trades and occupations of men—and all in such an interesting way as to give the best assurance of being remembered. Who will say that such

results are any less practical or less useful, than the results of studying any other branch taught in the schools?

DRAWING AND WRITING.

Drawing is now required by statute to be taught in all the schools. We have just introduced it during the present term, and, therefore, can say nothing, as yet, of its practical working. But we have a high idea of its utility, and shall endeavor, so far as we can, to comply with the law in making it a regular branch of a common school education. Our primary schools are already preparing the way for it by their admirable system of slate exercises. We are confident that those slate exercises will also conduce to an improvement in writing. We insist that writing, also, shall be a regular branch of study,—more so than it has heretofore been usually regarded in practice. Indeed, writing and drawing should go hand in hand, and we can but believe that they will mutually assist each other.

MUSIC.

In all primary schools the necessity is felt of having the children sing. It is done to give a pleasing variety to the exercises, and sometimes, perhaps, to help pass the hours away; we have had, and still have, much of it in our schools. We do not propose to drive it out; we would like rather to modify it, and perhaps to limit it. We believe that every exercise in the school-room, even though it may appear to be merely for pleasure or diversion, should be made to subserve some useful end in the education or refinement of the pupil. We cannot believe that the discordant brawl which we have sometimes heard under the name of singing, can serve any useful end. We cannot expect at present that every teacher will be capable of giving instruction in music; but we do think that all teachers should have a sufficient idea of harmony to discern between shouting and singing, and to be pained by a jarring discord. When they do perceive any

such shouting and discord, the singing should be instantly stopped, that the pupils may not become so much accustomed to it as to render any taste for music afterwards impossible. But, in cases where the teacher has sufficient knowledge, we believe the diversion of singing may be turned into a direct means of improvement. We believe it possible to give the children some idea of musical notation, of quantity, time and pitch. Two of our teachers have undertaken to do so, and we have procured for their use a set of Dr. Mason's music charts. In doing this we wish it to be distinctly understood that we are not increasing the time devoted to singing—we are rather diminishing it, and endeavoring to turn that time which is so frequently worse than wasted, to some beneficial purpose. This will explain the references to music in our Rules and Regulations.

INTERFERENCE OF PARENTS AND FRIENDS.

This subject we deem of great importance. We know it has been the time-honored custom for parents who felt aggrieved, for any cause, to go direct to the teacher in the school-room, sometimes causing serious disturbance and annoyance to the teacher and the school. We must say that we cannot approve of such a course. The evil effects of it upon the school are sometimes disastrous. We beg our people to consider that the *Committee* are their servants, and are always ready, as in duty bound, to listen to their complaints, and to redress their grievances. But the *teachers* are responsible to the *Committee* alone, and if any scolding is to be done, or any reprimand to be given, it must be done through the medium of the *Committee*.

Under this head we must mention an incident which happened during the last term, and which pained us very much; and which, we hope, will be the last act under the lingering effects of the old regime. One day in one of the primary schools the teacher had occasion to check a little roguish boy about ten years of age. The little fellow heeded not her re-

proofs, but continued his roguishness in defiance of her, at the same time noisily moving his feet and kicking with his heels. The teacher, in order to keep him quiet, and as a slight punishment for his obduracy, tied him to the seat with a little scarf. The little boy happened to have a large brother in the grammar school overhead—a full-grown young man. When recess came, and this young man heard of the bondage of his younger brother, he heroically stalked into the school room, insulted the teacher with all sorts of profane language, loosed his brother and sent him out, and was only prevented from continuing his insults by the timely arrival of the grammar school master. Probably the boy did not know how great an offence he was committing; but it is only due to the kind refusal of the outraged teacher to make complaint, that he was not sent to the school ship, where he would be under the guidance of a master until the age of twenty-one years.

OUR PRIMARY SCHOOLS.

We have two of these schools with an aggregate attendance at present of 185 scholars.

Primary School No. 1, on Main street, was, during the two first terms of the year, in charge of Miss Fannie S. Holman. Miss Holman gave very good satisfaction, and it was not with our will that she left us; but we did not then feel that we were able to offer her any extra inducement to remain. We feel it necessary to state this distinctly, that we may not be thought to have adopted the criticism which appeared in the Hudson Pioneer shortly after she left. We know not who wrote that criticism, charging her school with being disorderly, but we feel bound to say that it was very unjust. We believe Miss Holman's school to have usually been as orderly as most schools composed of scholars of the same age, and who have not had all the life quenched within them by being compelled to sit during the whole day with a statue-like stillness. We say this even on the supposition of the

truth of that vague and threadbare proverb which heads the criticism "Order is Heaven's first law"; which is, to say the least, very doubtful. Miss Estelle J. French, of Cambridge, was procured to fill the vacancy caused by the resignation of Miss Holman. Miss French brings to the school a good deal of vivacity, intelligence and energy, and bids fair to become one of the progressive teachers of whom we have spoken elsewhere.

Primary School No. 2, on Acton street, is in two divisions. The first division has been under the charge of Miss Mary M. Peckham during the year. Miss Peckham had a winning way with the pupils and their parents, which may be aptly described by the words applied to her by one of our clergymen: "She has a good share of that animal magnetism which draws." The department under her management had a fair reputation for good order; although we were satisfied, and even desirous, that the school should remain a primary school, we found, at the close of the year, that many of the pupils, and even whole classes, had advanced with such rapidity as to be reading in the fifth reader, and ciphering far over in the common school arithmetic—studies which are fitted for the highest classes in the grammar school. This was a great misfortune, for, on examination for admission to the grammar school, many of these scholars were found to be totally unfit for the studies they were engaged in, and had the mortification of being put back into lower books. The second division has only been in session during the last term, and has been in charge of Miss Nellie A. Hutchins, of Cambridge. Miss Hutchins has a very pleasant and effective manner of teaching, and her division, on examination, showed not so much glitter and brilliancy, as real advancement in the studies pursued and in general intelligence. *She is now transferred to the first division.*

THE GRAMMAR SCHOOL ON MAIN STREET.

This school was, during the two first terms of the year,

under the charge of Miss Ellen E. Folger. Miss Folger was an intelligent, active teacher, with a good share of the power of imparting instruction, if she had a class which was at all inclined to receive it. But the school had long been going down hill before she entered it. It was full of large, uncontrolled boys and stubborn girls, who felt sure they could not be mastered. She fought her way well and uncomplainingly during two terms, and then resigned for the purpose of attending the advanced course at Framingham Normal school. We then procured the services of Mr. E. F. Richardson, of South Acton, whose efficiency in discipline as well as instruction was well known to the Committee. The result fully equals our expectations. Mr. Richardson took hold of the school with a master's hand as one "to the manner born." The uncontrolled boys and stubborn girls soon discovered the condition of affairs, and now the school is, probably, the most orderly in town, and is advancing steadily in thoroughness and intelligence.

THE BRICK SCHOOL.

This school was during the first term under the charge of Miss Martha G. Whitney, of Stow. The school passed a very good examination. There were some bright scholars who had made good progress, and to hear them recite was a real pleasure. Miss Whitney was called away at the end of the term to teach in her own town, and went accompanied by the good wishes both of Committee and scholars.

During the second term the school was under the charge of Miss Mary A. Gill, who labored conscientiously for the success of the school. At the close of the second term the Committee deemed it no longer necessary or advisable to maintain a school in that district, and, as the people seemed to be, almost unanimously, of the same opinion, we discontinued the school, and caused the seats to be removed to another building. Miss Gill was then transferred to the Turnpike school.

THE TURNPIKE SCHOOL

has labored under many disadvantages. It is now our only ungraded school, and numbers only twenty-one pupils. If the school were to be discontinued there would probably be *ten* scholars in that district who would not be so well accommodated as they are now. This seems almost sufficient reason to discontinue the school. The fact that the school has so few scholars, while the cost of supporting it is equal to that of any of our large schools having over twice the number of scholars, makes this by far the most expensive school in town, as will be seen by reference to the statistical table in this report; yet the Committee would not feel justified in discontinuing it, except in accordance with a vote of the town to that effect; and perhaps the prospect of an increased number of families settling in that direction may be thought to render the school necessary. This school was taught during the first term by Miss Grace A. Vose, a young lady of our own town, who is deservedly respected by everybody. She went into the school having had no experience whatever in teaching; and this, added to the fact that this was the school of her own home, where all the pupils were familiar with her, made us fear the result. But the term passed away very pleasantly, and to the advantage of both teacher and scholars. We found no cause whatever to find fault with her management, and we think that with a little more experience, she would become a good teacher.

During the second term the school was taught by Miss Peckham, her own school in the Centre being closed for repairs. During the third term it was taught by Miss Gill, who, as before stated, was transferred from the Brick School. Miss Gill still teaches the school, and is a faithful worker for the highest interests of all the scholars.

THE HIGH SCHOOL.

At the commencement of last term, when the new rooms in the Acton Street School were finished, we determined to

open a special school therein, requiring an examination for admission, with the hope of ultimately forming it into a high school. We admitted, on examination, thirty-five pupils, and obtained as teacher Mr. Theodore C. Gleason, of Westboro', a recent graduate of Harvard College. Mr. Gleason had had three months' experience as a teacher in Bolton. He devoted himself heartily to the work of our school, and the scholars were generally very much improved by his instruction—especially in reading and in grammar—two things in which they had been previously sadly deficient. The examination of his school, although far from being what we could wish, fully convinced us that a good work had been done. At the annual town meeting in March we brought the matter before the town, and with great unanimity they voted to authorize the Committee to establish a high school, and granted an extra appropriation for that purpose. We feel sure that the people will not have cause to regret the measure, but that they will feel abundantly repaid by the higher tone of intelligence which a high school will, in time, give to the community.

SCHOOL ACCOMMODATIONS.

We are inclined to include under this head the accommodations both of teachers and scholars, and we regret to say that in both we are lamentably deficient.

We would not say, as a well-known clergyman said, at one of our examinations, "this is the worst town in the Commonwealth for a teacher to come to," both because it is not true, and because we would not lightly give our town such a poor recommendation. We could name many towns in the Commonwealth which are worse than ours, worse in matter of salary, worse in accommodations, worse in the treatment they receive. But our town is bad enough, we confess. We are surprised that it is so difficult to find proper boarding places for our teachers. In most towns some of the first families are open to receive the teachers, but in our town,

which Mr. Elias Nason would have to be "the model town," a teacher can scarcely find shelter for the night; and one of our teachers has not succeeded to this day in finding a place, but is compelled to travel twenty-five miles every evening to pass the night in Cambridge. We hope in some way to see this remedied.

Our school-houses are beginning to be too small again, notwithstanding the enlargement of last year. Our high school-room will doubtless next term be full, our grammar school is full already, and all our primary schools are a great deal more than full. When it is remembered that last term we opened two new schools, and that the increase of school attendance is likely to be greater this year than it was last year, it will be readily seen how much we are likely to be troubled for want of room. We shall be obliged to engage one, at least, and perhaps two extra teachers at the beginning of next term; and we have no room to put them in except a small recitation room.

Before the close of another year we shall probably require all the rooms in both the centre school-houses for the classes of the primary schools; and then the grammar and high schools will be set afloat. What we evidently require is a building of commodious arrangement, situated as nearly as it conveniently can be in the centre of the town, in a healthy location, and sufficient in size and in the number of its rooms to meet the demands of our growing population, for the use of the grammar and high schools. We hope the people will consider this matter, for it is of the highest importance and will soon demand attention.

TABLE OF STATISTICS OF THE PUBLIC SCHOOLS OF
MAYNARD, MARCH 1, 1872.

| NAME OF SCHOOL. | TEACHERS. | Salary per Month. | Number of Scholars. |
|-----------------------|---|-------------------|---------------------|
| HIGH SCHOOL. | Theodore C. Gleason. | \$60 00 | 35 |
| MAIN STREET GRAMMAR. | Ephraim F. Richardson. | 50 00 | 48 |
| MAIN STREET PRIMARY. | Estelle J. French. | 42 00 | 60 |
| ACTON STREET PRIMARY. | { Mary M. Peckham, { Nellie A. Hutchins. | 36 00 42 00 | 128 |
| TURNPIKE. | Mary A. Gill. | 36 00 | 21 |

COST OF INSTRUCTION FOR THE YEAR ENDING
MARCH 31, 1872.

| | |
|-----------------------|---------------------------------|
| High School, | \$180 ; for each pupil, \$15 43 |
| Main Street Grammar, | 366 ; " " 9 63 |
| Main Street Primary, | 342 ; " " 5 70 |
| Acton Street Primary, | 342 ; " " 5 14 |
| Turnpike School, | 324 ; " " 15 43 |
| Brick School, | 216 ; " " 6 11 |

| | |
|--|------------|
| Total paid for tuition during the year, | \$1,770 00 |
| For fuel and incidental expenses, | 230 00 |
| Average cost of tuition per scholar, in all the schools, for the year, | 6 12 |
| Average cost per pupil in all the towns of Middlesex County, | 12 85 |
| Average cost per pupil in all the towns of the Com- monwealth, | 11 61 |
| Average cost per pupil in Maynard of the current expenses of the schools, including tuition, fuel and incidentals, | 7 12 |
| Average cost per pupil in Mr. Frost's private school, | 21 00 |

| | |
|--|-------------|
| Population of the town May 1, 1871, | 1,820 |
| Number of children between 5 and 15 years of age, | 362 |
| Whole amount of town appropriation for ordinary school purposes, | \$2,000 00 |
| Amount appropriated for each child between the ages of 5 and 15 years, | 5 53 |
| Average appropriation for each child in all the other towns of Middlesex County in 1870, | 12 85 |
| Average appropriation for each child in all the other towns of the Commonwealth in 1870, | 11 61 |
| Valuation of the town May 1, 1871, | \$1,002,000 |
| Per cent. of valuation appropriated for school support, | .00199 |

There are some significant facts in the above table. Every one will especially notice the excessive cost of tuition for each pupil in the turnpike school, in comparison with the other schools, being two-thirds larger than that in the grammar school, nearly three times that in the centre primary schools, and equal to that in the high school. If we add the cost of fuel and other incidentals the proportions will be greatly increased, and it will be found to be more expensive than the high school.

The very small amount of appropriation for each child will also be noticed, being less than two-fifths the average in all the other towns of the County, and less than one-half the average in all the towns of the Commonwealth.

There was only one town in the County, according to the report of 1870, which appropriated a less sum for each child than the amount appropriated by us last year.

The smallness of the cost of the pupils actually attending school is also very noticeable, being only \$7.12; whereas that of Boston was \$19.57; Brookline, \$25.83; Milton, \$21.46; Worcester, \$12.84; Lexington, \$21.21; Newton,

\$22.63; Brighton, \$20.31; Charlestown, \$14.81; Salem, \$9.29; and Mr. Frost's private school, in our own town, \$21.00. There are very few towns in the Commonwealth with a less average cost than ours. We think that, after a careful perusal of the above table, no one will again be heard complaining that we are extravagant.

Respectfully submitted.

JOHN HILLIS,

for the Committee.

Accepted by the Committee.

| | | |
|---------------------|-----------------|--------------------|
| WILLIAM M. HARDING, | } <i>School</i> | |
| JOHN HILLIS, | | } <i>Committee</i> |
| JOHN H. VOSE, | | |