ANNUAL REPORT

— OF THE —

TOWN OFFICERS

— OF THE —

TOWN OF MAYNARD

— FOR THE —

YEAR ENDING MARCH 1,

1892.

MAYNARD:
THE ENTERPISE PRINTING COMPANY,
1892.

Maynard Historical Society
Town Building
Maynard, Mass. 01754

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TOWN OFFICERS.

Town Clerk.

CHARLES H. PERSONS.

Selectmen.

DAVID HENDERSON, M. H. GARFIELD, JOEL F. PARMENTER.

Treasurer and Collector.

WILLIAM H. GUTTERIDGE.

Constables.

JOHN J. LAWLER, C. FRED CAHILL, J. C. MAHONEY.

Water Commissioners.

THOS. NAYLOR, O. S. FOWLER, FRANK W. NYMAN.

School Committee.

WILKINSON CROSSLEY, C. H. PACKARD,
FRANK H. HARRIMAN.

Overseers of Poor.

JOEL F. PARMENTER, O. S. FOWLER, GEORGE FLOOD.

Board of Health.

GEORGE FLOOD, J. E. MARSH, F. U. RICH.

Trustees of Public Library.

ALEXANDER VEITCH, JAMES N. HAIRE, JOHN H. VOSE.

Registrars of Voters.

C. H. PERSONS, JAMES HIGGINS, J. B. DEANE, JOEL ABBOTT.

Auditors.

J. W. FLOOD, W. B. CASE.

Assessors.

MICHAEL SWEENEY, O. S. FOWLER, ABEL G. HAYNES.

SELECTMEN'S REPORT.

For the Year Ending March 1, 1892.

To the Taxpayers and Citizens of the Town of Maynard:

We have the honor to present for your examination our annual report, together with the report of the officials of the several departments of the town. A more extensive and detailed account of the transactions of the board will be found elsewhere in this report.

We urge the importance of our citizens informing themselves concerning the business transacted during the past year, in order that they may be better able to attend to the various questions submitted to them at our next town meeting, now near at hand.

Mr. M. H. Garfield, of the Board of Selectmen, having tendered his resignation, to take effect March 14, 1892, it will be necessary to elect at the annual March meeting, two Selectmen—one for three years, and one for two years—to serve during the unexpired term for which Mr. Garfield was elected.

APPROPRIATIONS FOR 1891.

April	6.	Support schools $6,800.00	
Oct.	1.	Support schools, from sale old school h. 350.00	7,150 00
April	6.	H'ways & bridges, 1,500.00	
Oct.	1.	" " 500.00	2,000 00

April	6.	Police,		500 00	
	6.	Street lighting,		780 00	
	6.	Military aid,		400 00	
	6.	Salaries of town officers,		1,300 00	
	6.	Public library and dog tax,		125 00	
	6.	Decoration Day,		100 00	
	6.	Incidental expenses,		2,000 00	
	6	Gravel bank,		200 00	
	6.	Fire Dept.,	$500 00	800 00	
	23.	" "	300 00		
	6.	Use of hydrants,		2,000 00	
	6.	Interest on town debt,		1,500 00	
	6.	Support of Poor,		4,500 00	
	23.	New school building,		30,000 00	
	23.	Independence Day,		50 00	
					$53,405 00

EXPENDITURES.

Town officers' salaries,	$1,262 50	
Schools,	7,186 26	
Highways and bridges,	2,018 54	
Support of poor,	3,538 25	
Incidentals,	1,485 93	
Public library,	303 29	
State aid,	302 00	
Police,	526 84	
New school building,	9,186 10	
Street lighting,	937 55	
Decoration Day,	100 00	
Independence Day,	50 00	
Cemetery,	371 01	
Fire department,	671 50	
Use of hydrants.	2,000 00	
		$29,939 77

HIGHWAYS, BRIDGES AND SIDEWALKS.

Appropriation,	$2,000 00	
Received for sale of old bridge plank :		
Bert Haynes, " "	3 00	
Michael Waldron, " "	2 25	
John Brayden, " "	1 25	
L. L. Pratt, gravel,	50	
C. W. Wells, plank for sidewalk,	1 00	
		$2,008 00

Amount Expended.

David Henderson, labor of men and teams, as per itemized bills,	$1,754 36	
E. Jones & Co., lumber,	15 31	
John Y. Tucker, labor and material,	20 02	
R. C. Association, nails,	35	
L. R. Cheeney, labor on bridges and fences,	5 20	
American Powder Mills, lumber for bridge,	34 68	
Geo. McQuesten & Co., lumber for bridge,	109 41	
W. C. Croft, labor on bridge,	34 00	
Houghton's Express, bolts for bridge,	1 90	
Assabet Mf'g. Co., material,	3 92	
R. C. Assocition, material,	3 40	
John Glynn, labor and material	9 55	
John Y. Tucker, labor and material,	7 30	
E. F. Rogers, labor on bridge,	1 75	
E. Jones & Co., material for bridge,	3 91	
Fitchburg R. R., freight on lumber,	13 48	
		$2,018 54
Overdrawn,	10 54	

POLICE.

Appropriation,		500 00
Paid John J. Lawler,	$149 53	
S. A. Sawyer,	117 36	
Joseph T. Smith,	51 80	
Robert Caswell,	119 95	
Edward Fearns,	7 80	
C. F. Cahill,	34 80	
J. C. Mahoney,	28 90	
James Morgan,	2 00	
Alonzo Knapp,	12 20	
Samuel Wright,	2 50	
		$526 84
Overdrawn,		$26 84

STATE AID.

Appropriation,		$400 00
Expended:—		
Michael Donner,	$18 00	
Martin L. Clark,	48 00	
Margaret Moore,	24 00	
John Callahan,	96 00	
Daniel Cronnan,	48 00	
Lyman Gibbs,	48 00	
Mary Monedict,	8 00	
Mary Lee,	12 00	
		$302 00
Unexpended,		$98 00

INCIDENTALS.

Appropriation, $2,000 00

EXPENDED.

Edward Fearns, posting warrants and services as ballot clerk,	$5 00
Geo. B. Reed, book for town officers,	5 15
J. W. O'Brien, removing snow,	3 00
M. Driscol, " "	6 75
F. S. Johnson, " "	1 50
James Tallon, labor on voting shelves,	2 00
S. F. Pratt, printing Water Commissioners reports,	25 00
James Higgins, supplies for road, 1890,	1 40
Enterprise Printing Co., town reports, warrants and notices,	106 25
Rockwell & Churchill, printing ballots,	21 00
John J. Lawler, posting warrants and ballot clerk,	4 00
Geo. A. Whitney, removing snow, 1890,	40 15
M. R. Warren, license blanks,	1 63
Perrin, Seamen & Co., stone grip,	11 56
M. R. Warren, Town Officers book,	6 25
Thomas Groom & Co., Town Officers' book,	7 75
Thos. Hillis, legal services collecting tax of H. F. Rich,	3 00
Samuel Hoar, or order, legal service Howland & Ellis vs. Town,	300 00
Morse & Whyte, gravel screen,	8 00
J. P. Lovell Arms Co., police equipment,	8 06
E. Jones & Co., lumber and spikes, year 1890,	36 69

D. Henderson, team to Marlboro,	3 00
Hamilton Eng. Co., stationery for Selectmen,	11 30
A. D. Holt, Labor and material for lock-up,	6 70
Charles E. Pierce, book for town officers,	3 25
A. D. Holt, repairing lamps in 1890,	5 25
Belknap & Co., rubber stamps,	1 00
Daniel W. Craig, town safe,	350 00
F. R. R. Co., freight on town safe,	3 64
Enterprise Printing Co., printing,	1 87
R. C. A. Association, rent of hall and room,	62 50
James Devane, painting hearse,	25 75
D. Henderson, teams in Perry Collins case,	3 00
D. W. Parmenter, breaking roads in 1890,	5 00
Arthur Fenner, insurance on Garfield school,	67 50
E. M. Johnson, stamped envelopes,	11 00
Hamilton Engraving Co., stationery for Assessors,	3 00
John J. Lawler, posting warrants,	2 00
F. F. Robertson, distributing town reports,	2 75
Enterprise Printing Co., ballots, warrants, etc.,	29 00
W. H. Gutteridge, recording deed Mossman estate,	85
Arthur Fenner, insurance on school furniture,	3 05
John J. Lawler, posting warrants and services at polls,	5 50

Thos. E. Deane, labor on voting shelves,	2 00	
Houghton's Express, expressing, etc.,	12 05	
Hooper, Lewis & Co., order book,	6 50	
American Powder Mills, labor on voting shelves,	3 40	
W. R. Hall, ballot clerk, Nov. 3,	5 00	
J. C. Mahony, " "	5 00	
F. H. Salisbury, " "	5 00	
Assabet Manf'g. Co., sundries,	5 00	
Arthur Fenner, insurance Main street school,	45 00	
R. C. Association, rent of hall and room,	62 50	
Charles Stagg, burying horse,	2 00	
H. A. Harwood, ballot clerk, Nov. 3,	5 00	
Enterprise Printing Co., warrants and stationery,	10 25	
Geo. A. Whitney, cleaning ditch, (Board of Health)	5 65	
Enterprise Printing Co., printing resolutions on death of Michael Sweeney,	1 75	
Assabet M'f'g Co., postage stamps, etc.,	4 00	
O. S. Fowler, returning deaths to Board of Health,	11 00	
C. H. Persons, returning record of births, marriages and deaths to State,	54 40	
J. E. Marsh, returning births for 1890–91,	20 00	
G. W. Jordan, expressing,	2 00	
C. H. Persons, election supplies and postage,	7 38	
		$1,485 93
Unexpended balance,		$514 07

TOWN OFFICERS' SALARIES.

Appropriation,		1,300 00
Paid W. H. Gutteridge, Treasurer and Collector,	$125 00	
C. H. Persons, Town Clerk,	50 00	
David Henderson, Selectman,	75 00	
W. H. Garfield, "	75 00	
Joel F. Parmenter, "	75 00	
Michael Sweeney, Assessor,	100 00	
O. S. Fowler, "	75 00	
A. G. Haynes, "	75 00	
C. A. Merrill, School Committee,	10 00	
C. H. Packard, " "	75 00	
F. H. Harriman, " "	65 00	
Wilkinson Crossley, School Committee,	75 00	
George Flood, Overseer Poor,	50 00	
Joel F. Parmenter, " "	50 00	
O. S. Fowler, " "	50 00	
George Flood, Board of Health,	25 00	
F. U. Rich, " "	25 00	
J. E. Marsh, " "	25 00	
ThomasNaylor, WaterCommissioner,	35 00	
O. S. Fowler, " "	35 00	
James Higgins, Reg. of Voters, 1890,	7 50	
" " " " 1891,	7 50	
C. H. Persons, " "	7 50	
Estate of Joel Abbott, Registrar of Voters, 6 months,	3 75	
A. G. Fairbanks, Registrar of Voters 6 months,	3 75	
J. B. Deane, " "	7 50	

Alexander Veitch, Trustee of Public Library,	10 00	
James N. Haire, Trustee of Public Library,	10 00	
John H. Vose, Trustee of Public Library,	10 00	
Geo. F. Cutting, sealer weights and measures,	5 00	
W. B. Case, Auditor,	10 00	
J. W. Flood, "	10 00	
		$1,262 50
Unexpended,		$37 50

STREET LIGHTING.

Appropriation,	$780 00	
Expended. Paid Wheeler Reflector Co.,	937 55	
Overdrawn,		$157 55

DECORATION DAY.

Appropriation,	$100 00
Expended. Paid G. A. R., as per order,	100 00

INDEPENDENCE DAY.

Appropriation,	50 00
Expended. Paid M. H. Garfield, Treasurer of Committee,	50 00

FIRE DEPARTMENT.

Appropriation,	$800 00	
Expended. Paid bills approved by Engineers,	671 50	
Unexpended balance,		$128 50

POOR ACCOUNT.

Appropriation,	$4,500 00	
Expended. Paid bills approved by Overseers,	3,538 25	
Uexpended,		$961 75

SCHOOL ACCOUNT.

Appropriation,	$6,800 00	
Sale of Nason street school-house,	350 00	
	$7,150 00	
Expended. Paid bills approved by Committee,	7,186 26	
Overdrawn,		$36 26

PUBLIC LIBRARY.

Appropriation, dog tax and	$125 00
Expended. Paid bills approved by Trustees,	303 29

USE OF HYDRANTS.

Appropriation,	$2,000 00
Expended. Paid Water Department,	2,000 00

NEW SCHOOL BUILDING.

Appropriation,	$30,000 00	
Expended. Bills approved by Committee,	9,186 10	
Unexpended balance,		$20,813 90
Sum total of all appropriations, aside from New School Building,		$23,405 00
Sum total of orders drawn by Selectmen and paid by Town Treasurer, aside from New School Building,		20,753 67
Unexpended balance,		$2,651 33

Respectfully submitted,

DAVID HENDERSON,
M. H. GARFIELD,
JOEL F. PARMENTER,
Selectmen of Maynard.

Town Clerk's Report for the Year 1891.

TWENTY FIRST ANNUAL REPORT.

MARRIAGES RECORDED IN MAYNARD IN 1891.

Jan. 24. Hendry Junno and Maria Uusitala, both of Maynard.

Feb. 7. Timothy D. Sullivan and Mary A. Lyons, both of Maynard.

Feb. 11. Edward N. Bates of Maynard and Kate M. (Forbes) Wheeler of Leominster.

Mar. 9. Wayland D. Russell of Hudson, and Laura A. Crossley of Maynard.

Mar. 26. John Simpson and Annie Smith, both of Maynard.

April 2. Charles O. Barlow and Matilda F. Roberts, both of Maynard.

May 9. Charles E. Emery of Hudson, and Mildred Fales of Maynard.

May 19. James Nagle of Somerville, and Mary J. Feeley of Maynard.

May 9. George E. Newton of Maynard, and Mary Leary of Rockville, Conn.

June 11. John W. Flood of Maynard. and Edna A. Hartwell of Boxboro.

June 3. Frank McCarron and Mary Carney, both of Maynard.

July 1. George Smethurst and Isabella R. Carmichael, both of Maynard.

July 2. Joseph Champagne and Mary M. Doyle, both of Maynard.

July 11. Timothy J. Nevens and Katherine E. Byrne, both of Maynard,

July 11. Gilbert Stronach and Mary Mitchell, both of Maynard.

July 25. Hans Peter Hansen and Othelia N. Weedfald, both of Concord.

July 25. Sakarias Kotila and Lisie Wuoatila, both of Maynard.

Aug. 29. John E. Johnson and Hulda A. Johnson, both of Maynard.

Sept. 1. Joseph G. Hodges and Ada Naylor, both of Maynard.

Sept. 5. Apram Taskila and Reta Ainali, both of Maynard.

Sept. 14. John P. Dunn and Eleanor T. Layden, both of Maynard.

Sept. 23. John H. Gallagher and Mary Ellen Manning, both of Maynard.

Oct. 10. Charles D. Katen and Anna M. (Jackson) Stubbs, both of Maynard.

Oct. 8. Michael Murray and Mary Punch, both of Maynard.

Oct. 14. Charles L. Wheeler of South Lyndeboro, N. H., and Kate Watts of Maynard.

Oct. 15. George B. Hooper of Acton, and Ida E. Priest of Maynard.

Oct. 15. David F. Arthur of Webster, Me., and Isabella Kennedy of Maynard.

Oct. 16. Oscar B. Warren and Agusta E. Shearer, both of Maynard.

Nov. 12. Benjamin A. Harris of Weverly, and Hattie I. Loewe of Maynard.
Nov. 22. Andrew J. Magorty of Hudson, and Katherine O'Connor of Maynard.
Nov. 22. Charles P. Lowell and Carrie T. Amerault, both of Sudbury.
Nov. 25. Richard H. Keegan of Maynard, and Mary A. Goulding of Concord.
Nov. 26. William Mylott of Boston, and Polly Townend of Maynard.
Nov. 26. John G. Nordberg and Amanda C. Johnson, both of Maynard.
Dec. 3. James H. Norris of Allentown, Penn., and Lucy M. Mears of Maynard.
Dec. 8. Henry J. Hatch and Winnie B. Haynes, both of Maynard.
Dec. 24. Alfred W. Billett and Annie R. Meade, both of Maynard.
Dec. 31. Frederick Akroyd and Edith I. Fairbanks, both of Maynard.

Total number of marriages,	38
Number solemnized in Maynard,	17
" " Concord,	11
" " Boston,	4
" " Elsewhere,	6
Number of said parties born in Massachusetts,	28
" " " Elsewhere in U. S.,	16
" " first time married,	67
" " second time married,	9

Age of oldest groom, 53 years.
Age of oldest bride, 35 years.
Age of youngest groom, 17 years.
Age of youngest bride, 16 years.

BIRTHS RECORDED IN MAYNARD IN 1891.

Jan.	6.	Robert Raymond Rich.
	8.	Ina Martin.
	15.	George Blish Snow.
	20.	Harold Lester Clements.
	20.	Ethel Louise Dimery.
	21.	Mabel Comeau.
	23.	Paul Richards Marsh.
	29.	Harry Louis Parker.
Feb.	2.	Ethel May Parkin.
	12.	Carl Olson.
	23.	George Henry Morton.
	24.	Emily Cora Garlick.
Mar.	9.	Agatha Margie Tallon.
	9.	William Henry O'Brien.
	10.	Ethel May Mead.
	16.	Ernest Normanton Lord.
	19.	Ralph Raymond Kershaw.
	22.	Thomas James Lawler.
	23.	Robert Nelson Smith.
	30.	Ellen Sullivan.
April	2.	Ralph Henry Harding.
	18.	Leslie W. Sims.
	18.	Fred Stanley Oborne.
	19.	Marion Inez Whitney.
	21.	Harold Vincent Archer.
May	1.	——— Kelley.
	4.	Harry Jones Parkin.
	4.	John Nestra Sadri.
	14.	Carl Clough Persons.
	15.	Lena Cashen.
	16.	Esther May Driscoll.
	22.	Aloysius J. McGrail.

May 23. Bertha Mary Binks.
28. Florence May Wilson.
31. Lessie Gertrude Lawton.
June 13. Thomas Smith.
16. Sadie Jane Cunningham.
30. Charles Leslie Smith.
July 2. Margretta Ellen Cleary.
3. Sarah A. Shaw.
4. Silas Oscar Sawyer.
10. Agnes Victoria Binns.
10. George Victor Binns.
12. Thomas Hart.
22. Howard Huntington Wright.
Aug. 1. Christena Agatha Hefferman.
11. John William Hendrickson.
18. Mary Dora King.
19. Bertha Perrycollins.
21. Edmund William Hooper.
23. Veda Hattie Henderson.
25. Mildred M. Morgan.
Sept. 13. Bertha Belle Reynard.
21. Winnifred Annie Stokes.
22. Edward Mahoney.
25. Eliza Corrine Smith.
26. Edna C. Taylor.
27. Vera Marion Jamison.
28. Irene Gertrude Mallison.
Oct. 18. Frederick Newman Hanson.
19. Joseph Henry Lamoine.
20. Laila May Marchant.
26. Edward John McLaughlin.
26. James Whalen.
26. Albert Whalen.

Oct.	26.	Emily Rollinson.
	26.	Ada Robinson.
	29.	Sixtus Herbert Bergstrom.
Nov.	1.	Lawrence Walter Hampshire.
	2.	Ralph Winkley Lawton.
	11.	Francis Annie Foley.
	14.	Leon William Dawson.
	15.	Clara Neilson.
	18.	Teresa Gertrude Campbell.
	20.	Ernest Howard Butterworth.
	25.	Hazel Evilena Phillips.
Dec.	4.	Alice May Dockerty.
	20.	Fannie A. Carlson.
	20.	Francis Marion Mitchel.
	22.	Katie Cox.
	24.	Joseph Harold Edwards.
	24.	Martin S. Johnson.
	25.	Bertha Elizabeth Starling.

Total number of births,	83
Number of births of native parentage,	18
" " foreign "	32
" " mixed "	33

DEATHS RECORDED IN MAYNARD IN 1891.

			YRS.	MOS.	DYS.
Jan.	11.	John Brunelle,	11		29
	24.	——— Brayden,			
	28.	——— Olsen,			
	28.	——— Olsen,			

Feb.	4.	Mary [Dolan] Kenney,	65	10	
	4.	Johannis Larson,	24	1	29
	4.	George Edward Cheney,		9	12
	5.	Mary A. Raymond,	71	1	5
	12.	Ashton Carter Smethurst,		6	9
	17.	Ann [Thynne] Hayes,	68		
	24.	Ezra S. Tarbell,	63	7	3
	26.	Mary [Johnson] Feeley,	87		
March	6.	John B. Reynolds,	81	1	4
	10.	William W. Clark,	23	5	20
	19.	Mary [Callahan] Moore,	64		
	22.	Margaret A. [Byrne] Long,	42		
April	6.	Thomas Morgan,	9	3	
	10.	George Chalmers,	61	9	
	10.	Margaret Lillian Clark,	1	2	6
	14.	Bertie Elmer Parks,	1	8	3
	15.	Asahel Balcom,	75		
	15.	John W. Green,	79	5	4
	28.	Mary [Kelliher] Reardon,	85		
May	2.	——— Kelley,			1
June	12.	William S. Curtin,	26	4	
	24.	Mary [Feeley] Lee,	61	10	4
July	7.	Nettie May McNeil,	2	10	25
Aug.	16.	Rose Irene Moore,		11	
	26.	John Johnson,	30		
	31.	Joel Abbott,	70	10	27
Sept.	8.	William A. McLaughlan,	23	1	
	21.	Edith M. Nash,	23	8	12
	26.	John W. Casey,	22	5	20
	27.	George Henry Morton,		7	6
Oct.	24.	——— Sculley,			
Nov.	5.	——— Hendrickson,			
	5.	Hannah Haley,	63		

Nov.	7.	Jane Scott Turnbull,	16		
	13.	Mary [Lyons] Sullivan,	25		
	18.	Christina Johnson,	24		
	20.	Harriet A. [Phillips] Harriman,	69	2	14
	22.	James Sweeney, Jr.,	22		
Dec.	5.	Adaline H. Whitney,	15	4	17
	22.	Robert Henderson,	81		
	23.	Harriet [Mears] Belcher,	56	8	
	24.	Rose B. [Morse] Gove,	61	3	2
	25.	Michael Sweeney,	61		

Total number of deaths,	47
Number of deceased born in Massachusetts,	24
" " elsewhere in United States,	6
" " in Ireland,	10
" " in New Brunswick,	2
" " in Sweden,	2

One each in Scotland, Canada and Denmark.

DOG LICENSES ISSUED TO THE FOLLOWING PERSONS DURING THE YEAR 1891.

Bent, James R.,	1	Hunt, James,	1
Boeske, Emil,	1	Henderson, William S.	1
Brooks, Luke S.	3	Higgins, James,	2
Brooks, Chas. E.	1	Haynes, Abel G.	1
Cullen, Kate,	1	Haynes, James,	1
Cutting, Geo. F.	1	Haynes, Asahel H.	1
Cheney, Levi R.	1	Hurley, Michael,	1
Callahan, John H.	1	Haywood, Fred,	1
Cleary, John W.	1	Hurd, Jennie I. W.	1
Crowley, Cornelius,	1	Hatch, Charles H.	1
Coughlan, Daniel,	1	Hillis, Thomas,	1
Christensen, Fred,	1	Harding, Samuel I.	1
Carver, William,	1	Jones, George N.	1
Cheney, Henry,	1	Johnson, Frank E.	1
Coulter, John,	1	Johnson, Benjamin F.	1
Caswell, Robert,	1	Johnson, Daniel,	1
Cook, Lewis,	1	Joyce, John,	1
Connors, James,	1	Jacobson, Nelson,	1
Crossley, Wilkinson,	1	Kind, Samuel, 2nd.,	2
Cleary, John F.	1	King, John P.	1
Donahoe, Agnes,	1	Klogster, Charles,	1
Denniston, Robert,	1	Kaler, George,	1
Deane, John B.	1	Kelshaw, Harry,	1
Driscoll, Michael,	1	Kane, Edward,	1
Davis, Albert,	1	Lawler, John,	1
Dimery, Charles,	1	Long, Dennis, Jr.,	1
Fowler, Herbert,	1	Lawton, Samuel,	1
Flood, George,	1	Loewe, Adolphus,	1
Flood, John W.	1	Loewe, David,	1
Fearnes, Frank,	1	Moynihan, John,	1
Fletcher, John,	1	Mason, William H.	1
Farwell, Frank,	1	Mears, Hugh,	1
Gove, H. B.	1	Manning, Mary,	1
Gove, George N.	1	Manning, John,	1
Greer, Alexander, Jr.	1	Mahoney, John,	1
Green, John W.	1	McCormack, B. R.	1

McCormack, George,	1	Smethurst, George L.	1
McAuslin, William,	1	Schwartzenberg, Henry,	1
Murphy, Cornelius,	1	Sheridan, Edward,	1
Mahon, Edward,	1	Shearer, Herman,	1
Maynard, Amory,	1	Sheehan, Dennis,	1
Maynard, William H.	2	Sheehan, Michael,	1
Maynard, Lorenzo,	1	Smith, Benjamin,	1
McGrath, James,	1	Sullivan, Ellen,	1
Marchant Samuel.	1	Sullivan, James,	1
Moynihan, John H.	1	Shattuck, Sidney B.	1
McGrail, Hugh H.	1	Sargent, Albert F.	1
Naylor, Thomas,	2	Taylor, Garvin,	1
Nyman, Frank W.	2	Taylor, William,	1
Newton, Agustus,	1	Taylor, Thomas,	1
Nelson, Hans,	1	Tallon, James W.	1
Olson, Christian,	1	Tarbell, Louis L.	1
O'Brien, John W.	1	Veitch, Alexander,	1
Perrycollins, John,	1	Vose, John H.	1
Parmenter. Washington,	1	Whitney, Calvin A.	2
Reagan, Thomas,	1	Whitney, George A.	1
Rich, Frank U.	1	Wetherbee, Reuben L.	1
Reed, Joseph W.	1	Wagner, James,	1
Randall, Charles E.	1	Wagner, Thomas,	1
Ruhle, Frank,	1	Wilson, Paul,	1
Radan, George,	1	Wouldhave, Thomas,	1
Roberts, Mrs. James,	1	Watson, Charles E.	1
Servison, Elias,	1	Whitehead, Ralph,	1
Sweeney, Thomas A.	1	Waldren, Michael,	1
Sweeney Frank,	1		

Whole number licensed during the year, 137.		
128 males, at $2 00 each,	$256 00	
9 females, at $5 00 each,	45 00	
		$301 00
137 fees, at 20 cents each,		27 40
		$273 60
Amount received since last returns, Dec. 1, 1891, less fee,	$ 1 80	
Amount forwarded to the Treasurer of Middlesex county,	271 80	
		$273 60

SCHOOL CHILDREN.

Number residing in Maynard May 1st, 1891, between the ages of five and fifteen years, as reported by the School committee, 532.

ENROLLED MILITIA.

Number of names returned by the Assessors, 391.

LIQUOR LICENSES.

First class, 2; fourth class, 1; sixth class, 2. Amount received for the same, $2,302 00.

The Town Clerk requests information of any omission, or error in the lists of marriages, births, or deaths, in order that the registration may be complete.

Respectfully submitted,

CHARLES H. PERSONS, *Town Clerk.*

TREASURERS' REPORT.

RECEIPTS.

Int. Trust Co., six months loan, 5 per cent.,	$2,000	00
Two first-class liquor licenses,	2,000	00
One fourth-class liquor license,	300	00
Two sixth-class liquor licenses,	2	00
One Auctioneer's license,	2	00
Julius Loewe, Nason street school building,	350	00
C. N. Barnard & Co., loan for new school house,	27,000	00
C. N. Barnard & Co., accrued interest,	81	00
Sarah Punch, Mossman house and stone,	290	00
Wm. Cullen, " fence,	3	00
James Wagner, " shed,	9	00
D. W. Stratton, " insurance,	5	67
J. C. Reed, " house rent,	20	00
Overseers of Poor, balance of John Larsson's property,	83	31
Interest on Benj. Conant Fund,	10	00
National Bank tax,	67	10
Military and State Aid for 1890,	298	00
Massachusetts School Fund,	184	56
Dog tax returned,	235	36
Library fines, catalogues, etc.,	16	92
State "Contagious disease" cases,	203	18
" Support of State Paupers,	64	45

Corporation tax for 1891,	633 96	
Assabet M'f'g Co., interest on school money,	376 30	
Taxes for 1888,	2 00	
" 1889,	2 00	
" 1890,	893 73	
" 1891,	24,787 70	
Interest on taxes,	16 70	
Town of Acton, support of Mrs. Trainor,	33 10	
Plank and boards sold,	8 00	
Fourteen cemetery lots sold,	140 00	
M. Dooner and J. Callahan, State Aid,	26 00	
Overseers of Poor, labor and returns,	53 18	
Amount due Treasurer,	1,586 97	
		$61,785 19

PAYMENTS.

Due Treasurer March 1, 1891,	$3,412 39	
Int. Trust Co., six months loan,	2,000 00	
" " interest,	50 83	
Commonwealth one-fourth liquor license,	575 50	
County tax, Middlesex County,	1,594 05	
Commonwealth, State tax,	1,485 00	
Interest on School Loan to Jan. 1,	607 50	
Water department, interest appropriation,	1,000 00	
Tax abatements,	6 00	
Amount of Selectmen's orders,	29,939 77	
Unexpended balance for new school house,	21,114 15	
		$61,785 19

TAX OF 1889.

Collected,	$2 00	
Abated by the Assessors,	42 00	
		$44 00

TAX OF 1890.

Collected,	$893 73	
Uncollected,	58 28	
		$952 01

TAX OF 1891.

Collected,	$24,787 70	
Abated by the Assessors,	32 50	
Uncollected,	750 41	
		$25,570 61
In Treasurer's hands, Benj. Conant fund,		$250 00

SCHOOL HOUSE DEBT.

Town Notes at 4 1-2 per. cent., due July 1, 1901, $27,000 00
Interest payable semi-annually.

W. H. GUTTERIDGE,
Treasurer and Collector.

WATER ACCOUNT.

Receipts.

Cash on hand, March 1, 1891,	$3,506 25	
Sundry persons, for use of pumps,	5 00	
" " for brick, lime and cement,	14 60	
" " for pipe,	4 00	
Assabet M'f'g Co., sand,	20 00	
Michael Driscoll, sand,	3 00	
Riverside Co-op. Assn., hydrant repairs,	10 00	
J K. Harriman, hydrant repairs,	10 00	
Thos. Naylor, horse and team,	57 50	
Assabet M'f'g Co., second-hand pump,	40 00	
" " lead and castings,	11 88	

Thos. Naylor, Supt., service pipes,	129 73	
" " water rates to Jan. 1,	3,119 09	
" " water rates since Jan 1,	59 00	
Town, for use of hydrants,	2,000 00	
" appropriation for interest,	1,000 00	
Four water bonds issued, 4 per cent.	4,000 00	
Interest on bank deposits,	63 03	
		$14,053 08

Payments.

Bills approved by the Commissioners,	$6,634 62	
Interest on water bonds,	4,280 00	
Cash on hand,	3,138 46	
		$14,053 08

Water Debt.

109 water bonds, $1,000 each, due Jan. 1, 1919, interest, four per cent., payable semi-annually,	$109,000 00

W. H. GUTTERIDGE,
Treasurer.

Report of the Committee Appointed to Purchase Gravel Bank.

The town last year appropriated the sum of two hundred dollars for the purpose of procuring a gravel bank for road purposes. Your committee examined several places where they thought suitable gravel might be obtained, among which was a bank owned by O. S. Fowler, on the road leading to North Sudbury, near the town pound. We were unable to decide, on account of the distance to team gravel from that point, and also not knowing just how the kind of gravel it contained might work upon the roads.

Mr. Fowler kindly offered to allow the free use of the same for the purpose of testing it upon the streets, and quite a large quantity has been used upon our streets during the year. Among the places where it has been used we might mention Main street, at junction of Walnut; North Sudbury road, on hill above paper mill; Nason and Summer, near Gove's Bakery. The two last mentioned places have been considered hard to keep in repair, owing to the constant wash in heavy rains, but with this gravel used it has stood the test of the past year and is at present in good repair. We also find that the extra distance of hauling is compensated by the easy manner in which the gravel is obtained from the pit ready for road use. We would respectfully recommend that the town purchase said gravel pit, or a portion thereof, for use in the east part of the town.

DAVID HENDERSON,
M. H. GARFIELD,
JOEL F. PARMENTER,
} *Committee.*

REPORT OF THE ASSESSORS.

Number of resident individuals assessed on property,	205
" all others assessed,	82
" non-resident individuals assessed,	41
" " all others, "	8
Total number of persons assessed on property,	246
Number of persons assessed for poll tax only,	613
Total number of persons assessed,	859
Number of polls assessed, males,	796
" " females,	22
Tax on each poll, male,	$2 00
" " female,	50
Value of assessed personal estate,	$ 6,469 60
" " real estate,	13,541 38
Total valuation of assessed estate May 1891,	$20,010 98
Value of buildings. excluding land,	$9,944 75
Value of land, excluding buildings,	$3,596 63
Total value of assessed real estate,	
Number of horses assessed,	195
" cows "	358
" neat cattle, other than cows, assessed,	71
" swine assessed,	87
" dwelling houses assessed,	555
" acres of land assessed,	3,050

Rate of taxation, $12 per $1,000.	
Amount of taxation assessed on personal estate,	$ 7,763 52
Amount of tax assessed on real estate,	16,249 65
Total amount assessed,	$24,013 17
Amount assessed on polls,	1,603 00

A detailed statement of assets and liabilities of the town May 1, 1881:

ASSETS.

Five school buildings,	$16,500 00
Cemetery,	2,000 00
Public library,	3,000 00
Fire apparatus and building,	8,000 00
Water works,	105,000 00

LIABILITIES.

Water works,	$105,000 00

TOWN GRANTS FOR 1891.

For support of schools,	$6,800 00
Support of Poor,	4,500 00
Highways, bridges and sidewalks,	1,500 00
Police service,	500 00
Street lighting,	780 00
Military aid,	400 00
Salaries of town officers,	1,300 00
Public library,	125 00

Decoration day,	100 00	
Incidental expenses,	2,000 00	
Interest on town debt,	1,500 00	
Building for fire department,	2,000 00	
Gravel bank,	200 00	
Support fire department,	800 00	
Use of hydrants,	2,000 00	
New school building,	3,000 00	
Celebration Fourth of July,	50 00	
State tax,	1,485 00	
County tax,	1,594 05	
		$30,634 05

ABEL G. HAYNES,
ORRIN S. FOWLER,
Assessors of Maynard.

REPORT OF THE OVERSEERS OF POOR.

At the last April town meeting it was voted that the matter of providing a suitable place for the concentration of the town's poor be left with the Overseers of Poor.

A building owned by Lorenzo Maynard and rented by Alonzo Knapp for a boarding house, was the one selected as the most available for the purpose. It was accordingly leased, with the land adjoining, for the sum of three hundred dollars for the year.

An arrangement was also made with Mr. Knapp and wife to take charge of the house, cultivate a portion of the land, harvest the hay crop, put up tramps, etc., for one year, for the sum of three hundred and twenty-five dollars. This to include for use of all household furniture, bedding, etc., necessary; thus saving to the town a considerable expense, until the success of the venture has been assured.

While we are well satisfied with the methods adopted for the maintenance of our poor, still we believe a change of location for our Poor House to some locality outside the limits of our village would be economy, and a benefit to the town, and we recommend that the town choose a committee at its next town meeting to investigate this matter and report at some future meeting.

INMATES DURING THE YEAR

Peter Lyons, ...	43 weeks.
Patrick Counihan, ...	43 "
Michael Doonor, ...	43 "

Andrew Friel,	43	"
John Callahan,	34	"
Julia Callahan,	34	"
John McMahon,	6	"
Mary Platt,	3	"
Total,	249	weeks.

Number of tramps lodged, 671.

We recommend that the town appropriate thirty five hundred dollars ($3,500) for the support of poor for the coming year.

SUPPORT OF POOR.

In State Institutions.

Paid Worcester Insane Hospital—		
For support James Adams,	$169 46	
" Patrick O'Niel,	169 46	
" Wm. King,	169 46	
" Hannah Haley,	143 46	
" Max Schwartzenberg,	20 57	
Burial expense Hannah Haley,	18 70	
Paid Westboro Asylum—		
For support Walter Ross,	169 47	
Paid Mass. School for Feeble Minded, board and tuition Lorenzo A. and Julia L. Slyvert,	162 49	
		$1,023 07

At Poor House, Including Lockup.

Assabet M'f'g Co., rent of Poor House, May 1, '91, to Mar. 1, '92.	$166 63
L. Maynard, rent of land,	100 00
E. H. Davis, barn rent,	16 00
Alonzo Knapp, salary as Supt.,	270 50
Alonzo Knapp, provisions furnished,	370 38

George H. Flood, coal,	44 75	
Geo. E. Whitney, labor plowing,	9 53	
Robert Caswell, lodging 184 tramps,	23 00	
Asahel H. Haynes, clothing for poor,	40 39	
Neil Currie, clothing for poor,	26 50	
B. F. Johnson & Son, medicines,	18 60	
Alonzo Knapp, wood and provisions for lock-up,	11 75	
Geo. Creighton, shoes for P. Counihan,	2 00	
James Hilferty, repairing shoes for poor,	70	
William Carver, " " "	3 50	
A. D. Holt, repairing stove pipe at lockup,	6 70	
		$1,110 93

Temporary Aid and Partial Support.

Mary Manning, board Chas Clayton,	$110 00
Carl Smith, support of self,	42 00
Johanna Connors, support of self,	80 00
Johanna Lyons,	60 00
Mrs. Cullinane, board John Leary,	15 00
Alonzo Knapp, board Peter Lyons,	28 00
" " " Michael Doonor,	28 00
Simeon Champion, board Mary Platt,	40 00
Sarah McGrath, board Andrew Friel,	28 00
Mrs. Coughlan, board M. Murphy and Boys,	316 00
Julia Lynch, aid,	30 00
Calvin Whitney, milk for John Callahan,	9 10
Thomas Hillis, house rent for John Callahan,	22 50
Geo. H. Flood, fuel for Johanna Connors,	1 65
" " Edward Mann,	46 50
" " Hannah Trainer,	15 25
" " Lockup,	2 25
" " Susan Brigham,	12 50
" car fares paid for Bridget Greeley,	2 00
" expense of travel on Bellington Case,	3 50

Mrs. Heffernan, board Patrick Counihan, Mar. 1 to May 1, '91,	29 00	
Bridget Greeley support of self,	28 00	
Haynes & Tourtelotte, coal for John Callahan,	6 40	
Riverside Co-operative Association—		
Provisions for John Callahan,	49 95	
Shoes for John Leary,	1 50	
A. McIntyre, meat for John Callahan,	10 00	
Bridget Rouse, support McMahon children, Jan. 15, '90 to Sept. 15, '92. Final settlement,	137 62	
City of Lawrence, for aid rendered to James and Matthew Billington,	80 00	
Assabet Mf'g. Co., fuel for Ed. Mann,	7 65	
Artemus Whitney, house rent for Geo. Blye,	70 00	
Haynes Bros., provisions for lockup,	1 85	
Aid rendered, to be refunded (See receipts),	41 18	
W. B. Case, clothing for M. Murphy,	7 12	
" " Carl Smith,	5 00	
" " Michael Doonor,	2 87	
" " Patrick Counihan,	55	
	——	$1,404 25
Total expenditures,		$3,538 25

RECEIPTS.

From State aid for John Callahan,	$ 8 00	
" " Michael Doonor,	18 00	
Labor of John McMahon,	12 00	
Town of Acton, acct. of Hannah Trainer,	33 10	
Commonwealth, acct. of Fred Leighton,	5 50	
" " Emma Michelson,	58 95	
" " Mary Johnson,	63 53	
" " Thomas King,	65 35	

Commonwealth act. of Hendrick Seeman,	74 30	
" " Other sources,	41 18	
		$379 91
Expenditures, less receipts,		$3.158 34
Appropriation,		4,500 00
Unexpended,		$1,341 66
There is due the town from the Commonwealth, for aid to the State paupers, 1890–91,	$194 78	
Due from town of Acton, aid to Hannah Trainer,	12 00	
		$206 78

JOEL F. PARMENTER,
O. S. FOWLER,
GEORGE FLOOD,
Overseers of Poor.

Report of the Engineers of the Fire Department.

To the Honorable Board of Selectmen:

GENTLEMEN: — The engineers of the Fire Department submit the following report for the year 1891:

The Department consists at present of five engineers and 35 men, distributed as follows:

Hose Company No. 1, 15 men.

Hook and Ladder Company No. 1, 20 men.

Fire apparatus belonging to the town in charge of Board of Engineers. One hose wagon with tools complete, and two Babcock extinguishers. One hook and ladder truck, with ladders, buckets, axes, plaster hooks, bars and tools complete. Twelve hundred feet hose. All in perfect order.

We would urgently impress upon the minds of the Selectmen and citizens generally the great importance of some system of fire alarm, and trust that the town will see fit to take some action respecting the same, at the annual town meeting. With some proper alarm system the department could be at work on a fire before any general alarm is received under the present arrangement.

APPROPRIATION.

April 6.	Appropriation,	$500	
April 23.	"	300	$800 00

EXPENDED.

C. F. Cahill, removing snow from hydrants,	4 80
Assabet Manufacturing Co., coal,	43 21
J. H. Claflin, care of Dept. building,	12 50
Jesse Sims, " "	10 50

Boston Woven Hose Co., supplies,	18 69	
Enterprise Printing Co., supplies,	8 00	
Town Maynard water rates, Dept. building,	5 50	
R. C. Association, supplies,	1 70	
A. D. Holt, supplies,	6 45	
Francis Conant, Rep. Hose well,	3 25	
L. R. Cheney, labor and material,	18 85	
Boston Woven Hose Co., supplies,	12 50	
John Hinman, charges for extinguisher,	6 00	
Wheeler Reflector Co., supplies,	3 50	
Houghton's Express, labor and expense,	25 57	
Enterprise Printing Co., supplies,	6 25	
Town of Maynard, water rates,	5 50	
Haynes Bros., sundry supplies,	5 18	
Ed. Burnham, watching at Whitney fire,	1 50	
Jas. McLaughlin " "	1 50	
A. McIntyre, supplies,	6 00	
L. R. Cheney, labor,	3 00	
Fire Department pay roll,	445 82	
Houghton Express, supplies,	5 20	
A. D. Holt, supplies,	1 10	
W. S. Peters, "	5 02	
R. C. A., "	4 41	
		$671 50
Unexpended,		$128 50

The Engineers would recommend for the maintenance of the department for the year 1892, the sum of $700.00 in addition to the unexpended balance.

W. S. PETERS,
DAVID HENDERSON,
A. F. HAYNES,
JULIUS LOEWE,
GEO. W. JORDAN,
} *Engineers of Fire Department*

Report of the Trustees of the Public Library.

Whole number of books, including reports, public documents, reference books, etc., Feb. 28th, 1891,	3416
Added during the year,	3
Total, February 29th, 1892,	3419

Owing to the crowded condition of the shelves in the Library, there have not been any new books bought, with the exception of those that were purchased to replace old ones.

Following are the receipts and expenditures:

RECEIPTS.

Appropriation from town,	$125 00	
Balance of Dog Tax,	235 36	
Fines and sale of catalogues,	16 92	
Balance from last year,	31 33	
		$408 61

EXPENDITURES.

Mrs. Nyman, librarian,	$113 02	
S. D. Kent, rebinding books,	21 40	
A. Fenner, insurance,	35 00	
Riverside Co-operative Association, rent,	75 00	
Estes & Lauriat, books and paper,	50 74	
" " record book,	4 50	
Alex. Veitch, supplies,	3 43	
R. C. A., supplies,	20	
		$303 29
Balance on hand,		$105 32

ALEXANDER VEITCH,
JAMES N. HAIRE,
JOHN H. VOSE,
Trustees of Public Library.

REPORT OF THE CEMETERY COMMITTEE

For the Year Ending March 1st, 1892.

Bal. on hand at last report,	$173 36	
Sale of fourteen lots during year,	140 00	
Int. on Benjamin Conant Fund,	10 00	
		$323 36

EXPENDED.

David Henderson, labor of men and teams,	$60 14	
L. R. Cheney, notice boards,	1 10	
" " pattern board for wall,	5 68	
Thos. McCarthy, wall and posts at tomb,	185 00	
" " covering stones,	21 00	
Fred Gibbs, painting fence and well house,	35 00	
D. Henderson, labor of men and teams,	58 09	
F. F. Robertson, labor,	5 00	
		$371 01
Overdrawn,		$47 64

Respectfully submitted,

DAVID HENDERSON,
M. H. GARFIELD,
JOEL F. PARMENTER,
Cemetery Committee.

REPORT OF BOARD OF HEALTH.

Only within the last few years have matters relating to public health received general attention, and when scientific men have so recently found that death and suffering, formerly considered inevitable, as the working of inscrutable Providence, and in a large number of instances preventable, because due to neglect of proper care in household arrangements and managements, it is no wonder that ordinary citizens fail to think it worth while to take the trouble and spend money to ward off danger, which seems to them merely theoretical.

The present Board of Health owes to the courage and intelligence of its predecessors that their work has been so light, compliance with its requisitions has been in most cases prompt and willing. In the cases when it has not been so, we feel assured that the house holders have served their own best interests by their final compliance, and we hope that on reflection they will see that an act of good neighborhood and good citizenship has been worth while, and that the removal of a proved source of danger will in the end save more anxiety and expense than the work has caused. As a Board of Health we have tried—

1st—To prevent the introduction into or origin in the town of all contagious and infectious diseases.

2d—When such diseases occur, to prevent their spread in the town or among neighbors, and to render the germs of disease harmless.

3d—To insist, as far as possible, that house holders and landlords should feel and act on their responsibility to keep their surroundings, and those of their tenants and dependents, in a clean and wholesome condition, so that they may be in better general conditiion, and should disease be contracted, able to better resist its destructive influence.

The number of deaths from scarlet or typhoid fevers is by no means the only test of the value of sanitary measures. Headache, lassitude and indigestion are too often the results of mild poisoning by the water drawn from "The old oaken bucket that hung in the well," contaminated for years, or as breathing air spoiled by the sink water under the sleeping room windows. The whole list of diseases known as diarrhœal, which are especially fatal to babies, are strongly influenced by bad air and water, and are now considered largely preventable.

Rheumatism, sore throats, coughs and consumption are influenced by dirty, wet and unventilated cellars, and want of sun and air in the living rooms. That A's family or B's have lived for years in the presence of dangerous and unwholesome surroundings is no reason why such should be allowed to continue, when it has been demonstrated that the death rate has been greatly diminished by insistance, or proper water supply and disposition of sewerage and waste. A particular family may have unusual powers of resistance, but they would probably have escaped many small ailments in a more wholesome situation, and should a severe epidemic occur, their chance for suffering would be greater than if placed in clean surroundings.

A careful inspection of tenement houses, vaults, cesspools, drains, pig-pens and barn cellars has been made in the more thickly settled portions of the town.

Houses in which contagious diseases have occurred were thoroughly fumigated, and vaults disinfected.

Red flags were put on houses where scarlet fever and diphtheria existed, and families instructed in neccessary precautions, and we believe that these diseases have been much controlled in their spread by the precautions taken.

Care has been taken to keep children with whooping cough out of the schools.

The unusual exemption from cases of contagious diseases this winter has made a saving of expense which it would not have been safe to count on in advance.

The Board most earnestly requests the co-operation of all citizens in securing the desirable sanitary condition, by notifying them of existing nuisances or causes of impurity.

Respectfully submitted,

GEORGE FLOOD,
JAMES E. MARSH,
F. U. RICH.

REPORT OF THE WATER COMMISSIONERS.

The Water Commissioners respectfully submit their third annual report.

We feel gratified with the very favorable exhibit of the system, and the flattering prospect of its future growth.

During the past year Thomas Naylor has had general charge of the plant, running the pumping machinery, collecting the water rates, etc. At the present time we are supplying water for 418 faucets, 6 boarding houses, 5 bath tubs, 2 urinals, 28 hose, 25 horses in private stables, 4 livery stables, 14 buildings using meters, 1 factory and 1 steam laundry. The receipts from water rates show an increase of 200 per cent. above last year, and it seems reasonable to expect a steady gain in this revenue in the years to come.

WHITE POND.

On account of the severe drouth of the past season, the water in White Pond was exceedingly low, falling to within three inches of the top of the pipe in the month of December. It has since raised eleven inches. The high standard of the quality of the water we are using is shown by the appended report made by the State Board of Health from an analysis of water taken from a faucet in the centre of the town.

COMMONWEALTH OF MASSACHUSETTS—State Board of Health.

Water Analysis.

No. 8420. Date of—Collection, Jan 13, 1892; Examination, Jan. 14, 1892. Appearance—Turbidity, very slight; Sediment, very slight; Color, 0.00. Residue on Evapora-

tion—Total, 2.65; Loss on Ignition, 1.55; Fixed, 1.10. Ammonia—Free, .0000: Albuminoid–Total, .0068; In Solution, .0060; In Suspension, .0008. Chlorine, .22. Nitrogen as—Nitrates, .0050; Nitrites, .0000. Hardness, 0.32. (From a tap in center of the town.)

PUMPING STATION.

Necessary repairs have been made at the pumping station. During the construction of this building the work was so delayed by unfavorable weather, or for other reasons as to seriously injure some of the wood work. This was especially so of the doors, which were warped and shrunken to such an extent that they were absolutely worthless. These have been replaced by new ones. The wood work of the building, both outside and in, also the roof and coal shed have been thoroughly painted two coats, and put in a proper condition.

The pumping engines have been run satisfactorily, requiring but slight expense for repairs. The lot around the Pumping Station has been enclosed with a line of substantial chestnut posts, ready for the rails, which will be put on the coming spring.

SUPPLY WELL.

Owing to the severe drouth last season the waters of the Assabet river were found to have fallen below the mouth of the emergency pipe (a pipe connecting the river with the supply well, and to be used in case of a serious conflagration, providing the water in the reservoir should be insufficient.) To avoid serious risks we thought best to lower the same to a suitable depth, making it available for use at all times. During the past winter the well has been cleaned of the sediment which naturally finds its way through the pipes into it. The roof or covering of the well has also been painted two coats.

We consider the capacity of the supply well insufficient for an economical maintenance of the plant. To empty the same when full requires 2 1-2 hours pumping; then the machinery must be stopped for 5 hours to allow it to refill. This not only causes a loss of time to the engineer, and a considerable waste of water, which is to be thought of in a dry time at least, but a large waste of steam and fuel is caused by the frequent stopping of the machinery. With another well at our command, the pumps could be run more constantly, and we believe a saving of nearly one-third of the coal now used would be made.

We recommend that a new well, to be used in connection with the one now in operation, and of the same capacity, be constructed, for a greater water supply to the plant.

RESERVOIR.

The right of way leading from the highway to the reservoir has been put in a fair condition, by removing stones, grading, etc., rendering it safe for travel. Stone bounds have been set at the angles marking the limits of the same.

STREETS.

At town meeting held Oct. 1, 1891, it was voted to authorize the Water Commissioners to extend the water system on the following streets, and suitable appropriations were made for the purpose: On Summer street, from junction of Brooks street to house of Joseph Roberts; on Concord street, from Acton street to house of Daniel Parmenter; on Summer street, from house of Joel Butterworth to that of C.W. Maynard; on Thompson street, from Thompson court to the parsonage, and from the parsonage to near junction of Walnut street; Summer street, from house of Ellen Mahoney to that of S. F. Holt.

It being so late in the season, work on the last two lines has been deferred till spring. Below will be found a schedule of amount of work performed, length of lines, cost of construction, etc.

TABLE.

	Length line.	Size pipes.	Hyd.	Gts.	Ts.	App.	Cost.
Summer st. to J. Roberts,	502 ft.	453 4 in. 149 1½	1	1	1	325.00	305.00
To C. W. Maynard's,	1200 ft.	4 in.	1	1	2	750.00	548.41
Concord st. to D.W.Parm't'r,	660 ft.	4 in.	1 H. Br.	1	3	400.00	364.25
Thompson st. to parsonage,	268 ft.	4 in.		1	1	150.00	177.00

The Commissioners recommend that the appropriation for water department be same as last year, viz: $2.000.00 for hydrants and $1,000.00 toward interest account.

CONSTRUCTION.

EXTENSION.

Paid American Powder Co., for powder,	$ 3 40	
Wm. Taylor, wood,	2 63	
Chadwick Lead Co., lead,	94 04	
Chapman Valve Co., hydrants and gates,	151 61	
Warren Foundry Co., iron pipe,	1,114 18	
Davis & Farnum Mfg. Co., plugs,	4 31	
Assabet Mfg. Co., labor,	1 50	
Laborers,	488 07	
Freight and express,	10 91	
L. S. Towne, repairs,	4 80	
John Tucker, blacksmithing,	23 48	
Chas. Randall, wood,	88	
Benjamin Smith, gravel for construction of reservoir,	62 50	
		$1,962 31

LAND DAMAGES.

Paid E. Hall & Son, conduit line,	$50 00	
Chas. G. Brooks, to reservoir,	10 00	
Recording deeds and agreements,	16 50	
		$66 50

All land damages for which the town may be liable have been adjusted, with but one exception.

GENERAL CONSTRUCTION ACCOUNT.

M. M. Tidd, making plan of conduit line,	$30 00	
C. B. Stone, legal services,	10 00	
Thos. Hillis, making deeds and services in settlement of land damage,	135 00	
Walter Rogers & Co., stenographers,	140 00	
Judge J. Lowell, arbitration,	300 00	
Samuel Hoar, counsel,	500 00	
John Hillis, "	640 00	
Jos. W. Reed, "	325 00	
Thos. Naylor, travelling expenses,	14 25	
O. S. Fowler, " "	6 50	
E. Jones & Co., 7 doors for pumping station,	44 60	
W. Croft, hanging doors,	9 60	
Haynes Bros., paint for pumping station,	30 17	
Fred Gibbs, painting at " "	64 25	
Tools for pumping station,	4 86	
Haynes & Tourtelotte, posts for fence at pumping station,	18 00	
Laborers, setting posts and building fence around pumping station, Newton's pasture, etc.,	89 90	
		$2,362 13
Less received for—		
Pumps loaned,	$ 5 00	
Brick, lime and cement,	14 60	
Pipe,	4 00	

Assabet Mfg. Co., sand,	20 00	
M. Driscoll, sand,	3 00	
Riverside Co-op. Assn., hydrant repairs,	10 00	
Thos. Naylor, horse and team sold,	57 50	
Assabet Mfg. Co., pump sold,	40 00	
" " lead and castings,	11 88	
		$165 98
		$2,196 15

CONSTRUCTION.

SERVICE PIPES.

Gilchrist & Taylor, pipe and fittings,	$123 11	
A. D. Holt, labor and material,	23 33	
Laborers,	213 69	
Express,	5 50	
Hersey Meter Co., 5 meters,	65 00	
		$430 63
Less collected for services put in for other parties,		129 73
		$300 90

MAINTENANCE.

Assabet Mfg. Co., coal,	$564 84	
Cylinder oil and packing,	54 93	
Assabet Mfg. Co., supplies,	4 17	
Haynes Bros., "	16 62	
Barn rent to April, 1891,	9 00	
Haynes & Tourtelotte, grain to April, 1891,	14 94	
Chapman Valve Co., repairing hydrants,	13 46	
G. F. Blake Mfg. Co., repairs on pumps,	13 20	
Freight and express,	3 75	
Perrin, Seamans & Co., tools,	9 25	
F. Conant, labor at pumping station,	2 63	
Thos. Naylor, horse hire to March 1,	83 31	
Enterprise Printing Co., bills and notices,	6 75	

F. F. Robertson, distrlbuting reports,	1 00	
Thos. Hillis, services as Commissioner, 8 months to March 1, 1891,	30 41.	
M. Driscoll, sleigh, Jan., 1891,	12 00	
H. S. Hapgood, auctioneer,	3 00	
Leborers, building reservoir road, cleaning well, etc.,	144 79	
Thos. Naylor, supt., salary 1 yr. to Feb.1,'92,	800 00	
W. H. Gutteridge, clerical work,	15 00	
		$1,803 05
Less collected from J. K. Harriman for hydrant,		10 00
		$1,793 05

RECAPITULATION.

CONSTRUCTION ACCOUNT.

Paid on account of street work,	$1,962 50
" " land damage,	66 50
" " general construction,	2,196 15
" " service pipes,	300 90
	$4,535 86
Brought forward from last report,	103,177 91
	$107,713 77
Cash on hand last report,	$2,457 59
Bonds issued at 4 per cent., mature 1919,	4,000 00
Interest on deposits,	63 03
	$6,520 62
Less expenditures as above,	4,535 86
	$1,984 76

MAINTENANCE ACCOUNT.

Cash on hand last report,		$1,048 66
Water rates collected, 1891, $3,119 09; 1892, 59 00		3,178 09
Town, use of hydrants,		2,000 00
Town, appropriation for interest,		1,000 00
		$7,226 75
Less paid interest on bonds,	$4,280 00	
" " maintenance account,	1,793 05	
		$6,073 05
Cash on hand,		$1,153 70

Total indebtedness of the town for water bonds issued at 4 per cent., to mature Jan. 1, 1919, $109,000 00

THOMAS NAYLOR,
O. S. FOWLER,
Water Commissioners.

AUDITORS' REPORT.

The Auditors have examined the books of the Selectmen, Town Clerk, Treasurer, Overseers of Poor, Collector of Taxes, School Committee, Water Commissioners, Trustees of Public Library, Fire Department and Cemetary Committee, and find their accounts correct, and vouchers covering all money expended.

JOHN W. FLOOD,
W. B. CASE,
Auditors of the Town of Maynard.

Maynard, Feb. 26, 1892.

TOWN WARRANT.

COMMONWEALTH OF MASSACHUSETTS. MIDDLESEX, ss.

To either of the Constables of the Town of Maynard in said County, *GREETING:*

In the name of the Commonwealth of Massachusetts, you are hereby required to notify and warn the qualified voters of said Town of Maynard, to assemble in Co-operative Hall, on Monday, the fourteenth day of March, current, at ten o'clock in the forenoon, then and there to act upon the following articles:

ARTICLE 1. To choose by ballot a Moderator to preside at said meeting.

ART. 2. To choose by the Australian System of balloting the following officers: One Town Clerk, one Town Treasurer and Collector, two Selectmen, one for two years and one for three years, one Assessor for three years, one Overseer of Poor for three years, one member of the Board of Health for three years, one member of School Committee for one year and one for three years, one Trustee of Public Library for three years, two auditors for one year, three Constables for one year, and all other necessary Town Officers. Also to answer by the said Australian System of balloting the following question: Shall licenses for the sale of intoxicating liquors be granted in this Town?

For the purposes specified in this article the polls will be opened immediately after the election of a Moderator, and will remain open continuously until four o'clock in the after-

noon, when they will be closed unless the meeting there assembled shall otherwise determine.

ART. 3. To hear and act on reports of Town Officers and Committees.

ART. 4. To see if the Town will vote to continue as the Building Committee for the new school-house, the gentlemen who were added to the original committee, some of whom are now members of the Board of Selectmen and School Committee, and whose term of office as such Town Officers will expire this year, to do or act thereon.

ART. 5. To see what action the Town will take towards establishing a Fire Alarm System to be connected with a suitable bell on the new school building, to do or act thereon.

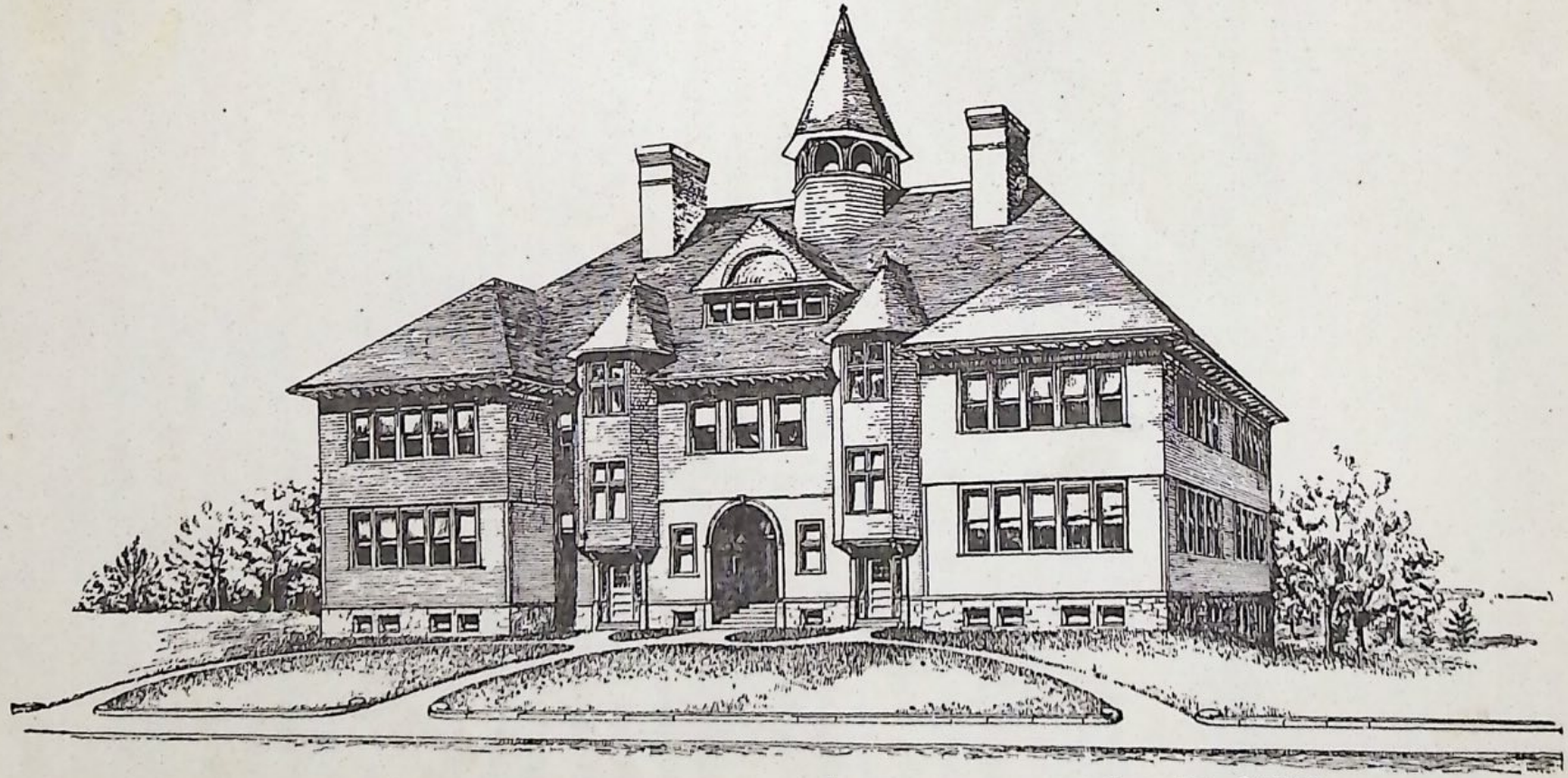
ART. 6. To see if the Town will provide a more suitable place for the maintenance of its poor, pass any vote, or take any action thereon.

And you are directed to serve this Warrant by posting copies attested by you at the post office and one at each of ten other public places in said town, seven days at least, before the time of holding said meeting.

Hereof fail not and make due return of this Warrant, with your doings thereon, to the Town Clerk or Selectmen, on or before the time of holding said meeting.

Given under our hands this twenty-ninth day of February, in the year of our Lord, eighteenh hundred and ninety-two.

DAVID HENDERSON,
M. H. GARFIELD,
JOEL F. PARMENTER,
Selectmen of Maynard.



· School Building · Maynard · Mass · Chapman & Frazer · Architects · 89 State St · Boston ·

REPORT OF SCHOOL BUILDING COMMITTEE.

At a town meeting held March 10, 1890, a committee was appointed consisting of Michael Sweeney, A. G. Haynes, O. S. Fowler, J. F. Parmenter and Joel Abbott, to make inquiries in regard to the cost of constructing and equipping a 12-room school house on the Nason street lot. This committee, after due investigation, made their report at a subsequent town meeting (See annual report 1891). At a town meeting called April 23, 1891, it was voted to appropriate the sum of $30,000 to build and furnish a 12-room school building; the Building committee to consist of the committee before named, with the addition of the Board of Selectmen and School committee, as follows: David Henderson, M. H. Garfield, Wilkinson Crossley, Chas. H. Packard and Frank H. Harriman. This committee was authorized to sell the old school building on Nason street, in such manner as they should deem best. Also to purchase the land, with buildings on it, known as the Mossman lot, extending from Glendale street to school house lot, and about 75 feet wide.

In accordance with the foregoing instructions the committee at once organized. Michael Sweeney was elected Chairman, and M. H. Garfield Secretary. After careful examination of a large number of plans by different architects, the committee decided that the drawings submitted by Chapman & Frazer, of Boston, were the best adapted to their wants, and these architects were forthwith engaged to furnish

the building plans and specifications, on the receipt of which the committee advertised in Boston, Lowell and country papers for sealed proposals from contractors to do the work. There were received in answer seven regular proposals from different parts of the State. After an examination of the figures submitted it was decided to award the contract to David H. Nugent, of Marlboro, whose figures were $9,301 below the highest estimate, and whose references as to ability and other requirements were perfectly satisfactory. The contract, according to the form adopted by Architects & Builders Association, was duly signed, and Mr. John W. Chapman was employed to supervise the construction, and to see that the details were carried out according to plans and specifications.

By the terms of this contract payments to be made as follows: 75 per cent of the cost of stock and labor to be paid monthly, the final payment to be made within 35 days of the completion of the building, which is to be finished 1st of July of the present year.

The committee has placed with three reliable companies an insurance of $15,000, on the building while in course of construction.

The plans call for a wooden building 117 feet in length, with an average width of 64 feet, placed on quarried granite underpinning, showing four feet in front, graded to a rear wall ten feet in height, with an arched porch of same material covering the rear entrance. The central portion of the basement will be devoted to large separate play rooms for boys and girls. From each of these rooms a doorway opens to the outside, towards Glendale street. Separate stairways lead from these rooms to the floor above. The wings will contain the heating, ventilating and sanitary systems, janitor's and fuel rooms. Basement floors will be of concrete. The build-

ing will be two stories, 28-foot posts supporting a lofty symetrical hip-roof, broken by the wing's dormer windows and turrets; the whole surmounted by an octagonal bell tower, with a conical roof, on the apex of which will be placed an appropriate weather vane, 90 feet from the ground. A front view shows a recess ten feet deep between the wings, which leads to three entrances in the main building, the central one approached by six granite steps. Above the side entrances are placed the stair case turrets, octagonal in shape, extending to and rising above the roof. From each entrance, passing through a separate vestibule, we reach a wide corridor running the entire length of the main building and communicating with each of the six school rooms. These rooms are so arranged by connecting doorways that the entire circuit of the six rooms can be made without returning to the corridor. The dimensions of these rooms are 28x32 feet, 12 feet high, lighted by groups of large windows, so placed as to give abundant and the most favorable light for school purposes; each room to be furnished by the contractor with 50 running feet of slate blackboards, 4 feet in width, sheathing and trimmings of white wood. Each class room will be provided with a suitable clothing room. On this floor and communicating with the corridor there will be a room for teachers, and a supply room. The corridor and other rooms outside the class rooms will be warmed by direct furnace heat. On either side of the main entrance, leading from the corridor, will be found broad stairways enclosed in turrets communicating with the floor above, where the general arrangement of the rooms is nearly the same as on the first floor. Two more stairways lead to the assembly hall, on the third floor. This room is about 58x42 feet outside the stage, and is intended to be used for exhibitions, general gatherings, etc., in the interests of our schools. Other

rooms opening from the main hall will be set apart for labratories, etc. There will be placed at convenient points throughout the building sinks with running water; also, stand pipes, with hose attached, to be used in case of fire.

The specifications call for the best grade of materials, and that the quality of work shall be strictly first class. It is the opinion of the committee that these requirements have been thoroughly adhered to by the contractor, Mr. Nugent, and that the plans and specifications have been thus far faithfully carried out.

HEATING, VENTILATING AND SANITARY ARRANGEMENTS.

The committee, after careful and personal examination of many plans for heating, ventilating, and the different sanitary methods employed, decided to adopt the Smead System as this seems to be the most practical and economical, both in cost of construction and to maintain the same, and thoroughly approved by the State Inspectors.

By the terms of the contract the Smead Co. give the following guarantee:

1st. That the apparatus shall, with good care, warm the rooms to 70 degrees Fahrenheit during the coldest weather.

2d. That each room can be so uniformly warmed that no two seats in the same room, on the same level, at the same time, shall show a difference of more than three degrees Fahrenheit.

3d. That all rooms can be warmed within four hours of starting fires in any weather.

4th. That if any room shall become overheated in cold winter weather the same can be reduced to a comfortable temperature at the rate of five degrees for each ten minutes, without opening doors, windows or transoms.

5th. To change the air in the school rooms often enough to provide 1,800 cubic feet of fresh air per pupil per hour.

6th. That the closet apartments shall be free from all odors arising from vault or urinal.

7th. That in case of failure to perform this work as specified the system shall be removed and money refunded.

Since the last annual report two members of the original committee have died. Michael Sweeney and Joel Abbott. Both were earnest workers in the cause. Mr. Sweeney, as Chairman, was probably more closely indentified with this building project than any other member of the board. It was largely through his earnest and untiring efforts that this movement was brought before the town. He was a most enthusiastic and loyal champion of the new school building, and his unwavering interest, combined with a practical knowledge of this kind of work, made his services as chairman of this committee invaluable.

The death of Mr. Sweeney rendered it necessary to elect a new chairman, and C. H. Packard was chosen to fill the vacancy.

It has been the ambition and study of this committee to give to the town a building of fine external appearance; a structure that our citizens will have reason to be proud of; a building thoroughly equipped, combining the best modern conveniences for school purposes with perfect safety to teachers and pupils; and in the discharge of the duty assigned them to keep within the limit of the sum appropriated.

The several bids received from contractors were as follows:

David H. Nugent (Marlboro),	$19,947 00
F. H. Phillips (Beverly),	21,459 00
Lyman Leighton (Clinton),	23,275 00
P. B. Quinn (Lowell),	24,975 00
G. T. Fletcher (Hudson),	25,675 00
A. P. Powers "	28,950 00

Sam'l. Hagerman (Chelmsford), 29,248 00

$350 was added to the bid accepted, to pay for extra work not specified in the contract.

Appropriation, $30,000 00

Contracts Made and Other Expenses to Date.

Daniel H. Nugent, contract,	$20,297 00	
Architect's fee,	750 00	
Engineer's services,	3 00	
"Smead Co.," heating, ventilating and sanitary system,	3,200 00	
Cash paid for the Mossman property,	1,500 00	
Henry A. Walker, examining title,	15 00	
Henry Hapgood, auctioneer,	3 00	
Cost of grading to date,	148 91	
Insurance on building while being constructed,	90 00	
Advertising in Maynard and Lowell papers,	8 25	
Committee expenses,	51 96	
Weather vane,	40 00	
		$26,107 12
Balance unexpended to date,		$3,892 88

DR.

By cash received for old school house,	$350 00	
" " buildings on Mossman lot,	302 00	
		$652 00

CHAS. H. PACKARD,
M. H. GARFIELD,
DAVID HENDERSON,
O. S. FOWLER,
ABEL G. HAYNES,
J. F. PARMENTER,
WILKINSON CROSSLEY,
FRANK H. HARRIMAN,
Building Committee.

TWENTY-FIRST ANNUAL REPORT

—— OF THE ——

SCHOOL COMMITTEE

—— OF THE ——

TOWN OF MAYNARD,

—— FOR THE ——

Year Ending February 29,

1892.

SCHOOL COMMITTEE:

WILKINSON CROSSLEY,	-	-	Term Expires	1892
CHARLES H. PACKARD,	-	-	" "	1894
FRANK H. HARRIMAN,	-	-	" "	1892

REPORT OF SCHOOL COMMITTEE.

At the beginning of the school year the following teachers were in charge of the different grades:

Acton Street Primary. First and Second Grades; Miss Nellie E. Kennedy.

Main Street Primary. First and Second Grades; Miss Alice G. Nagle.

Nason Street. Third and Fourth Grades; Miss Hadessa Sharp.

Garfield building. Third and Fourth Grades; Mrs. Rose Winkley.

Nason Street building. Fifth Grade; Miss Nellie E. Allen.

Main Street building. Sixth Grade; Miss Mary E. Felton.

Garfield building. Seventh Grade; Miss Margaret Byrne.

Grammar School. Eighth and Ninth Grades; Principal, Miss Emily A. Gordon; Assistant, Miss Lizzie B. Shepard.

High School. Principal, George Homer Galger; Assistant, Miss Carrie T. Clapp.

There has been a change in the school board since the beginning of the school year. Rev. Charles A. Merrill resigned in April, and his place was filled by Mr. Frank H. Harriman.

At the close of the spring term Miss Lizzie B. Shepard resigned her position as assistant in the Grammar school, and Miss Agnes S. Keating, of Ayer, was elected to fill the vacancy.

Miss Hadessa Sharp resigned her charge in the third and fourth grades, and Miss Lizzie B. Shepard was elected to fill that position.

Miss Mary E. Felton resigned her position in the sixth grade, and Miss Sara Newton Phelps, of Brookline, fills that position. Miss Felton had devoted many years of conscientious and noble service to the schools of Maynard, to the great advantage of the town and the young people. The committee feel that to her are due the honor and thanks of our people.

The resignation of Miss Nellie E. Allen of the fifth grade was received in December, and Miss Mattie Wentworth, of Watham, was elected to fill the place. Miss Allen did very good service in the Maynard schools for a period of two and one-half years.

AVERAGE MEMBERSHIP, 1891-92.

	SPRING TERM, 1891.	FALL, 1892
Acton Street Primary,	60	90
Main Street Primary,	46	65
Nason Street Primary,	45	53
Garfield Primary,	44	56
Main Street Intermediate,	50	48
Nason Street Intermediate,	56	49
Garfield Intermediate,	49	51
Acton Street Grammar,	53	65
High School,	27	33
Total,	430	510

Increase, Fall term, 80.

THE UNUSUAL EXPENDITURES

of the past school year have been due to a variety of causes arising from the growing needs of our school population. The Nason street building was moved from the old site to another. It was found necessary to hire a building on Main street for the primary grade, and fit it up for school purposes, with desks, black-boards and other conveniences. The furnace was also moved to the new location and remodeled appropriately. The success of the Acton street Primary was marked, and the number of pupils increased so greatly that it was found necessary to secure an additional teacher. Miss Mary W. Van Kirk of Newfield, New York, was elected to fill the place.

The enlarged duties laid upon the Principal of the High school, and upon the Principal of the Grammar school and her assistant, made it a matter of duty to slightly increase their salaries.

CHANGE IN LOCATION.

The chief alterations as to the locality of the schools, consist in the removal of the pupils from the abandoned Nason street building, from which the students of the Third and Fifth grades passed to the Stuart Building on Main street, which was leased for the purpose; and the High school and the Fifth grade went to the High school building in its new location on Acton street.

GENERAL PURCHASE OF TEXT BOOKS.

Some confusion had unavoidably arisen in past years in the matter of school Readers, so that certain of the higher classes used Readers of low grades, and lower classes had those of higher grades. This condition of affairs has been remedied by carefully grading the Readers to meet the courses of study, and now the system is simple and harmonious. This radical change rendered necessary a very large expenditure in the purchase of new and appropriate text-books.

Care of Text-books and School Property.

The State law of 1884 provides that text-books and school supplies shall be bought by the cities and towns, and loaned to the pupils free of charge, in order to save time and money, to train the children in the care of those things not their own, and to make the public schools literally free. The satisfactory results of this system are well known. But it is needful to instruct the children thoroughly in the better care of their text-books, for which such large amounts are paid out by the Town of Maynard. They should be taught to take pride in the condition in which they keep these books, and in which they return them.

Much regretable carelessness is evident now, in the bad state of many of the text-books. As to the care of school property in general, by the pupils, much remains to be desired, and attention should be recalled to the law against "marking, cutting, defacing or in any way injuring" the school-house, furniture, out-buildings or trees. Parents or guardians are liable for the payment of all damages in such cases, and the offenders themselves are liable to the punishment alloted by law.

The ordinances in these matters will be strictly enforced.

Regulations for Janitors.

Some irregularity in accounts has arisen through bills of extras sent in by the school janitors. These annoyances should be avoided by the forming of specific agreements at the beginning of each school year between the School Committee and the janitors, in order that all things may be done to mutual satisfaction, and with due economy as regards the town's finances.

The Evening School.

This useful and prosperous institution has been under the Principalship of Mr. George Snow, principal of the Stow

High school, with Miss Nellie Allen and Miss Margaret Byrne as assistants. The day pupils were excluded from this evening session, because the regular pupils showed a natural dislike at reciting before them. The result of this change appears in a larger attendance of the class of pupils for whose benefit the Evening School was founded, namely: persons who are necessarily engaged all day in labor or business, and yet who wish very much to carry forward their literary education, and are willing to devote their evenings to this purpose. Early in the term much disorder was noticed outside the school, and the committee has determined to stop this lawlessness. It is thought that the most sure way to do this will be to adopt the so-called "Albany plan," under which each pupil pays at the beginning of the term a small tuition fee, which is returned to him at the end of the term in case of good behavior and reasonably regular attendance. A system like this tends to keep out of the school many worthless fellows, who enter in search of novelty and amusement, and without the earnest desire of mental improvement by honest study. Formerly the Evening school began about December and when extreme cold weather came, some of the pupils, not yet fully interested in their work, fell away and gave up their studies. Now it opens in early October, and with much better results; and it is the opinion of the school committee that the time of opening should be set at about October 1st of each year. In order that each pupil may feel a personal interest, and also realize that a personal interest is felt in him, it seems important that one teacher should be assigned to each twenty pupils. When as is now the case, a considerably larger number of pupils is allotted to each teacher, it is not easy to establish those personal relations which form so important an element in successful teaching and studying. The same thing is true of the day schools, which are much over-crowded.

The teaching force must be increased to obtain the best results.

Manual Training.

It is hoped that in time we may introduce into our schools the modern idea of manual training, now so successful a feature in many of the best American school-systems. The committee is carefully observing the latest developments in this interesting department of practical work, so that when the proper time and opportunity come you may be prepared to enter, at light expense and with efficient plans upon its introduction here. Thus the youth of Maynard may learn practically the great principles that lie at the foundation of all trades, and be taught how to use tools with accuracy, patience, and thoroughness.

Course of Study.

Mr. G. H. Galger, the Principal of the High school, devoted some time to a thorough and systematic arrangement of a course of study for our entire group of schools, from the lowest grade to the highest. The admirable system thus arranged will be productive of much better results than we have had in the past, and will result in a fuller and rounder development of our young scholars without increasing their burdens. It would have been difficult to find anywhere a person more competent than Mr. Galger to undertake this very delicate and important work; and the intelligent care and discrimination with which he has studied every detail of the new course of study gives us reason to believe that it will be a success.

Needs of the Schools for the Ensuing Year.

The school building on Main street, at the upper end, now occupied by the Sixth grade, and pupils of the First and Second years, should be retained in the possession of the

town, after the coming changes in the schools are made. It may be desirable to have at this point a primary school for the First and Second grades, the pupils of these tender years being perhaps rather young to take daily the walk to the new building. The schools should all be equipped with single desks and seats, for the children will work better when so placed, than at the present double desks. Now the facilities for sociability are too tempting, and the children are also enabled to copy lessons from each other. The school room should be fitted with sets of wall maps and charts, so large as to be very clear and legible, acting as continual object lessons to the pupils. These maps should be of the latest make and the best material, so that they may serve acceptably for many years. There should also be procured cabinets of observation blocks, by whose aid the pupils can be taught geometrical and mathematical science, and the theory of forms in the easiest and most intelligible way.

Discipline and Truancy.

Great care must still be taken with the discipline of our schools, which is ordained to be parental in its scope. The rules and regulations for Maynard Public schools (Sections 28 and 29) provide that "For violent opposition or open rebellion, the teacher may dismiss the pupil from school, and shall then immediately inform the parent or guardian of such pupil, and on the same day shall apply to the Chairman of the committee for advice and direction." "When the example of any pupil is very injurious to the welfare of the school, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approbation of the Chairman of the Committee, to suspend such pupil from the school." The laws upon truancy are very stringent and provide severe punishment for habitual truants.

Home Aid to Schools.

The influence of the parents upon the school life of their children is greater than is generally understood. Too often we are inclined to send our young people to the schools, and leave to the teachers all the work connected with forming their minds and directing their thoughts. Invaluable aid would be given to the little ones, if they found at home, around the evening lamp, a lively and helpful interest in their studies and training. They would thus be encouraged and interested from a new quarter, and find loving guidance through many a hard place. Both parents and children would in this mutual way awaken to a new and active interest in the work of education, and many additional pupils would enter upon and complete the full course of study, so essential to their best development.

Absence and Tardiness.

Every break in the organized school life is unfortunate for the welfare of the pupil, because it lessens the vitality of his connection with the educational scheme, and destroys his interest in the studies. In all cases of absence or tardiness, the parents should give, in the written excuses, the reasons for such absences. In many other communities this is felt to be so important that it is ordered by law that all excuses shall be accompanied by explanations.

Maynard is territorially one of the smallest towns in the state, and one of the healthiest, so that it has not the excuses of long distances and sickness to account for its ill-attended schools. Our rank in the county as to school attendance is forty-second, and this very low place is due largely to a lack of care and vigilance on the part of the parents. With their earnest co-operation a better attendance may easily be secured, and Maynard may be elevated from her present undesirable place to a position among the first in the state.

The evils resulting to the pupil from frequent absence are very marked. Losing connection between the vital parts of his work, he loses interest, and fails to receive clear ideas. Dropping thus behind in the class, he loses self-respect, and becomes careless and indifferent. His sense of duty is weakened, and the evasion of school duties paves the way to the evasion of other duties, and a lifetime of shirking and irregularity.

The New School House

on Nason Street, whose construction has made such great demands on the unwavering generosity of the town, is one of the most perfectly equipped town buildings in the state. It It is a solidly constructed and finely built edifice, 117 feet long, and is in a pleasant and quiet part of the town. It contains twelve graded class-rooms and a recitation room, besides a large assembly room, where over 500 pupils can unite, to attend literary exhibitions or other exercises. The great basement is arranged for a rainy day play-room, and some time in the future the town's manual training school may be established in these spacious lower rooms. The Nason Street school is perfectly equipped with the Smead system of heating and ventilating, which has been recommended by the state as the best for such purposes.

The Future.

The town of Maynard has a group of very faithful and earnest school teachers, and the results of their patient and unseen work are becoming evident in the good order and discipline of the schools, and in a new love of work appearing among the young people. While all have done well, the High school especially has shown such general improvement as to astonish many observers. With the fine new building now so nearly ready, and the modern improvements which

are being provided by the liberality of the town, we may surely expect to see this scholastic progress continue with refreshed enthusiasm, so that a new era may dawn on our schools, an era of intelligent direction and happy work.

THE SCHOOLS IN GENERAL.

Progress During the Year.

Careful examination of the work of all the schools shows that the past year has been marked by a very encouraging advance, both in quantity and quality of work. The improvement in language and mathematics is especially noticeable.

The new course of study adopted has made a severe demand on the strength of our teachers, but by untiring labor, often carried on under discouraging circumstances, they have succeeded in raising the standard of school work to a considerable degree. Still better results are confidently expected in the future. On the whole, the committee feels that it can honestly say that while there is much in our school system still needing improvement, the work of the past year has shown a definite and gratifying advance.

Reading.

The best results in reading seem to be obtained in the intermediate grades, as the pupils in these grades have overcome the difficulties of primary work, but have not yet acquired the self-consciousness which forms such an obstacle to good reading in the higher grades. It is hoped that the introduction of selections from standard literature, for the use of the advanced grades, will result in greater interest in reading, and an improvement in its quality.

Spelling.

A somewhat extended examination for the purpose of testing the spelling abilities of our pupils, has shown that, after making all due allowence for the "incurables," there is far too large a proportion of children who are *very poor* spellers. Many pupils all through our schools misspell words in daily use to a degree that is surprising and seemingly inexcusable. "Is the word method of teaching responsible for this?" That the "word method," or, more properly the "sentence method," is the true method, no intelligent educator now denies, but have we not somewhat overlooked the value of the analysis of words? Pupils in all the grades halt and stumble over new words as if utterly unable to put together the letters of which the words are composed. Indeed, one is sometimes led to doubt whether they see what is really before them. It is quite evident that more drill is needed, especially in written spelling, after the second year of school. The increased use of dictionaries by the pupils is an encouraging sign.

Arithmetic.

The work in Arithmetic is, on the whole, decidedly good, indeed it is in advance of that of many similar town. It is hoped, however, that it will be placed still further in advance, until it equals that of the best schools. An attempt is being made to equal the high standard of the work of our neighboring city of Marlboro. If, as leading educators now assert, the time given to arithmetic in our schools should be reduced, it would be necessary to emphasize still more clearly that the main object sought is not the covering of a large number of subjects, but the attainment, on the part of the pupils, of the power to reason correctly, and to apply *fundamental principles* quickly and accurately. Increased attention has been given to Mental Arithmetic, resulting in a

very manifest improvement in rapid thinking on the part of the pupils.

History.

The change in text books has proved a wise one, and increased interest and better work has resulted. The topical method in use deserves commendation. Believing that the right study of history results in valuable character-building, and aids the making of good citizens, the Committee have introduced history readings into the intermediate grades. Maps and pictures are freely used to add life and vividness to the work.

Geography.

The aim has been to make the work as practical as possible. Physical geography has been introduced as a technical study in the Grammar grades, and in the lower grades more attention has been given than heretofore to the study of physical features. Commercial geography has assumed increased importance.

Writing and Drawing.

The *Normal Review Course in Penmanship* has been substituted for the books in use last year. The writing, in general, is good, but not seldom extremely careless work is seen in the upper grades. The remedy for this would seem to be to compel all such work to be entirely rewritten before it is accepted by the teacher. The pen should be put in the hand of the child at least as early as the fourth year. The Prang system in drawing has been used during the year, and although the time allowed for drawing has been extremely small, the results have been good.

Language.

The term Language is so broad in its application, that it is necessary to define the restricted meaning in which it is

here used. By Language, we mean the ability to express one's thoughts, orally or in writing, in the best manner.

To say that the Language work of our schools is satisfactory, would be a decided over-statement of the fact. In truth, the work is very poor, and goes far to justify the severe criticism passed upon the pupils of our public schools, that they are unable, after having attended school for nine years or more, to use their own language correctly, or to write a good business letter. The cause of these poor results are too numerous to be more than hinted at here. The inherent difficulties of the subject itself, the many and frequent examples of faulty English in daily life outside the school, the evil influences of the street and the play-ground ;—all combine to render this, perhaps, the most difficult of all subjects to teach satisfactorily. Text-books and methods, many and various, have been urged as panaceas for the defective state of language study and teaching, but we have yet to find the book or method which has been uniformly successful.

Untiring industry in seeking the best methods of instruction, and patience and skill in applying them, are presupposed of the teacher. Yet with all these, the best results cannot be obtained without the co-operation of "home, school and market."

Every effort should be made to instill into the pupil's mind the love of good reading, and to enable him to form the *habit* of reading the *best* books. If this habit is continued, it will be a safe-guard in after life, from the pernicious effects of poor newspaper English and worthless books.

With a definite course of Language study marked out for each grade, in the new course of study, it is hoped that in time, our schools will show more satisfactory results than at present.

It might be mentioned here that frequent absence of

pupils is one of the most serious drawbacks to the successful teaching of Language. Any break in the continuity of school life does irreparable injury both to the pupil and the school, and often renders the most earnest efforts of our teachers null and void. Let parents see to it that our attendance is materially improved and one serious difficulty in the way of successful Language teaching will have been removed.

Natural Science.

One of the most valuable means of physical, intellectual and moral training, has until within a year or two been almost wholly overlooked in our schools. We refer to the study of the natural sciences. When in the Fall term of 1890 the laboratory method of the study of the natural sciences was introduced into the High school, the need of training in this line of work was painfully apparent. The method was a radical departure from that formerly obtaining in the school, and required that the pupils themselves should perform experiments, observe, reason, and express results in their own language; while the text-book was made secondary. Results proved the need of work of the kind. Pupils who could recite pages of matter memorized from the text-book, were unable to handle apparatus skilfully, to observe accurately what occured, to reason correctly, or to express their thoughts in definite language.

The laboratory method compels the pupil to deal not merely with descriptions of things and facts, but with things and facts themselves, and to give his own interpretation of what he discovers. Thus the teaching is brought into more vital relation with actual life, and the pupil is taught to be self-active and self-reliant. The introduction of Nature Readers into the lower grades, as a guide to science study, has already proved very beneficial The new building should be supplied with laboratories fitted with conveniences for the prosecution of scientific studies.

Discipline, Absence, Truancy.

There has been a gradual improvement in the discipline of all the schools, though taken as a whole, the discipline is far from what it is in schools of the highest class. The fact that parents are showing a more general interest in the deportment and progress of their children at school proves that they are awakening to the fact that the first essential of a good school is the maintenance of a firm and wise discipline. Corporal punishment has not been abolished, but cases have been comparatively few, and have been confined mainly to the lower grades. In spite of the efforts of the School Committee and of the teachers, absence has not materially decreased during the past year. We are certain that if parents could be brought to realize the destructive effects of excessive absence on the success of our schools, the coming year would show a greatly improved record.

The amount of truancy during the past year has been very small, and calls for no special comment.

Manners and Morals.

By precept and example, and in part by systematic instruction from text-books, our teachers have sought to inculcate good manners and good morals in their pupils. Pupils spend at least one-third of their waking hours in the schoolroom, and during childhood and youth by far the greater part of their interest and energy is absorbed by school-life. Even were it possible it would not be desirable to separate the cultivation of the intellect from that of the conscience and the will. No doubt such a separation would tend to relieve our overburdened teachers, but it would defeat the chief end for which our schools were established. The things which effect the moral nature of the child are numberless. Material surroundings have an important influence. Shabby

buildings, disfigured furniture, broken fences, all have a distinctly degrading effect.

The tone and manner of the teacher and her method of treating offences affect children powerfully for good. Unfortunately, the words and actions of some school companions are sometimes equally powerful in producing evil effects.

A general principle for teachers would seem to be that they should lead the child by precept and example, to avoid thinking or doing evil, by keeping his brain and hand occupied in doing right. Then too, it should be remembered that the home and church are indispensable helps to the work of the schools, and that the best results can be obtained by all three working in harmony.

SUMMARY.

Primary Grades.

The principle changes have been in Arithmetic and Observation Lessons, in both of which the work has been extended and made more systematic. Spelling has received the increased attention so much needed. The chief difficulty has been the excessively large number of children under the care of each teacher. Unless this difficulty is immediately remedied a large proportion of the children will be obliged to remain two years in each grade, or until they have received more individual attention than it is possible for their teachers to give them in the present overcrowded condition of these grades.

Intermediate Grades.

Reading has greatly improved in these grades, and more attention has been given to written Spelling. The amount of drill work in Mental Arithmetic has been greatly increased, with gratifying results. The chief need of these grades is more practical Language work. Nature Readers have been introduced, and have in every way proved beneficial.

Grammar Grades.

The year has been marked by a higher standard of work in Reading; by a large increase in the number of subjects taught in Arithmetic, and by the introduction of Physical Geography practically taught.

As in the intermediate grades the chief need is more extended and more practical work in Language. In order to allow this, the time now given to Arithmetic and Geography should be reduced.

The Grammar school labors under many difficulties: the number of pupils is large; the attendance exceedingly irregular on account of those who go out to work for a few weeks and then return to school; the pupils are at age when discipline is most difficult, and when many are possessed with the mistaken idea that they are quite ready to go out into life and do battle with the world. The untiring efforts of the teachers of this school, should be seconded by the heartiest support of the parents of the pupils, and by the community in general.

High School.

In addition to the regular work of the school, it has been found necessary to form a class in English to supplement the Language work of the lower grades.

A class in Commercial Arithmetic and a separate class in American Literature have been formed. In Geology the work has included both field work and historical study. The study of Political Economy has been introduced to supplement that of Civil Government, and a class in Trigonometry has been formed. Those to graduate from the general course have been taking advanced work in Chemistry, English Literature and General History.

The subjects above enumerated, together with the regular work of the school, have rendered the labors of the teach-

ers extremely arduous, and it has been possible to carry on the work only because of the comparatively small size of the classes.

The number of subjects is so large and the time for recitation in each so short, that an increase in the number of pupils will make it absolutely necessary to reduce the number of subjects now taught. The methods used in the study of Mathematics and the Natural Sciences have resulted in greatly increased interest on the part of the pupils. A closer adherence of the pupils to the regular course of study, would greatly facilitate the end sought; that of giving each pupil a well balanced developement in all his faculties.

WILKINSON CROSSLEY,
CHAS. H. PACKARD,
FRANK H. HARRIMAN,
School Committee of Maynard.

JANITORS' SALARIES.

C. A. Slyvert,	$234 37	
F. F. Robertson,	363 85	
F. F. Robertson, (evening school)	21 75	
Jas. Sheridan,	3 00	
		$523 97

TRUANT OFFICER.

James Nelson,	3 70

INCIDENTALS, BOOKS AND SUPPLIES.

American Book Co., books and spelling blanks,	$223 00
The Thorp Adams Mfg. Co., school supplies,	12 96
Prang Educational Co., drawing books,	18 12
Boston School Supply Co., charts and books,	9 70

A. P. Gage & Son, physical apparatus,	79 15
G. H. Galger, books,	7 59
C. H. Packard, supplies and clock work,	15 05
Shepard & Samuel, brooms, dusters, etc.,	20 81
M. A. Swift & Son, manilla paper,	14 57
Geo. S. Perry, general school supplies,	122 00
Naturalists' Bureau, paper and supplies,	5 00
Silver, Burdett & Co., readers, writing books, etc.,	129 84
Wm. Ware & Co., readers,	19 50
Riverside Co-operative Assn., oil,	1 98
Public School Printing Co., New York, report books,	9 60
Maynard Enterprise, printing,	9 65
J. Sullivan, mowing,	1 50
Ginn & Co., books,	35 54
D. C. Heath & Co., books,	72 51
Leach, Sewell & Sanborn, books,	6 50
J. C. Merriam & Co., large dictionary,	9 25
Effingham, Maynard & Co., books,	9 65
Thompson, Brown & Co., books,	18 17
C. B. Stuart, rent of school room,	120 00
Wilkinson Crossley, supplies,	8 00
H. B. & O. S. Fowler, wood for stoves,	91 20
Assabet Mfg. Co., coal and wood,	208 92
Lee & Shepard, books,	11 67
Houghton's Express,	28 41
Houghton, Mifflin & Co., books,	25 35
University Pub. Co., geographies,	16 50
American Humane Society, books,	3 00
New England Methodist Depository, books,	7 30
Miss Nellie E. Allen, books,	1 00

Town of Stow, tuition Haynes children,	7 84	
F. H. Harrriman, expense procuring teacher,	1 50	
Haynes Bros., supplies,	20 01	
		$1,392 44

TEACHERS' SALARIES.

Mr. G. H. Galger,	$979 36	
Miss E. A. Gordon,	480 00	
" C. T. Clapp,	360 00	
" Nellie E. Allen,	280 00	
" H. L. Sharp,	140 00	
" L. H. Shepard,	352 00	
" Nellie A. Kennedy,	380 00	
" M. R. Byrne,	380 00	
" M. E. Felton,	150 00	
" A. G. Nagle,	380 00	
Mrs. R. R. Winkley,	380 00	
Miss S. N. Phelps,	240 00	
" S. E. Keating,	240 00	
" M. Wentworth,	76 00	
" Mary Van Kirk,	134 00	
Mr. Geo. W. Snow, (evening school),	87 00	
Miss Nelle E. Allen,	43 50	
" M. R. Byrne,	43 50	
		$5,125 36

DR.

To balance, 1890-91,	$938 57	
Appropriation,	6,800 00	
Cash from sale of old school building,	350 00	
State school fund,	184 56	
Books sold,	2 15	
		$8,275 28

CR.

By teachers' salaries,	$5,125 36	
Janitors' salaries,	522 97	
Truant officer,	3 70	
Incidentals and supplies,	1,392 44	
		$7,044 47
Balance in treasury,		$1,230 81

COMMON TOWN CHARGES.

L. R. Cheeney, carpenter work,	$ 2 79	
C. H. Sweeney, painter,	2 50	
Wm. B. Jenkins, mason,	5 00	
W. C. Croft, carpenter,	31 80	
W. A. Choate, blackboards,	10 40	
Boston Chair Mfg. Co., settees,	3 60	
F. F. Robertson, taking school census,	10 00	
J. C. Reed, painter,	6 50	
A. D. Holt, stove and furnace work,	42 26	
W. B. Case, curtains, etc.,	2 94	
C. H. Packard, care of school books and supplies,	20 00	
		$141 79

COURSE OF STUDY.

APPROVED BY THE SCHOOL COMMITTEE SEPT., 1891.

A careful examination of the schools during the school year of 1890–91 showed that although the schools were graded, the work of the different grades was more or less disconnected, and for the most part, not equal in quantity or quality to that of other towns of high educational standing; the work in each grade being in scope and character about equal to that of the grade below in city schools. While, from various reasons, it is not to be expected that our schools will equal those of the cities, every effort should be made to approximate a similar standard.

It is hoped that the introduction of a course of study, supplemented by the intelligent co-operation of teachers and parents, and more connected and sustained effort on the part of the pupils, will result in placing our town on a par educationally with the larger towns of the state.

CHARACTER OF THE COURSE.

The course has been made to fit existing conditions, hence its character is conservative rather than radical. It offers only an outline, as our teachers are believed to have the ability to carry out the details of the work indicated.

It is intended to present only a minimum standard of attainments which all are required to reach if possible, while teachers or classes able to accomplish more in the time given are expected to do so.

It is temporary and provisional in character, and will be subject to such extension and improvement as experience may demand.

General Directions.

1. Since the true end of education is the formation of *right habits* of thinking and acting, the purpose to form such habits in the pupil, must be the underlying motive of the teacher's work. The right thing must be taught in the right way, in the way which agrees with the natural order of development of the child's mind. The natural order in obtaining knowledge of objects is: 1st, Perception, through which the mind knows single qualities; 2nd, Conception, in which the mind combines the ideas obtained through perception; 3d, Reasoning. The natural order in investigating subjects is the same. This makes it imperative that the teacher should illustrate all studies with suitable visible objects whenever possible. Objective teaching should be continued throughout school life whenever it tends to give clear and distinct ideas and complete thoughts, and does not injure or retard the growth of the power of abstract thought.

2. Systematic study of many of the simple branches of natural science is possible in nearly all the grades of our public schools, and rightly conducted results only in good to the child, guiding but not repressing his imagination, training him to see rightly, reason accurately, speak truthfully, and think clearly and honestly.

Beside clear conceptions of some of the elementary facts and principles of the natural sciences and a practical knowledge of the time-honored "three R's," the pupil before leaving the grammar school, should make his own a share of the best things of biography, history and literature. So many of our pupils never again attend school after having passed the grammar grades that it is of the utmost importance that

in these grades should be laid the foundations whereon the pupil can build a well rounded and fully developed character. Simply a knowledge of reading, writing and arithmetic is insufficient. The ability to write one's name, to make change correctly and read the daily newspaper does not insure an intelligent, public-spirited and useful citizen. A broader and more humane training is necessary, and for nearly eighty per cent. of our young men and women this must be obtained in our common schools.

3. All instruction should be given in such a manner as to encourage the right activity of the intellect, sensibility and will, and develop symmetrically all the powers and faculties of the child's nature. To this end the *voluntary attention* of the child should be secured by making the work attractive and interesting. At the same time it should be *tasking*, for to make work pleasant and attractive does not mean that thought and labor on the part of the pupil are to be omitted.

4. Desire to avoid the very common error of overestimating the capacity of pupils, often leads the teacher to do the work which properly belongs to the pupil. While, therefore, the teacher should take great care to state *principles* clearly, and make all his teaching intelligible; he should also be sure that the pupil sees, thinks and reasons for himself.

5. Memory. While it is true that we should aim to make thinkers and not memorizers, it should not be forgotten that childhood is the most favorable period for memorizing much that will be found indispensable in later life. Seek to make the memory clear, exact, comprehensive. Teach practically the laws of association. Memorize principles and essentials. As the child's powers develop, seek to build up a philosophical memory, by constant reference to cause and effect. Consider memory always as an important means, but not the end in mental culture.

6. Language, from its comprehensive scope, forms the most important of studies, from the lowest to the highest grades. Language has been defined as the expression of thought. But thought and its expression are so closely associated that it is impossible to separate them. Language seems equally the product and the producer of thought. It is an indispensable agent in the cultivation of the memory, the imagination and the reason. Vocabulary measures mind.

After the acquisition of thought, language should be the principal consideration in *every* recitation.

In the lower grades Observation Lessons, Reading and Spelling form the basis for the most important language work. In Observation work, require brief, exact statements of facts observed. In reading, seek to obtain proper emphasis and expression. These may be obtained by questions from the teacher and from pupils, and by other means. The teacher may at times read for the child to imitate.

In Spelling, new words should be written on the blackboard, defined, and their use illustrated in sentences by the pupils. After the first year increased attention should be given to written spelling.

In the intermediate and grammar grades, in addition to the subjects mentioned in the lower grades, science, history, geography and literature are the most important factors in the development of language.

The topical system should be used in most of the work, to train the pupils to express thoughts in the order of their dependence.

In language work in all grades encourage pupils to express their thoughts in their own language.

Do not criticise too minutely, or in a manner that will discourage the pupil.

Insist on good English, clearly articulated, on all occasions.

In the lower grades, have written exercises, at least three times a week; in the higher grades, daily.

In written work in the lower grades, many simple illustrations of the ordinary forms of speech are to be preferred to ambitious attempts at elaborate expression.

In Composition, do not expect the pupil to go "from the known to the unknown." If the pupil can express well *what he knows*, the object of the exercise has been attained.

7. Oral reading consists in getting and giving thought. Getting the author's complete thought and giving it adequate expression constitute good reading.

In Oral Reading, three ends to be attained should be constantly in mind: 1st, distinct articulation, combined with a sufficient volume of tone; 2d, a pleasing quality of tone; 3d, proper expression. Success in the first two depends upon persistent vocal drill. The third can be obtained only when the author's thought has been fully comprehended. The reading lesson requires *study*, and the pupil should be required to prepare it as carefully as any other subject. His preparation should be tested by requiring him to give a brief outline, containing the principal thoughts of the lesson, and to present in his own language the thoughts of sentences and paragraphs. Care should be taken however not to allow this analysis to degenerate into a mere word-grind. The teacher may at times greatly stimulate the thought of the pupil by giving a proper rendering of obscure or difficult passages. Throughout the lesson make the *thought* the vital nucleus.

Ability to read understandingly at sight is the end sought in Supplementary Reading. No preparation should be allowed. Only serious faults and errors should be noticed, and those only after the pupil has finished reading.

After the correction of verbal errors the pupil should be required to give in his own words the substance of what he has read, and if he has failed to get the thought, an analysis should be conducted as in the regular reading lessons. Supplementary Reading of the right kind is a powerful aid in cultivating a taste for wholesome and inspiring literature.

8. Power to apply principles with accuracy and despatch to concrete examples, is the object sought in the study of Arithmetic. Never allow a rule to be learned, until the facts and principles on which it is based have been thoroughly illustrated by examples. The order should be: 1st, Illustration; 2d, Rule or Principle. Make illustrations as simple as possible, and in applying rules have pupils use many practical problems outside of the text books. Many simple problems rapidly and accurately solved, are preferable to unusually difficult and "catch" problems. There should be much blackboard work by pupils, with explanations of solutions. Insist on clear, condensed, accurate statements. An indefinite expression is the sign of an incomplete thought. Incorrect answers indicate either lack of understanding of principles, or carelessness in applying them. In the latter case, the pupil should be required to repeat his work until he discovers and corrects his error; in the former, he should be required to give his reasons for each step in the solution, to see his error, and by a more thorough study of the principle, to apply it correctly. Teachers in each grade should review briefly the work of the previous year.

9. Geography properly considered, is the study of the earth as the home of man. Out-door work is absolutely essential in the earlier stages of geographical study. Avoid the use of sand and clay maps in the primary grades, and in the higher grades use them only so far as they are known to give the pupils clearer and more comprehensive ideas than

they would otherwise obtain. Production maps add interest to the work, especially if all the pupils are induced to take an active part in their construction. Teach topically, and lead pupils to observe closely cause and effect, by showing the effects of physical conformations on climate and productions, and hence on the occupations, habits and customs of peoples. Pictures and sample productions should be freely used. The simpler facts of Physical Geography should always precede the technical study of Political Geography. Productions should be studied in relation to their exchange. Railways and waterways as a means of communication should be thoroughly studied. Railroad and Signal Service maps are useful helps. There should be a free use of the blackboard by the pupils, in the construction of progressive and complete outline maps. The field of supplementary reading in this subject is so broad, that great care and skill must be used in order to select that which will give clear and definite ideas concerning the things studied. It is especially important that the pupil should *see* the bodies of land and water, about which he reads. If this is impracticable, try by the use of globes, maps and pictures, and by skilful comparisons, to form in the pupil's mind ideas true to nature. *Definiteness* is not less valuable in Geography than in other studies.

10. History is the study of the causes of growth and decay of nations. From the first the study should be conducted by topics, and the pupil taught to regard facts learned, as means for estimating causes and effects. The characteristics of peoples, their mode of living, form of government, their thoughts and beliefs are of far greater importance than the quarrels of princes or the genealogies of kings. Everything tending to bring more vividly before the mind the actual life of a given time, should be made use of, and pictures, coins, weapons and relics of all kinds obtainable should be brought

into the class by teachers and pupils. The best biographical sketches should be secured for supplementary reading, and the children encouraged to read for themselves outside the regularly assigned work. Lead the pupils to see that the people about them are making history, and that they themselves will soon have their part to perform in making the world better. Bring them to realize the important part played by their own country in the history of the modern world. In the higher grades they should be led to recognize the moral order in the development of nations, and the growth of the idea of co-operation and brotherhood between the governments of the civilized world.

11. The study of Civics is closely associated with that of History. Much more than we are apt to think may be done in our common schools toward giving the pupil some idea of how we are governed, and the principles which should control his actions as a citizen. The government of the town in which he lives should first be studied. The officers, how and when elected or appointed, and their principal duties, should be ascertained by the pupil. The study of the state and nation should be taken up in a similar manner, their separation into legislative, judicial and executive departments illustrated, and the relations of town, county, state and nation to one another shown by practical applications. Have the pupils bring in a large number of illustrative clippings from the newspapers; study the town reports and the Public Statutes; use the facts from all the sources named, in a practical study of the Constitution of the United States. Show that the pupil must often give up his own will for the good of the majority, and that in this and many other ways the school resembles a small republic. This study affords an admirable field for the teaching of practical ethics and the inculcation of intelligent patriotism.

12. In Physiology the teaching should be as objective and practical as possible. Hygiene should hold the most prominent place. To have a lively appreciation of the conditions for health, and to form the habit of complying with those conditions, is of more value to the child than the ability to name the convolutions of the brain or the different organs of the digestive system. The effects of alcohol and narcotics should be so taught as to comply fully with the laws on that subject.

13. A well-trained hand representing with ease, grace and accuracy what a well-trained eye has presented to an observant mind, is the end sought in the teaching of Drawing. The system now in use under the intelligent direction of our teachers, seems admirably calculated to secure such an end.

14. The value of good singing in school is not always appreciated. Music, while in itself a study, forms a pleasing relief from more prosaic work, and is a valuable means of physical, moral and esthetic training. Seek for pure tones rather than loud tones, and give especial attention to accent, correct time and pitch. Have *daily* exercises in singing.

15. There should be a definite order in conducting every recitation: 1st, brief, pointed questions on the previous lesson to review its main thoughts and show their relations to the lesson following; 2nd, the thoughts of the lesson of the day, illustrated, expressed and amplified by the pupil; 3d, the best way of studying the next lesson explained to the pupil. Much energy is often wasted because the pupil does not know how to work to the best advantage. The value of the topical method of study may be plainly seen here. The teacher, however, should not do the work for the pupil, in her anxiety to show him how best to do it.

16. A pupil who has passed with honor in all his studies, may yet prove a curse to society if he is deficient in

moral sense. To teach good manners and good morals is one of the most imperative duties of the teacher. To teach these subjects incidentally is not sufficient. The law requires teachers to exert their best endeavors in this regard. Incidental efforts are seldom best efforts. The value of set talks on these subjects is often underrated, yet their value depends in sc great a degree on the personality of the teacher that it would be superfluous to give general directions in regard to conducting them. The following are the provisions of the Public Statutes of Massachusetts, Chap. 44, Sec. 15:

"It shall be the duty of the president, professors, and tutors of the university at Cambridge, and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice and a sacred regard to truth; love of 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 a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

Past, Present and Future.

What a school can become depends largely upon the previous training of its pupils, rather than upon any preconceived notion of what such a school should be. Hence the character and scope of the work of our high schools is deter-

mined largely by that of the grammar schools, and the latter are similarly dependent upon the lower grades. This has been kept in mind in preparing a course of studies for the High school, and the course will be subject to change to keep pace with the improvements in the lower grades. We are upon the eve of important changes in grammar school work. Leading educators are strongly recommending that less time be given to geography, to the technicalities of grammar, and the less useful subjects in arithmetic, and that the time thus saved be devoted to geometry, industrial training, Latin, and perhaps, one of the modern languages. The experiment has already been tried, with indications of success, and whether wise or not, the movement seems to be gaining ground constantly. The general adoption of such a plan would probably result in greatly improved work during the first year of the high school course.

Turning from a consideration of what should be done, to what has actually been accomplished, does not produce quite so satisfactory an impression as we might wish. As nearly as can be ascertained *less than one-half* of the pupils who enter the Grammar school, remain to graduate from that institution. Since the re-organization of the High school in 1886, the *graduates* have averaged less than five annually, but one-fifth of these being young men. This record is by no means creditable to the judgment of certain parents, or to the energy or ambition of many of the pupils. There is a wide-spread tendency to escape from school life as soon as possible, a tendency too little checked by parental influence, and one which augurs ill for the future of many of our young people. Forcing the child too early into the work of the store, the factory, or the farm, results almost invariably, in a one-sided or stunted development; physically, intellectually and morally. There is no real gain, even in an monetary sense, in forcing

children into active life with powers half-trained and undeveloped, and characters unformed. The result is a life of narrow views, limited usefulness, and repeated failures and disappointments.

So broadly diffused is education in modern times, that even a thorough equipment in the "three R's" is hardly sufficient to give the young man or woman a good chance to fight the battle of life successfully.

Our young people should be encouraged in every way to attend school as long as possible, to go from the Grammar school to the High school, and thence to higher institutions. This matter lies with the parents. They should seek to incite their children to higher and more sustained efforts, and to awaken in them an ambition to fit themselves for a life, useful not only to themselves, but to others.

It should not be forgotten that fine buildings, courses of studies, or even good teachers, cannot of themselves make good schools. The earnest efforts of the scholars, and the hearty co-operation of the parents and the community is necessary to do this.

HIGH SCHOOL.

Course of Studies.

Realizing that many of the pupils upon leaving the High School enter active business life, it was thought best in preparing a programme of work, to offer two courses, rather than the single course formerly in vogue. In the *English Course* History, Literature, Science and Mathematics will receive chief attention; while in addition to most of the subjects in the *English Course*, Languages will hold a prominent place in the *General Course*.

In view of the fact that most of the pupils now enter the

High school at too early an age, it has been thought best to make both courses such as would require four years for completion.

While considerable choice of subjects is offered, it has been found necessary to limit the election of studies by pupils. While the elective system has its advantages, its practical workings have often been injurious. The pupil finds a certain study difficult, or has what he supposes to be a natural dislike for a certain subject. Immediately permission is sought to "drop" such a study, which if granted, leaves the pupil's mind undeveloped in that very direction in which development is most needed. The direct result is a one-sided and ill-developed character, a result for which our schools too often receive unjust blame. It is earnestly urged that pupils in all cases adhere to the regular course.

It should be noted that the *General Course* offers a training much superior in many respects to that of the *English Course.* It is hoped that a large proportion of our pupils will select the *General Course*, which it is intended soon to extend.

A certain minimum of studies is absolutely required for graduation, and under no circumstances will a diploma be granted until such studies shall have been successfully completed.

COURSE OF STUDY.

FIRST GRADE.

Oral and Observation Work.

Familiar talks with pupils, on playthings, animals, plants, etc., with Observation Lessons on Color and Form, on Size and Weight. Lead the children to talk freely and by comparing

(*a*) Objects, teach names of qualities, as large and small, hard and soft, rough and smooth.

(*b*) Actions, teach their names; as talk, sing, laugh, run, walk, jump, etc.

Teach Position; as above, below, right, left, up, down.

Written Work.

Words and sentences from board and cards.

Names of pupil, teacher, school, town, days of week, months, seasons, etc,

Formation of i, u, w, n, m, t.

Simple words from First Readers.

Reading and Spelling.

Teach from two hundred to three hundred words from objects and script, using chart and blackboard. Combine into sentences. Copying and oral spelling of these familiar words. Simple phonic drill. Teach to stand correctly and to handle books properly. A vivid appreciation of the thought and its natural expression by the pupil should be aimed at in all reading.

Arithmetic.

Numbers from one to ten. Add, subtract, multiply and divide, using objects; first without figures, second with figures. Later use objects during first half only of lesson.

Synthesis and Analysis of numbers from two to twelve, with and without objects.

Writing of numbers to twenty-five.

Mental drill to suit capacity of pupils.

Simple and fractional parts taught by objects.

Teach quart, pint, gill, foot, inch.

Teach the use of the signs +, —, ×, ÷, =. Roman numerals to XII.

Physiology and Hygiene.

Cleanliness and pure air.

External parts of the human body.

Music.

Rote songs. Ascend and descend the scale, teaching place of notes on staff.

Great care should be used in beating time, and a good position, pure tone, distinct articulation, and a brisk style should be sought.

Drawing.

Prang's system.

SECOND GRADE.

Language and Observation Work.

Words on board, pupils write stories from these words. Short stories told by teacher and repeated by pupils. Use pictures freely, and by well-directed questions stimulate the children to *observe* carefully all the parts of a picture, and to

express what they see in complete sentences. Pupils tell stories about plants, animals and persons.

Learn to name at sight punctuation marks.

Finish First Reader and first half of Second Reader.

Color. Teach shades and tints of common colors.

Form. Using splints, colored papers and cards, teach surfaces, edges, squares, triangles, etc.

Place. Teach relative distance, points of compass, etc.

Qualities. Teach with objects the qualities; solid, fluid, tough, brittle, porous, etc.

Have plans made of top of desk, floor of school-room.

Teach names of common plants and their parts.

By out-door work teach; brook, river, hill, valley, pond, lake, meadow, forest.

Teach the use of I, me; this, that; these, those; a, an; bring, send; here, there.

Memorize short and easy selections.

Written Work.

Practice on m, n, x, v, o, a, e, c, t, h, k, l, b.

Capitals, A, M, N, T, F, P, B, R.

Much drill by writing spelling lessons from Readers, etc.

Reading and Spelling.

Finish First Reader and first half of a difficult Second Reader. In Spelling continue and extend the work of the First Grade.

Arithmetic.

Operations to fifty. Many concrete examples. Original problems, with and without objects. Tables by pupils, in addition, subtraction, multiplication and division, to fifty.

Fractional parts; eg., 1-2 of 2, 6, 10, etc.; 1-3 of 3, 6, 9, etc.; 1-4 of 4, 8, 12, etc.; 1-5 of 5, 10, 20, etc.

Teach dozen, score, quire, coins; 25cts., 50cts., $1.00.

Simple practical problems in liquid measure. Write numbers to 100.

Music.

Songs and exercises to be sung by syllables and pitch-names, pupils first repeating time-names and beating time. Exercises on the scales and manual signs.

Drawing.

Prang's System.

Physiology.

The Senses, and their uses.

THIRD GRADE.

Language and Observation Work.

Statements and stories in connection with Observation and Reading lessons. Continue and extend the work of the Second Grade. Train the pupils to observe natural phenomena and describe accurately. Use materials derived from observation work in oral and written lessons. Practical drill on the use of personal pronouns. Teach the common abbreviations, such as Mr. and Mrs., Dr. and Rev.

Simple letter writing.

Reading and Spelling.

Second Reader and first half of an easy Third Reader. Memorize short selections from poetry and prose. Give much attention to written spelling. Limited phonic drill.

Arithmetic.

Addition, subtraction, multiplication and division, numbers not to exceed 1000, and multipliers and divisors not to exceed 12. Teach expression of numbers to 100, by figures

and words. Many simple problems involving *all* combinations to 50.

Tables made by pupils, involving the four processes to 100.

Practical problems in U. S. money. Addition of columns of dollars and cents, dollars not to exceed two places. Progressive addition and subtraction; eg., 14+5, 24+5; 8—5, 18—5.

Train pupils to estimate lengths and distances by the eye. Measures of distance and capacity.

Geography.

Talks with the pupils on sunshine and storms; rain, snow, hail, dew, frost; their causes and effects.

Plants, native and foreign; uses for shelter and food.

Productions of Maynard. What are they? How used?

Plan of schoolyard. Direction of street? of river?

Relation of rain to springs and brooks; relation of brooks to rivers and ponds, ponds and rivers to hill and valley. Stimulate the child to think of cause and effect.

Writing.

Continue the drill of preceding grades, using pen and ink. Seek constantly to prevent the gripping of the holder by the children. Teach to hold the pen lightly and correctly. Use tracing books.

Music.

Continue and extend work of Second Grade.

Physiology.

Teeth,
Skeleton,
Muscles,
Skin,
} Description, uses, hygiene,

Drawing.

Prang's System.

FOURTH GRADE.

Language and Observation Work.

Statements and stories, oral and written, in connection with Observation and Reading lessons. Oral drill for right forms and constructions. Drill on the use of the more common irregular verbs, such as *go*, *come*, *sit*, *lie*, *make*, in the different tenses. Drill on correct uses of *who*, *whom*, *which*, *that*. Personal pronouns with *is*, *was*, *were*. Illustrate by use of simple sentences, and define noun, adjective, pronoun, verb and adverb.

Written Work.

Dictation exercises, with special attention to punctuation and the use of capitals. Teach to use hyphens and quotation marks. In descriptions of objects see that the natural order is followed; ie., first the whole, its color, form and size, then the parts and their uses. Short narratives of events, such as holiday celebrations, birthdays, etc. Writing, folding and addressing simple letters. All work showing carelessness should be immediately rewritten. Short selections in poetry and prose as memory work. In all Language and Observation work, seek to secure that attention which results in complete thoughts, composed of clear ideas, and expressed in natural and correct language.

Reading and Spelling.

Use a difficult Third Reader and a Nature Reader. Geographical facts and descriptions for supplementary reading. Illustrate and define freely, to make clear the meaning of what is read. Secure full, clear tones and distinct articula-

tion. Drill on elementary sounds of vowels and consonants. Simple phonic drill. Insist on neatness in all written spelling.

Arithmetic.

Review work of third year.

Drill on the four processes, with numbers from 7 to 12 inclusive, using many practical problems.

Addition, subtraction, multiplication and division not to exceed 10,000. Multipliers and divisors larger than 12, but of not more than two figures.

Drill in adding in columns, United States money, intergers and decimals of not more than two places.

Teach objectively fractional parts of one to twelfths.

Teach to change intergers and mixed numbers to fractional numbers and the reverse.

Units of time and of avoirdupois weight with many practical problems. Roman numerals to M.

Teach the pupils self-dependence by training them to analyze problems. Assign different problems and examples to different pupils.

Geography.

Teach by means of globes, the surface of the earth, text books and other aids,—

1. The earth as a whole; rotation, axis, poles, equator, surface of land and water, lighted by the sun and moon; day and night; hot, cold and temperate parts; name, place in hemispheres and comparative size of oceans and continents; compare the continents with reference to climate, mineral, vegetable and animal productions, and characteristics of inhabitants; similar comparison of hot, cold and temperate regions; races of men.

2. Each continent separately; form and comparative size, bounding waters. Teach pupils to observe apparent

motion of the sun; length of day and night in summer and winter. Train pupils to observe, and to express the results of their observation in good language.

PHYSIOLOGY.

The skeleton,—position, shape and use of the principal bones; hygiene of the bones.

The muscles,—position of the more important; uses; hygiene of the muscles.

The skin,—position, use, qualities, hygiene.

"Union Series" of text books, No. 1, or "Pathfinder Series" No. 1.

MUSIC.

Double and triple time. Teach keys of C, G, and F. Drill on use of sharps and flats.

DRAWING.

Prang's System.

WRITING.

Use pen and ink. "Normal Series," tracing and writing books, No. 1.

FIFTH GRADE.

READING.

Several Third Readers, including a Nature Reader.

Phonic drill. Drill daily in such exercises as will give to the

Voice; flexibility and freedom of articulation, correct and pleasing tones;

Body; easy and graceful carriage.

Sight reading; frequent drill in this.

Dictionary; learn to use the dictionary freely.

WRITING.

Individual study of the principles underlying the formation of each letter.

Constant drill in correct position and rudiments. Normal Writing Course. Connect this work with Language by the use of Blank Books.

ENGLISH.

Use Hyde's "Outlines."

The two parts of a statement.

Nouns;

Use of.

Kinds,—Proper, common.

Forms,—Singular and plural, possessive.

Pronouns;

Forms, objective and possessive.

Uses, especially the use of I, he, etc., with forms of to be.

Adjectives;

Use.

Kinds; limiting, qualifying.

Verbs;

Use.

Verbs denoting present, past and future; with and without an object.

Adverbs:

Use.

Kinds.

Relation words; prepositions, conjunctions.

Sentences.

Kinds; many simple illustrations.

Distinguish exclamatory, interrogative, imperative sentences. Separate each kind into subj. and pred.

Teach to use and make rules for the use of ? ! , ' - "

Bills of parcels. } Teach to write.
Bills for services. }

Stories.

Reproduction from dictation and pictures.

Description of familiar objects and events.

Dictation.

Short poems, maxims, epigrams, etc., to study and memorize.

Letter writing.

In *all* written work give *special* attention to spelling, penmanship, capitalization and punctuation.

Arithmetic.

The four fundamental rules. Thorough and practical drill on these. Examples many but simple.

Long division; extend and perfect the process.

Arabic Notation and Numeration to one billion.

Decimals to three places.

Show the fractional idea underlying decimals.

Divisibility of numbers by two, three five and ten.

Prime numbers and factors of numbers.

United States Money; easy application of.

Avoirdupois Weight, and Long, Dry, and Liquid Measures, with easy reductions.

Square Measure; area of top of desk, floor, blackboard, etc.

Cubit Measures; cubit contents of boxes, etc.

Last part of the year develop in full the idea of fractions. *Oral objective work* to precede the written work. Roman Numerals to ten thousand.

Mental Arithmetic; rapid oral drill, with concrete and abstract illustrations.

Drawing.

Prang's Course.

PHYSIOLOGY.

"Union Series;" familiar talks with pupils on cleanliness, temperance, etc. Work to be as objective as possible.

AMERICAN HISTORY.

Prominent facts and characters.

CIVICS.

Suggestive study of the home government, with such extensions as the pupils are able to understand.

GEOGRAPHY.

Preliminary drill; review of grand divisions as wholes. Study of North America.

1. Position, boundaries, climate.
2. Mountains, rivers, lakes.
3. Peninsulas, capes, islands.
4. Gulfs, bays, seas.
5. Straits, isthmuses.
6. Names of principal political divisions.

Other continents in same manner.

NOTES.—Use progressive outline maps if possible. No modelling. North America in detail. Take up first United States. Follow the plan of the general study of North America as far as 6; then

7. Soil, climate, productions, { mineral, vegetable, animal.

Minerals,—Where found? How obtained? Uses.

Vegetables,—Wild, cultivated; uses.

Animals. { Land—Wild, domestic; uses. Sea—With backbone, without backbone; uses.

NOTES.—Have a large production map made on the board by the pupils.

8. Inhabitants.

Occupations, manners, customs, religion and government.

9. Political Divisions. States and leading cities.

10. Massachusetts; detailed study of. Follow the U. S. plan; no modelling.

NOTES.—Read books of travel and adventure in different countries.

MUSIC.

Daily drill for pure tones and drill in different keys.

SIXTH GRADE.

READING.

Several Fourth Readers, including a Nature Reader and a simple History of the United States. Drill daily in such exercises as will give to the

Voice, flexibility and freedom of articulation, correct and pleasing tones.

Body; easy and graceful carriage.

Sight Reading; frequent drill in this.

Dictionary; constant reference for pronunciation and meaning.

WRITING.

Continue the Work of the 5th grade.

Normal Review System.

Use Blank Books for supplmentary writing.

NOTES.—Have pupils write a poetical selection the first of the term; write the same selection at intervals of a month; preserve these and compare results monthly through the year and at its close.

ARITHMETIC.

Common fractions.
Decimal fractions. } Drill illustrating their relations.

Problems including both; for ex., one-third plus .25 plus one-fourth plus .35 minus two-tenths plus .5, etc.

Aliquot parts of one hundred with problems.

Integers. } Operations in both of these of three periods
Decimals. } and orders.

United States Money.—Review thoroughly the whole subject.

Per cent.:

Teach the idea and to write any per cent. in three forms.

L. C. M. and G. C. D. Practical problems.

Areas of triangles, parallelograms and trapezoids.

NOTES.—Give practical problems: e. g., carpeting the school floor, papering the wall, fencing the yard, etc.

Solids;—Contents of rectangular solids; e. g., cords in a pile of wood.

Circles; compute area, diameter, circumference.

Mental Arithmetic; drill for rapidity and accuracy.

GRAMMAR.

The two parts of a statement.

Nouns—

Use of,

Kinds;—Proper, common.

Forms;—Singular and plural, possessive.

Pronouns—

Forms; objective and possessive. To express person, number and gender.

Uses; especially the use of I, he, etc., with forms of to be.

Adjectives—

Use,

Kinds,—Limiting, qualifying.

NOTES.—Give special attention to the comparison of

Read occasionally suitable selections from the works of standard authors. Have pupils memorize short poetical selections.

SEVENTH GRADE.

READING.

A difficult Fourth, and easy Fifth Reader. Continue the use of Nature Readers, and a short history of the United States. Read Hawthorne's "Grandfather's Chair," biographical sketches, some of Longfellow's shorter poems, and Irving's "Sketch Book." Make use of short, bright memory gems.

WRITING.

Normal Review Course. Keep sample copies of supplementary work for comparison throughout the year.

ARITHMETIC.

Review in fractions,—common, decimal.

Review measurements of surfaces and solids, giving many practical problems in regard to covering surfaces, and the capacity of bins and boxes. Drill frequently on the units of English money; their relations and applications. Study thoroughly and apply all tables of Weights and Measures.

Factoring; the simpler operations.

Percentage:

Applications of, without time.

Interest:

Simple, at 5 or 6 per cent.

NOTES.—Seek to make all applications as practicable as possible. Drill in finding cost of material used in carpeting, papering, and plastering the rooms. Cost of sheathing and shingling buildings; cost of loads and piles of wood; capacity of bins and boxes used for various purposes.

Drill on G. C. D. and L. C. M., also on Bills, and United States Money.

Teach—

Prime factors.

Compound numbers, as far as practicable.

Geography.

North America, South America and the British Isles.

Review briefly the study of the earth as a whole, and the Hemispheres.

Teach thoroughly:

Day and Night,—cause, variations.

Lowlands and Highlands } relative position of.

Show that upon relative position of Highlands and Lowlands depend:

(*a*) precipitation,—kind, quantity;
(*b*) direction of rivers;
(*c*) soil,—character and distribution of;
(*d*) climate,—character of—largely—
(*e*) that upon *a*, *b*, *c*, *d* depend
(*f*) natural productions; hence largely, the occupations, habits, customs, government and religion of the inhabitants.

Notes. —Use globe in teaching day and night. Teach objectively.

Language and Grammar.

Review and amplify the work of the Sixth Grade.

Sentences; teach thoroughly the three forms; simple, complex and compound. Parts of a sentence, with modifiers.

Parts of speech, with their properties.

Simple, Complex, Compound	Sentences	Frequent exercises in changing from one form to another.

Analysis of sentences.

(*a*) Principal elements,—subject and predicate.

(*b*) Subordinate elements;

(1). Uses and kinds;

Objective, adjective, adverbial.

2. Forms; word, phrase, clause.

Uses of the auxiliaries, might, could, would and should.

Teach the distinction between the meaning of the words, think, believe; guess, expect; love, like; come, go; stay, stop; have, got; etc.

Drill in the use of business forms, giving special attention to correct arrangement and punctuation.

Letter writing, notes of invitation and acceptance.

Description in writing of

(*a*) Objects,—Natural, artificial.

(*b*) Places which the pupils have seen, or of which they have read descriptions.

(*c*) Events.

DRAWING.

Prang's System.

MUSIC.

Give special attention to semi-tones and drilling on the chromatic scale. Try especially to secure correct time and expression. Teach to use and apply the more common expression terms; forte, fortissimo, piano, pianissimo, staccato, etc.

CIVICS.

Continue the work of the Fifth and Sixth Grades, by occasional review of the main facts and principles in Town Government, with practical application to current events.

NOTES.—Systematic physical exercises.

The character of these may be left to the judgment of the teacher, though the Ling system would be found admir-

able. In the teaching of Geography, the globe should be freely used, and during the study of productions, the actual productions themselves should be shown whenever possible. Encourage the pupils to make collections of pictures illustrating characteristic places on the earth's surface. In all Reading, Language, History and Geographical work encourage the pupils to obtain supplementary facts throughout the year, and to observe the distinguishing phenomena shown by the different kind of common trees.

EIGHTH GRADE.

Reading.

An easy and a difficult Fifth Reader. An advanced Nature Reader. Arabella Buckley's books are recommended. Standard Literature; Hawthorne's "House of the Seven Gables," Longfellow's "Evangeline" and "Miles Standish." Whittier's "Snow Bound." Scott's "Lady of the Lake."

Note.—Works in Standard Literature to be read rather for the beauty of form and thought than for critical study. One of Paul Bert's "Science Readers" could be used with profit. White's "Natural History of Selbourne," "Darwin's "Earth Worms," "Faraday's "Chemistry of a Candle," are recommended for supplementary reading by both teacher and pupils.

Writing.

Normal Review Course.

Arithmetic.

Drill on notation, numeration, addition, subtraction, multiplication and division; factors, multiples, common and decimal fractions, and United States money.

Percentage.

(*a*) Profit and Loss; Commission and Brokerage.

(*b*) Insurance, Taxes and Duties.

(*c*) Interest, with problems involving discount.

(*d*) Stocks and Bonds.

Longitude and Time.

NOTE.—Give *many* simple problems, few difficult, and no catch problems.

GEOGRAPHY.

Detailed study of the British Isles, France, Germany, Holland, Switzerland, Spain, Italy, Greece, Russia, Europe, Palestine, Persia, Arabia, India, China and Japan.

NOTE.—Follow the principles and general plan of work given for the Sixth grade.

HISTORY.

Detailed study of American History from the discovery of America to the close of the Revolution. Study closely in all the work, cause and effect. Show the effect of the physical characteristics of the different sections on the future development of the people settling in these sections. Study thoroughly the

(*a*) Characteristics of the different groups of settlers before settling.

(*b*) Modifications after settling,—causes of; physical, political, etc.

Make a free use of progressive outline maps. Encourage supplementary reading. Obtain as many relics of colonial times, as possible. *Follow the general topical plan* as given in Prince's "Courses and Methods." Have the pupils construct topical outlines of their own, the object being to develop their ideas of

(*a*) Relation of Cause and Effect.

(*b*) Relative importance of events.

Have the class visit Concord and Lexington, the Old State House, Boston, Bunker Hill Monument, and Plymouth, and

write brief descriptions of their visit. Display as many pictures and photographs illustrating the period studied, as can be obtained. Combine practical work in Civics with the study of history.

NOTES.—Both in the Reading and Geography work, special attention should be given to obtaining clear ideas of the principal facts concerning minerals, plants and animals, and the phenomena of rain, hail and snow, clouds, dew, frost, hurricanes, prevailing winds, etc.

Review the work of the Seventh Grade.

GRAMMAR AND LANGUAGE.

The Sentence.—Teach to combine two simple sentences into

(*a*) Compound sentence

(*b*) One simple sentence.

Nouns,—rules for possessive, use of collective.

Pronouns. { Construction and case forms of personal and interrogative. / Teach to use the singular to refer to any one.

Conjunctions and Interjections.

Verbs,—Voice, tense, and principal parts.

Regular and irregular, transitive and intransitive. Persistent and unremitting drill, oral and written, in the proper use of number and tense forms of verbs.

Prepositions,—

Def. and derivation ; memorize list of prepositions.

Phrases and Clauses,—

Study of substantive.

Clauses,—

Study use of rel. pronoun and subordinate conjunctions.

Participles and Infinitives, { Study use in sentences. / Drill in Syntax.

Drill on use of such words as invent, discover; remember, recollect; beside, besides; between, among; alone, only; like, as; etc.

Adverbs; classify and compare.

Abbreviations; correct use of.

Teach to write formal invitations and answers, advertisements and answers to advertisements, telegrams ,preparation of items of news and business forms.

Use the newspaper freely.

DRAWING.

Prang's System.

MUSIC.

Continue drill in semi-tones and sight reading.

Songs in two and three parts.

NINTH GRADE.

ARITHMETIC.

Denominate numbers. Percentage and its applications to Compound Interest, Partial Payments, Annual Interest. Bank and Commercial Discount, Taxes, Customs and Duties, Ratio. Simple Proportion, Involution and Evolution, Bills of Exchange.

Complete review of practical business problems involving the principles of percentage.

Power of a number—Product of like factors.

Root of a number—One of the like factors of a power.

NOTE.—Rapid drill on decimal roots and powers.

Square Root, Cube Root, } applications { as many as practicable. a few.

Mensuration of triangles, parallelograms, trapezoids, circles, prisms, cylinders and cones.

Reading.

A difficult Fifth Reader for drill purposes only, and a Sixth Reader, or its equivalent in standard literature. Continue the study of "Evangeline," "Miles Standish," and "Lady of the Lake." Read Hawthorne's "Tanglewood Tales." Selections from Cooper's "Spy" and "Leather Stocking." Grant's "Improvement of the Senses." For supplementary reading by the teacher, "Tenants of an Old Orchard," McCoko. "Winners of Life's Race," Arabella Buckley, are recommended.

History.

Complete the United States History on the plan and with the methods used in the Eighth Grade. Encourage especially original and supplementary reading. Extend and amplify the work of the Eighth Grade in Civics.

Geography.

First term.
- Systematic review of mathematical and political geography.
- Oceanica, Australia, Africa, } Study in detail by topics.
- Read Stanley's "Dark Continent" and other supplementary books. Notice the conditions which led to the foundations of the newly organized Australian government. Obtain all the the natural and artificial objects and pictures illustrating the study, available.

Second term.
- *Physical* geography systematically taught. Teach objectively using Monteith's Physical Geography as a text book and guide.

Shaler's "First Book in Geology" is recommended as an aid to the teacher. Have as much out-door work as practicable, and have the pupils take as many original experiments

as possible in atmospheric and alluvial phenomena. Have these results tabulated and averaged. Keep a daily record in direction of wind, height of thermometer and barometer. Seek to encourage accurate observation, description and inference.

Grammar and Language.

Throughout the year review as far as possible the work from the Fifth Grade up. Analysis, synthesis, and punctuation of compound and complex sentences. Teach to make out and endorse Promissory Notes. Teach the correct use of but, only; if, whether; or nor; neither, either; hither, thither. Teach words spelled and pronounced alike with similar meanings, but used as different parts of speech, e. g., The light pours into the cavern. The cavern is light. Light the cavern. Teach words spelled and pronounced alike but used in different meanings; e. g., "He had run down town to watch the run on the bank."

Practice in expanding phrases into clauses, clauses into sentences, simple sentences into compound and complex sentences. Practice in contracting sentences, clauses, and phrases. Continue letter-writing. Amplification of stories, biographies, written or told by the teacher or from the reading of the pupils.

Memory gems from the leading English and American authors; recitations and declamations throughout the year.

Drawing.

Prang's system.

Writing.

Give special attention to commercial forms.

Music.

Seek to secure expression and finish.

HIGH SCHOOL—GENERAL COURSE.

1st Year.	First Term.	Algebra.	Latin.	Physics.	Rhetoric.		Drawing.
	Second Term.	Algebra.	Latin.	Physics.	Rhetoric.		
2d Year.	First Term.	Geometry.	Cæsar.	English Literature.	Rhetoric.	Civil Government.	Drawing.
	Second Term.	Geometry.	Cæsar.	English Literature.	Botany.	Commercial Arithmetic & Book-keeping	
3d Year.	First Term.	Chemistry.	Cicero.	American Literature.	*Botany.	German.	Drawing.
	Second Term.	Chemistry.	Cicero.	American Literature.	*Zoology.	German.	
4th Year.	First Term.	Geology.	Virgil.	General History	Trigonometry	German or Political Economy.	Psychology,
	Second Term.	Geology.	Virgil.	General History	Astronomy.	German or Logic.	Moral Philosophy.

Reading, Declamation, Penmanship, Composition, Music, Physiology, Calisthenics, throughout the course.

*Studies marked * not obligatory.

HIGH SCHOOL—ENGLISH COURSE.

1st Year.	First Term.	Algebra.	Physics.	Rhetoric.	English History.		Drawing.
	Second Term.	Algebra.	Physics.	Rhetoric.	English History.		
2d Year.	First Term.	Geometry.	Zoology.	Rhetoric.	Civil Government		Drawing.
	Second Term.	Geometry.	Botany.	Composition.	Civil Government.		
3d Year.	First Term.	Chemistry.	Botany.	English Literature.	General History.	*German.	Drawing.
	Second Term.	Chemistry.	Commercial Arithmetic and Book-keeping.	English Literature.	General History.	*German.	
4th Year.	First Term.	Geology.	Trigonometry.	American Literature.	General History.	Psychology or German.	
	Second Term.	Geology.	Astronomy.	American Literature.	Political Economy.	Logic or German.	

Reading, Declamation, Penmanship, Composition, Music, Physiology, Calisthenics, throughout the course.

*Studies marked * not obligatory.