

REPORT
OF THE
RECEIPTS AND EXPENDITURES
OF THE
TOWN OF MAYNARD,
FROM
MARCH 11, 1872, TO MARCH 1, 1873.
ALSO,
THE REPORT OF THE SCHOOL COMMITTEE.

BOSTON:
TOLMAN & WHITE, PRINTERS, 221 WASHINGTON ST.
1873.

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L. MAYNARD, Treasurer and Collector.

SELECTMEN'S REPORT.

RECEIPTS FROM MARCH 11, 1872, TO MARCH 1, 1873.

The assessment for 1872.	
For support of schools,	\$3,000 00
repairs of highways,	1,000 00
incidental expenses,	7,000 00
celebration of anniversary,	200 00
State tax,	1,500 00
County tax,	869 81
overlayings,	570 09
	<hr/> \$14,139 90
From State school fund from Sudbury, 1871,	70 00
" " " for 1872,	169 45
Dog tax returned,	119 23
State aid returned,	496 42
Corporation and bank tax, balance for 1871,	714 19
Corporation tax for 1872 (in part),	510 90
Borrowed from Home Savings Bank,	2,500 00
Old brick school-house, shed, &c.,	113 50
Auctioneers' licenses,	4 00
Gift from Amory Maynard, Esq.,	1,000 00
For burying lots,	285 50
Lumber, from A. M. Company,	14 40
	<hr/> \$20,137 49
Board of Health assessment,	372 94
	<hr/> \$20,510 43

The Treasurer is credited as follows :

Balance of last year,	\$942 59
April 10, 1872, paid A. Hemenway's interest,	663 63
" 20, " " Stow, 1st instalment,	1,000 00
and interest on the same,	390 00
Oct. 1, " " Home Sav'gs Bank, int.,	87 50
" " " A. Hemenway's interest,	691 43

Jan. 2, 1873,	paid A. & L. Maynard's int.,	\$79 42	
March 1, 1873,	" abatement by the Asses-		
	sors,	215 79	
"	" orders of Selectmen to		
	date,	8,918 79	
"	" State tax,	1,500 00	
"	" County tax,	869 81	
		<u></u>	\$15,356 96
	Balance in the treasury, March 1,		5,153 47
			<u>\$20,510 43</u>

The following bills were paid by orders payable by the Treasurer :

STATE AID.

Paid George W. Young,	\$70 00	
O. M. Lovering,	48 00	
Margaret Moore,	96 00	
James Carney,	54 00	
C. C. Collins,	120 00	
John Rafferty, guardian,	48 00	
Persis M. Sanderson,	96 00	
Maria McCauley,	96 00	
Nancie B. Richards,	88 00	
	<u></u>	\$716 00

SUPPORT OF SCHOOLS.

Paid T. C. Gleason, for teaching Spring term,	\$240 00	
Mary A. Gill,	" " "	108 00
Estelle J. French,	" " "	126 00
Nellie A. Hutchins,	" " "	126 00
Calista A. McCloud,	" " "	120 00
E. F. Richardson,	" " "	165 00
		<u>885 00</u>
A. K. H. Blood,	" Summer "	266 66
Mary A. Gill,	" " "	108 00
H. F. Burbeck,	" " "	120 00
N. E. Hutchins,	" " "	138 00
E. F. Richardson,	" " "	180 00
C. A. M'Cloud,	" " "	132 00
		<u>944 66</u>

A. K. H. Blood, teaching Winter term,	\$266 66
S. Addie Trow, " " "	120 00
C. W. M'Cloud, " " "	132 00
Nellie A. Hutchins, " " "	150 00
H. F. Burbank, " " "	120 00
Nettie R. Tracy, " " "	120 00
Mary L. Cresley, " " "	108 00
	<hr/> \$1,016 66

INCIDENTALS.—SCHOOLS.

Paid Corliss, sawing wood,	\$5 25
charts and easels for schools,	20 50
Flood & Graham, care of school-house,	15 00
Mary A. Gill, " "	4 00
Harry Haynes, " "	3 00
printing, D. C. Osborn,	2 25
" school regulations,	39 30
sawing wood, Snee,	5 00
" " Henderson,	3 00
" " Long, 8 cords,	18 00
Flood, care of school-house,	6 00
Haynes Bros., school supplies,	65 29
Fussel, care of school-house,	15 64
Giblin, " "	7 62
Dawson, " "	5 28
Sims, " "	4 08
John Hillis, for books, paper, ink,	13 55
Warren, sawing wood,	75
Assabet Manuf. Co., bill for wood, &c.,	150 91
	<hr/> \$384 42

REPAIRS OF HIGHWAYS.

John M. Whitney's Bill.

For labor of self, men and teams, from May	
1 to June 19,	\$120 50
Sluice stones,	12 00
	<hr/> \$132 50

Artemas Whitney's Bill.

Use of oxen 15 $\frac{1}{4}$ days at \$3.00,	\$45 75
horses 26 " " 1.50,	39 00
boys 8 $\frac{1}{2}$ " " 1.00,	8 50
man 45 $\frac{3}{4}$ " " 2.00,	91 50

John Dean's bill,	\$35 00	
D. Minehan's bill,	45 00	
— Giblin's "	3 50	
— Wagner's bill,	13 50	
M. Feeley's "	7 50	
M. Park's "	4 00	
Geo. Walcott's "	4 00	
		\$297 25
Con. Shea's bill,	\$5 69	
Chas. Randall's bill, self and oxen $23\frac{1}{4}$ days,		
at \$5.00,	116 25	
John M. Whitney's bill, men and teams, 29		
days,	184 62	
Daniel Minehan's bill, labor $20\frac{1}{2}$ days at \$2,	41 00	
Henry Wilder's bill, labor $9\frac{3}{4}$ days at \$2,	19 50	
Geo. Walcott's bill, labor 21 days,	42 00	
Chas. Dakin's bill, labor,	3 50	
A. Balcom, for labor,	4 50	
Paid P. Craven,	1 00	
D. Moynihan,	1 00	
W. Parmenter,	80	
John M. Whitney, for men and teams,	31 50	
Samuel Potter, " "	12 00	
Assabet Manuf. Co., " "		
from April 3 to Jan. 29,	40 42	
After Jan. 29,	38 80	
Jas. Haynes, in February, 40 hours,	8 00	
		\$130 72
Appropriations overdrawn last year,		49 88
		\$1,030 21
Appropriations overdrawn,	\$30 21	

A. BALCOM,	}	<i>Road</i> <i>Commissioners.</i>
L. MAYNARD,		
SAM'L POTTER,		

MISCELLANEOUS BILLS.

Paid board and nursing for Mrs. Susan Puffer,	\$94 00
coffin, &c.,	14 00
board of C. H. Maynard,	5 58
" " travellers, C. Eastman,	24 00
" " " H. McGown,	11 72
G. P. Ramsdell, services,	2 75

Paid Benj. Conant, for bell for school-house,	\$121 00
costs on same,	8 55
for gravel pit,	50 65
E. R. Hoar, advice as to paupers,	10 00
A. Balcom, B. Conant's expense,	4 00
S. W. Merrill, work about school-house,	16 25
Do., seed for sealer of measures,	1 44
Wm. M. Harding, for seats, &c. for school-house,	147 65
Do., paid for team to South Acton,	2 25
printing reports, Tolman & White,	50 10
Assessors' notices,	3 00
Decoration Day, H. K. Martin,	50 00
printing, Rawson & Wood,	15 50
celebration expenses,	163 15
fire ladders,	65 00
printing, D. C. Osborn.	7 75
two straps for burials,	2 50
work about hearse-house, Conant,	7 00
" " " Henderson,	4 50
locks, chains, &c., for ladders,	1 65
staking lots and mowing weeds in cemetery,	14 00
for hearse, Tolman & Russell,	650 00
" freight,	8 15
" building hearse-house,	221 25
" building cemetery fence,	732 68
" painting " "	69 95
" insurance on hearse and house,	13 00
" cemetery book, Tolman & White,	6 00
" balance of bill and costs, Maxwell vs. Town,	24 39
J. W. Reed, for prof. services, &c.,	17 30
for work about school-house, use of team,	4 75
" printing tax bills,	3 25
Samuel Hoar, for counsel fees,	5 00
S. W. Merrill, for work in school-houses,	11 50
Do., for sealing weights and measures,	10 00
for work on hearse house, underpinning,	1 50
" rent of hall,	100 00
" repairs on school-house, O. D. R.,	7 70
town of Sudbury, support of poor,	300 00
one-third for military paupers,	8 48
for work on school-house,	2 95
S. W. Merrill, painting street names,	7 20
E. R. Chase, recording births, marriages and deaths,	24 50
for serving town warrants, W. F. Wood,	3 75
" expressing, W. S. Peters,	4 55

Paid John Hillis, bills paid,	\$34.54	
" less bills collected,	10.35	\$24 19
Balcom, Conant's expenses to Wor'ster,		7 00
for repairs of school-house,		8 72
sundry small bills,		35 07
for expenses about lock-up,		7 18
" tools for cemetery,		8 00
" wrench and oiler for hearse,		1 50
" teaming about cemetery and hearse-		
house, and for painting,		8 85
A. C. Livermore, vaccinating,		5 70
A. Balcom, as Selectman,		50 00
Do., surveying and writing, for drain,		5 00
Do., postage, express and stationery,		2 50
Do., services as Assessor,		42 50
Do., looking after corporation tax,		5 00
Do., postage, express, and stationery,		3 00
B. Conant, services as Assessor,		33 75
Do., services as Selectman,		25 00
L. Maynard, services as Selectman,		
Treasurer, and Collector,		50 00
Eli R. Chase, as Town Clerk,		50 00
John Hillis, as School Committee,		60 00
Wm. M. Harding, " "		35 00
		<hr/>
		\$3,603 80

TOTAL PAYMENTS BY ORDERS FROM SELECTMEN.

For State Aid,	\$716 00	
School Teachers,	2,846 32	
" Incidentals,	384 42	
Repairs of Highways,	980 33	
Miscellaneous bills,	3,603 78	
Board of Health, drainage,	387 94	
	<hr/>	\$8,918 79

INDEBTEDNESS OF THE TOWN, MARCH 1, 1873.

2 Notes to A. & L. Maynard, dated August 21, 1872, for \$1,106 25
 A Hemenway's note (gold), 18,500 00

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

There is due to the town of Stow, \$5,500, payable in instalments of \$1,000, and interest annually, April 19th, of each year.

There is due to the Home Savings Bank, a note for \$2,500, payable April 2d, 1873, and there remains in the Treasurer's hands the sum of \$5,153.47.

Respectfully submitted by

A. BALCOM,
 BENJ. CONANT, } *Selectmen of*
 L. MAYNARD, } *Maynard.*

REPORT OF THE BOARD OF HEALTH.

The Selectmen acting as the Board of Health, submit the following report :

The Board were petitioned to view the premises bounded by Main,*Summer, and Nason streets, and after viewing the premises and hearing parties interested, decided upon a plan for said drainage, and appointed one of our number to carry our plans into execution. Mr. Conant attended to the duty assigned him and reported the expenses as follows :

Paid Michael Doner, labor 11½ days,	\$3 00
— Wells, “ 2½ “	5 00
Michael Feely, “ 6 “	12 00
“ Doner, “ 10 “	20 75
Henry Haynes, “ 4½ “	11 25
Maurice Haley, “ 12 “	24 00
John Murray, “ 27½ “	66 50
John Conly, “ 28¾ “	67 50
Ed. Henderson, “	17 00
for plank and boards,	44 11
Joel F. Parmenter, labor,	35 62
Frank Pratt, “	7 00
Henry Fowler, “	3 37
J. K. Harriman, “	4 50
Henry Whitney, for stone,	3 00

Paid C. E. Watson,	\$4 88	
Benj. Conant,	50 00	
H. Curtis,	3 71	
for tools,	3 25	
for notices,	1 50	
	<hr/>	\$387 94

The expenses of drainage were paid from the Treasury agreeably to law, and the sum of fifteen dollars charged to the town as its proportion, and the remainder, amounting to three hundred and seventy-two dollars ninety-four cents, was assessed by us upon the following persons in proportion as by us adjudged benefited, and the assessment was committed to the Treasurer and Collector for collection, according to law :

Seth W. Merrill,	\$7 46	
C. E. Watson,	3 73	
Peter Haley,	33 56	
Estate of T. H. Brooks,	44 74	
Ellen McLain,	11 19	
William Ritchie,	18 65	
A. Maynard,	22 38	
F. F. Robertson,	14 92	
David Eastwood,	14 92	
Hugh Doner,	29 83	
Methodist Society,	29 83	
James Wagner,	18 65	
C. H. & C. B. Stewart,	14 92	
A. Whitney and others,	22 38	
Benjamin Conant,	63 40	
Mary Sanders,	22 38	
	<hr/>	\$372 94

December 20, 1872.—Ordered, that a physician examine the children attending the public schools, and cause all to be vaccinated as he shall judge necessary, provided, however, parents objecting to said physician, he may report to the Board such facts, and proof of vaccination by some one else will excuse. Dr. Abel C. Livermore was appointed to carry the order into effect.

Expenses, \$5.70.

Respectfully submitted by

A. BALCOM,	} <i>Acting Board</i>
BENJ. CONANT,	
L. MAYNARD,	
	<i>of Health.</i>



THE SECOND ANNUAL REPORT

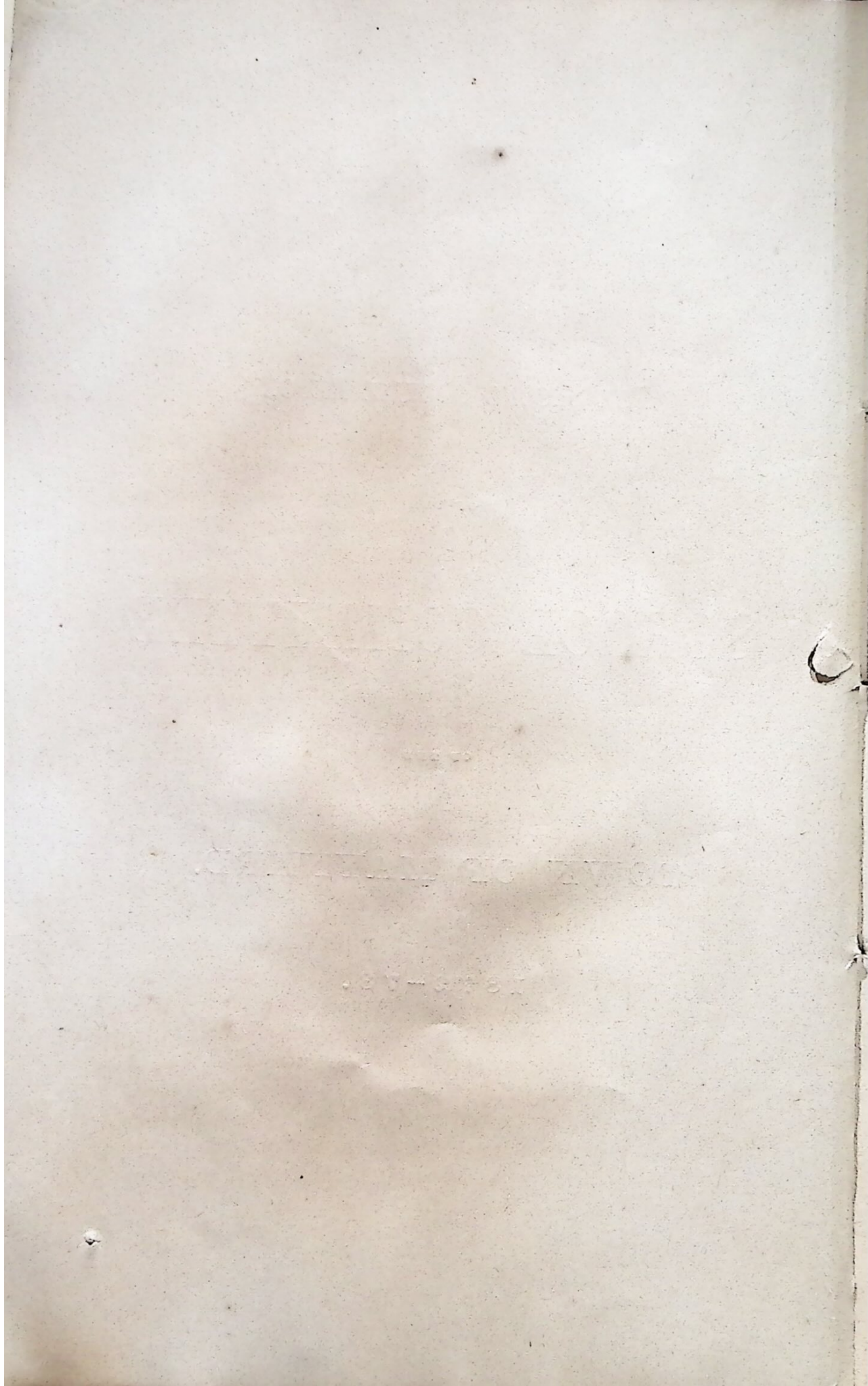
OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF MAYNARD.

1872-73.



R E P O R T .

WE have always admired a certain saying attributed to Daniel Webster. When a faltering young aspirant for the honors of the bar dolefully complained that the profession was crowded and the chance of success meagre, the great man simply answered, "There is room enough above."

We hear it frequently said, now, of every one of the so-called learned professions, including that of the teacher, that it is crowded. And is it true of the teacher's profession? Are teachers abundant? and is it easy to fill a vacancy? Yes, and No. There are plenty on the *lower* floor, who have donned the title of teacher, who stand in the vestibule, as it were, gazing in upon the profession, and thinking they are of it. But above, in the upper stories, they are not so plenty. Some cannot climb up, some *will not*, some *care not*. The author of the little book entitled "The District School as it was," has exactly stated the difference in the words *school-keepers* and *school-teachers*. The number of school-keepers is almost infinite, but the number of real teachers is somewhat limited, and it is undoubtedly the most difficult duty of the Committee to secure a proper supply. The teacher's vocation is regarded by many as a kind of last resort for refined young ladies who are incapable of engaging in any thing else. If such a one is desirous of earning a little money to defray the expenses of a pleasure excursion, or to purchase a new dress for the next winter's dancing parties, and is ashamed or unable to engage in any manual occupation, she immediately makes application for a school to some honest simple-minded school Committee.

Fond mothers, too, who are anxious that their daughters should be something in the world, eagerly press them forward toward the teacher's vocation, fondly hoping that it will bring them ease, competency, dignity and honor, never pausing to question whether they may not be more adapted to some other field of human employment. Like that famous mother, who boasted that her boy would "wag his head in a pulpit yet," these mothers long to see their daughters wagging their heads in the school-teacher's desk,—and the wagging would probably amount to as much in one case as in the other. No manufacturer would ever think of trusting the management of an important machine to the hands of a mere novice, until he has tested his knowledge and ability under the eye of an experienced workman. But the delicate mechanism of the human body, with a human mind and a human soul to be moulded, instructed, and cultivated, is a matter of such small moment, that sixty such are recklessly entrusted to the management of any girl who has learned to read, write, and cipher passably in a common district school.

Even normal and training schools have not bridged over this difficulty for School Committee. The universal system in all these institutions of giving a uniform certificate of qualifications to all who pass through the established curriculum, renders that certificate of as little worth, as that most worthless of all written or printed instruments,—a recommendation. A State board of examiners is talked of as a remedy for the evil, but it is at least doubtful whether such a board would ever result in any substantial advantage to the public schools of the State; for the feeling of their limited responsibility, their want of individual interest in the schools of any particular town, and a natural dislike to wound the feelings of a sanguine candidate, would gradually render the obtaining of a diploma from them as easy a matter as it is now at the normal schools. In any circumstance, under the present school system of the State, the responsibility must rest with the Committee; and we are willing that it should rest there.

Feeling this responsibility, we have constantly acted in the selection of teachers throughout the year, upon the principles mentioned in our last report. We have always endeavored, before engaging a teacher, to ascertain the qualifications and character of several candidates, both by personal interviews, and by investigating their previous reputation. We have not always succeeded in obtaining our first choice, because other and more inviting fields were open to them, but in no case have we retained a teacher longer than necessity compelled us, when, in our judgment the school would be benefited by a change. It is a harsh, unpleasant thing to dismiss a teacher for the cause of incompetency, and so it is a harsh, unpleasant thing to dismiss a person of any sensibility from any employment,—to cause the bitter sense of dreary loneliness one feels, when, like Othello, he realizes that his occupation's gone. Such a thing must be done, however, if a Committee would do its duty; but it should always be done in the kindest, gentlest, tenderest manner; in the manner which will give the least possible pain to the unhappy heart. Yet, do it never so kindly, some will never see the justice of it, and the only compensation the Committee can expect for having attempted to sweeten that which was bitter, will be the consciousness of having done their duty as kindly as they could.

In all this, we wish it distinctly understood that it belongs to the Committee, and to them only, to administer reproof to, and to dismiss a teacher. The law places them in that position, and we hope all good citizens will recognize that fact, and act accordingly. It is our duty, and will ever be our pleasure to receive and treat politely and justly, any information or complaint from any citizen, in relation to the schools or teachers; but we beg and insist that they will show so much respect to the town, the Committee, and themselves, that they will abstain hereafter from interfering directly with the teachers.

GENERAL MANAGEMENT DURING THE YEAR.

It has always been our opinion* that good teachers ought never to be parted with when it is possible to retain them, but that, if you are so unfortunate as to have a mediocre teacher, you cannot well change for the worse, and may change for the better.

We are happy to state that during the year, we have lost but one teacher whom we desired, but were unable to retain; one to change his profession, and two for other causes; that we still retain two of the best teachers who were with us last year,—Miss Hutchins, and Miss McLoud.

In text-books there has been no change during the year—a great misfortune to the Committee, if sewing-circle gossip be true as to the fabulous commissions received by us for the introduction of new books. If such commissions are really ever given, it is a pity we have not discovered the fact, for we have thereby lost a great opportunity for improving our worldly condition. As it is, we can confidently assert that we still remain untainted by any such ill-gotten gain. We have not, as yet, become mobilierized. We do not know whether we are generally considered as too rigidly honest to be influenced by gold; but, be the reason what it may, nobody has ever assailed our integrity by any such weapons. We have been emphatically preserved from all such temptation. All the commission that has come under our observation, in any form, has been received by the trader through whose agency the books were distributed to the pupils, and that has been barely enough to compensate him for his trouble. The only change which any pupil has been required to make was that necessary for classification. At the beginning of the term some few have still persevered in bringing to school a motley collection of old arithmetics, readers and spellers, which had been used from time immemorial by their fathers, uncles and brothers, only to be sent home again to hear their parents scold "the unreasonable

Committee." If anything in the world is unreasonable, it is the grudging spirit with which some parents spend a dollar to purchase necessary school books for their children. Probably not more than two dollars per year is necessary, on an average, in our common schools to keep a pupil supplied with necessary books, and yet some men grudge even this small pittance,—men who, perhaps, squander five times that sum in a single evening in a bar-room or at the gaming table.

Another troublesome subject which has annoyed this, in common with other small towns and villages, is that of

DAMAGES TO SCHOOL PROPERTY.

On this subject we have taken a decided stand. In every instance where we have discovered that a pupil has cut, scratched, marked, broken or otherwise marred the desks, seats, walls or any other portion of school property, we have assessed upon the parents the costs of repairing the same. It was to be expected that this would bring upon us the displeasure of the persons affected thereby, but we are confident that all impartial, considerate persons, and especially all tax payers will commend the justice and wisdom of our course. Whoever wilfully injures public property thereby commits a wrong against every other person, and levies a contribution upon every tax payer in the town. It is the duty, and the interest, then, of every one to assist and support the Committee in their attempts to remedy this evil. School buildings and school furniture have become too costly to allow them to be thus wilfully defaced, and, if the offender can be discovered, to compel him to pay the penalty of his misdeed, will be but doing justice to the town, and giving a warning to like spirits in the future. Every one should be taught to feel that public buildings are to be as sacredly protected as private dwellings, and our pupils will never exhibit any proper or encouraging degree of civiliza-

tion, until they show that they so regard the school-room. School-rooms should be made as pleasant and inviting as possible, so as to resemble a comfortable home, and we hope, on the other hand, that all parents will encourage in their children a homelike regard for the school-room, — otherwise we shall be inclined to agree with an honored fellow citizen, who lately remarked that, "anything is good enough for them." But we *hope* better things. We hope that the parents and scholars intended to be designated as "them" in the above remark, whether native or foreign, will be determined to show in the future that nothing is *too good* for them. It shall be our aim to make everything as good as we can, with the means at our disposal, and it will be their duty to show by their words and acts that our efforts have not been thrown away. It is our intention firmly but kindly, to continue our efforts for the protection of property; and, if any shall be found still inclined to disregard warnings and entreaties, we wish to inform them that there is a law which makes all such damage to school property a criminal offence, punishable by fine or imprisonment, or by confinement in the State Reform School. We do not wish to threaten, but we will do what is necessary in the line of duty.

It is for the more complete prevention of this evil that we have endeavored to insist upon

PUNCTUALITY ON THE PART OF THE TEACHERS.

It is to be understood that, generally, the teacher is to be the first to enter the school-room, and the last to leave it, except the person who acts as janitor, who will himself be responsible for any damage done while he is in possession of the premises. But the pupils should have a reasonable time in which to collect in the school-room, and prepare for the session to begin at the appointed hour. We have consequently made a rule that all teachers shall be in their respective places fifteen minutes before the time of opening the

session, and that then, and not till then, the door shall be opened for the admission of pupils. This will give ample time for the children to assemble in any kind of weather, and it is not too much to require of the teacher, — it is in fact, required in all well regulated schools everywhere; and yet, some of the teachers have shown a flagrant disregard of the rule, — teachers who, with the greatest ado, will lecture the pupils on the evils of procrastination and sluggardism, and point to the ant as an example of industry, while they themselves are illustrating and recommending, by their own example, the character and habits of the snail and the sloth. Such negligence was one of the chief causes for our not re-engaging one of our otherwise successful teachers.

We do not intend to require anything unreasonable, but we must insist upon all teachers fully complying with the rules, and then, we think, they can with more confidence, require the same from their pupils. Of all faults in a teacher none can be worse than that careless, indifferent, lifeless spirit which performs every duty only because it must, which only permits itself to be gladdened by the thought that it is killing time, that the less it has to live, so much the less it will have to work.

We have heard of a Committee who asked the following question while examining a candidate, "what do you want to teach for? for money, or for love of the work?"

We should never think of asking such a question, for we know that the answer if true, would be "for money, certainly," — for food, for clothing, for support. The teacher has a right to answer thus, for, if she fills her station well, she performs her share of the work of the world, and is entitled to demand her share of the world's good things, — of all which money is the symbol. But we expect that they *will* do their duty, that they will have, or acquire, a love for it, by an energetic and conscientious devotion to their duties, and an ambition to excel. Those who constantly feel the duties of their business or profession to be mere drudgery

may feel sure that they have mistaken their calling, and should engage in something else, — perhaps they would find any occupation a drudgery, — then they are fit for nothing. We are glad to say that we have had some teachers who, far from exhibiting the character above described, have in the midst of difficulties, and senseless opposition from ignorant prejudice, persevered with a noble energy, accomplished every duty, and, where others failed, have come off victorious.

We have continued, during the year, as well as circumstances would permit, our scheme of thoroughly

CLASSIFYING AND GRADING

all the schools. The most complete classification to which we have yet attained is seen in the Main Street Grammar School, and in the Primary Schools in Building No. 2. In each of these schools there are but two classes. It is the purpose to continue the work according as the demand for school accommodations increases, until each teacher shall have charge of but a single class. It is expected that there will be one or two such next term. Let it not be feared that by this method we are increasing the expenses of the schools. It is not so, for every teacher in our graded schools has more pupils under her charge, than any teacher has ever been known to have under the old regime, except, perhaps, in the old Brick School, where some eighty or ninety were wont to arrange themselves in tiers about the walls, and simmer themselves away in the tepid, swampy atmosphere of a long summer's day, or bake themselves at the old century stove in winter. The only plausible argument against the principle of classification is, that it is arbitrary, that it tends to destroy individuality by merging the individual in the mass; that it is a procrustean bed, to which, by lopping and stretching, all must be made to accommodate themselves. But it is no more arbitrary than

the principle upon which the botanist or gardener arranges his plants—the principle of like and unlike—the selection of those which are similar and placing them together in a class, family, genus or species. And it need not destroy individuality any more than the old district system. It should rather *foster* individuality from the fact that the teacher guiding them all in the same studies at the same time will have a better opportunity of observing the strong and weak points of character in the different scholars, of cultivating and improving the strong, and strengthening and cheering on the weak. A laudable ambition to excel is also induced by the association of so many in the same class, and by the certainty that well-doing will lead to promotion. Just as the gardener or botanist notices and cultivates every different variety which appears among a species, so the teacher of a graded school should notice and improve every peculiarity of mind or character which appears in the class. But how can a teacher do all this with a school of sixty pupils? It is impossible under *any* system, and the improvement which we most urgently need at present is to diminish the number of pupils in our regular schools. The law of the State declares that no more than fifty pupils shall be placed in charge of one teacher. We have been constantly compelled to break this law by giving one teacher charge of sixty, seventy, and even seventy-five pupils. Three of our schools have now sixty or sixty-five pupils each—fifteen more than the number allowed by law, and the difficulties in this respect are constantly increasing.

The Committee have now no remedy, for our school-rooms are all crowded, the last available room having been recently fitted up for a small class of twenty-five—being all that could be crowded into it. It is becoming more and more apparent that we must soon have a new building. We would not urge such an expensive matter upon the town one moment sooner than we think it becomes absolutely necessary, but it will not do to ignore the fact that, at the beginning of

next term, or next Fall, at the farthest, we shall doubtless be obliged to form another school, and shall have no place in which to put it, except by the costly arrangement of hiring and furnishing some public or private hall.

Perhaps the most difficult problem to be solved, in relation to our schools is, what shall we do with the

FACTORY SCHOLARS?

who throng the schools at the commencement of every term, barely remain the full twelve weeks required by law, and then, as they have just begun to know their duties as scholars, and to make some progress in knowledge and behavior, they are taken away and their places are filled by another fresh company, to require of the teacher the same hard task of smoothing, polishing and civilizing as before. It is easy to see how injurious this must be, what an obstacle to the success of any scheme for improvement. This is particularly noticeable in the Grammar school. From carefully prepared statistics of this school, we find that it has had 133 regularly acknowledged pupils, actually belonging to it during the whole year, whereas, the largest number who have attended at any one time was 64, — less than one-half. Of these 133 pupils, there are only 19 who have attended more than 24 weeks; only 19 in addition have attended more than 12 weeks, and there are 95 of them who have attended only 12 weeks, *or less*. No one can appreciate the difficulties of making any real, thorough progress in that school, without considering these facts, and whoever will carefully consider them will be inclined to wonder how the school can make any progress at all.

The High and the Primary schools, also, suffer from the same cause. It would seem that it ought not to be so in the Primary schools, which are calculated only for three years of the child's life, but, it is astonishing how eagerly parents press their young and tender children into the service of the

factory; they give the agents and overseers no rest until they admit them, and then they are in for life. We cannot think it absolutely necessary that these parents should force their children into the hard struggle of the world so very young.

By the kind co-operation of the factory agents and overseers, we have been enabled to inaugurate a system of certificates, whereby we can perform our duty, in seeing that all children, between twelve and fifteen years of age, attend school, at least, the twelve weeks required by law. But, the law still further requires that all those between *ten* and *twelve* years shall attend at least, eighteen weeks, and that those under *ten* shall not be employed in the factory at all. We hope, with the same kind assistance, to be able to extend our arrangements so as to include these latter cases, and thus obey all the law, as all good citizens ought. At that age, they will generally have secured a Primary school education, and Christian charity should dictate that they have so much, at least, to fit them for the struggle for life.

These considerations should impress upon us, more and more, the importance of more perfectly systematizing and improving our Primary schools, since they are the only ones, the benefits of which, there is any hope that a large class of the children of our town will ever reap.

With the progress made in

WRITING AND DRAWING,

we are not quite satisfied. We fear the teachers generally are inclined to think it a matter of no great consequence if these exercises are omitted, whereas they are intended to be pursued as regularly as any other branch of study. We hope the teachers will make an attempt to improve in these subjects, as we shall require them to be included in the annual examination at the close of the Spring term.

In Reading we think the attempt has been, in some cases, to do too much, and to be satisfied with inferior execution. We know it is difficult to correct bad habits of expression, when they have once become firmly fixed, but there appears to be too much danger that the teacher will permit himself to become accustomed to, and to pass lightly over the faults and mistakes of the pupils, and permit his sensibilities to become gradually blunted, just as a man who accustoms himself to listen complacently to discordant music, will, in time, lose the power of distinguishing discord from harmony.

Let no pupil read more at one time than he can read well. If one lesson is too difficult for the class, try them on something more simple. Take especial care that they shall be able to read simple narrative in a full, clear, natural conversational tone of voice. Until they can do that, it is folly to expect that they can give expression, in reading, to any of the finer feelings, passions, or sentiments. Aim, if possible, to destroy that breathless, hand-organ style of reading, which too often fills the school-room with such a dreary monotony. Require some spark of life and soul to be infused into every thing that is read or spoken,—as if it had a meaning, and the pupil knew it. The only idea which most people have of what they read, is that of poor, mad Hamlet, that it is "words, words," and nothing but words, no meaning, no sentiment, no feeling do they appreciate or express. In this, as in all things else, Goethe's motto is a good one, "Make haste slowly."

In the Vocal and Physical exercises, also, we have noticed an attempt to do too much, rather than to do *something well*. It can certainly be no source of gratification or pride to the teacher to exhibit this exercise to the public, and to see the children go from bad to worse, until, at last, their little hands are moving zig-zag in every conceivable direction, without the slightest apparent attention to time or rythm. On the subject of Grammar, we have no criticism to offer; it was all that we could reasonably expect, and the method pursued

in the Grammar school, during the last term, was perfectly satisfactory.

Geography is a vexatious subject. There seems to be no text-book which exactly meets the wants of the times. They all contain either too much or too little, or are not properly arranged. A proper understanding of the subject must depend much upon the efforts of the teacher. Be sure, at starting, that the fundamental ideas of geography are firmly fixed in the mind and understanding, such as fixed points of position, the cardinal points of the compass, the necessity of having such fixed points, relative direction, representation of objects and surfaces, by diagrams, or maps on the black-board or on paper, with the ideas of actual distance, direction, and position illustrated thereon. The form, size, position, and motion of the earth, with proofs of its form. This process, if well done, can hardly fail to interest them, and will form a substantial substratum upon which to rest their subsequent study of geography, on the general plan laid down in the printed course of study. We have noticed that map drawing is neglected. It should not be so. Map drawing from memory, while it cultivates the eye, the hand, and the memory, is, also, almost absolutely essential to the forming of correct notions of the relative positions of places on the surface of the earth. The complicated method of Guyot is worthless for ordinary school purposes. Do not use it. The teacher should endeavor, whenever an opportunity offers, to enliven the lesson by relating some interesting incident connected with the place, whether historic, biographic, or mythologic; or any important fact about the climate, productions, or natural history of the country. Inquisitiveness, curiosity, surprise should be excited,—which are always characteristic of a progressive mind.

VOCAL MUSIC

has during the year, been introduced into the Primary schools, by the use of the National Music Charts. It has been taught

solely by the regular teacher of each school, and no special teacher has been employed. The results, under the circumstances, are very gratifying. Nearly all the children can now sing the scale by numerals, by letters, and by syllables, and some, in the higher classes, can take any interval within the octave, with a good degree of accuracy, as the teacher points to it on the chart. There is also noticeable an improvement in the flexibility and agreeableness of voice in all the exercises of the school, as a result of the practice in singing. We desire the teachers to continue the instruction, and think that ten or fifteen minutes each day will be well spent in the study and practice of music. It is our aim to extend it into the grammar and high schools, so soon as we shall feel safe in advancing; but we must abide by the motto which we have given to the teachers, and "make haste slowly."

In connection with music, we wish to mention another subject which is strongly insisted on by the statutes of the Commonwealth, and which finds a place in every printed body of rules and regulations, but which is rarely thought of in practice; we mean the subject of

MORAL CULTURE.

The statute law, running back to the earliest days of the Commonwealth, and still in force on our Statute Book, imperatively enjoins upon all instructors of youth the duty of exerting their best endeavors "to impress on the minds of the 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 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."

Contrary to law and contrary to sound reason, the moral and æsthetic portions of the child's nature are allowed to lie

waste and neglected, — the best part of his nature, which might be cultivated, and made to bloom in beauty and adorn the whole man, is allowed to grow wild, and to become filled with noisome weeds: It would seem that instructors shrink even from the mention of any topic akin to the finer parts of our nature, lest, forsooth, they should be called pious or sentimental.

What wonder then, if, on the very first temptation in the world, the young man falls into vice and the young woman to shame? That when the stars and stripes, our country's emblem, was assailed and insulted, and our loved country itself was in danger, while thousands of heroic hearts beat quick to die in its cause, — thousands, also, of traitors, even in the loyal North, prayed for blessings on the impious cause, — and we felt that the lamp of patriotism was burning low. We have heard it said that, in that war, the rebels did not meet the true yankee chivalry of the North, but only the mercenaries, the hirelings who were sent down as bullet marks; that if the yankee patriotism had been roused, secession would far sooner have learned to bite the dust. So much the worse for yankee patriotism. It was *not* roused, and a patriotism which could slumber on so soundly for a half dozen years of such a conflict, will scarcely ever be awakened till the last trump shall sound. What wonder that, on a young man's first entry into the world, or to college, the first dark question which meets him in the science of life, or of metaphysics, plunges him into the depths of atheism? He has never been taught to know or to feel that he possesses a soul, a heart, or moral sentiment, that he has a country, and that, in a larger sense, the whole world is his country, and all mankind are his countrymen; that there is any definite distinction between right and wrong, truth and falsehood; and that there is a God above us, who is our kind Father in heaven.

Let it here be understood that we do not advocate the teaching of Theology or of Sectarianism in the schools, — far

from it! We would not have anything done which would mar the present harmony of the public school system of Massachusetts. But all the above principles lie at the very foundation of all sects of Christianity, — Protestant and Catholic, — nay, they may be said to lie at the foundation of all religion, whether Christian or Pagan. They are the first steps of the human soul searching inward and upward. Let the doctrines and teachings, which form a creed of any sect of theology, be sought in the various Sunday schools, where such teaching can easily be had, but where these foundation principles are frequently neglected. We do not wish at present to direct any particular plan for the carrying out of these ideas. They might be instilled occasionally, by relating a short, interesting anecdote, by familiar conversations, by the reading of patriotic and philanthropic selections, and by the sentiments of the songs that are sung. Every one is familiar with the power of music to stir the feelings and emotions, either to good or ill; the volcanic Marseillaise has many a time fought for the French equal to a thousand lances. Ancient Sparta's victories, in the day of her glory, were due as much to the electric songs of Tyrtæus, her poet school-master, as to the invincible bravery of her sons.

Let the songs that are sung, then, be all pleasing, happy, joyous, but see that they contain nothing which is not of the purest sentiment; and aim to make them all *tell* on the child's better nature. It is a great mistake to suppose that everything calculated to instruct must be of a sober, sombre hue. The sparkling, sunny rill is full likely to contain as rich a gem as the deep, sullen lake, and it will give it up far more readily. In fine, we should aim to make the child respect himself, and then he will respect others. Make him feel that he is of some value, that there are possibilities within him which may be perfected into the ornaments of a bright manhood.

Our schools in all are seven now, being one High, one Grammar, one Intermediate, one ungraded and three Primary.

The High School has been taught during the year by Mr. Theodore C. Gleason, of Westborough, who resigned in June last to enter upon the study of the Ministry; and Mr. A. H. K. Blood, of Winchester, who is still the teacher.

The Grammar School has been taught by Mr. E. F. Richardson, of South Acton, who retired in November last; and Miss Nellie A. Hutchins, of Cambridge, who is now its teacher.

The Intermediate School is located in the small recitation room of the High School, specially fitted up for the purpose. It has only been in session one term, and is taught by Miss S. Addie Trow, of Cambridge.

The ungraded, or Turnpike School, has been taught by Miss Mary A. Gill, who retired in November last; and by Miss Mary L. Crestley, who is now its teacher.

The Primary Schools have been taught by Miss Estelle J. French, of Cambridge, who resigned in June last, to teach in Cambridge. Miss Nellie A. Hutchins, of Cambridge, who was promoted at the beginning of the Winter term to the Grammar School; Miss Mattie R. Tracy, of Gloucester, who retired at the close of the Winter term; and Miss Calista W. McLoud, of East Boston, and Miss H. Florence Burbeck, of Arlington, who are still with us.

Other items of interest will be found in the annexed table.

Respectfully submitted,

JOHN HILLIS, *for the Committee.*

Approved by WM. M. HARDING, WM. MAYNARD.

TABLE OF STATISTICS OF THE PUBLIC SCHOOLS OF MAY-
NARD, MARCH, 1873.

NAME OF SCHOOL.	TEACHERS.	Salary per month.	No. of Scholars.
HIGH.	A. H. K. Blood.	\$88 88	45
GRAMMAR.	Nellie A. Hutchins.	50	55
INTERMEDIATE.	S. Addie Trow.	40	23
TURNPIKE.	Mary L. Crestley.	36	24
PRIMARY NO. 1.	H. Florence Burbeck.	40	59
PRIMARY NO. 2.	{ C. W. McLoud. Vacancy.	44	56 65

COSTS OF INSTRUCTION AND OTHER STATISTICS,
for Year ending March 31, 1873.

Of High School, \$758.33.	Average cost for each pupil, \$17.03 p'r yr.
Grammar " 495.00.	" " 7.75 "
Intermediate " 120.00.	" " 15.65 "
Turnpike " 324.00.	" " 13.50 "
Primary No. 1 " 366.00.	" " 6.06 "
" No. 2 " 372.00.	" " 6.80 "
" No. 2 " 384.00.	" " 6.91 "
Total paid for tuition during the year,	\$2,819.33
" fuel and incidental expenses,	300.00
Average cost of tuition per scholar, in all the schools,	\$8.82
" " " in all other towns in the County of Middlesex,	13.17
Number of children in town between 5 and 15, on May 1, 1872, 431.	
" " " " " 1871, 362.	
Gain for the year, 59.	
Amount of town appropriation for schools the past year,	\$3,000
Average amount appropriated for each child, between the ages of 5 and 15,	6.76