

REPORT  
OF THE  
RECEIPTS AND EXPENDITURES

OF THE  
TOWN OF MAYNARD,

FROM  
MARCH 1, 1874, TO MARCH 1, 1875.

ALSO,  
THE REPORT OF THE SCHOOL COMMITTEE.



BOSTON :  
TOLMAN & WHITE, PRINTERS, 221 WASHINGTON STREET.  
1875.

# TREASURER'S REPORT.

**Dr. TOWN OF MAYNARD in account with L. MAYNARD, Treasurer and Collector. Cr.**

<p>1874. Dec. 1, Paid State Taxes,..... \$1,500 00 1875. Jan. 6, " County " ..... 1,026 45 Mar. 1, " Selectmen's Orders,..... 9,105 89 " " Abated Taxes,..... 108 00 Balance due Town, this date,..... 9,641 42</p>	<p>1874. Mar. 1, Balance due Town, this date,..... \$5,577 55 Nov. 24, Received for sale of Mrs. Sullivan's effects,..... 12 00 Dec. 1, " Corporation Tax, (part),..... 297 83 " " Bank " (part),..... 69 49 " 24, " State aid,..... 670 00 " " City of Gloucester, on account of aid to Mrs. Monedict,..... 5 00</p> <p>1875. Jan. 26, " Mass. School Fund,..... 241 12 Feb. 8, " Corporation tax, (balance),..... 60 96 " " Bank " " ..... 87 36 " " School Committee, 1873, amount overdrawn on order,..... 30 00 18, " Dog Licenses,..... 157 32 Mar. 1, " sale of Cemetery Lots,..... 40 00 " " Auctioneers' Licenses,..... 4 00 " " Interest,..... 219 40 " " Taxes, 1874,..... 13,909 73</p>
<p>\$21,381 76</p>	<p>\$21,381 76</p>
<p>E. &amp; O. E.</p>	<p>1875. Mar. 1, Balance due town this date,..... \$9,641 42</p>

MAYNARD, March 1, 1875.

L. MAYNARD, Treasurer and Collector.

# SELECTMEN'S REPORT.

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## RECEIPTS FROM MARCH 1, 1874, TO MARCH 1, 1875.

The assessment for 1874.

For support of schools,	\$3,200 00
repairs of highways,	800 00
incidental expenses,	7,383 28
State tax,	1,500 00
County tax,	1,026 45
	\$13,909 73

Corporation tax,	\$358 79
Bank tax,	156 85
State Aid returned,	670 00
City of Gloucester, (aid to Mrs. Monedict)	5 00
Goods of Mrs. Sullivan, (sold)	12 00
Cemetery lots,	40 00
Auctioneers' licenses,	4 00
Balance due from Treasurer, March 1, 1874,	5,577 55
Dog tax returned,	157 32
Interest on A. Man. Co. Tax,	219 40
From Mass. School Fund,	241 12
From School Committee, for 1873, overdrawn on order,	30 00
	\$21,381 76

The Treasurer is credited as follows :

Paid State tax,	\$1,500 00
County tax,	1,026 45
Selectmen's orders,	9,105 89
Abatements of taxes,	108 00
Balance due from Treasurer, March 1, 1875,	9,641 42

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

### STATE AID.

Paid Persis M. Sanderson,	\$80 80
Nancie B. Richards,	96 00
Maria McCauley,	62 00
Margaret Moore,	94 40

Paid Olive M. Lovering,	\$48 00	
C. C. Collins,	120 00	
James Carney,	63 00	
John Rafferty, (guardian)	48 00	
Charlotte Holbrook,	48 00	
Mary Monedict,	92 00	
	<hr/>	\$752 20

### REPAIRS ON BRIDGES.

Paid Charles Harrington, for 800 ft. of piles,		
a 10c,	\$80 00	
"    "    4,540 feet spruce		
plank, a \$18 per M,	81 72	
Commission,	4 00	
F. Pratt, timber,	3 00	
Lovejoy, hard pine lumber, 1,611 feet		
a \$45,	72 49	
"    spruce plank, 2,461 feet a \$20,	49 22	
Freight on same,	11 04	
Assabet Manuf. Co, for spikes,	5 17	
2,184 feet (dimension Lumber) a \$35,	76 44	
962 "    "	34 12	
Teaming,	50	
J. R. Graham, for bolts, etc ,	18 07	
A. J. Fletcher, for labor,	193 25	
Charles Randall,	83 18	
Haynes Bros., for nails, spikes, etc.,	10 97	
Shea, labor,	2 63	
Conchlin, \$7.00; Crouch, \$5.00,	12 00	
Michael Feeley, Dan Coughlin, Dur-		
gan & Giblin,	31 75	
Charges of A. Balcom, and A. G.		
Haynes,	11 73	
	<hr/>	\$781 28
Less for cash for old lumber,		5 00
		<hr/>
		\$776 28

### REPAIRS ON HIGHWAYS.

Overdrawn in 1873-4,	\$123 96	
Paid Samuel Potter,	251 00	
Edward Henderson,	327 75	
C. E. Watson.	11 62	
S. Potter,	19 57	
E. Henderson,	6 00	
George & B. Smith,	10 00	
	<hr/>	\$749 90

## SUPPORT OF SCHOOLS.

Paid Emma S. Hosmer, Spring term,	\$120 00	
Emily A. Gordon, " "	144 00	
H. A. Putnam, " "	135 90	
M. L. Crestley, " "	130 00	
J. F. Dadman, " "	105 00	
Grace H. Vose, " "	118 00	
	<hr/>	\$752 00
Emily A. Gordon, Fall term,	\$156 00	
Ella M. Haskins, " "	130 00	
H. A. Putnam, " "	146 25	
F. J. Wheeler, " "	130 00	
Grace A. Vose, " "	130 00	
A. M. Barlow, " "	130 00	
	<hr/>	\$822 25
F. J. Wheeler,	\$130 00	
C. U. Perkins,	130 00	
E. A. Gordon,	130 00	
W. G. Chandler,	260 00	
A. W. Farnsworth,	130 00	
A. M. Barlow,	130 00	
Grace A. Vose,	130 00	
	<hr/>	\$1,040 00

## SCHOOL INCIDENTALS.

Paid Thomas Snee, sawing wood,	\$31 50	
Osgood's bill, school supplies,	3 60	
J. Connor, care of school-house,	8 00	
F. H. Simms, " "	12 00	
H. P. " "	1 30	
Harry Haynes " "	4 00	
E. Henderson, for wood,	138 75	
A. M. Mosman, repairs of clocks,	1 00	
Nellie Crouch, care of school-house,	4 00	
Pat. Delaney, \$8; Wm. Proudman, \$12,	20 00	
J. H. Vose, bill for school supplies,	8 00	
D. C. Osborn, " "	28 11	
Haynes Bros., " in 1873,	47 16	
" " " in 1874,	36 64	
S. W. Merrill, " "	9 50	
Assabet Manuf. Co., for wood,	6 30	
C. Crowley & Wm. Supple, care of school-house, each \$5,	10 00	
O. S. Fowler & Martin Rooney, care of school-house, each \$10,	20 00	
Fannie Dettling, care of school-house,	4 00	
	<hr/>	\$393 86

## MISCELLANEOUS BILLS.

Paid interest on Hemenway note,	\$683 17
Support of Peter Hunt, and mattress for lock-up,	15 81
D. C. Osborn, for printing,	4 75
payment to town of Stow, and interest,	1,270 00
aid for Mrs. John Robinson,	96 00
Tolman & White, for printing town reports, 1874,	50 30
Hugh McGown, from Oct. 28, 1873, to April 28, 1874,	55 58
D. C. Osborn, for printing,	5 25
Appropriation for decorating the graves of soldiers,	50 00
J. R. Graham, repairs of lock-up,	3 75
H. Curtis, (error in taxes, 1873),	2 00
Wm. R. Hall, tramps to Oct. 1, 1874,	18 00
interest on Hemenway note,	663 62
D. F. Potter, printing,	1 75
lanterns, keys, &c., for lock-up,	2 42
fixtures, cord and cloth, &c., for school- house,	5 73
C. E. Watson, small repairs,	3 25
Benj. Conant, taking invoice and making taxes,	32 50
A. Balcom, taking invoice and making taxes,	40 00
A. Balcom, for collector's books, stationery, postage, &c.,	3 75
A. Balcom, copying valuation for tax commissioners,	10 00
A. Balcom, expenses looking after corpo- ration and bank taxes,	5 00
W. S. Peters, express to Nov. 25,	2 10
wood and coal for lock-up, and Mrs. Mone- dict,	6 55
2 settees for school-house,	12 00
wood, Assabet Manuf. Co.,	6 30
rent of Hall, A. Maynard,	100 00
E. R. Chase, returns of 15 marriages, at 15c.,	2 25
E. R. Chase, returns of 60 births, at 50c.,	30 00
" " " 20 deaths, " 38c.,	7 00
H. Fowler, returns of 20 deaths, at 25c.,	5 00
" " coffin and robe for Lena Shearer,	8 50
payment to town of Sudbury,	300 00
T. Snee, sawing wood for lock-up,	1 25
A. D. Holt, small supplies at school-house,	5 61

Paid D. C. Osborn, repairs on school-houses,	\$12 75
H. Fowler, " " "	24 87
aid to Shearer, \$3 ; tramps, 85c.,	3 85
S. W. Merrill, sealer of weights and measures,	5 00
L. Maynard, services as assessor, treasurer, and collector,	50 00
printing tax-bills, and expressing,	4 85
E. R. Chase, services as town clerk,	35 00
town of Stow, support of Horace Brown,	46 50
Wm. R. Hall, board of 102 tramps,	68 00
" " $\frac{1}{3}$ of support of B. Ryde,	12 65
D. C. Osborn, services as school committee	45 00
H. Fowler, " " "	35 00
J. H. Vose, " " "	20 00
A. Balcom, services as selectman and overseer of poor,	50 00
A. G. Haynes, services as selectman and overseer of poor,	25 00
Samuel Potter, services as selectman and overseer of poor,	10 00

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TOTAL PAYMENT BY ORDERS.

For State Aid,	\$752 20
School Teachers	2,614 25
" Incidentals,	393 86
Repairs on Highways,	625 94
Miscellaneous bills,	4,719 64
	<hr/> \$9,105 89

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INDEBTEDNESS OF THE TOWN, MARCH 1, 1875.

A. Hemenway's note (gold), \$18,500 00

There is due to the town of Stow, \$3,500, payable in instalments of \$1,000, and interest annually, April 19th, of each year.

There is due the town of Sudbury, six annual payments of \$300 each, payable January 31st, of each year.

ASAHEL BALCOM, }  
 SAMUEL POTTER, } *Selectmen.*  
 A. G. HAYNES, }

ANNUAL REPORT

THE FOURTH ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF MAYNARD,

FOR THE SCHOOL YEAR, 1874-5.

## ANNUAL REPORT.

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The present system of school supervision assigns to one committee the entire control of the only town affairs felt to be of universal interest. The heart of each faithful parent turns to the training influences at work wherever a child comes under the direction of others; the most thoughtful families look upon popular education as shaping the public character of virtuous youth; the sagacious citizen sees in the highest intellectual development of all, and a wide diffusion of intelligence, scarcely less than in the rules of morality, the safety of the state; and every reflecting one, whatever may be his tax, considers the annual fruit of excellent instruction, imparted to the rising generation in mental wealth and moral worth which it affords for the future, a direct return and adequate compensation for the funds spent to advance society. Those that belong to one or more of the classes named need not be invited to weigh well what is worthy of consideration on the following pages.

Your committee think the true design of the words which make it their duty to report the condition of the several schools, can best be answered by calling the attention of parents, teachers, scholars, and all interested, to some suggestive thoughts and facts calculated to promote the educational interests of the town. To pass in review our annual work, calls to mind some new and applied methods of instruction, some successful efforts to raise the standard of scholarship, and in each

of the different departments most gratifying features ; and while we are confident that the schools have improved so that each term has been much better than the one previous, yet many needed changes call for further advanced action, since several relics of ignorance still stand in the path of progress, and not a few wants wait to be banished by better thoughts on the part of pupils, practical culture, united with true devotion to teaching in all instructors, the closer observance of ordinary recitations in every branch by an educated committee, the cordial and constant co-operation of parents, the cultivation of a high and healthy toned public opinion, and an annually large appropriation of that which can answer all things, to use the idea of the wise man,— money.

Since the incorporation of the town, four years since, many changes and improvements have been made in our school system, both in the employment of better teachers, and in the adoption of improved methods of teaching, but after what has been accomplished, we find perfection still in the distance. At the commencement of the present year, the entire change in the committee introduced the board to their work with no matured plans or applications from teachers. Only two teachers were retained from the former schools, and one of those resigned at the close of the spring term ; therefore, we were left to organize the schools for the spring as best we could. These, and many other difficulties which arose during that term made many unpleasant things for the committee ; but in the fall term, we made several changes in teachers, which, with one exception, were a great improvement upon what had been in the past. We have made several changes during the year

in teachers, but none but what has been imperatively demanded; and while we shall not change for the sake of changing, we shall drop off unsuccessful teachers as fast as they are proven thus. We regret this spring the resignation of one who has been with us during the year, knowing fully that it will not be easy to fill her place in the school which she has taught. The question is often asked, that as there are so many teachers seeking schools, why good ones cannot always be obtained? In reply, there are many who consider themselves competent to teach, and in the absence of having anything else to do, and have attended a public school long enough to acquire imperfectly the rudiments of an education, consider themselves competent for teachers. Such may do in the small schools in the outlying districts, but with our large schools, will invariably fail.

Another difficulty in obtaining and retaining good teachers is that we are not able to pay as large salaries as are paid in many towns and cities; consequently, many of our best teachers, as soon as they have had a few terms' experience, are offered better salaries elsewhere, and yielding to the human weakness of going where they can do the best, they leave us to find other inexperienced teachers to fill their places, while those thus employed, will in their turn seek other more lucrative situations; besides, our village schools are all very large, consequently, very hard schools to teach, and none but the very best teachers can succeed with them; and while we pay more than some towns do for teachers, the town raises less per scholar than any town in Middlesex county.

We have before us several new measures to be adopted, which we propose for the coming year, and

knowing that where radical changes are to be made it is best to move cautiously, nevertheless, we shall move forward, and while we always welcome criticism, yet a public officer seeing the plain path of duty, although he may meet with opposition from the ignorant and mercenary, yet the only consistent course for him is to go forward in the plain path, while he neither yields to the alarms of dubious foes or the solicitations of would-be friends; while their fault-finding efforts failing to affect the theories of others, or the rules and acts of an excellent teacher, change the course of a committee or advance the true object of a school, can only lessen its progress, serve to waste the town's money, and make themselves guilty of a great wrong to the children of others together with their own. When one who can contribute no new ideas, seeks to annoy instructors that apply the best modes of modern improvements, then the agent and the agencies suited to educate this stirring age of the world will work as well without his suggestions or services, since the train that takes children along the rising road to true knowledge and wisdom, where danger is unknown, never stops, and such as act only at the brake can do better by getting off and out of the way.

Seeing evidence of growing interest in our work, considering education not up to the standard in many New England towns, and desiring to bring before you your wants, we will present some matters that ought to receive special attention, improve public opinion, and have a beneficial effect upon popular learning in the future.

Among many things that are essential to pleasant and profitable, because quite progressive schools, con-

venient and attractive school-houses, an efficient committee, good teachers and parents, good scholars, suitable books, complete furnishings and a wise application of the best means of improvement may be mentioned.

In respect to the first, little will be said. You are aware what an educating influence silently lays itself upon the powers of a youthful soul surrounded by beautiful forms, seeing only life-like colors, and alone listening to the music of nature, yet there are those satisfied to have their children kept in ugly looking rooms, and accustomed to voices speaking in an unnatural key, contrary to the will and in opposition to the plan of One who has set symmetry in the snowflake, frost, and drops of rain, written true love of beauty in every leaf, flower, and fruit, formed the clouds, sky, and ethereal orbs by his heavenly standard of taste, thus distributing beauties throughout this seen world, while he has spoken of an unseen one which will be forever filled with fairer forms. The school-houses of this town, as far as applies to the present ones, are in very good condition, yet they might be much improved and made more attractive by the united efforts of teachers, children and parents, to adorn the walls with pictures, yet without any expense to the town. Our school-room in the village is limited; some terms we have as much room as is needed, as last spring, but there are several more families in town now than there were at that time, and consequently our schools are over-crowded, and the advantage can not be derived from them that otherwise would be gained in the village schools.

## AN EFFICIENT COMMITTEE.

In a place like this, the next essential, an efficient committee, are not always found. Those who have the requisite qualifications for the position often feel the burden of business, or the duties of profession, so that they cannot take the time to do the work which the progressive spirit of the age demands. Many new and better books are constantly being brought into use, and demand attention, much skill being required to adopt the most useful, while others are rejected; new modes of instruction must be tested in other fields, and their results observed before adoption, all of which should lead every one who acts as a superintendent, though only in part, to enlarge his field of observation; the sciences stand at the door of each common school, and it requires special study to determine their present state, and ascertain their adaptation, and determine what shall be admitted. These extra things with their ordinary duties, which are numerous, under the present system make the labor of a committee too much for those who have but little leisure; yet, the more excellent way will not be found in increasing the number, as that can better be done by a few, or, on account of reasons already indicated, by an individual, and we trust the time is not far distant when small towns, as well as large ones, will secure the services of a superintendent that can qualify himself for the office by perfect familiarity with the books in each branch, and by an ever widening observation, and by the cultivation of an enthusiastic spirit in his chosen calling. Efficiency in our position is shown by no one without his being impartial and independent, desiring to give equal advantages to each child, and

always acting with the remote results scarcely less than immediate effects in view. To come in conflict with parents, remove unsuccessful teachers, cross the feelings of scholars, set aside an application, overlook claims, supposed rather than real, of a resident, or to perform any official act contrary to the wishes of others, is unpleasant, and in itself undesirable; but the belief that it is right, and a clear conviction of duty to the future men and women, make it unavoidable. The committee that, from fear to offend, from favoritism or an inclination to yield to a popular prejudice, suffers any known wrong to remain, any abuse of privileges to exist, or any neglect on the part of those they superintend to continue, is guilty of wrong, abuse, and neglect, therefore inefficient and unfit for the office.

#### GOOD TEACHERS.

The importance of the third essential, good teachers, cannot be over-estimated. The State law, like common sense, requires the same standard for all instructors of what were once styled district schools, and with one exception, a correct rule recognizes no difference in the required qualifications of those whom we place in the several situations, except so far as adaptation, or account of obvious and marked characteristics, should determine where each accepted applicant can be best employed. The opinion is often entertained that one with inferior acquirements, may be as apt to teach children and youth until they master their elementary books; but, better theory requires in a teacher at that time, true knowledge of human nature, united with more maturity of mind, more good judgment, more varied resources, and facility to adopt many new methods than is essen-

tial in one who has the same scholars in higher branches, because they have habits of study that are correct, and certain to ensure success. Such qualities, in training a primary school, send an influence forward which will be felt throughout the whole course of education in after life. Few are qualified for first directing the youthful mind, many may conduct it onward, when first started in the true way. We want the *best* to begin the public instruction of our youth. Teaching is a profession, and, as the legal, the medical and the clerical callings are entered, by the most proficient preparatory schools, so no one wishing to teach can be *best furnished* for the work without attending an institution supported to impart practical knowledge of the divine art of unfolding the immortal minds and directing innocent, though erring hearts. The progress of the times demands most thorough preparation on the part of all engaged in educating the boys and girls of the present—the parents of the future. Yet, to be prepared is not enough, for, none who have finished their education are fitted to instruct the coming man or woman. Many new facts come out in this brain-busy age, and unless the teacher keeps up with the advanced state of thought, the school sits down quietly in the shade of the past, perhaps, to excel only in obsolete learning, and thereby become adepts in what was well called educated ignorance. The light of genius should shine in every teacher's mind, making the school-room ring with true intelligence. Neither proficiency in text books, or experience can give proof of preparation for teaching; intellectual acquirements combined with moral character, and still the greatest of all endowments, common sense, coupled with enthusiasm, or, first and last, a love

for the work, will alone fit the teacher for success in the arduous work of teaching. With true appreciation of the present progressive spirit, a thirst for knowledge, and the direct regard to what will prepare our youth for future usefulness, no teacher can be guilty of great failure ; yet, the success of their work will be according to the amount of life, love, and earnestness, or, in a word, wisdom which they command.

#### GOOD PARENTS.

Much of the success of the school depends upon the fourth essential, good parents. Parents owe a duty to the schools and their children, which is too little heeded. They are for the most part ignorant of what their children are doing in school, and do not understand or appreciate the influences exerted upon them there. During the past year but very few parents have visited the school-room, consequently, neither know the progress their children are making, or the difficulties with which the teachers have to contend in their daily work. The teacher labors under an almost insurmountable disadvantage, who has to encounter adverse influences in the family and home of her pupils. They should be familiar with both the school-room and the face of their teacher. Parents must visit the school in person, if they would feel a deep interest in it. The committee and teachers cordially invite parents to visit the schools. If the varied, difficult, and exhausting work of the school-room could be better understood, there would be less fault-finding and more sympathy with the teacher, consequently, better progress in the school. We must ask more earnestly, that all will take the time to think over this matter, and, seeing how much depends on them,

will gather their most vital sympathies around these harvest fields of mind and soul. All that is truest and noblest in the family and community, should find its way to the school-room; the best thoughts and purest deeds should shed their most select influence there.

The irregularities of attendance, the tardiness and absences that so often disfigure our registers as well as to detract so much from the interest of the schools, would then, in a great measure disappear. No scholar can be absent from school even for a half day without suffering loss, and if tardy and coming in late, must stop for the moment at least, the progress of the entire school, thereby injuring every scholar present. If parents would interest themselves in these things, we think they might in a great measure disappear, as in nearly all cases they may be traced to parental influence or want of interest at home in the prosperity of the school. When parents have fully informed themselves in regard to what is going on in the school-room, then, and not till then, will they be competent to criticise what is done there. Let co-operation be established and maintained between home and the school-house, and incalculable good will be done to each. Intermeddling will be done away; irregularities in attendance be corrected, and much good will follow. The irregularities of attendance seem more unnecessary, from the fact that they occur more frequently in the high and grammar schools than in the primary ones. We have decided to publish the names in this report of each scholar who has not been absent or tardy during one term, with the hope that it may stimulate others to greater efforts to avoid absences or tardiness in the future; nearly, or quite as many as have been found clear on the register, have but

one tardy mark, showing that a little more effort on their part would have ensured them the same honor. Let parents give their hearty co-operation to the instruction of their children, and soon poor schools will be less frequent and good scholars will assume a better grade of scholarship. More efficient work will be done, because the teacher will have more time, as well as heart to labor, and the pupils will have an additional motive to make the most of their privileges, even the approbation of their parents.

#### GOOD SCHOLARS.

Of the fifth essential, good scholars, little need be said; such qualities in parents, teachers and committee, as above considered, cannot fail to have a happy effect upon pupils, developing in the minds of all a high grade of scholarship, an earnest desire to excel in all things, love of learning, as a pursuit, and an enthusiasm certain to promote their intellectual progress. Secure the first four essentials, and this one will be found in every grade. Good scholars, obedient to right rules, resolve to answer each question, to observe strict system in all studies, and to accomplish as much as possible in the time allotted them for study; from a pure love of learning and just appreciation of its worth, for development in all that pertains to intellectual culture, and the different departments of labor to which a mind well stored with knowledge may be called.

#### SUITABLE BOOKS.

Another essential, good books, should command more attention. Although we do not expect to find perfection in any text book, yet each new one brings out

excellencies which did not exist in former ones. Considering how much is now included in a complete course of English education at this age of the world, we often feel that educational works, with the exception of some disciplinary ones, when used in our public schools, should be only like labor-saving machineries, serving to bring out equally rich results in a shorter time than was once spent on the same subjects, that each child can have ample opportunity to commit the present stores of knowledge, needed for future usefulness and enjoyment to the safe keeping of a retentive mind. Manufacturers of this practical Commonwealth would not willingly let their help handle the same set of tools that were once used in the manufacture of materials of a perishable nature ; yet teachers are often obliged, by the conservation of committees, or the penuriousness of parents, to use the same set of books coming into use years ago, in their efforts to make correct scholars, or, in other words, develop, polish and perfect characters that are imperishable. By our observation at our visits, by careful examination of our text books, and by mistakes made by scholars, we have found much false instruction arising from the use of imperfect text books. A perfect teacher could correct all errors in text books ; but it is often easier to learn than to unlearn, especially an error, and all such corrections serve to shake the confidence of the scholar in his printed guide, and incline him to think that the more he follows such a guide the less he will know, or his amount of wisdom will only keep pace with the increase of his ignorance.

Since we have acted, there has been no change in any text book, but the way has been prepared for such

a change in Grammars, and will probably be put into execution during the coming year. No new classes have been found in Grammar during the past two terms, and we do not expect will be until the change is effected, consequently the number of these books in school has been greatly reduced, which, with the discount that will be given to those purchasing new ones, little or no extra expense will be incurred. The one which we contemplate introducing will be upon a much easier plan for the student, in which he is first introduced to the study of our language as the primary object of the study, while the former array of technicalities is kept in the background until needed for use.

The Arithmetic used is badly arranged, blind in its explanations, and in many other respects falling below the standard; the Geography contains much useless material, and in its general arrangement bad, and a very hard book for the student to learn; a perfect set of reading books has never been compiled, but, perhaps, the nearest to the standard are Wilson's Series, which combine anecdote, natural history, science, and oratory, thereby making them both interesting and instructive; Quackenboss' Histories may do for academies or colleges, but are wholly unfit for a public school. We do not propose any change except the one indicated during the year, however much we think it may be needed, not wishing to throw any unnecessary financial burden upon parents, but we do *especially request* that parents will provide their children with books at the *commencement* of each term and not wait until the following pay-day before purchasing, as has been done in the past, much to the detriment of the school.

## COMPLETE FURNISHINGS.

To have every room thoroughly furnished with the facilities for adopting the best means of improvement is essential to first-class schools. In this respect there is a very great want. Upon entering upon our duties the present school year, we found two sets of Musical Charts, a moderate supply of text books used in the schools, upon the desks of each room, with several large Dictionaries, some of which bore the impress of extreme age. One of the number was a late edition of Worcester's, but not any of Webster's Pictorial edition. In all of the school-rooms there were only three Globes, and in Main Street School House there were two wall maps, one of the hemispheres, and the other of the continent of Africa, the relicts of a set furnished the school by the town of Sudbury, before the present town was incorporated. In Nason Street School House there were two railroad maps, a very good thing in their place, but evidently that place was not the school-room, being unfit for its requirements, as the rivers and mountain ranges are hardly distinguishable, which are leading items to the student. We have furnished to each of Main and Nason Street Schools a full set of Mitchel's School Maps, which give the outlines and other natural features so plainly that they can be discerned across the school-room. We do not propose to make any extended outlay of the money of the town, yet we propose to furnish what improvements are needed for the prosperity of the schools.

## Special Report of the Several Schools.

### HIGH SCHOOL.

WALTER G. CHANDLER, - - - - - *Teacher.*  
ANNIE W. FARNSWORTH, - - *Assistant Teacher.*

Wages of Teacher, per month, . . . . .	\$80
Wages of Assistant Teacher, per month, . . . . .	40
Length of school in months, . . . . .	3 $\frac{1}{4}$
Whole number of scholars, . . . . .	82
Number over fifteen years of age, . . . . .	36
Number neither absent or tardy, . . . . .	5

The High School has been held but one term. In the spring there being but few high school scholars that wished to attend, it was thought best not to continue the high school during the spring and fall, but we secured the services of an experienced teacher for the winter term, who had been successful as a teacher, and who proved successful here. The school was early brought under a good system of discipline, and made an excellent degree of advancement in all of its departments. We have also used the bell-room during the winter, both for seating scholars for study and as a recitation room. There has been twenty scholars seated in the bell-room, and nearly that number who have been seated in the high school-room have recited there.

It is our opinion that the high school should be kept up, even if there are not scholars of that grade sufficient to make up the school. There will always be larger scholars that will wish a male teacher, and will

not attend unless they do have one, as has been proved by the spring and fall terms when we had an excellent female teacher, and several refused to attend school on that account.

The registers of both of the schools show great want in punctuality on the part of scholars, much more than can be necessary for scholars of the age of which these schools were made up, while the other two schools in the same building, composed of younger scholars, show a better record of attendance.

In the high school-room there were neither absent or tardy, Henry Cropper, Lilla Bragg; and Edith Moore; also in the bell-room, Willie Potter, and Jerome Gleason.

An advanced grammar school was taught in the high school-room during the spring and fall terms.

MISS EMILY A. GORDON, - - - - - *Teacher.*

	SPRING.	FALL.
Wages of Teacher, per month, . . .	\$48	\$48
Length of school, in months, . . .	3	3 $\frac{1}{4}$
Whole number of scholars, . . .	31	41
Average attendance, . . . . .	26.03	36.8
Number over fifteen years of age, . . .	8	12
Number neither absent or tardy, . . .	2	2

Miss Gordon fully sustained her reputation as an excellent teacher, and did much to bring the school to a good degree of excellence. A number of scholars in this school in the spring term, left a day or two before examination, a practice that cannot be too highly censured, as it gives the school a very bad appearance besides being very embarrassing to the teacher, showing a disposition to shirk a scholar's duties, and no scholar that has properly applied themselves during the term

will fear the examination. This applies to several other schools as well as this and we sincerely hope that it will not occur again.

NASON STREET GRAMMAR SCHOOL.

MISS EMMA S. HOSMER, }  
MISS ADA M. BARLOW, } . . . . Teachers.

	SPRING.	FALL.	WINTER.
Wages of Teacher, per month,	\$40.00	\$40.00	\$40.00
Length of school in months, . . .	3	3 $\frac{1}{4}$	3 $\frac{1}{4}$
Whole number of scholars, . . .	46	46	63
Average attendance, . . . . .	39	41 $\frac{1}{4}$	54 $\frac{1}{4}$
Number over fifteen years of age,	0	0	2
Number neither absent or tardy,	1	3	10

Miss Hosmer commenced the school under unfavorable circumstances, the school being much larger than was expected, but at the close of the first week was reduced by the formation of the school in the upper room, on Main street. The spirit of insubordination early manifested itself, and the disappointment of several at not having the favorite teacher of the previous winter, made the school very hard to control, and the teacher not having had experience previously, was unable to bring this school under suitable discipline. She was succeeded in the fall and winter by Miss Barlow, whose reception in the school-room was not very flattering, but out of discord she soon developed order, and system soon succeeded confusion, and the school has had two terms of excellent discipline, and made good progress in all its branches, Miss Barlow proving herself a very successful teacher.

During the spring term, Florence Fussell, in the fall term, Dennis Mahoney, Josephine Collins, and Maggie

Moore, and in the winter term, Laura Blood, Cora Cutting, Florence Fussell, Emma Henderson, Katie Toole, Fred Blood, Thomas Deane, Willie Moulton, Frank Phillips, and Edward Watson were neither absent or tardy.

NASON STREET PRIMARY SCHOOL.

MISS H. ALICE PUTNAM, }  
MISS CHARLOTTE U. PERKINS, } . . . *Teachers.*

	SPRING.	FALL.	WINTER.
Wages of Teacher, per month,	\$45.00	\$45.00	\$40.00
Length of school in months,	3	3 $\frac{1}{4}$	3 $\frac{1}{4}$
Whole number of scholars,	64	60	60
Average attendance of scholars,	54	53 $\frac{1}{2}$	56 $\frac{1}{2}$
Number under five years of age,	2	0	0
Number neither absent or tardy,	16	3	7

Miss Putnam was one of the two teachers which were retained from the previous year, and as a disciplinarian, could hardly be excelled. We consider her competent to teach any primary school, and had she exerted herself to do as well as she was capable of doing, would have remained with us until the present time; but from her neglect of a portion of the school, we decided to change in the winter, and employed Miss Perkins as her successor. She came to us from the Cambridge training school, without previous experience in teaching, and although her school could not be called as still as in the past, yet she exerted herself very hard to interest the entire school with excellent success; and by her superior system of instruction, exhibited the advantages to be derived from her previous training preparatory to teaching.

During the spring term, the following scholars were

neither absent or tardy:—Katie Lawler, May Merrill, Ada Naylor, Henry Lynch, Willie Dawson, Dennis Shehan, Willie Connoly, Jennie Lawler, Mary A. Hannon, Nellie Saunders, Mary Saunders, Julia Mahoney, George Carmichael, Lucius Maynard, Nellie Crouch and Cassie Ramsdell, sixteen in all, and if a school of the youngest scholars in town can show so good a record, we think some of the older scholars might do much better than they have.

During the fall term, Ada Naylor, Dennis Shehan and John Coulter; and in the winter term, Dennis Shehan, John Coulter, John Henderson, Amy Fussell, Martha Henderson, Thomas Shehan and James Cleary, were neither absent or tardy

#### MAIN STREET GRAMMAR SCHOOL.

MISS IDA F. DADMAN,  
 “ ELLA M. HASKINS,  
 “ EMILY A. GORDON, } . . . . Teachers.

	SPRING.	FALL.	WINTER.
Wages of Teachers, per month,	\$40.00	\$40.00	\$40.00
Length of school in months,	2 $\frac{3}{4}$	3 $\frac{1}{4}$	3 $\frac{1}{4}$
Whole number of scholars,	35	39	60
Average attendance,	31	36 $\frac{25}{65}$	49.9
Number over fifteen years of age,	0	0	3
Number neither absent or tardy,	5	5	1

This school was organized a week later in the spring than the other schools, partly from scholars in the Grammar school, and the remainder from Nason Street Grammar school, with Miss Dadman as teacher. She exerted herself very hard, especially in keeping late hours, or in other words, keeping scholars after school to learn their lessons; a thing sometimes very neces-

sary, but not to the extent to which it was carried in this and some other schools during the spring term, yet in many respects she proved a very good teacher.

In this school, James O'Connors, Patrick Delaney, Mary Boss, Mary Fletcher and Amy Taylor, were neither absent or tardy.

The school in the fall term was taught by Miss Haskins, who came to us well recommended and commenced with good promise of success, but failed greatly in discipline.

The scholars in this school neither absent or tardy, were John Lawton, Samuel Lawton, James Cheeney, Mary Dunsmore and Hannah Minehan.

The winter term was taught by Miss Gordon, who brought both good literary attainments with a long experience in teaching, and although the school was much larger than was expected, and altogether a very difficult school yet she proved equal to the task and taught a very successful school.

There was but one in this school neither absent or tardy, Hannah Moynihan, which seems hardly what might be expected from so large a school of large scholars.

MAIN STREET PRIMARY SCHOOL.

MISS MARY L. CRESTLEY, } . . . Teachers.  
" FANNIE I. WHEELER, }

	SPRING.	FALL.	WINTER.
Wages of Teacher, per month,	\$45.00	\$40.00	\$40.00
Length of school in months,	3	3 $\frac{1}{4}$	3 $\frac{1}{4}$
Whole number of scholars,	69	64	57
Average attendance,	58	57	49
Number under five years,	1	2	0
Number neither absent or tardy,	9	3	3

This school has been most fortunate during the entire year. Miss Crestley, with her superior qualifications and devotion to her work, could hardly fail of success, and fully met our highest expectations, and upon receiving her resignation at the close of the spring term, we were most fortunate in employing Miss Wheeler as her successor during the fall and winter, as she has proved herself a very successful teacher.

In the spring term, Roland Harriman, Mary Whitney, Katie Delaney, Charlie Sweeney, Sarah Brooks, Jimmie Tulis, Phoebe McClay, Eddie Cheeney and Willie Cronan; during the fall term, Lilla Hillis, Jennie Lawton and Mary Sharp; and during the winter term, Mary Whitney, Charles Sweeney and Eddie Connors, were neither absent or tardy.

#### TURNPIKE SCHOOL.

MISS GRACE A. VOSE, . . . . . *Teacher.*

	SPRING.	FALL.	WINTER.
Wages of Teacher, per month,	\$40.00	\$40.00	\$40.00
Length of school in months,	3	3 $\frac{1}{4}$	3 $\frac{1}{4}$
Whole number of scholars,	31	27	27
Average number of scholars,	23	22	20.5
Number under five years of age,	1	0	1
Number neither absent or tardy,	1	1	7

Those neither absent or tardy in the spring term, were Harry Haynes; in the fall, Nellie Crouch; in the winter, Fannie Dettling, Bessie Little, Emma Dettling, Carrie Osborn, Hattie Sumner, Winifred Crouch and Willie Sumner.

The location of this school house is at present such as to accommodate but very few scholars, and a large

majority of those that do go there, do so against their own wish, and while we do not wish to deprive any of their school privileges, but in order to accommodate the few the larger portion of this school are compelled to walk quite a distance to school, and after sending so many from the village the school is small, while the village schools are over-crowded.

The school has been taught during the year by Miss Vose, to the acceptance of a majority of the district.

#### . GRADING AND CLASSIFYING.

From the frequent changes that are occurring in our schools by scholars attending school during one or two terms in the year, and then leaving school to work in the factory, the perfect grading and classifying is made very difficult, when the schools are classed for the term, and a course of study prepared and one term's work is done and a new term commenced, many of the scholars of the previous term are away, and in their place a number of others who have been away from school long enough to loose all love for the discipline of the school-room, and their habits of study, (if they ever possessed any,) are gone, and several days of the first of the term must be consumed in organizing the school and bring it into suitable discipline to progress in study, consequently the grades of the former term are broken, and must be reformed for each term.

We have tried to reduce the number of classes as low as possible; still, from the frequent changes of scholars we have not yet been able to reduce any school to one class without causing an advanced scholar to repeat what has once been learned or a backward one, to skip what should be learned, and could the committee know at the

close of each term what scholars they would have to provide for the succeeding one, it would make the work of organizing the school much easier.

### SCHOOL STATISTICS.

There has been in all the schools in town during the year, 482 different scholars, not counting any scholar twice. 41 of these were over fifteen years of age, while 5 were under five, leaving 434 who have attended school between five and fifteen years. The assessors reported 357 children in town the first of May, between five and fifteen, being 77 less than have attended school. This disparity may be accounted for by the fact that a number of families have moved into town since that time. The average attendance in all the schools during the year has been 293 or 61 per cent. of the whole; the average attendance in the spring term was 87 per cent. of the whole number attending the school that term; in the fall, 87.7; and in the winter, 84.7 per cent. of the number attending during each term. The cause of the average for the whole number of scholars in town being so much less than for each term is from the fact that there are so many who attend only one or two terms; and with the 482 different scholars that have attended during the year, the highest number that have attended any one term has been in the winter, when there were 352, being 130 less than the whole number.

The comparative standing of the town with the 342 towns and cities in the Commonwealth, as the amount raised per scholar, between five and fifteen years, is the 281st, according to the reports of the State Board of

Education for 1872-3, and the least of any in Middlesex county, and in the percentage of valuation appropriated to public schools, it ranks as the 150th, and of the 56 towns and cities of Middlesex county as the 26th, and the only way by which we are able to furnish so long schools to our scholars is that our schools are so much larger than in other places.

HENRY FOWLER,  
JOHN HENRY VOSE,  
DWIGHT C. OSBORN,  
*School Committee.*