

# REPORT

OF THE

RECEIPTS AND EXPENDITURES

OF THE

# TOWN OF MAYNARD,

FROM

MARCH 1, 1873, TO MARCH 1, 1874.

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BOSTON:  
TOLMAN & WHITE, PRINTERS, 221 WASHINGTON STREET.  
1874.

# TREASURER'S REPORT.

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

1873.			
Sept. 19,	Paid Concord Bank loan,	\$1,000.00	Mar. 1, Balance due town this date,
24,	“ “ “	500.00	May 31, Received Corporation tax, bal. 1872,
	“ “ interest on loan,	9.42	June 16, “ from Concord Bank, loan, less int.,
Dec. 9,	“ State taxes,	1,687.50	21, “ “ B. Conant,
1874.			“ “ State aid
Jan. 7,	“ County taxes,	961.36	“ “ Corporation tax,
Mar. 1,	“ Selectmen's orders,	18,555.87	“ “ Nat. Bank “
	“ Abated taxes,	146.00	1874.
	Balance due town,	5,577.55	Jan. 28, “ Mass. School Fund,
			Feb. 12, “ “ Corporation tax,
			20, “ “ E. F. Richardson, school bill,
			25, “ “ Geo. Barton, “
			28, “ “ Jessie Richardson, “ unp'd, 66.06
			“ “ Auctioneers' licenses, 6.00
			“ “ Sale of Cemetery lots, 83.00
			“ “ Taxes for 1873, 14,889.55
			“ “ Dog taxes, 109.14
		\$23,437.70	\$23,437.70
1874.			
E. & O. E.			Mar. 1, Balance due town this date.
			\$5,577.55

MAYNARD, March 1, 1874.

L. MAYNARD, *Treas. and Collector.*

## SELECTMEN'S REPORT.

### RECEIPTS FROM MARCH 1, 1873, TO MARCH 1, 1874.

The assessment for 1873.		
For support of schools,	\$3,500 00	
repairs of highways,	1,000 00	
incidental expenses,	7,000 00	
State tax,	1,687 50	
County tax,	961 36	
overlayings,	740 69	
	<hr/>	\$14,889 55
Corporation and Bank tax balance, 1872,		154 36
Borrowed from Concord Bank,	\$1,000 00	
less interest,	18 08	
	<hr/>	981 92
Borrowed from B. Conant,		500 00
State aid returned,		714 00
Corporation and Bank tax for 1873,		583 81
Mass. school fund,		179 37
Jessie Richardson, school bill, unpaid,	66 06	
E. F. Richardson, " "	11 34	
George Barton, " "	5 68	
	<hr/>	83 08
Dog tax returned,		109 14
Auctioneers' licenses,		6 00
Sale of Cemetery lots,		83 00
Balance due from Treasurer, March 1, 1873,		5,153 47
		<hr/>
		\$23,437 70

Treasurer is credited as follows:		
Paid Concord Bank loan,	\$1,000 00	
" B. Conant "	500 00	
" " interest on loan,	9 42	
" Selectmen's orders,	13,555 87	
" State tax,	1,687 50	
" County tax,	961 36	
Abatement of taxes,	146 00	
Balance due from Treasurer, March 1, 1874,	5,577 55	
	<hr/>	\$23,437 70

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

## STATE AID.

Persis M. Sanderson,	\$96 00	
Nancy B. Richards,	96 00	
Maria McCauly,	96 00	
Margaret Moore,	96 00	
Olive M. Lovering,	48 00	
Charlotte Holbrook,	24 00	
John Rafferty, guardian,	48 00	
C. C. Collins,	120 00	
J. Carney,	54 00	
	<hr/>	\$678 00

## SUPPORT OF SCHOOLS.

Paid F. Holland, Spring term,	\$240 00	
L. M. Dennis, " "	120 00	
S. A. Trow, " "	120 00	
C. McLoud, " "	132 00	
N. A. Hutchins, " "	165 00	
H. F. Burbeck, " "	132 00	
M. L. Crestly, " "	108 00	
	<hr/>	\$1,017 00
L. B. Fiske, Summer term,	\$260 00	
N. A. Hutchins, " "	195 00	
H. F. Burbeck, " "	143 00	
C. McLoud, " "	143 00	
S. A. Trow, " "	130 00	
M. L. Crestly, " "	130 00	
	<hr/>	\$1,001 00
L. B. Fiske, Winter term,	\$280 00	
H. I. Preble, " "	40 00	
N. A. Hutchins, " "	210 00	
E. Chandler, " "	130 00	
C. A. Smith, " "	140 00	
H. A. Putnam, " "	100 00	
M. L. Crestly, " "	140 00	
S. A. Trow, " "	140 00	
	<hr/>	\$1,180 00

## INCIDENTALS.—SCHOOLS.

Robert Henderson, care school house,	\$4 00
Frank Flood, " " "	8 00
F. & J. Sims, " " "	16 00
E. Trampleasure, " " "	8 00
M. Mosman, " " "	30 00

J. Lynch, care school house,		
J. H. Roberts, " " "	\$8 00	
Martin Rooney, " " "	20 00	
Felix Detling, " " "	10 00	
F. M. Bowker, wood,	5 00	
J. M. Jones, "	44 69	
A. E. Gates, "	99 22	
Assabet Manuf. Co., wood,	13 50	
P. Hunt, sawing wood,	9 37	
T. Warren, " "	32 00	
Thos. Snee, " "	75	
Wm. M. Harding, school committee,	14 75	
John Hillis, " "	35 00	
	60 00	
	<hr/>	\$418 28
J. L. Hammett, school supplies,	25 15	
Mrs. Mullin, cleaning school houses,	8 83	
A. M. Mosman, repairing clocks,	1 00	
For notices,	3 00	
A. D. Holt, school supplies,	14 67	
John Hillis, " "	14 25	
" " advertising and express,	2 50	
W. S. Peters, express,	1 50	
Assabet Manuf. Co., blackboards,	5 40	
M. Mosman p'd for Watson, repairs and broom,	65	
	<hr/>	\$76 95

### REPAIRS OF HIGHWAYS.

J. F. Brooks, road scraper,	\$45 00	
Freight and expense of purchasing do.,	12 24	
Samuel Potter, paid for labor, &c.,	342 57	
E. Henderson, " "	482 20	
Charles Randall, labor,	6 25	
B. Conant, labor on railing, &c.,	17 78	
B. Gaitley, breaking road,	1 00	
G. H. & C. W. Maynard, breaking road,	2 00	
Simon Tuttle, posts,	14 00	
J. Sweeney, labor on railing,	2 00	
Geo. Smith, " " bridge,	10 00	
Assabet Manuf. Co., lumber, &c.,	158 71	
	<hr/>	\$1,093 75

EDWARD HENDERSON, }  
 SAMUEL POTTER, } Road  
 ASAHIEL BALCOM, } Commissioners.

## MISCELLANEOUS BILLS.

Paid interest on Hemenway loan to April 6th,	\$708 72
Tolman & White, printing reports,	50 00
Town of Stow, second payment,	1,000 00
"    "    interest on payments,	330 00
Dr. Bartlett, services,	3 00
Board of G. Puffer,	5 00
E. & F. King, paint and oil,	126 86
Daniel Pratt & Son, 6 clocks,	66 00
Grand Army, Decoration day,	50 00
Mrs. Sullivan, for furniture and aid,	21 00
Home Savings Bank note,	2,500 00
"    "    "    interest on same,	87 50
A. D. Holt, tinning Cemetery gate, 8th of August, 1872,	6 58
Setchel & Hovey, chairs, Sept. 22, 1872,	5 00
Isaac Stott, board of tramps,	1 50
F. F. Robertson, board of mother,	16 00
Interest on Hemenway note to Oct. 6,	664 38
Labor on sidewalks,	156 00
C. K. Darling, order book,	7 00
F. F. Robertson, board of mother,	16 00
Charles Randall, labor around school house,	8 75
B. Conant, sundry bills, labor do.,	37 80
"    "    taking invoice and making taxes,	32 50
"    "    expense to Concord about money,	1 00
"    "    Rawson & Wood, printing,	2 25
"    "    D. C. Osborn,    "	2 50
"    "    Hudson Pioneer,    "	3 90
A. & L. Maynard, notes for Cemetery and school house lots,	1,106 25
A. & L. Maynard, interest on same,	105 03
A. D. Holt, school supplies,	15 55
A. Maynard, use of hall,	100 00
H. McGowan, board of tramps,	18 00
F. F. Robertson, board of mother,	16 00
J. Sweeny, labor on school house fence,	13 75
E. R. Chase, recording births, marriages, and deaths,	34 30
A. Balcom, services as Assessor,	40 00
"    "    expense looking up Corpor- ation taxes,	5 00
"    "    stationery and postage,	2 50
H. Fowler, returning deaths to Town Clerk,	4 25

Paid S. W. Merrill, sealer of weights and measures,	
J. L. Hammett, supplies for schools,	\$5 00
L. Maynard, services as Treasurer, Collector, and Assessor,	21 07
S. W. Merrill, repairs on school houses,	50 00
E. R. Chase, services as Town Clerk,	12 40
F. F. Robertson, board of mother,	35 00
Town of Sudbury, $\frac{1}{3}$ support of military paupers,	16 00
W. S. Peters, express,	10 13
J. K. Harriman, labor on school house,	4 30
Assabet Manufacturing Company, lumber, posts, &c., for school house fence,	11 00
and painting school house and fence,	175 52
Tolman & White, printing voting list,	10 00
A. Maynard, use of hall for Teacher's Association,	30 00
Town of Sudbury, support of poor,	300 00
J. L. Hammett, school supplies,	40 60
	<hr/>
	\$8,090 89

TOTAL PAYMENT BY ORDERS FROM SELECTMEN.

For State aid,	\$678 00
School teachers,	3,198 00
"    Incidentals,	495 23
Repairs on highways,	1,093 75
Miscellaneous bills,	8,090 89
	<hr/>
	\$13,555 87

INDEBTEDNESS OF THE TOWN, MARCH 1, 1874.

A. Hemenway's, note (gold),	\$18,500 00
There is due to the Town of Sudbury seven annual payments of \$300 each, payable January 31st of each year.	
There is due to the town of Stow \$4,500, payable in instalments of \$1,000 and interest annually, April 19th of each year.	

BENJAMIN CONANT,	} Selectmen of Maynard.
L. MAYNARD,	
S. POTTER,	

THE  
THIRD ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
TOWN OF MAYNARD,  
FOR THE  
YEAR 1873-74.

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BOSTON:  
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1874.

## R E P O R T

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OUR plan of operations has not been altered in any essential particular from that of last year; but we have aimed to extend and perfect the system then inaugurated. We then stated that in the Main Street Grammar school there were two classes, and in the Primary schools, in Building No. 2, there were two classes each. Our grading now, is as follows:

In the Main Street Grammar school, two classes; in the Main Street Primary school, three classes; in the Nason Street Lower Room, two classes; in the Nason Street Middle Room, one class; and in the Belfry school, one class. In those rooms where there are two or more classes they are kept as entirely distinct, and go up as regularly from one class to another as if they were in separate rooms. We have also continued, as much as our limited attainments in grading would allow, the Pestalozzian system of teaching in primary schools. The most concise statement of the principle of this system is thus given by the author of it:

“Observation is the absolute basis of all knowledge. The first object, then, in education, must be to lead a child to observe with accuracy; the second, to express with correctness the result of his observations.”

It is nearly a century since Pestalozzi uttered these words, and inaugurated the system of teaching which they embody. John Comenius declared the same principle *two* centuries ago; and Plutarch, speaking of his learning the Latin language, says, “The process may seem strange; and yet it is very true, I did not so much

gain the knowledge of things by the words, as words by the knowledge I had of things." The principle, then, is not only reasonable in itself, but is many centuries old; and yet, men are just beginning to learn what it is, by its slow introduction into our American schools.

Plain as the principle is, the almost universal method of teaching, with us, has been, and still is, just the reverse,—“Give the child words and let him afterwards learn by observation to apply them to things as best he may;” this burdens the memory with mere words, either altogether unconnected with things, or, at most, calling up only a vague, indefinite, uncertain image. The child cannot find words to express his thoughts, because his thoughts are too unfixed and indefinite by reason of this false method of education.

We believe this is the true explanation of the poverty of language of a great many men who claim that they have grand thoughts, and conceptions of great things which they cannot express, because they are not gifted with eloquence. They are utterly mistaken; they probably have no clear conception at all, but merely a vague, indefinite, shadowy something floating before the mind, which it is unable to grasp and reduce to form. The man has not been trained to observe accurately, either material things, or the image in his own mind, and then to express with correctness the result of his observation. His want is a want of ideas to express, and not of words in which to clothe them.

Socrates says that whoever has in his mind a vivid and clear idea will express it well enough one way or other; if he be dumb, by signs.

It is probably true that every man is eloquent in that which he thoroughly knows, and no man can

thoroughly know anything without investigating it according to the Pestalozzian method. It is the way in which all science is built up, and it ought to be the way in which all children are educated.

The difficulties in maintaining this system are considerable, and it requires constant attention on the part of the committee to prevent confusion of the grades by the changing of scholars from place to place, and to see that the system does not become a lifeless routine in the hands of the teachers. But to maintain *any* system, will require labor and watchfulness. The great trouble with some men is, not that they have a *wrong* system, but that they have no system at all,—a mighty maze without a plan, a Babel without an architect. When we think of the widely different methods of managing schools which exist in this State, we cannot help wishing that there were here, as in some of the western States, a State Board of Visitors, a body of men of well-known ability as educators, uninfluenced by petty local prejudices, with the power to exercise a controlling influence over local committees, and prevent the dearest interests of the Commonwealth from being made the perquisites of petty officials, or their friends.

One of the most encouraging features of the year has been the increased interest in the schools manifested by the parents and friends. We believe that the lethargy heretofore existing in the town with regard to public schools is one of the worst symptoms of mental and moral decay in a community. The labors of committee and teachers, be it never so unremitting, must be comparatively futile, so long as the people remain in such a state of frozen torpidity. This beginning of

life was, for a time, fostered by the opportune action of the Board of Education in holding in our town a

#### TEACHERS' INSTITUTE,

in November last, conducted by the Hon. Joseph White, secretary of the board, and Abner J. Phipps, Ph. D., the general agent, with the assistance of Prof. Hagar, of Salem Normal School, Prof. Niles, of the Institute of Technology, Mr. Putnam, of the Normal Art School, Mr. Walton, the arithmetician, and Mr. Treat, the elocutionist.

All the above gentlemen gave very valuable instruction every day, both forenoon and afternoon, in the theory and practice of teaching. ;

There was also an entertaining and instructive lecture by some one of them every evening, together with readings by Mr. Treat. All the exercises were free to the public, who did not attend very numerously, however, during the day, from an impression, probably, that they were intended only for teachers; but the lectures in the evening were attended by enthusiastic and appreciative audiences, which completely filled the large Riverside Hall. The closing lecture of the course was given by the Hon. Secretary himself, whose vivid and manly delineation of the respective duties of committee, teachers and people, must have made a lasting impression on the audience. The Institute cost the State five or six hundred dollars, and furnished us a course of lectures, which we could not otherwise procure, except by paying that price for them. The number of teachers in regular attendance was something more than fifty; they were furnished with accommodations by our people, whom we desire here to thank for so cordially

welcoming the strangers to their homes. This increased interest on the part of parents has been accompanied by a very encouraging improvement in the general

### SCHOOL ATTENDANCE

during the year, especially during the last term, when the general average per cent. in all the schools was 91.6; the highest being 99.8 per cent. in the Nason Street Middle school.

The whole number of pupils attending the schools during the spring was 315; average attendance, 265, or 84.1 per cent.

For the Fall term, the whole number attending was 277; average attendance, 252, or 90.97 per cent. For the Winter term the whole number attending was 290; average attendance, 265, or 91.6 per cent. as above stated, being higher than that of any previous year. The general average attendance for the whole year was 261, or 88.7 per cent, of the average membership. Gratifying as this result is, if we look at it in a different light it will not look so cheerful. The number of children in town between the ages of five and fifteen, as reported to us by the assessors, May 1, 1873, was 384. The report was somewhat surprising to us, as it showed a loss of 47 from the previous year; while it was the general impression that the population of the town had increased.

We, therefore, have been led to carefully examine the school registers, and we find, as will appear in the table of statistics, that the aggregate number of different scholars in all the schools was 461; but of these we find that 35 were transferred from one school to another, and were therefore counted twice; deducting 35 from

461, we have 426 as the actual number belonging to the schools; but of these, 27 were over fifteen years of age; leaving 399 between the ages of five and fifteen; being 15 more than the number found by the assessors.

Taking, then, as a standard, the number found by the assessors, which is the number required in our return to the Board of Education, we find that out of 384 children between the ages of five and fifteen, there was an average attendance of only 261, or 69.9 per cent.; but if we take the *actual* number, as found above, viz., 399, the average attendance has been only 65.4 per cent., which is nearly the lowest average in the county, or even in the Commonwealth. Even this, however, is an improvement on last year, and a very great improvement on the year 1871-2, when the average attendance was 199 out of 362, or 54.97 per cent.

In that year good old Sudbury, whom we, in our young pride, vainly imagine we are leaving far behind in the race of progress, led the van of Middlesex county, while we brought up the rear, being the very lowest in the county.

A gain from 54 to 69 per cent, however, in two years, is very satisfactory; with the same ratio of gain for the next two years, we shall be among the first towns in the State.

Of the 384 children between the ages of five and fifteen, it is estimated that 180 are factory scholars, who attend school only three months in the year in groups of 60 each term. These 60 are distributed each term as follows: 20 to each of the Grammar schools; 10 to the Primary schools, and 10 to the High school.

We have been thus particular in giving statistics on this subject, because it is one which should always com-

mand the unceasing vigilance of the committee, and the careful consideration of the parents. Every teacher knows full well how injurious to her school this great irregularity of membership must be. Take our Grammar schools, for instance, each with an average attendance of 45 scholars. These 45 the faithful teacher, by the utmost diligence and most strenuous efforts, will just succeed, at the end of twelve weeks, in bringing to a due appreciation of their relations with her, and to a satisfactory understanding of the fundamental principles in the studies pursued; they will just have begun to like their school work, and to be in a proper condition to pursue it to advantage, when 20 of the 45 will disappear, and the teacher will not see them again until the next year, — perhaps never.

This sudden disappearance of half of a school at the end of every twelve weeks, their places being filled by others who, during a nine months' absence, have by disuse acquired a distaste, a loathing for study, and the restraint of the school-room, none but the teacher can fully appreciate.

If to these apparently inevitable difficulties there be added the other and less excusable one of numerous daily absences, tardinesses and dismissions on the part of the actual members of the school, the evil is immensely increased. In this respect, also, we have greatly improved, the aggregate number of absences and tardinesses being much less than during the previous year; the parents, with but one or two exceptions, have generally shown by their acts that they fully appreciate their responsibility, and have always, when their children have been absent, sent a valid excuse in writing to the teacher, as required by the rules of the board. But

there seems to have been a few who have still persisted in wholly misunderstanding the school requirements, and have permitted their children to be absent for the most trivial reasons. We have, in some schools, ordered all written excuses to be preserved for our inspection, and have them now in our possession. Among our collection is one little bundle of 150, received in one term from a school of about 30 pupils; 90 of these were for causes shamefully trivial, or for no cause at all; 20 of these trivial excuses were sent by one parent on account of a single scholar, and the whole 90 were sent by five parents.

Several of these notes request a boy to be dismissed "because he has company"; others, "because it appears a little cloudy this morning, and it may rain"; and others, because "it is such a nice day," that their parents wish to "take them on a visit." Frequently a child is sent to school with the request that he be dismissed "immediately after the roll is called," as if there were any conceivable use in wasting an hour, going to and returning from school without performing a single school exercise or a moment's study, merely for the purpose of deceiving the committee and others by not having their absence noted in the register; our teachers are now required to note all such dismissions as absences; and they have, therefore, been growing much less frequent of late.

About nine-tenths of all the unexcused or ill excused absences, tardinesses, and dismissions in all the schools have been on the part of some half a score of pupils, and, if these could be placed in some separate school by themselves, their absence would be a blessing to the rest; we have frequently thought of using the Turn-

pike school for some such purpose. Those same scholars have been the most backward in their studies, have hung like dead weights upon their classes, and their parents are heard unceasingly complaining that "they are not learning."

It is this very class of scholars and parents which renders necessary most of our school rules. The good scholars, and the talented, who find little or no difficulty in mastering their appointed tasks, have been punctual and constant in their attendance, while those less gifted by nature, who need the full co-operation of parents, committee and teachers to endeavor to secure their attendance at every exercise, are allowed by their parents to stay at home, or to run at large in the street, on the slightest pretence; and when, on examination day, the boy cannot answer a question in fractions, compound numbers, or simple interest, the fond parent is informed that the child was absent when those lessons were recited, or, if not, his attendance has been so fragmentary, that he has forgotten it all. Ten such scholars, unless carefully guarded, would ruin the schools of any town. It is not right to sacrifice the interest of 400 scholars for the sake of ten. This is the whole reason why it is, not only the right, but the duty of the committee to have a well arranged and well executed system of government, and, in extreme cases, to take extreme measures, "so that the public interests receive no harm."

#### TRUANCY.

The Statute law has, for years, required each city and town to make provisions and arrangements concerning truants and absentees from school, and also, to make by-laws regarding such children, annexing to such

by-laws suitable penalties, and appointing truant officers to see that the by-laws are enforced.

It is a remarkable fact, that the town, as its only fulfilment of these positive requirements of law, has simply inserted in one of its general by-laws the direction that, "The laws of the Commonwealth relating to truancy, shall be enforced." Which has very much the same effect as if we should order that, "the laws relating to the support of schools shall be enforced," without appropriating any money to support the schools, or doing any positive act to set them in operation. The law says, "The town shall make by-laws." The town says, "The law shall be enforced," but when? is the important question.

#### GENERAL COMMENTS

on the schools and teachers. We have been accustomed to note down short memoranda of any particular observation we had to make upon the management of a school, from the time when its teacher entered the service, so that we might look back at any time and trace their upward or downward progress, without being obliged to depend on our memory, which might be tinged by the feelings of the present, either for or against the teacher.

We usually made the same comments, in substance, to the teachers at or near the time of observation, and have always found them willing to receive them, and to discuss candidly both their merits and demerits,—the more so as their success was more secure. The best teachers know that they are in danger of having, or acquiring faults, of which they themselves are not aware,—that none of us can "see ourselves as others

see us," and they are thankful to the committee who mentions them, provided he does so with the proper courtesy and delicacy. We transcribe, by way of example, a few comments from the early part of the first term, of faults which have since been remedied.

*Geography.* "Too indefinite." No apparent systematic plan in the mind of the teacher." "Too dull and monotonous." "Might be more enlivened by the teacher."

*Arithmetic.* "Too much book reading, and mechanical rule learning." "Not enough of independent practice." A lack of thoroughness in the first elements." "A blind, unthinking manner of working."

*Reading.* "Too much carelessness about position." "Great faults in articulation and emphasis, lightly passed over by the teacher." "Sense of the piece not properly educed in the reading of it." "There should be more explanation and comment by the teacher." "Compositions and declamations not sufficiently insisted on, according to the requirements of the course of study."

*Character of teachers.* "Too slow and indecisive." "Wants firmness." "Does not enforce the rules of school but *threatens* to enforce them." "Distinguished for masterly inaction."

The above comments, as before stated, will apply only to the early part of the first term,—one year ago, and then, in all their force, to only one or two teachers, who retired at the close of that term. They are faults, however, which are likely to frequently recur, and require to be constantly guarded against.

Geography has been much more successfully taught the past year than the year previous, both in the Grammar and High schools, on account of the more definite

and systematic treatment of the subject by the teachers, and the introduction of map-drawing from memory in accordance with the suggestions in our last report. The difficulties which appeared in the way of this practice have vanished in the attempt, and it has been found easier, more interesting, and far more beneficial to the pupil than the former few and faint attempts to draw maps according to the complicated method of Guyot; we have called upon pupils at random, during the last term, who could go to the black-board, and draw from memory with tolerable accuracy, a map of any of the New England or Atlantic States. The pupil must necessarily have in his mind as accurate a knowledge of form and position as he can represent to the eye.

In Arithmetic the schools have been much improved by frequently recurring to the elements,—sometimes causing a whole class to review, when they were found to be beyond their depth; and by the numeral and object drill in the Primary schools.

An attempt has been made, also, to improve the reading, especially in the Main Street Grammar school, and in the High school. The method employed in the Grammar school, of preparing the lessons with the class, with brief explanations and comments, has greatly tended to destroy that mechanical see-saw motion of the voice, whenever it has any variation from a monotone, which is so often the characteristic feature of this exercise in school; and the constant phonetic practice in the Primary schools under the present system, with the drill in language or elementary grammar in the Grammar schools, is doing much to eradicate those faulty habits of reading and speaking which so frequently “murder the English language.” The writing of compositions

has been enforced in the High school, by requiring the teacher to criticise them all, and at the end of the term to send them to us for our inspection, so that we may see how much attention has been paid to them, and whether any have been omitted.

The writing of compositions, when wisely conducted, upon subjects suitable to the comprehension of the scholars, is, we believe, invaluable. It is one of the means which educators in this country are beginning to feel the necessity of employing to counteract the mind-enslaving tendency of our omni-book-devouring methods of education.

Writing and drawing with which we found much fault in our last report, have been greatly improved during the past year. We have some very fair specimens of work from the High school in shading from the flat copy, and from the Grammar and Intermediate schools we have numerous very good samples of freehand outline drawing from flat copy. We have used Hitchings' drawing books, except during the last term, when we permitted Miss Hutchins, the teacher of the Main Street Grammar school, to make an experiment of Walter Smith's system. We have in our possession all the drawings made by her scholars under that experiment, and, from a careful examination of them, we are convinced that much more can be accomplished under that system than under any other which we have tried. Moreover, it is of a directly practical nature, a consideration which is all important in a study for the common schools. The primary schools have done a small amount of drawing well, but not sufficient in quantity. After going a certain distance the teachers seem to have doubted their ability to go further, and repeated, and continued repeat-

ing the same work over again,— much like the famous labor of Sisyphus in the Myth, a great deal of work with little advancement. We have now determined to place Mr. Smith's system in all the schools, from Primary to High, and to require a reasonable and definite amount of work in it, as in other studies required by law.

### VOCAL MUSIC

has been continued in the Primary schools the same as last year by the regular teachers. That the small portion of time devoted to this subject has been well spent, no one can doubt who has visited these schools, either during the term or on examination day, and has had the pleasure of hearing their sweet melodies. Their perfect accord, both in time and in tone, the gentle but animated variety of expression which they give to the sentiments of their songs, have been the delight of every listener. The harmony which can so please the auditor, and wrap his senses with a feeling of such pure enjoyment, cannot be without a like ennobling effect on the minds and hearts of the singers themselves. As a disciplinarian, music has no superior. It is more than equal to a forty-birch-power school master. "It hath," indeed, "power to soothe the savage breast"; and few who have had much acquaintance with our schools in times past, can doubt that a little of it might have been employed advantageously for that purpose long ago. The "Sweet Swan of Avon" must be a trustworthy oracle in all questions of this kind; and if his dark picture of the unmusical soul be true, it adds a thousand-fold to the argument for musical culture.

“ The man that hath no music in himself,  
 Nor is not moved with concord of sweet sounds,  
 Is fit for treasons, stratagems and spoils ;  
 The motions of his spirit are dull as night,  
 And his affections dark as Erebus.  
 Let no such man be trusted.”

### IN THE PHYSICAL EXERCISES

there has been considerable improvement since our last report ; and in this respect the Primary school of Miss Crestley deserves particular mention. The degree of efficiency which her pupils exhibited at the close of the last term far surpassed anything which had been previously accomplished. The best educators, and those who study most the health of the pupils, hold but one opinion with regard to the utility of these exercises, when judiciously conducted. They have long been regarded in some of our most noted educational cities, and still more in foreign countries among the most essential of school exercises. We insert here a short extract from a late number of the *Boston Advertiser*, describing the condition of the much celebrated Swiss schools, as it may be interesting by way of contrast with the condition of our own.

“ Every school has a yard of about 100,000 square feet in the heart of the town, surrounded by a triple row of trees. In the middle, in the open air, is a complete gymnastic apparatus, and at the rear a building for the same purpose, for use in bad weather. Each class spends here one-fifth of the time in daily drill, walking in line, head erect, shoulders back, running, parallel bars, rings, etc. If a boy is feeble, he brings a physician's certificate, as follows : —

‘ This boy is of slender health, give him all the exercise you can.’

Whereas with us the note would say : —

‘Be kind enough to excuse the bearer from drill hereafter, he is not strong.’

Mr. Dixon says that every woman and girl in Switzerland can read, write, sing, and *shoot*.”

### THE SCHOOLS IN DETAIL.

The Main Street Primary remained in charge of Miss H. Florence Burbeck, its teacher of the previous year, until the close of the Fall term, when she resigned to teach in Medford. We were sorry to lose Miss Burbeck, for the school was in good condition and was making very satisfactory progress under her management.

After some deliberation, we determined to offer the school to Miss Mary L. Crestley, whose experience in the Turnpike school had been unexceptionable. The experience of the past term has rather increased than diminished our confidence in her. In discipline, vocal music and physical training she won very high credit; while in other respects, also, by her industry, faithfulness and perseverance, she has risen far above the average.

### THE MAIN STREET GRAMMAR SCHOOL

has continued under the faithful and efficient management of Miss Nellie A. Hutchins.

She needs no encomium from the committee, as all, who have any acquaintance with her school, know with what untiring devotion she has toiled throughout the year for its welfare. Her unusual combination of firmness with gentleness of character in the school-room has enabled her to hold undisputed sway, where nine

out of ten would have made an utter failure. She rules her scholars by moral suasion, but, at the same time, with a determined will, which there is no resisting. The school has had an average membership of forty-seven during the three terms,—sometimes rising as high as fifty-seven, composed almost wholly of scholars who attend only one term in the year, and who have heretofore been regarded as unmanageable except by the strongest and most experienced masters.

Such and so constantly changing a material requires an immense amount of effort to produce any important visible results.

We began in this school, and continued throughout the year, the custom of holding a thorough written examination at, or near, the close of each term, in addition to the usual oral examination. The questions were prepared by the committee, without any previous consultation with the teacher, and the results have fully equalled our hopes or expectations. On the written examination at the close of the Spring term we admitted a class of eleven to the Grammar class in the High school, nearly all of whom, at once, took, and maintained to the end of the year, a position among the first of the class which they entered. This school has paid considerable attention to writing during the year, and the collection of writing books which we have now in our possession, of last term's work, could not be excelled in neatness and improvement of style. The drawing of this school we have mentioned in another part of this report.

*The Turnpike School* has been taught the two first terms of the year by Miss Crestley, who has been transferred to the Main Street Primary, as before stated, and

by Miss S. Addie Trow the remainder of the year. The school has been more than usually prosperous under both of these teachers; having a larger attendance than it has had any previous year.

The Nason Street Lower Primary school has been unfortunate in losing, at the beginning of last term, Miss McLoud, who had been its teacher constantly since its first organization at the beginning of the year 1872. She has had as many as seventy scholars in the school, at times, without any assistance, and has always done her work faithfully and well, without a murmur of complaint. By her invariably kind and impartial treatment of all, she had won the friendship and respect of parents and scholars. She resigned to accept a position in Boston. Miss Hattie I. Preble, of Boston, supplied the vacancy for one month, when Miss H. Alice Putnam, of Boston, was appointed to fill the vacancy for the remainder of the term.

The Nason Street Middle school was in a rather unsettled condition at the beginning of the year, and was without a teacher. After considerable investigation about different teachers who could be obtained for the place, we obtained Miss Letitia M. Dennis, a graduate of the Cambridge Training school, on trial for one term. If we had any doubts of her success at the beginning, they did not last long; a very little observation convinced us that the school was in safe hands; the discipline was all that could be desired, and the methods of instruction were well ordered and thorough. During that term the school finished the work of the primary course to our entire satisfaction and was ready to enter upon the Fall term as a Grammar school. The degree of energy and will which Miss Dennis exhibited, together with

the gratifying success of her first term, seemed to point her out, beyond a question, as a first class teacher, and we were eager to retain her as the permanent teacher of the school, but that could not be, as she received an appointment in Cambridge, and left us at the end of the term.

Miss S. Addie Trow took the school during the Fall term, and Miss Elizabeth Chandler during the Winter term, on Miss Trow's receiving the appointment of the Turnpike school; under both of these teachers the school has maintained its appearance of brightness and intelligence.

The Belfry school was in session two terms, the Spring term and the Winter term, with Miss Trow and Miss Carrie H. Smith as teachers. It has only been opened during those terms to relieve the over-crowded rooms below.

### THE HIGH SCHOOL

has been taught during the year, by Mr. Fred Holland, of Barre, who retired at the close of the Spring term; and by Mr. Lyman B. Fiske, the rest of the year.

Mr. Holland, endeavored faithfully to perform his duty in protecting the school building and its appurtenances from damage by the markings and cuttings of scholars, or otherwise,—a duty which is required of every teacher, but, which is not always performed with a degree of faithfulness equal to that of Mr. Holland.

Mr. Fiske, came to the school with a high reputation for scholarship, a reputation which we have found to be fully sustained in all our intercourse with him, and in all the exercises which we have observed him conduct in his school. In geography, analysis, grammar and Eng-

lish literature, especially, his teaching has been of a thoroughness and definiteness which could not well be surpassed; and his character as a gentleman, has been without a shadow. We have continued in this school our plan of occasional written examinations,—a practice of great value, both in its influence in producing a more accurate scholarship, and as a test of that scholarship. The membership of the school was twenty-four in the Spring term, thirty-six in the Fall term, and thirty-five in the Winter term; some two or three individuals, we understand, have complained that this membership is too small to maintain a High school, but we do not believe this to be the sentiment of any considerable number of our citizens, and, as the town voted to establish the school when its membership was no larger than it now is, we, certainly, would not take the responsibility of abolishing it without the sanction of the same high authority. The ungraded Turnpike school has been kept open with an attendance at times as low as fifteen, and never higher than thirty-one, except during a few weeks of the Spring term, one year ago, and has always cost nearly as much per scholar as the High school, and yet, our people do not seem to complain that it is too small to be maintained. If there are thirty-five, or twenty-five scholars who cannot be accommodated elsewhere so well as at the Turnpike school, it should be kept open. Now there are thirty-five scholars in town who cannot be so well accommodated elsewhere as in the High school,—a school which costs very little more per scholar than the Turnpike, and which is centrally located for all the inhabitants; why, then, should the High school not be maintained? We are confident that it should be; and that these thirty-five

scholars who cannot find a proper school elsewhere are entitled to have this school open for their benefit. We do not usually consider thirty-five too small a number in a Grammar or Primary school,—much less, in a High school, where each exercise requires so much more time than in the lower grades, and where, as at present, there are thirteen regular recitations to be conducted each day, in addition to writing, drawing, compositions, and declamations.

We must, further, consider that the maintenance of this school has a beneficial effect, both present and prospective, not only on these 35 pupils, but on all the scholars in town, — especially in the Grammar schools. From extensive observation among the schools, and from an intimate acquaintance with the scholars, we know that one of the great inspiring motives to effort in the Grammar schools is the hope of being able to pass the next examination for the High school. It is human nature. Give us the hope of something higher in the future, however distant, and we will perform better the labor of the present.

Thus the existence of the High school maintained, not for the benefit of any section or class, but for all who can show themselves worthy, has a direct present effect for good upon all the other schools, even though many of the scholars may never reach it. But many of them are reaching it. There are now at least a dozen pupils in the other schools who will be prepared to enter the High school at the next examination, which will more than sustain the past number in the school until next year, when there will probably be 20 or 25 prepared to enter. As the present system of grading is maintained, each higher grade acting as an impulse

upon the scholars in the next lower grade, exciting their ambition, that they may not fall away from their class and be *degraded*, there is a tendency to a constantly increasing accuracy of scholarship in all the schools, and to a constantly increasing number of candidates for the High school. With this prospect in view, we can afford to maintain the school for a year or two with an attendance of 35 scholars at the small cost of \$800 per year, and then have a large and constantly increasing school of respectable scholarship, rather than throw away the benefits already obtained, by lowering the grade of the school for the purpose of admitting scholars who are now unfit, and employing an ordinary district school-master, armed with his ferrule and arithmetic, at a slight reduction of expense, to exercise his quackery with them; — for there is such a thing as the quack teacher, as well as the quack doctor, and both are equally injurious to the cause of true education. We would not advise the town either to degrade or to discontinue the school, for then the head of the system would be gone, and the enervating effect must be felt in all the schools.

Other items of interest will be found in the tables of statistics annexed.

Respectfully submitted,

JOHN HILLIS,  
WILLIAM M. HARDING,  
WILLIAM MAYNARD, } *School Committee*  
for 1873-4.

TABLE OF STATISTICS OF THE PUBLIC SCHOOLS OF MAY-  
NARD, MARCH, 1874.

NAME OF SCHOOL.	TEACHERS.	SALARY PER MONTH.	NO. OF SCHOLARS.
HIGH.	Lyman B. Fiske.	\$80 00	35
GRAMMAR, No. 1.	Nellie A. Hutchins.	60 00	46
GRAMMAR, No. 2.	Elizabeth Chandler.	45 00	52
PRIMARY, No. 1.	Mary L. Crestley.	40 00	52
PRIMARY, No. 2.	{ H. Alice Putnam.	40 00	74
	{ Carrie H. Smith.	40 00	
TURNPIKE.	S. Addie Trow.	40 00	31

No of different scholars in High school during the year	. 40
No of different scholars in Main Street Grammar school during the year	. 86
No. of different scholars in Nason Street Grammar school during the year	. 78
No. of different scholars in Primary No. 1 during the year	. 88
“ “ “ “ 2 “ “	. 109
“ “ Turnpike “ “	. 60
	<u>461</u>
Allowance for transfers from one school to another	. 35
No. of different scholars in all schools during the year	. <u>426</u>

