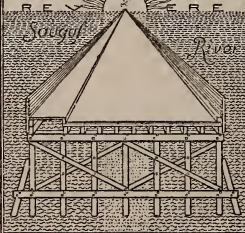






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FOURTEENTH

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF SWAMPSCOTT,

FOR THE

YEAR ENDING FEBRUARY 28, 1866.

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LYNN:

H. S. COX, PRINTER, — REPORTER OFFICE,

NO. 22 EXCHANGE STREET,

1866.



# SCHOOL REPORT.

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The School Committee of this Town beg leave to present their fellow citizens the Fourteenth Annual Report.

Mr. Ruskin, one of the most elegant writers of the age, has written these beautiful words of encouragement:—

“ God appoints to every one of his creatures a separate mission, and if they discharge it honorably — if they quit themselves like men, and faithfully follow that light which is in them, withdrawing from it all cold and quenching influence, — there will assuredly come of it such burning as, in its appointed mode and measure, shall shine before men, and be of service, constant and holy.

Degrees infinite of lustre there must always be; but the weakest among us has a gift, however seemingly trivial, which is peculiar to him, and which, worthily used, will be a gift, also, to his race forever.”

I have quoted these timely words from this author, as they have a peculiar adaptation to all who are engaged in the great work of education. The parent, the teacher, the guardian and friend of education, and every good citizen has for himself, or herself, a separate mission and gift which should be worthily used, and if so, this gift will be of perpetual service to the race.

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## ANNUAL EXAMINATIONS.

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### FARM SCHOOL.

CELESTIE J. PORTER, Teacher. Salary, \$250.

Examination, Monday, P. M., February 19th.

*School Divisions and Studies.* — Five classes in reading, three in geography, four in arithmetic, and one in grammar.

Whole number of scholars during the Winter term, 29 ; average attendance, 22 19-25. Thirteen scholars have completed the Winter term with absence of less than five days, — two not absent at all.

*Condition of the Classes.* — First class in reading has read selected lessons in Sargent's Fourth Reader ; second class has read through the first part of the Second Progressive Reader ; third class, through Sargent's Second Reader ; fourth class, through Sargent's First Reader ; Primer class, 70 lessons in Sargent's Primer.

Arithmetic — first class in Greenleaf's Arithmetic, through reduction ; second class, 11 sections in Colburn's Arithmetic ; third class, 5 sections in Colburn's Arithmetic ; fourth class, 70 lessons in Greenleaf's Primary Arithmetic.

Geography — first class, 30 lessons in Cornell's Intermediate Geography ; second class, 72 lessons in Cornell's Primary Geography ; third class, 26 lessons in the same.

Grammar — first class, 100 pages Tower's Grammar.

Songs — School-house on the Hill ; Tramp ; Victory at Last ; There's Music in the Air, by MARY E. HAYES, MARY PALMER, and MARY E. HORGAN.

Declamations — The Removal, by WILLIE PHILLIPS ; We've All Our Angel Side, by MARY E. HORGAN ; Somebody's Darling, by CARRIE ROBERTS ; The Little Drummer, by JENNIE PHILLIPS ; Dialogue, — Borrowing.

Drawings — The Vanderbilt, Coat of Arms of Massachusetts and Maine, Lighthouse, Flag, Eagle, and Map of South America, by JOHN HAYES ; Coat of Arms of Rhode Island, by CHARLIE PHILLIPS ; Maps of Massachusetts and Connecticut, by MARY PALMER ; Cluster of Fruit, by CARRIE ROBERTS ; Map of Pennsylvania, Snowdrop, and Lilac, by MARY E. HORGAN ; Gunboat and Brig, by LEONARD PHILLIPS ; Maps of Maine, New Hampshire, Vermont and New York, and Pansy, by MARY E. HAYES ; Coat of Arms of United States, by JOHN HORGAN.

Present teacher in charge of school one term.

This school has suffered from the many changes that have taken place in its teachers during the past year.

At the opening of the Summer term Miss HUGGINS resumed

her place, with partially restored health, but found the labor and exposure too much for her, and was therefore compelled to resign her position as teacher of this school.

The present teacher has been connected with the school only a single term, and has fulfilled her task well.

The Winter session has been low in average attendance, because many of the scholars live some distance from the school-room, and cannot be as regular as they would desire to be.

On the day of examination, (it being very stormy) ten of the pupils were detained by reason of illness.

The usual and special exercises were all illustrative of the faithfulness of the teacher and the industry of the scholar. The Committee were gratified with the efforts of several of the scholars at various drawings on the blackboard, already referred to. The second class in reading, by the advice of the Committee, had been practicing "The Table of Elementary Sounds" and "The Table of Vocal Combinations," so that the "vocal," "sub-vocal," and "aspirates" of the Alphabet were all brought out with great distinctness. Such an exercise may be made intelligible and interesting, and of good service in all our schools. This drill should be continued till each pupil shall be able to enunciate these elementary sounds with perfect ease and clearness.

Among the pleasant memories that gather about the meetings of the "Teachers' Institute" with us during the month of April last, there are none more so than the instructive lectures and readings of Prof. Munroe. Now, while it is not possible for us all to arrive at the perfection of tone, enunciation, emphasis, and volume of voice that he has acquired by the severest discipline and the most vigorous practice, yet we may improve as readers if we are willing to give ourselves the right instruction and practice.

With the aids furnished the scholar at this period in the history of common schools, he is without excuse if he remains a bungling and dull reader. Nature does much for man in this respect, but not all.

We earnestly commend this whole subject of reading to the very special notice of parents and teachers.

## PRIMARY SCHOOL.

MARY E. INGALLS, Teacher. Salary, \$300.

Examination, Tuesday, A. M., February 20th.

*School Divisions and Studies.*—Eleven classes in reading, one in geography, and one in arithmetic. General exercises, speaking and singing.

Whole number of scholars during Spring and Summer terms, 58, 60; Fall and Winter terms, 74, 65. Average attendance during Spring and Summer terms, 46 13-30, 49 1-4; Fall and Winter terms, 55 29-60, 53 7-55. Whole number of pupils at the commencement of the current year, 58; at its close, 65. Average age, 7. Number of scholars completing the term with five days' absence or less, — Spring, 26; Summer, 40; Fall, 36; Winter, 37. Advanced to Intermediate school, 8; deaths, 0; visitors, 70.

*Condition of the Classes.*—Reading—Eleventh class in Primer read 17 pages; tenth class, 25 pages; ninth class, 39 pages; eighth class, 66 pages; seventh class, through the book, — Sargent's First Reader; sixth class, 54 pages; fifth and fourth classes, through the book, — Sargent's Second Reader; third class, reviewed 50 pages; second class, through the book, — Sargent's Third Reader; first class reviewed 102 pages.

Arithmetic—class in Greenleaf's, 40 pages.

Geography—class reviewed 19 lessons.

Drawings—Cottage, house, apple, peach, and boat, Master EDWARD STANLEY; Pear, boat, bunch of grapes and peach, Master FRANK BLANEY.

It must be apparent to all careful observers that the various methods necessary to interest and instruct the seventy-four different pupils in this school must have taxed severely the skill, industry and energy of the teacher. It is evident that a Primary school-teacher holds a responsible place, and one which requires a high order of qualifications, — not so much in what may be termed the severer studies as in the less prominent and humbler pursuits of goodness, moral influence, habits of industry and attention, so that when these pupils are advanced to the several higher grades in school-life they will be willing to accept

the well-meant endeavors of teachers who press them up to fixed habits of thought and study. Here we do not expect to find such habits of thought and of earnest work in the fields of study; the teacher does all the thinking and studying, so that she is actually the embodiment of all we find in this department.

The Committee and people are conversant with the methods adopted in this school for several years past, and also the unabated success with which those methods work. The attention of the little pupil is gained and held long enough for him to accomplish his task — it may be reading, spelling, recitation, or a song.

In order to succeed in these oral methods and object teaching, the mind of the teacher must be in unison with that of the scholar. It has been eminently so in this school, that so well illustrates the value of good nature, tact and patience on the part of the teacher, and willingness on the part of the child to receive such instruction.

Let us suggest that there may be an improvement in this room by the introduction of what may be termed "object cards," as with every object that would meet the eye of the little gazer there would be a history connected which would easily be learned by the child.

Every thing that will attract and please the eye and ear will make an impression. Some of these children receive here all the encouragement to be good, virtuous and happy that they receive at all. If others are more fortunate in having faithful, intelligent and christian parents, who instruct them in this line of things, they will respect and love their teacher the more for her attempts to make them what their parents desire them to be, viz: good, virtuous and happy, and so educated that when their school-days shall be over they may occupy useful stations in society.

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### BEACH SCHOOL.

EMMA J. PORTER, Teacher. Salary, \$250.

Examination, Tuesday, P. M., February 20th.

The whole number of scholars during each term of the year was 54; average attendance, 48½.

Seven scholars completed the Spring term without absence or tardiness ; 3 the Summer term ; 5 the Fall term ; 7 the Winter term. 37 scholars have completed the year with absence of five days or less.

*School Divisions and Studies.* — Five classes in reading, three in geography, and four in arithmetic.

*Condition of the Classes.* — First class has been reading selections from Sargent's Third Reader ; second class has read through Sargent's Second Reader ; third class has read twenty lessons in the Second Progressive Reader ; fourth class, first division, fifty pages in Sargent's First Reader ; second division, 25 pages in same book ; Primer class, 20 pages in Sargent's Primer, with exercises on the blackboard and slates.

Arithmetic — Class in Greenleaf's as far as multiplication ; first class, through Colburn's Arithmetic ; second class, reviewed through five sections ; third class, through Greenleaf's Primary Arithmetic.

Geography — first class, 18 pages in Cornell's Intermediate Geography ; second class has completed Cornell's Primary ; third class, fifty lessons in Cornell's Primary.

Songs — Be merry and glad ; Bonny Blue Flag ; How the Merry Wind Blows ; Morning's Ruddy Beam ; A Medley ; On, On, On, the Boys Came Marching.

Declamations — The Mice, by TOMMY GILBERT ; The Soldier's Rally, by LYDIA A. STONE ; A Picture, by C. SMALL ; Richmond is Ours, by DAVID WARDWELL ; The Coal Pit, by NELLIE PEDRICK.

Drawings — National Star, Lighthouse and Balloon, by SAMUEL SEGEE ; President's House, Seal of Texas, and Fancy Shield, by DANIEL CASWELL ; Bouquet, Pond Lily, &c., by LIZZIE GILBERT ; Tuscarora, and Seal of Rhode Island, by WILLIAM HALEY ; Flowers, by CELESTIA SMALL, CLARIBEL WASHBURN, MARGIE McDONOUGH, and L. ALICE STONE.

Reading — "Somebody's Darling," by SAMUEL SEGEE.

Present teacher in charge of the school two terms.

At the close of the Summer term, Miss HADLEY, who had been efficient and resolute in restoring this school from its condition of disorder and indifference to a condition of order and



industry, was called to a very enviable position in one of the academic schools of Louisville, Ky., where she has been laboring with marked success till the present time. We regretted her loss exceedingly, and yet we are proud to know that she was fully competent to take charge of a school of a high character in that distant and refined city.

This, with other instances of the same kind in our history, only remind us of the very excellent school system of this Commonwealth, and the superior advantages that our children may enjoy through these instrumentalities established by our fathers.

Upon the resignation of Miss HADLEY the Committee appointed Miss E. J. PORTER, an experienced teacher of this town, to fill the vacancy. We felt justified in so doing, as her temperament and mode of doing things in the school-room, added to her experience, well fitted her to make up the loss of Miss H., and would meet the wishes and requirements of the ward far better than a stranger could possibly have done. Besides, the age of the pupils, and the greater number connected with the school, as well as the matter of discipline, would call into activity that power which was not seen in her former situation; and the results of these terms of labor, (the severest of the year,) has made it appear that the course was the right one, in our view and that of the teacher herself.

In our informal visits during these last six months, we have seen the impression she was making and the good she was doing. Under this, as under the former administration, in the matter of discipline, scholarship and general deportment there has been a manifest "marching on."

Among the orators of the day there was one, — "David," — whose declamation, "Richmond is Ours," was worthy of special note, for it would have graced a high-school room. This lad has a gift in this direction, and he should cultivate it. The committee were pleased with all the declamations, but this was more natural and forcible than we are apt to find among boys of that age. The drawings were all very creditable, and added much to the interest of the occasion.

We regretted very much, at the close of these highly interesting exercises, to receive the resignation of this teacher, but with the resignation we were happy to receive also the assurance that she desired to remain in this school if she taught anywhere.

The people of this ward must not be over-depressed by their losing in quick succession two most excellent and popular teachers, but they may be encouraged by the thought that, by giving to the teacher appointed to fill this unexpected vacancy the same sympathy and good cheer they have been kind enough to give her predecessors, everything will go on well; and then the present incumbent will not fill her place more worthily than successfully.

### INTERMEDIATE SCHOOL.

SARAH F. DAVIS, Teacher. Salary, \$300.

Examination, Wednesday, A. M., February 21st.

*School Divisions and Studies.* — Six classes in arithmetic, five in reading, four in geography, and one in grammar.

Whole number of scholars during Spring term, 53; Summer, 42; Fall, 51; Winter, 54. Average number during Spring term, 48 33-60; Summer, 36 11-80; Fall, 41 39-120; Winter, 47. Whole number at the close of the year, 46. Average age, 11. Number of scholars completing each term with five days' absence or less — Spring term, 7 boys, 16 girls; Summer, 11 boys, 14 girls; Fall, 11 boys, 13 girls; Winter, 18 boys, 19 girls.

*Condition of the Classes.* — Reading — fifth class, all the lessons in Sargent's Second Reader; fourth class, 41 lessons in Sargent's Third Reader; third class, all the lessons in Sargent's Third Reader; second class, 17 lessons in Progressive Third Reader; first class, 64 lessons in Sargent's Fourth Reader.

Arithmetic — fifth class, 2 sections in Colburn; fourth class, 3 sections; third class, 8 sections; second class, 11 sections; first class, 15 sections; class in Greenleaf to reduction.

Geography — fourth class, 51 lessons in Cornell's Primary; third class, 85 lessons; second class, 116 lessons; first class, 40 lessons in Intermediate Geography.

Declamations — Drummer Boy at Gettysburg, ALICE HIGGINS; single piece, by DELIA BEERS; Valedictory, by L. N. DELANO.

Drawings — Map of Australia, American Eagle, Cat-Birds,

by CLEMENT A. THORNDIKE ; An Ice-Boat, Bouquet of Flowers, Snow-Drop, by LEWIS C. SMITH ; Monument of James S. Wadsworth, Steamer, the Queen of the West, Sword and Staff of Washington, by BENNIE MARTIN ; Shield and Lion, by JAMES KNOWLTON ; Carrier Pigeon, by WARREN STANLEY ; Hand and Ox, by LEWIS SMITH.

Miss WOODBURY, who has been so long and honorably connected with this school, has received a leave of absence for several months from the Committee, that she might engage in the mission of education among the freedmen of the South. By letters received from her we learn that she is at Smithfield, N. C., and has under her charge 130 pupils, varying in age from 5 to 80 or 90 years.

Her mission is a noble one, and from her well-known characteristics of industry and energy, and generous impulses, we are sure that what she has undertaken will be well done.

We were willing to make this sacrifice upon the altar of Liberty by thus acceding to her request, being certain that our loss would be great gain to that community which should enjoy her influence in any matter of education and religion.

We were fortunate in securing the services of Miss DAVIS, who came to us with the experience of many years of teaching in one of the neighboring towns. Her record as a scholar and teacher was high, and so far as we have been able to test it we have not been disappointed. It was a difficult position to fill for a few weeks, as each teacher has a system of his or her own, in the mode of teaching and of discipline, and scholars of that age (Intermediate) are peculiarly sensitive on these points, and especially the latter ; and yet the school was carried steadily onward, and its appearance and exercises were all that we could desire under the circumstances.

Sometimes it is well to contrast modes of teaching and discipline as these are seen in different schools, and glean from them the best points, and incorporate them into a system of our own. Thus it is true that an intelligent observer may be greatly profited by visiting other schools, and watching the effect produced on the scholar by the severer or gentler method. One school or class of children requires a very different mode of

treatment from another. Thus, that class that come from well-regulated and intelligent families need the least, while that class that come from those families where there is no domestic government, and the children are a law unto themselves, need the most. The old Hebrew proverb, "As is the mother so is the daughter," is true in more senses than one, and is as applicable to our times as the times of the Hebrew centuries. We will add a proverb: As is the father so is the son.

Now the world grows wiser every day, but these truths are as old as the race, and change not with the mutable things around us. Parents should take this matter to heart, and endeavor so to regulate the child's conduct at home that the school-room should be only a fulfillment of the home lessons. O, how often are roofs uncovered, and the secrets of the household government revealed by the conduct of the children! The matter of discipline at home and in the school-room is one that has puzzled the heated brains of scores of parents and teachers, and is still being discussed by all lovers of education. When a teacher goes into a room for the first time, or when he receives a new scholar, the first thing is to give the reins very freely to the young bloods, so that he may ascertain of what stuff they are made. When that is determined, and the teacher is sure that he understands the scholar, his disposition and general traits of character, then he may begin to draw up the loose reins, and to drive a little more cautiously, till he finds that he has each pupil not only under his eye but under his hand. This being done, any school becomes manageable, and goes on well.

The committee were specially pleased with one marked feature in the mode of instruction and discipline adopted in this room, viz: the notice of the slightest errors in conduct or recitation. Be sure, it is not always best to take notice of peccadillos in the conduct of a scholar, yet it is safest to know of them. An engineer, if watchful, will take note of the least jar in the working of the machinery, and yet he does not arrest its present working, nor is it needful, for purposes of safety, to do so. Thus in a school-room small matters may be overlooked, and yet these should have the eye and the control of the teacher, if need be.

As has been said by one of the educators of this present time,

the two-fold object of education is "knowledge and discipline," and the latter should be used in a double sense, as theologians say—that is, the discipline of body and mind. Now, then, that course that will secure these will be the best.

Should not the parent and teacher make these matters a study, if they would do their whole duty to the child?

The above remarks were suggested chiefly by observing the different modes of teaching and discipline in this department, by the several teachers that have been connected with it, and even though personally we might choose for ourselves the one or the other, still we are constrained to say that each system has its excellencies and its appropriate place.

In this school we were glad to observe the usual promptness in arithmetic, and recitation generally, that has distinguished this school for several years past. The first class that has been promoted, and now is of the Grammar School, will be honored members of an honored school. The drawings that have been noted under the school divisions and studies were very excellent in design and finish.

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### WEST END SCHOOL.

HENRIETTA WOOD, Teacher. Salary, \$250.

Examination, Wednesday, P. M., February 21st.

*School Divisions and Studies.* — Five classes in reading, three in arithmetic, three in geography, and one in grammar.

Whole number of scholars during Spring term, 35; Summer 33; Fall, 60; Winter, 52. Average attendance during Spring term, 31 7-23; Summer, 28 19-40; Fall, 56 10-27; Winter, 44 43-54.

*Condition of the Classes.* — Reading — first class in reading read 20 lessons; second class, 20 lessons; third class, 25 lessons; fourth class, 40 lessons; fifth class, 20 lessons.

Arithmetic — first class in Greenleaf's Arithmetic to reduction; first class in Colburn's, 13 sections; third class in Colburn's through tables; fourth class in Colburn's, to multiplication tables.

Grammar — first class in grammar, 30 lessons.

Geography — second class in geography to map of the United States; third class, to map of Europe.

Drawings — New York, by ELLA S. PATCH; Gunboat, by ARTHUR POTTER; Light-House and Sloop, by GEORGE LIBBY; a full-rigged Ship, Cottage, Cannon, Rabbit, Balloon, and Horseman, by MILES LEAVITT; South America, by WILLIE BOYNTON; Map of Africa and New England States, by Oliver Questrom.

Songs — Care not for To-Morrow, by NELLY BOYNTON; Father, Dear Father, by C. PITMAN and A. HARDY; Vacation Song, by IDA PORTER and NELLY BOYNTON; The Charming Spring, by C. PITMAN and A. HARDY; Richmond has Fallen, by EMMA CHUTE and MATTIE BOYNTON; The Old Cabin Home, by C. PITMAN and A. HARDY, — chorus sung by school.

Songs sung in Concert — 'Tis But Once A Year; Tramp, Tramp, Tramp; On, On, On, the Boys Came Marching; Dedication Song.

Description of Meridians and Parallels, by VINNIE KINSMAN.

Upon the appointment of Miss PORTER to the Beach School, Miss WOODS, formerly of the Farm School, was called to fill the vacancy for the rest of the year.

This school had just been started, and the elements from which it had been formed were not entirely homogenous. Several families had just come into town, and the school-room was rapidly filling up, almost to its maximum. Hence it took some time for the teacher and scholar to come to a fair understanding of their relative duties; but, that secured, everything went on successfully.

There are several things that have been suggested to our minds while making our monthly visits, as well as upon examination day, that deserve a passing notice, and one is, the matter of classing pupils in our public schools. The better a school is classed, the less labor on the part of the teacher, and the more profit to the scholar. If it were possible, it would be a good thing to have all in the same room in the same class; but this would be a perfect grade, and this we cannot hope for, so long as we have such a variety of age and unequal progress among our school children. Still, may there not be an approach to this

perfect system of grading? In this new school we have as good an illustration of this grading or classing the scholars as we have in town. But how is this? By referring to the Register and Statistical Report we have in part a solution of this problem. The age and acquirements of these scholars are very nearly alike, hence the good classification. The teacher should always avoid multiplicity of classes, even though there is not that evenness of knowledge in the several branches that would be desirable. By putting a dull and backward scholar into a class with an active and advanced scholar, it will have often the very best effect. The dull boy is stimulated to greater activity, and so much so that he overtakes and sometimes goes beyond his competitor.

And here comes the question, What shall be done with the indifferent — the backward and lazy ones in our schools? Are not these found in all our schools, and are not these dronish ones directly in the way of the perfect grading to which reference has been made? It is plain to see that this school caste arises not so much from want of genius as want of application. The only remedy is to urge habits of study and earnest work. There is need of caution here. We must make a distinction between scholars who study well and faithfully, and yet fail, and those who are not willing to make any effort to do well.

There are cases that we have observed where pupils have been actually dunces in "book knowledge," and yet have had more wit and good sense, and general intelligence, than the mere "memoriter" scholar. These are the exceptions. In general we must admit that a stupid and lazy boy will become a stupid and lazy man, not capable of effort, and devoid of public spirit.

Some have fluency of speech as a gift, but this does "not measure real ability."

"Almost all great men who have performed, or who are destined to perform great things, are sparing of words. Their communing is with themselves rather than with others. Napoleon became a babler only when his fate was decided, and his fortune was on the decline." This remark is singularly illustrated in the life of Lieutenant-General Grant. He is emphatically a man of no words, but of great acts!

In the real capacity of the scholar there may be a great dif-

ference, and that may present a real obstacle to the perfect grading and classing of the school; but as a general thing, the laboring point of this whole matter lies in the indifference and absolute laziness of the scholar, so the question arises, what shall be done to rouse up such scholars to their duty? Another caution is needful here: the teacher should make a distinction between the stupid and slow, for the slow and sure make in the end more reliable scholars than those who are more "quick-witted." We have seen this illustrated in our families and schools.

Based upon these remarks, we call the immediate and earnest attention of all our teachers to this important matter of classifying the schools. Concentrate, as far as you can, all your mental force. You will save much time and labor, as you very well understand, by a better classification.

### GRAMMAR SCHOOL.

FRÉDERICK O. ELLIS, Principal. Salary, \$1,000.

MARY L. OBER, Assistant. Salary, \$300.

Examination, Friday, February 23d.

Whole number of scholars during Spring term, 74; Summer, 43; Fall, 52; Winter, 58. Average attendance during Spring term, 56; Summer, 35; Fall, 44; Winter, 45. Percentage of attendance during Spring term, 76; Summer, 81; Fall, 85; Winter, 80.

*Condition of the Classes.* — Arithmetic — first class, familiar with the principles of practical arithmetic; second class, through interest; third class, through fractions; fourth class, through reduction of complete numbers; fifth class, in reduction of complete numbers.

Geography — first class, map drawing; second class, Europe and British Isles; third class, United States; fourth class, New England States.

Grammar — first class, familiar with analysis and parsing of English Composition; second class, familiar with the general principles of grammar; third class, beginners.



History — first class, England ; second class, United States.

Philosophy — class in philosophy have studied Mechanics and Pneumatics.

Algebra — class in algebra, in quadratic equations.

Drawing — Steamer Eastern State, by A. G. POTTER ; two Doves, by C. M. RICHARDSON ; Map of North America, by M. E. SEGER ; Bunker Hill Monument, by M. HOOPER ; Map of the British Isles, by A. L. BLANEY ; Schooner under full sail, by W. N. SMALL ; Sail-boat in a fresh breeze, W. P. HOLDEN ; Map of South America, W. H. JONES.

Declamations — by J. F. INGALLS, J. W. MILLETT, W. P. HOLDEN, H. M. PIKE, D. K. PHILLIPS, W. H. JONES, MAURICE HAYES, W. N. SMALL.

Select Reading — by C. M. RICHARDSON, M. E. SEGER, G. WASHBURN, A. L. BLANEY, MIRIAM HOOPER, S. M. WARDWELL, DELIA ATKINS, LIZZIE WILSON, W. F. LEWIS, HARRY BLANCHARD, ALBERT G. POTTER.

Dialogues — “Borrowing,” by W. F. LEWIS, C. M. RICHARDSON, WASHINGTON MELZARD, HARRY BLANCHARD, DELIA ATKINS, FRANK BARTLETT ; “The Exhibition Interrupted,” by J. F. INGALLS, W. P. HOLDEN, S. H. WARDWELL, J. W. MILLET, T. E. STANLEY, H. M. PIKE, D. K. PHILLIPS, F. W. TOZER, C. H. KNOWLES, WILLIAM H. JONES.

This school has been more thoroughly a Grammar school during the past year, than for many previous years, and for the reason that the Committee have not been compelled to make indiscriminate advances from the lower schools, there being ample room in the other departments for the Intermediate and Primary elements. Our fellow citizens will see now the benefit of establishing the “West End school.”

The examination of the school was highly satisfactory to ourselves and to all present. Indeed, some of our older and more intelligent citizens who have been accustomed to attend these annual examinations, from the days of the lamented Littlefield till now, remarked to us that this examination came fully up, perhaps exceeded, any one since that day. We know this is saying a good deal, and yet the Committee are inclined to the same opinion.

The average age of the scholars is not up to the age of that day, neither has it been so for several years, and for apparent reasons — the chief of which is, the great haste that the many pupils of this day make toward active business life. Of course, we think it a great mistake, and wish it were otherwise; and yet it is one of those things that can be regulated only by the influence of the parent over the child, and the moral power that may be brought to bear on the parent by an elevated sentiment on this subject.

The result of this haste and partial education is already seen in the crude and false notions that obtain in society with reference to the great questions of political economy and the real wealth of a people.

*Condition of the school generally, and of some of the classes in special.*

The attendance has not been as large during the last half of the year as usual. One reason for this is the withdrawal of the large intermediate element, as before intimated. We have made no promotions during the year, and hence we have had left only the permanent grammar element. A second reason has been — the large Winter class with which the school has been favored in other years seems to have been provided for in some other way. Of this we are glad, if it has been as well for those young men who have usually sought the school-room for the Winter months. A third reason is: several of the older scholars have connected themselves with one or more of the private or academic schools of the city of Lynn. And of this we are glad to say that a change of tuition is sometimes valuable to the pupil — yes, necessary, even though the teacher sought is really less competent to impart instruction than the one left. And this is so, because new associations and new motives will often do much towards giving good and healthful impulses to the pupil.

And thus it is perfectly justifiable, without questioning for a moment our home-school advantages, for reasons that may obtain in the minds of thoughtful parents, to place a pupil or pupils in another school atmosphere. The mind as well as the body becomes more vigorous for a change of this sort. While,

then, we are always sorry to lose good scholars from our excellent school-room, yet we hope it will be "all for the best."

Observe another fact: while the number in attendance has been less than that at the commencement of the year, the percentage of attendance has been higher. In the Spring we had 74 in attendance, with a percentage of 76; in the Winter, the number in attendance was 58 — 18 less — and yet the percentage was 80, 4 higher than in the Spring, so that it seems what we have lost in numbers we have gained in mental power and regularity.

The several classes in arithmetic, to which reference is made under school divisions and studies, acquitted themselves well. The accuracy and promptness of these scholars were subjects of commendation.

The mode of teaching geography and history by topics is the true method for these studies, as it not only tests the memory, but the power of association and generalization.

If a scholar learns simply by rote, or parrot style, without attaching any meaning to the words committed, or the locations made, — if he is crammed with sounds and a list of words, of dates, of places, and of events, without doing so intelligently, he might as well learn so many Latin, or Greek, or Hebrew words. The effort of the memory is good, and that is all. Unless some curiosity is excited as to the meaning of these words, the importance of these events, and the value of these dates, he has studied geography and history in vain.

The best and truly philosophical method has been adopted by Mr. ELLIS, and thus we had before us in these branches of study not automatons, who moved by machinery here and there, but living souls, that understood what they were saying — that could locate a country, state, city, river, mountain, bay or cape, on the blackboard, as well as report these to you from memory.

And so in history: with dates, events were associated, and with events, dates were remembered, and thus were the most important historical periods fixed in mind.

From a long study of this matter, and from various and personal experiences, and an observation of hundreds of students, we are convinced that the method thus so successfully employed here is the true one in teaching these standard branches.

*Grammar.* — This is one of the dullest of all studies, and the most senseless in the estimation of many scholars. It bears the same relation to the full English tongue well spoken, as the “Westminster Assembly’s Catechism” does to a well expressed and religious life. In both cases the letter, the technicality kill-eth, and the study becomes unpalatable. But if the pupil approaches the study in the right way he becomes interested in the nature of this study and its benefits.

As in this school the pupils at first must be taught orally. This study should be magnified, and should be the leading branch of study in schools of this grade. For the composition of the English language, and its application to the purposes of society, gives it an importance that belongs to no other branch in the entire list of English studies.

We are glad to know that the real philosophy of this science is reached by the excellent principal of this school, and that it is beginning to be appreciated by the pupils.

*Reading.* — Hegel says “that good, intelligent reading requires a fine, intelligent sense, and much study.” This German author is right; and, although practically the Germans are poor readers, yet this remark is worthy of notice.

During the exercises of examination we had some rare specimens of reading — the result of much study, and of an intelligent sense of the spirit and power of the selected pieces.

*Declamation.* — This is an art, and a most important one. It may be acquired by study and practice if the pupil has the least natural gift in this direction. The drill which the scholar receives is especially valuable in developing the organs of voice — enunciation, pronunciation and emphasis — and the whole family of inflexions and tones are thus improved by the attempts of the scholar, and when he has completed his task he has added much to his powers of reading and speaking, and to the very great pleasure of all who heard him.

Who that heard those well selected pieces, dialogues and readings on that occasion but must accord with us in our judgment in this matter?

*Music.* — The Committee wish to commend to the very special attention of all our teachers the study and practice of music in the school-rooms. It should hold a prominent place here. Its

mellowing, refining and elevating power is by no means too highly appreciated. Half an hour a day would be well spent in each school-room in giving and receiving instruction in this heavenly art.

In closing, the Committee wish to express their thanks to all the teachers who have presided over the several schools, during the past year, that we have noticed. They also express the hope, that the teachers will be amply rewarded by the consciousness of having done their duty faithfully, and to the entire satisfaction of those who have had the honor to preside over the interests of education in this town.

We wish also, to express our gratification at the general good appearance, becoming deportment, and earnest attention of all the scholars connected with our public schools.

Our only regret is that any one entitled to the privileges of these excellent schools, in all departments, should fail to reap the rich reward promised to every faithful scholar.

Respectfully submitted.

By order of the board,

J. B. CLARK, *Chairman.*

J. B. CLARK,  
DANIEL W. FULLER, } *School Committee.*  
JOHN P. PALMER. }

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# REGULATIONS OF THE PUBLIC SCHOOLS.

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*Regulations common to all the Public Schools under the immediate superintendence of the School Committee.*

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SECTION 1. The school-room shall be opened fifteen minutes before the time appointed for beginning school.

SECT. 2. The school hours shall be, for the morning, from nine o'clock to twelve, throughout the year; and for the afternoon, from two to five, from the first Monday in April to the first Monday in October; and from the first Monday in October to the first Monday in April, from half-past one to half-past four o'clock.

SECT. 3. Each instructor shall punctually observe the time appointed for opening and dismissing the schools, and shall make no occasional change from the regular hours, without consulting some member of the committee.

SECT. 4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

SECT. 5. An excuse, written or otherwise authenticated, must be brought by each pupil, for absence, tardiness, or dismissal before the appointed hours for leaving.

SECT. 6. Tardiness beyond five minutes shall be considered a violation of school hours, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 7. There shall be a recess of ten minutes each half day, for every school; and for every primary school there may be an extra recess each half day.

SECT. 8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the committee, who alone shall have power to expel from the privileges of the school, and to re-admit, evidence being given of repentance and amendment.

SECT. 9. No pupil having been in attendance at one school shall be admitted into another without previous consent of the committee.

SECT. 10. Each teacher is directed not to receive any children, as pupils, whose residence is out of town, and if any are now in attendance, they are now to be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

SECT. 11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the committee for advice and direction.

SECT. 12. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the committee.

SECT. 13. The statute in regard to the faithful keeping of the school

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