## DISBURSEMENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid State and County Taxes,</td>
<td>$7808 00</td>
</tr>
<tr>
<td>Outstanding Orders,</td>
<td>736 29</td>
</tr>
<tr>
<td>School and Military Bonds,</td>
<td>1809 40</td>
</tr>
<tr>
<td>Interest,</td>
<td>4633 73</td>
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<tr>
<td>State Aid,</td>
<td>1143 25</td>
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<tr>
<td>Assessors' Abatements,</td>
<td>9 45</td>
</tr>
<tr>
<td>Military Expenses,</td>
<td>1106 77</td>
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<tr>
<td>Loans,</td>
<td>10550 00</td>
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<td>Cemetery,</td>
<td>1986 56</td>
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<tr>
<td>Paupers,</td>
<td>2384 31</td>
</tr>
<tr>
<td>Highway,</td>
<td>2289 53</td>
</tr>
<tr>
<td>Bridges,</td>
<td>601 57</td>
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<tr>
<td>Sidewalks,</td>
<td>711 28</td>
</tr>
<tr>
<td>Contingent Expenses,</td>
<td>2656 87</td>
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<tr>
<td>Schools,</td>
<td>6139 79</td>
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<td>School Contingent,</td>
<td>3365 36</td>
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<tr>
<td>School House Repairs,</td>
<td>850 40</td>
</tr>
<tr>
<td>New School House North Amherst,</td>
<td>8000 00</td>
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<tr>
<td>Fire Department,</td>
<td>130 33</td>
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<tr>
<td>New Road, College Hill,</td>
<td>2000 00</td>
</tr>
<tr>
<td>Balance</td>
<td>412 73</td>
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</table>

**COLLECTOR’S REPORT.**

To amount of tax committed to Collector, 1870, $42689 17.

- By paid Treasurer, Sept. 2, $33497 72
- Discount, 10 per cent, 3715 80
- paid Treasurer, Jan. 4, 3455 77
- Discount, 5 per cent, 130 82
- paid Treasurer, Feb. 27, 1286 52
- Abatements, 365 06
- Uncollected, 490 58

**Balance, $42689 17**

**AUDITOR’S REPORT.**

This may certify that I have examined the accounts of Mr. S. C. Carter as Collector and Treasurer of the town of Amherst, and find the balance in the Treasury of four hundred and twelve dollars and seventy-three cents.

**GEORGE CUTLER,** Auditor.

All of which is respectfully submitted.

FLAVEL GAYLORD, Selectmen
LEVI STOCKBRIDGE, of
HARRISON INGRAM, Amherst.
Gentlemen:

The School Board have sought faithfully and impartially to discharge the duties devolving upon them by your choice. At the beginning of the year a vacancy occurred in the Board by the resignation of one of its members, who took the Superintendency of our schools. The gentlemen remaining upon the Board have not thought it necessary to have this vacancy filled, by the election of another, till the annual town meeting.

The gentlemen of the Committee are able to state that harmony has prevailed in all their councils.
We take great pleasure in commending to your notice the able and candid Report of the Superintendent, whose services have been eminently satisfactory to the Committee and patrons of the schools.

The Board recommend the following appropriations for the ensuing year:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>$9,200 00</td>
</tr>
<tr>
<td>School repairs</td>
<td>1,200 00</td>
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<tr>
<td>Salary of Superintendent</td>
<td>1,700 00</td>
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</tbody>
</table>

Respectfully submitted.

W. D. Herrick, 
I. F. Conkey, School Committee.

SUPERINTENDENT'S REPORT.

Gentlemen of the School Committee:

Grateful to Him who has brought us to the close of another school year, and to yourselves for the way in which you have sustained me in all my duties as Superintendent, I submit my First Annual Report. In the tables appended are given the names and grades of the schools, names of teachers, amount paid for teaching each school during the year, largest number of pupils attending any one term, average number belonging, average daily attendance, per cent. of attendance based on the average number belonging, number of absences, tardinesses, and dismissals.

FINANCIAL STATEMENT.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Town appropriation, 1871</td>
<td>11,000 00</td>
</tr>
<tr>
<td>State school appropriation</td>
<td>232 25</td>
</tr>
<tr>
<td>Income from dog tax</td>
<td>169 34</td>
</tr>
<tr>
<td>Tuition paid,</td>
<td>105 00</td>
</tr>
<tr>
<td>&quot; unpaid</td>
<td>33 00</td>
</tr>
<tr>
<td>Damages to school property</td>
<td>-15 10</td>
</tr>
</tbody>
</table>

11,554 69
EXPELEUTURES.

Old bills, $55.88
Salaries of Committee for 1870, $150.00
Salaries of teachers, $6,617.79
Committee and Superintendent, 1,900.00
Ordinary repairs and supplies, 798.54
Permanent repairs, and furniture, 485.15
Fuel, 602.26
Care of school houses, 92.66
Insurance, 150.50
Printing, 125.00
Incidentals, 59.63

Balance in favor of schools, $11,462.03
92 66

In managing the finances of the schools, I have sought in every way to practice economy. I do not fear that the tax-payers of the town will complain of the way their school money has been expended. Our town is comparatively liberal in support of education. Amherst paid the past year 0.039 per cent of its valuation for public schools. This gave $16.64 to each person in town of school age.

Yet, granting that the schools are on a right basis, and that improvement is to be sought mainly in the direction they are now taking, every one, I am sure, disposed to take a business view of education, will say that the town appropriation for schools ought to be considerably increased.

In my judgment, $1200, at least, should be added to the amount of last year's appropriation, adding $500 for repairs, and $700 for contingent expenses.

There are eleven school-houses in town, estimated at $70,000. It seems to me that not less than $1,200 a year ought to be appropriated by the town to repairs and improvements on this property. Repairs, ordinary and extraordinary, have during the three years past averaged not far from the amount I have specified. That amount can be well expended during the year to come.

An assistant teacher is needed for the Second Grammar School. Possibly a school room will require furnishing at North Amherst, and a primary or intermediate teacher be required for the same.

Additional assistance is necessary in the High School. It is impossible, with the present teaching force in that school, to do justice to all its departments. Moreover, the salary of the Principal of the High School must be increased considerably above that of the year past, or the Committee will hardly be able to fill the vacancy now in the Principalship with a man of suitable ability or experience.

Within the last three years our High School has changed Principal four times. This has been mainly because the Town appropriation did not allow the Committee to engage teachers of experience to start with, and what was worse, did not enable them to keep the teacher long in the school after he had gained experience. Our High School, as we are obliged to have it with the present amount of money appropriated, is too much a training school in which to fit first-class teachers for other towns.

SCHOOL HOUSES.

The school houses are in good condition. During the year the Southwest Primary has been painted, and its foundation partly relaid. The Southeast Primary has been painted outside and inside, and partly re-furnished. The South Grammar has been greatly improved by re-laying its foundation, draining and grading. The house at Mill Valley has been thoroughly renovated inside with paint, paper, platform and table. Considerable outlay has been made in and about the High School building, in tinning, painting, mason work and drainage.

These, with less important repairs and improvements in and about the school buildings, including the necessary wear and tear of school-rooms and furniture, have increased expense for repairs considerably above the town appropriation. I have thought it best to expend all surplus money in this way, knowing it to be wise economy to have repairs made thoroughly and in season. We should not be satisfied with having our school houses merely hold their own. Like our schools they should be continually improving. Repairs are still very much needed on the inside of the South Grammar School House. The City Primary requires painting. Several of the school-rooms also want painting or varnishing. The roofs of two or three houses need re-shingling.

Owing to the extremely cold weather and storms when a part of the School House on Amity street was built, the coping and part of the bricks near the roof of the front gable need to be relaid. This
should be attended to soon, to save increasing damage to the building.

Improvement is very much needed in the basement of the High School Building. As it is now, with low cellar wall and windows, and without floor, it is fit only for a passage way and for storage. There are nearly one hundred and seventy-five scholars, including the High School and the two Grammar Schools, in the High School Building. There is no suitable place for the scholars in doors, where they may exercise and remain during recess and intermission, except in the recreation rooms, passage ways and two or three small ante-rooms. What is needed for this purpose, is a new basement with suitable walls, floor, light and ventilation, like those of the Amity street building. The health and comfort of the scholars, I am sure, would be greatly increased by this improvement. The basement also would be greatly improved, and a better opportunity afforded for grading around it.

It may be well in this connection, to state the conclusion I have come to from a year’s experience in using the basements of the Amity Street School House. Many have expressed the opinion that these basements are damp and unwholesome, and unsuited to children remaining in them any length of time. They are not, I admit, as dry and light and well ventilated as the rooms above. They are not intended for the scholars to remain in a long time. Yet for the end sought, and the actual use made of them, they work admirably. In warm weather, with the outer doors open, they are well ventilated; in cold weather, with an ever and gentle heat from the furnaces, they are neither damp, close, nor unwholesome. They afford protection and room for exercise in stormy weather. They are an admirable and necessary adjunct to secure neatness and order and quiet in the school room. Indeed, I see not how the schools in the Center Building could be so well kept, and the scholars be so healthy as they now are, without the means of protection, exercise and health afforded by the basements. It would pay, I think, if all our school houses were furnished in like manner.

SCHOOL GROUNDS.

There is much that may be done by the outlay of two or three hundred dollars yearly, in fitting up and improving the School Grounds. Some of the grounds need grading. There is hardly an ornamental tree near any of our School Buildings. The High School grounds are sadly wanting in this respect.

We adorn the grounds about our homes with grass plots, trees and shrubbery, walks and flowers, seeking to make them beautiful and attractive. Whoever has brought up children amid such scenes knows that they have an immense educating power on the young mind. Why then should not our children have these things about their school houses for their culture and enjoyment?

It is customary in our colleges for classes and individuals to plant an ivy or a tree on the college grounds, both for adornment and as a monument of bright and beautiful days spent there in study. How invaluable for comfort, and the culture of taste, and, in time, for historic interest trees planted in this way become.

I doubt not that with a small outlay of money, and a little care and supervision on the part of the teachers and the guardians of our schools, the pupils of each school might be led to adorn at least a portion of their grounds with grass plots, trees and shrubbery, and in some cases with gravelled walks and flowers.

I recommend that the grounds needing it be graded, and a beginning, at least, be made in setting out trees upon them.

PRIMARY SCHOOLS.

Our Primary Schools are in some respects the most important in our School system. They lay the foundation, and supply material in form and quality for the whole superstructure. Children before the age of seven years often receive the impress which stamps their character for all after life.

I cannot help thinking when visiting a Primary School, what a power the teacher is exerting upon her pupils. Here are twenty, thirty, fifty or sixty children, their ages varying from five to ten years, at the most impressionable and formative period of life being moulded like wax into the form and habits, and almost taking the very fibre of mind which characterizes their teacher. Surely of all positions of trust and influence in our schools, none can surpass that of the Primary Teacher. Yet how widely the impression prevails that almost any person of average ability, able to read and write and having a little knowledge of Geography and Arithmetic, can teach a Primary School. Grammar and Rhetoric, with a thorough knowledge of Music and History, and the principles of Physical and Moral science, are not often thought of as requisites in a Primary School.
Teacher. The mere book knowledge required in teaching a Primary school with tolerable success may not be great. The first and indispensable requisite of a Primary, as of any teacher, which no acquirements in the higher branches of science can take the places of, is a patient, kind, commonsense and sympathetic spirit. It is wonderful how, with a very slender outfit of book learning, some teachers, able to see and to enter into all the ways of children, will quicken and inspire their pupils with an ambition for study and acquisition.

But it is only a small part of the Primary school teachers work to familiarize her pupils with the forms and sounds of letters and their combinations, and to make them recite a few of the main facts of Arithmetic and Geography.

The mind of the child is much like its body. It will bear an immense amount of cramming. Observation and memory are the faculties to be especially exercised in children. It is surprising how many names, and disconnected and arbitrary statements may be crowded into the mind of a child before the age of ten years. Yet a proper regard for the health and growth of the mind requires that the memory be not used to the injury of the higher faculties of reasoning and reflection. It is painful to see little prodigies of word-gormandizing, and to witness the efforts sometimes made by teachers in Primary schools to stuff their pupils with the mere names of things. The youngest child in our schools should be taught not only to ask what is it, but why is it, and what is it for?

The true work of the teacher is, to start the pupil on a course of thought and study and inquiry for himself, and to kindle in him an unquenchable desire and determination to know. When the teacher has awakened the passion in her pupils for knowledge, how important that she be able to satisfy it from her own store in a ready, rational and intelligent manner. This makes it necessary for a Primary school teacher, no less than any other, to be at home in the principles and application of the higher branches of knowledge.

There is not a main principle or an important fact in Mathematica, History, Astronomy, Geography, Chemistry, Natural or Moral Philosophy that a Primary school teacher, familiar with it herself, may not in some way impress upon her pupils in such a manner that, though very dimly seen by them now, it shall prove a star, and the dawning light to future and more certain knowledge. Our Primary schools the past year have done this work well.

INTERMEDIATE SCHOOLS

The Intermediate School is peculiar in this respect, that on entering it the pupil takes his first great step in promotion. Leaving the Primary School behind him he is made to feel, as he enters the new room with its new teacher, new books and more regular system of classification and instruction, that he is fairly on the road to knowledge.

In the Intermediate School more regular habits are formed. Class interest and ambition are awakened. The pupil having attained a measure of discipline, and an age enabling him to apply himself more closely and uninterruptedly to study, begins to feel the glow, and to appreciate the benefit of mental acquisition. Here especially the foundations of a common English education are laid. Reading begins to be pursued more as a science. Writing is commenced.

The pupil, having acquired in the Primary School a few elementary principles in numbers, is here fairly introduced into Arithmetic.

Geography, that had been confin'd to a few simple and general statements, begins to round into the fulness of particulars. The eye, hand and the actual knowledge of the pupil in Geography are trained and tested by map drawing.

The two or more years spent in the Intermediate Schools are more likely, I think, than any other part of our School course to decide the habits and the character of the pupil. By the time he passes from this grade, if properly instructed, his development physical, mental and moral will be likely to have shaped itself into pretty definite promises for the future.

For the instruction and discipline of these schools I have especially felt the importance of teachers quick, exact, resolute and ambitious. Such teachers I believe we have had. Consequently the schools have been marked through the year by great readiness, thoroughness, life and ambition on the part of the pupils.

GRAMMAR SCHOOLS

These schools are important as doing the last work, and affording the best means that many of the pupils have for completing their public school education. They extend over a four years course. In them scholars are expected to complete Writing, Arithmetic, Geography, Physical Geography, United States History, and to become well acquainted with English Grammar. Algebra is also studied as far as Involution.
Our Grammar schools are marked in those particulars. In most of them the pupils are for the first time brought together from the various Intermediate schools, at that age when boys and girls, though not too old to be called such, and often to be so treated, are most liable to find restraint irksome, and to be possessed with a certain undefined sense of personal superiority and independence. Consequently the first year in the Grammar school is a peculiarly ordering and harmonizing various incongruous elements, and the instruction and discipline throughout must needs be of a high order to be in any way successful. I know of no position more calculated to test the ability of a teacher, than a Grammar school. Our Grammar Schools have all been successful and some of them have greatly improved.

HIGH SCHOOL.

The whole number of pupils registered in the High School the past year was 50. Ten pupils were graduated at the close of the year, June 30, 1876. The following are their names: —

Jennie S. Cowles,           Maggie E. Malone,
Lucy M. Dickinson,          Sarah S. Spear,
Emma H. Hastings,           Ida I. Taylor,
Anna T. Leland,             Lizzie J. Wilson,
Henry J. Lovell,            Charles S. Sanders.

The High School has been, during the year, under the excellent management of Mr. E. C. Winslow, assisted the first term by Mr. Raymond Bridgman and Miss Kate Tower, and during the last two terms by Mr. E. D. Cornish and Miss C. L. Kendall. Messrs. Bridgman and Cornish were members of Amherst College, and taught each an hour and a half a day. The year has been remarkable for the kind and readily co-operation of teachers and pupils. The course of instruction has been continuous and thorough. The government has been mild and manly, and the work accomplished such as is calculated to add to the growing regard which our citizens, from the beginning, have had for our High School. We cannot, as a town, prize too highly, or cherish too carefully this crowning summit to our system of Public School education. The High School, when properly conducted, sends an influence for good through all the lower grades. It furnishes a large proportion of our teachers. Nearly half, and I may say, not the least efficient and useful of the teachers in town, the past year have been for a time pupils in our High School.

It speaks well for the position and influence of the High School in Amherst, that its number from the children of our own citizens is increasing much faster relatively than the town increases in population. Pupils have come in during the past year more than formerly from the North and South parts of the town. The school room is filled to its present sitting capacity. It has been a serious question with the School Committee whether, in justice to ourselves, on account of its crowded condition, we ought to admit pupils from other towns to this school. Scholars not belonging to the town, if they can do so without injury to the school, are permitted, on payment of a reasonable tuition, to enter any of the classes for a longer or a shorter time.

As now conducted, our High School offers all the advantages of a first class Academy. The present rate of tuition for non-resident pupils is $35 per year; a sum far below the cost per scholar. Including the expenses of teaching, superintendence, fuel and care of building, and basing the cost per scholar on the average whole number belonging, it costs the town $36, a year to educate the pupils of the High School.

UNGRADED SCHOOL.

It was not thought best to form an Ungraded School, as much as so suitable room could be had, and the experience of previous years in that direction, had not been altogether successful. I distributed the pupils calculated to comprise such a school among the various Grammar and Intermediate schools with, I think, no great detriment to the schools thus enlarged, and, I am sure, with great advantage to such pupils themselves. I gave them, as much as possible, the selection of their studies, and for the most part, they pursued them diligently and thoroughly.

One of the most difficult problems to be wrought out in our graded schools is how, in the best manner, to provide instruction for pupils who, being necessarily engaged in manual employment the rest of the year, can attend school only in the winter. To such persons the ungraded, or mixed schools, unquestionably afford the best facilities for study. Classes are formed in such schools, every term, and a pupil is permitted in them to begin his studies each year where he left off the year previous. Whereas in our
present graded schools, classes are formed usually only once a year.
This makes it difficult, and often impossible, for those who have
been out of the school a term or two to take their former positions
in their classes, much more, to begin study with their classes where
they previously left off.

While the plan the past year of disposing of these pupils, as I
have stated, has worked well, and has been socially and morally to
their advantage, yet I think that with a suitable places, and a suitable
teacher, pupils who attend school only one term in the year will do
better in a mixed school and in classes by themselves, than in the
graded schools with more regular classification.

HEALTH.

The past year has been one of unusual health in our schools.
The returns for 1871 show the remarkable fact, that there were no
deaths in town during the year of persons between the ages of ten,
and twenty. There were only three deaths in that time of children
between five and ten years of age, properly belonging to our schools.
This fact alone ought to soften, if not silence, statements sometimes
made, that our school-houses are only "grave-yards for our chil-
dren." There are many defects in the construction and means of
warming and ventilating school-houses. The

The first thing in the order of nature to be
considered, as affordng the same standard of promotion,
there was little danger comparatively from ambition
and work in school.

But compare the aims and working of our present school-system.
They are in keeping with railroads, and the fast and ambitious spirit
of our age. The road for teachers and pupils is laid out and graded,
and made as much as possible an air-line. So many studies to be
gone through in so many years by the time table. Each term for
ten or twelve years, and almost each day has its prescribed work.
Our present graded system of schools is remarkable as affording
division of labor. The teacher of a primary or intermediate school
is engaged for a year, and teaches the same school, it may be, being
three years and sometimes longer, making it her specific work to fit
her pupils in the best and quickest way possible for entering upon a
higher grade. It is wonderful how under a teacher loving her work
and her pupils, and anxious to do a given work in a given time, whole
classes are made to catch the inspiration for study and a vancement.
And the danger is, as I have stated, that children too young and
sickly will be allowed to go beyond their strength and years.

Complaint was made by many two or three years ago that pupils
in certain schools were overworked. Whether the complaint was
well-grounded or not, it was regarded, and the course of study
changed somewhat so as to require a less amount of labor.

Yet, if I mistake not, our schools have not worked harder any year
than during the last. The work has been voluntary, and so without
complaint. The aim of many in our Intermediate and Grammar
schools now is, to gain a year in the course by overwork. Many
parents seem quite as anxious as their children that this should be
done.

I call attention to these facts concerning health, that parents, no
less than superintendent and teachers, may guard against the possi-
ble evil, while they seek the certain good that may be gained from
our present school system. One of my most trying and delicate
duties while superintendent has been, to satisfy parents, when I have
thought it best, for the preservation of health, not to advance certain
pupils with their respective classes, that I did right in thus putting
the check on their ambition.

COURSE OF STUDY.

No important change has been made in the course of study, or
text books, the past year. According to the present plan, it requires
twelve or thirteen years to complete the course in our public schools.
This allows three years for the Primary, two for the Intermediate,
and four for the Grammar, leaving three years each for the separate
English and classical, and four years for the mixed English and
Classical course in the High School.

Pupils entering the Primary School at the age of five, and taking
the course of study in order, may be expected, in the most favorable
circumstances, to graduate from the High School at the age of
seventeen or eighteen. Very few have been able to do this. The
average age of the class last graduated was nineteen years. The
average age of the present members of the High School at gradua-
tion, provided all shall complete the course without any hindrance,
will be above nineteen. Thus we see that the present course of
study lays out quite enough, if not too much work, for the time
in which it is to be done. For those who seek a thorough educa-
tion to the full extent afforded by our schools, and who do not
contemplate a College course, there is none too much time. I am
sure, allowed to the present course of study. I would lengthen
the course for such pupils by at least another year. Or the
present course of study remaining the same, I would not have
children enter the Primary School until six years of age. Eighteen
years of age, considering the whole ground gone over, is quite too
young, as a rule, for pupils to be graduated from the High School.

But for pupils preparing to enter College, who will in College
pursue the same studies in kind, or who can now take other studies
equivalent to those now required, I think some change ought to be
made in the present course of study, which, while it shall not lessen
work or lower the standard of scholarship, may economize time
and enable such pupils to pursue their studies more consecutively
and directly towards the end they have in view, a preparation for
College. Little, if any change is needed in this respect in the High
school. Only the studies there, unless it be Natural History, are
required in the Classical course that are necessary to fit young men
for Amherst College. Yet in the Grammar School, I think, pupils
intending a College course can economize time, and lose nothing in
the end by leaving our Physical Geography, and giving part of the
time at least to the Latin, which is now spent in the study of
English Grammar. This was suggested by the former Superin-
tendant in his Report of the previous year.

Possibly, a saving can be made to all the scholars in the Gram-
mar School in time, and quite as much available knowledge and dis-
cipline be had by adopting a briefer and more topical method of
studying United States History. With this change, three years in
the Grammar School, instead of four, as at present, will enable pu-
pils intending to enter college to prepare for the High School.

My own opinion is, that under suitable teachers, and with proper
restrictions, it may be well to allow pupils who intend to enter col-
lege to study Latin one year in the Grammar School. The plan
was tried one year before last, but with poor success, most of permit-
ting boys in the Senior class of the First Grammar School, having a college
course in view, to take Latin in connection with the class beginning
the study in the High school. In the judgment of the superintendent and the teachers of both schools the change was wise. The pupils were divided in interest between the two schools, and the burden of Latin, additional to their regular studies, was too much for them. No pupils in the Grammar School have been permitted to take Latin during the past year. Yet, as some have desired to do so, and the wish has been expressed by parents, whose opinion as well as preference is worthy of consideration, that their sons might be allowed to begin Latin earlier than is now permitted, I submit the subject to your earnest consideration.

PROMOTIONS.

In passing from the primary to the intermediate schools, pupils must have finished Sargent's Primer, and First and Second Reader. They must have completed the first ninety lessons of Sargent's Speller, be able to apply the fundamental rules of Arithmetic to practical questions, and have mastered the leading facts in Guyot's Elementary Geography.

For admission to Grammar schools, pupils are required to complete the third and the first half of the Intermediate Reader. They must have been to class seventh in the Speller, and have finished Sargent's Intermediate Geography through North and South America and the United States. Map drawing must have been acquired so as to enable them to delineate readily by triangulation the parts studied. In mental and written Arithmetic they must have gone through Decimal Fractions. In Grammar some progress is expected to have been made by vocal instruction and sentence writing.

For admission to the High School, examination must be had in written and mental Arithmetic, Geography, United States History, Grammar, Physical Geography and Algebra to Involution.

A mere glance at the examinations required in passing pupils to the different grades must satisfy any one, that it is no easy task to place and keep each in the situation best for him. It is impossible for the Superintendent to know personally the exact proficiency and possibility, and the relative standing of every pupil in the schools. It must be, from the nature of the case, that some scholars will be held back, at times, from what they are able to accomplish, and not get full credit for their ability and acquirements; while others will be allowed, as often, to advance beyond their true place, and get credit for what they do not deserve.

The course of study in our present graded system is designed for the average scholarship in our schools. Some of the pupils find it difficult to keep up in their classes with studies as they come in course. Others are able to do much more work than is required of them. It will not do to advance our scholars by any mechanical or arbitrary process. It has been my object in awarding promotions to guard against the two extremes. I have endeavored to make the way neither too easy nor too difficult. The best scholars have been made to feel that the goal was to be gained only by hard study, while the poorest scholar has had the way kept open and every encouragement given to faithful and diligent application. Complaint has sometimes been made against our Graded Schools, that there was no opportunity for pupils to advance out of the regular course and to get ahead of their classes, and that they were forbidden to go faster or further than the limits which each term set for them. I have followed the example of my predecessor in having the pupils go thoroughly over the course marked out for them, but in no case has a scholar been made to feel that he must keep back with his class if he was able to go faster. In a few instances there has been failure to come up to the standard required for promotion, and scholars have been obliged to fall back of their respective classes. In every such instance the pupil was put on trial for a few weeks, with the encouragement that diligence in study and correct deportment would enable him to regain his place. With very few exceptions such, after a few weeks probation, have caught up with their respective classes, and from the discipline and stimulus thus acquired have since maintained an honorable position.

On the other hand, quite a number have shown ability and ambition to do more than was required of them. Scholars in the regular course of instruction have not properly belonged. I have not thought best to encourage pupils to take extra studies, so as to connect themselves with two or more classes at the same time. But in all cases scholars, having shown a desire and ability to go in advance of their classes, were allowed to study up and to present themselves in any class with which they might be able to pass examination. In this way some scholars from nearly all the schools, and from one school nearly a whole class were thus examined and promoted.
The government of the schools I have put, as much as possible, in the hands of the teachers. I have employed only such teachers as I believed capable of managing their schools, and have allowed them to choose ways and means best adapted, in their judgment, to secure order and quiet and the wholesome discipline of their scholars. This I have found necessary, that the scholars might be made to feel a proper respect for the place and authority of the teacher. It will not do for any other power than that of the teacher to be felt much in the school room. It certainly will not do for it to come to be felt much in the school room. It does not do to have suspensions, and to have recourse to the rod. Where there has been the least whipping, I am sure there has been the best government. One or two cases of punishment more severe than I can justify, yet without inflicting permanent injury upon the pupils, have occurred in our schools during the year. Teachers and guardians of schools cannot be too careful in this matter. My own judgment and instructions to teachers have been that, corporal punishment should be inflicted on the hand with a rod or rattan, never on the head, and rarely, if ever, on the body or with a ruler. The following vote has been passed by the School Board of Amherst—

Resolved: That hereafter the only corporal punishment to be inflicted upon pupils of the school shall be by a rattan or ruler upon the hand, and that no other corporal punishment shall be allowed.

THE IDEAL AND THE REAL.

It is easy to clothe the Real with the Ideal. It is easier to build theories in imagination than it is to work them out into tangible and practical results. Nothing in all the world gives more pleasure than reasoning concerning schools and systems of education. In nothing, perhaps, have more plans proved visionary and impracticable. Witness the theories in imagination than it is to work them out into tangible and practical results. Nothing in all the world gives more pleasure than reasoning concerning schools and systems of education. In nothing, perhaps, have more plans proved visionary and impracticable. Witness the training of children in the family. Who that looks on children not his own; especially if he never had any of his own, does not have a theory very satisfactory to himself concerning the best way to manage them. It seems very easy sometimes to one who has never tried it to bring a willful, passionate, refractory child into willing, loving, and ready obedience. Such self-satisfaction express wonder, and not a little impatience, that parents generally make such poor work in bringing up children. But alas! When the theorist becomes a parent himself, and has actual trial and responsibility, he finds it always a different and more difficult task than he had imagined. There are exceptions now and then in individuals and families. Some children are more easily managed than others. Some parents have a happier tact than others in managing their children. And yet, to bring a child who has neither the disposition, nor perhaps the ability, to see as the parent sees, to cause him to love that which the parent loves, for which the child may have a natural and settled aversion, to bring into subjection to the parent's will the child's will.
It is true, if we keep children interested in the beginning of experience, what must be the difficulties, innumerable, to keep them next to passive with a book. To hold a motionless, two-handed, lazy, teacher, and to keep at rest everywhere, is to bring together fifty children, so that he cannot change and form, hardly knows how to expect any improvement. And yet parents often wonder that the teacher does not get along with even that one. What would she do with fifty, not one.

It is an apt and oft told story, to illustrate teaching, that an Artist seeing a rough piece of marble by the wayside exclaimed, "In that stone I see an angel." The artist at once set about turning his ideal into the real. After long and patient labor he gave to the world a perfect image of their ideal. And this too, without even allowing six literal days for the creation, or any corporal change and improvement.

The teachers in our schools during the past year have been, I believe, without exception, faithful and diligent workers. They have been in a great degree models, able to impart by their example much of the excellence they have sought to bring out in their pupils. They have in no case, I trust, felt satisfied, as the superintendent, or I, have not, with any of the results of the year, as all that is needed to be accomplished in the schools. Our Ideal is not yet Real.

The schoolrooms have been the teachers workshops, where they have been chiseling and chiseling into form stones more or less in the rough.

CONCLUSION.

We come to the close of the school year, and of our Report, with our work far from finished. Yet we believe that we have been working in the right direction. Thankful that we have been permitted to do so much, we are confident that our work will not have to be undone by more earnest, faithful and intelligent workers.

To you, Gentlemen of the Committee, to Parents, whose children have been in my charge, and to all Friends and Patrons of our Public Schools, all of whom without exception have shown me only kindness and forbearance and the best wishes in every undertaking, I return my sincere thanks and the trust committed to me.

F. P. CHAPIN, Superintendent of Schools.

ALBANY, March 1, 1872.
**TABLE OF STATISTICS.**

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<th>SCHOOLS</th>
<th>TEACHERS</th>
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<th>Pupil for Teachers</th>
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The Record of Pupilage is from April 1, 1871, to February 1, 1872.

R. Bridgman, teacher 1st term.
Miss K. A. Tower, " 2nd term.
S. A. Taylor, 1st and 2nd terms.
S. A. Dickinson, 1st term.
E. L. Bramson, " 2nd term.
A. A. Porter, " 3rd term.
M. S. Ward, " 4th term.
M. E. Hanks, " 5th term.
H. W. Porter, " 6th term.
E. M. Taylor, " 7th term.
E. P. Childs, " 8th term.
J. J. Ball 1st, M. B. Macfarlane 2nd.