

BOSTON PUBLIC LIBRARY



**3 9999 06298 252 3**

No \* 6345.55

V. 1

1801-57



*Bought with the  
Abram E. Cutter Fund*





Abram E. Cutter



*Abram E. Cutler*  
*1st year on Sch. Board.*

# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

## CITY OF CHARLESTOWN.

DECEMBER, 1857.



---

CHARLESTOWN:  
PRINTED BY WILLIAM W. WHEILDON.  
1858.

WESTON

SCHOOL COMMITTEE

CITY OF WESTON





# SCHOOL REPORT.



THE School Committee have prepared the following summary of their proceedings during the year, and of the condition of the Schools under their direction, and they respectfully submit the same as their

## ANNUAL REPORT.

In the month of January, an estimate of the amount of money necessary to be expended for the Schools was prepared by the Board, and presented to the Committee on Finance of the City Council. Before the Annual Appropriation Bill had been passed by the City Council, a petition was received by this Board from the Primary School teachers, asking for an increase of pay, which petition, after a careful consideration of all the circumstances in the case, it was deemed proper to grant; and at the same time the salaries of the other female teachers were increased, and the Secretary was instructed to give notice to the City Council that such action had taken place. The notice was given, but no addition was made to the amount of the appropriation "For

support of Schools," which had been fixed at \$38,000. Having decided upon the salaries of the teachers and caused notice to be given to them, we could see no way in which we could honorably be relieved from our obligation to pay the same, and the pay-roll has been made up in accordance with our vote. For this reason, the whole expenses of the Schools will overrun the appropriation, and some additional provision will have to be made for them before the close of the financial year (Feb. 28). In the opinion of the Committee the salaries of the teachers are not too high—certainly not if compared with the salaries in the neighboring cities and towns—and we cannot but feel that for the labor performed and the influence exerted by them, the city receives a full equivalent for the amount of compensation paid to the teachers.

The repairs on and about the school-houses during the past year, have been very considerable, and the Committee on Public Property of the City Council have shown great liberality in their expenditures for this purpose. The High, all the Grammar, and most of the Primary school buildings, have received attention; and in the aggregate the sum of three thousand and fourteen 21-100 dollars has been expended in this way. This amount is not included in the \$38,000 appropriated "For support of Schools," but is in addition to it, and has been paid out of the appropriation by the city "For Contingencies." A new school-house has also been erected by the City Council, calculated to accommodate nearly seven hundred scholars. The building is 84 by 60 feet, of brick, walls vaulted, three stories high above the basement. The basement con-

tains three play-rooms to be used in stormy and cold weather, closed with doors when desired; also a room for a Primary School, four furnaces for warming the building, fuel rooms, &c. One of the two principal entrances is to the basement, from which is an ascent to the stories above by a stairway. The first story above the basement contains four large Grammar School rooms, clothes rooms and hall. The other principal entrance is to this story upon the side facing the burial-ground. The second story also contains four large school rooms, clothes rooms, and hall. The third story contains two large school rooms, clothes rooms, a large hall or exhibition room, and an apparatus room. There is an attic over all, which is unfinished. The school rooms are placed at either end of the building, entrance halls in the centre between them. The stairways are spacious, and located upon the front and rear of the entrance halls. The floors and stairs are of hard southern pine; the doors and finish of chestnut, oiled and varnished. The rooms are all warmed with heated air from the furnaces, and they are thoroughly ventilated. The chimneys are cast iron instead of brick. The plastering is applied to the walls without furring or laths. The roof is slated and tinned, the gutters are of copper, and iron guards are put upon the outside of all the windows.—The yards are enclosed with appropriate fences, and paved with bricks, and provided with everything conducing to the comfort and convenience of the scholars. In addition to the expenses of the Schools this year, the sum of \$1,869 12, has recently been paid for new furniture for the High and Warren Schools.

By votes of this Committee and the City Council, the name of **PRESCOTT** has been given to the building. On the 15th of the present month it was dedicated, and at the end of our Report we append an account of the proceedings on the occasion. This building, which was opened on the 21st inst., is calculated to accommodate all the scholars who are fitted for the Grammar Schools, and who cannot be conveniently accommodated in the other Grammar School buildings. The Temporary Grammar Schools have therefore been given up, and the scholars transferred to their proper districts, while the school-house on the corner of Cross and Bartlett streets has been re-appropriated to the use of Primary Schools, Nos. 8 and 9. The city has been divided into five Grammar School districts, and during the last week with the confusion and perplexity which such changes always occasion, an effort has been made to arrange the schools according to these new districts. Sufficient progress has been made to make it evident that all the rooms in the Prescott school-house will have to be fitted up and occupied, and that the lines of the district will require some alteration.

At the close of the term ending October 31, the number of schools, teachers and scholars were as follows :

27 Primaries, with	27 teachers,	1901 scholars.
1 Intermediate,	1 " "	64 " "
2 Temp. Grammar,	2 " "	78 " "
8 Grammar,	35 " "	1720 " "
1 High,	5 " "	170 " "
—	—	—
39 schools,	70 teachers,	3933 scholars.

We present herewith statistical tables concerning them, with such remarks as seem to us to be called for in this report.

No. of Schools.	Primary Schools.	Teachers Names.	Wint. Term, ending April 1857.										Names of Sub-Committees.
			Whole No. for the Term.	Boys.	Girls.	No. at close of the Term.	Boys.	Girls.	Average attendance.	Present at Examination.	No. of visits of Comtee.		
1	Elizabeth N. Lane,	107	47	60	82	35	47	53	6	12	L. R. Bowers.		
2	M. B. Skilton,	75	37	38	64	34	30	54	52	1	David Foster.		
3	Hannah H. Sampson,	93	48	45	72	31	38	48	5	15	" "		
5	Elizabeth Deblois,	95	43	52	78	35	43	51	66	6	George B. Neal.		
6	Frances Hichborn,	103	56	47	89	51	38	60	73	12	William N. Lane.		
7	Susan L. Sawyer,	79	42	37	62	32	30	48	55	6	" "		
8	Alice S. Wiley,	77	34	43	60	37	23	48	53	17	A. J. Locke.		
9	Mary J. Emerson,	75	40	35	65	35	30	41	51	16	" "		
0	Louisa A. Pratt,	129	56	73	63	24	39	39	49	5	J. W. Bemis.		
1	Joanna S. Putnam,	77	40	37	69	38	31	54	60	13	" "		
12	Pauline B. Neale,	68	35	33	51	23	23	42	48	10	W. W. Wheildon.		
13	C. W. Trowbridge,	89	44	45	60	33	27	47	59	11	" "		
14	Sarah E. Smith,	90	41	49	67	33	34	43	62	12	Abram E. Cutter.		
15	Ellen M. Rugg,	67	32	35	56	30	26	40	48	5	George E. Ellis.		
16	Abby E. Hinckley,	87	47	40	70	37	33	48	50	10	Abram E. Cutter.		
17	E. H. Rodenburgh,	75	40	35	63	35	28	52	55	7	John Sanborn.		
18	Elenora Butts,	102	54	48	69	34	35	43	56	5	" "		
19	Louisa W. Huntress,	87	42	45	73	36	37	58	42	1	" "		
10	Matilda Gilman,	71	37	34	66	39	27	42	54	9	Abram E. Cutter.		
21	F. E. Everett,	75	37	33	61	27	34	42	57	12	F. E. Bradshaw.		
22	Frances M. Lane,	70	33	37	60	30	30	42	50	12	" "		
23	Helen G. Turner,	67	33	34	58	29	29	42	52	5	L. K. Bowers.		
24	Susan T. Crosswell,	71	26	45	60	26	34	40	49	7	George B. Neal.		
25	Adaline M. Smith,	74	38	36	80	41	39	46	57	10	G. W. Warren.		
27	Catharine Kimball,	58	47	41	72	38	34	40	52	4	F. E. Bradshaw.		
28	Jane B. Loring,	77	39	38	75	39	36	49	62	2	G. W. Warren.		
29	Mary J. Underwood.	92	48	44	73	38	35	45	45	9	David Foster.		
		2261	1116	1144	1818	928	890	1257	1475	235			

No. of Schools.	Primary Schools.	Teachers Names.	Location.	Sum. Term, ending Oct. 1857.									
				Whole Number for the Term.	Boys.	Girls.	Number at close of the Term.	Boys.	Girls.	Average Attendance.	Present at Examination.	Visits of Com.	
1	Elizabeth N. Lane,	Near B. H. S. House,	105	43	62	77	29	43	58	56	1		
2	M. B. Skilton,	Mead street,	71	32	39	60	25	35	44	3	5		
3	Hannah H. Sampson,	Ward Room No. 3,	102	42	60	65	2	39	47	49	12		
5	Elizabeth Deblois,	Elm street,	102	52	50	80	38	42	60	66	5		
6	Frances Hichborn,	Medford street,	99	51	48	88	45	43	59	75	9		
7	Susan L. Sawyer,	Boylston Chapel,	78	37	41	53	24	29	40	46	8		
8	Alice S. Wiley,	Cross street,	81	48	33	73	43	30	45	57	6		
9	Helen R. Chalk,	" "	83	41	42	74	37	37	54	60	22		
10	Louisa A. Pratt,	Common street,	87	35	52	72	30	42	46	68	6		
11	Joanna S. Putnam	" "	88	45	43	75	37	38	56	65	11		
12	Pauline B. Neale,	Bow street,	63	35	28	56	31	25	40	6	6		
13	C. W. Trowbridge,	" "	87	46	41	81	43	38	55	65	5		
14	Sarah E. Smith,	" "	103	48	55	80	36	44	60	65	4		
15	Ellen M. Rugg,	" "	78	45	33	70	42	28	48	38	8		
16	Abby E. Hinckley,	Common street,	99	56	48	74	41	33	48	32	7		
17	E. H. Rodenburgh,	B. H. street at Point.	82	48	34	71	42	29	58	60	9		
18	Elenora Butts,	" "	126	72	54	74	38	36	51	7	7		
19	Louisa W. Huntress,	Moulton street,	92	47	45	72	34	38	49	42	4		
20	Matilda Gilman,	Soley street,	84	48	36	63	38	25	51	44	7		
21	F. E. Everett,	Sullivan street,	76	31	45	59	21	38	42	49	28		
22	Frances M. Lane,	" "	80	43	37	70	35	35	45	50	14		
23	Helen G. Turner,	Haverhill street,	82	40	42	61	30	31	41	59	5		
24	Susan T. Crosswell,	Common street,	91	37	54	60	26	34	47	50	9		
25	Adaline M. Smith,	Ward Room, No. 2,	70	36	34	69	40	29	45	49	3		
27	Catharine Kimball,	Bunker-Hill,	94	43	51	76	37	39	52	62	6		
28	Jane B. Loring,	Edgeworth Chapel,	72	34	38	65	34	31	47	43	3		
29	Pamela E. Delano,	Ward Room No. 3,	106	54	52	83	45	38	50	34	15		
			2381	1189	1192	1901	947	954	1338	1317	230		

## SCHOOL RETURNS,

AT THE SEMI-ANNUAL EXAMINATIONS.

High, Grammar, and Intermediate Schools.

	Term ending April, 1857.										Term ending Oct. 1857.									
	High School, Ranker Hill, - - - Warren School, - No. 1. Winthrop School, - No. 1. - No. 2. Harvard School, - No. 1. - No. 2. Temp. Grammar, No. 1, No. 2, Intermediate School, No. 2,	121	44	77	110	41	69	111	108	48	188	70	118	170	60	110	167	170	30	
Whole Number of Scholars for the Term.	434	911	923	360	181	179	316	316	25	408	203	205	364	171	193	327	335	29		
Boys.	228	110	118	201	99	102	175	193	32	251	125	126	195	102	93	172	178	20		
Girls.	258	136	122	239	129	110	212	213	47	297	151	146	225	123	102	213	214	42		
Number at its close.	256	139	117	212	107	105	191	182	16	255	128	127	209	105	104	188	207	15		
Boys.	388	187	201	295	141	154	242	249	24	347	171	176	284	136	148	240	251	21		
Girls.	272	137	115	219	122	97	194	205	13	250	137	113	212	120	92	185	187	5		
Number at its close.	318	156	162	247	123	124	202	206	22	307	152	155	231	120	111	194	190	8		
Boys.	55	19	36	49	17	32	37	42	10	51	18	33	42	13	29	34	7	7		
Girls.	58	29	29	43	18	25	37	38	9	46	22	24	36	18	18	27	5	5		
Number at its close.	81	50	31	50	28	22	40	48	14	88	52	36	64	39	25	40	66	10		
Whole number of Scholars for the Term.	2449	1218	1231	2027	1006	1014	1757	1800	260	2488	1229	1250	2042	1007	1025	1787	1798	192		

## PRIMARY SCHOOLS.

During the past year but few changes have taken place in these Schools. Teachers have resigned in Nos. 9, 20, and 29, and others have been appointed in their places, of whom the Sub-Committees say, they have given evidence of interest and fitness for their employment. The rooms occupied by Schools Nos. 1, 5, 27, and 29, are severally represented to be cheerless and uncomfortable, ill ventilated, inconvenient and unsuitable; and room No. 6, is complained of as inaccessible in wet weather. Of the teachers, the Sub-Committees give the usual report. Among them, are those highly efficient, thorough, systematic, assiduous, diligent and affectionate. And there are others, who need to be reminded of the seriousness of their calling, and the necessity of greater diligence and interest. Parents are earnestly entreated not to withhold their encouragement from the teachers, or to forget how vain will be their efforts if neglect or heedlessness characterize the influence of home. The whole community is called upon to realize the importance of care in the early development of the physical as well as the mental powers of young children. Early attention to the *manners* of the children is believed by the Committee to be highly important, and great care on the part of parents and teachers in this direction, is recommended and urged. Frequent visits from the parents, it is believed, would aid the teachers in impressing this lesson upon the children, and at the same time accomplish that other important object, viz. to cheer the heart and strengthen the courage of the zealous and devoted conductors of

the school-room. The assurance of the parents' satisfaction no less than the quarter's pay, is due to the faithful teacher, and the teacher who does not fairly earn the first cannot fairly earn the last. Children from five to eight years of age attend our Primary Schools: and when we reflect upon the impressibility of their minds, and the amount of good or evil influence which they will surely receive during this period of their lives, how important become these Primary Schools, of how much consequence the Primary School teachers.

---

## INTERMEDIATE SCHOOL.

TEACHER,  
MISS ANN NOWELL,

SUB-COMMITTEE,  
JOHN SANBORN,  
GEORGE B. NEAL,  
DAVID FOSTER.

The Sub-Committee in their report on this School, speak of the teacher as deserving great credit for the patience and skill which she has manifested in the discharge of her very arduous duties. The school under her direction, continues to maintain the high rank which it has heretofore occupied. Many of the scholars, whose education had been almost entirely neglected before entering this school, have in a very short time, made surprising improvement, and some who were far behind others of their own age in the Grammar Schools, have recovered their lost ground, and have very soon shown such proficiency as fitted them for promotion to their proper places in the higher schools. At the exam-



ination, the Committee were particularly pleased with the manner in which the pupils acquitted themselves in reading, spelling and arithmetic. Indeed the whole appearance of the school was such as to reflect the highest credit upon the teacher for successful discipline, thorough training, and earnestness and fidelity in all her labors. The Committee express a hope that all the members of the Board will visit this school, and take a greater interest in its welfare and progress; as children from all parts of the city are sent to it, and they are of such a class as to be greatly benefitted by such visits. The school-room has been very much crowded; but this,—now that the new school-house is finished,—will be obviated, as twenty of the scholars are fitted to enter the Grammar Schools.

---

## TEMPORARY GRAMMAR SCHOOLS.

### TEACHERS,

MISS SARAH E. ARCHER, MISS JULIA A. WORCESTER.

### COMMITTEE.

WM. W. WHEILDON,  
G. WASHINGTON WARREN,  
JOHN SANBORN.

In their May report, the Committee say: "The circumstances of these schools is not supposed to be particularly favorable to their rapid progress, although the teachers are ambitious and desirous of accomplishing their tasks with success and good results. These schools were formed at the close of the last year, to accommodate the surplus scholars in the Grammar Schools until the new Grammar school-house should be completed. They have occupied the Primary School

building on the corner of Cross and Bartlett streets, while other rooms have been provided for the temporary accommodation of the Primary Schools. They were discontinued when the Prescott school-house was opened, and the scholars are distributed into their proper districts.

---

## BUNKER HILL SCHOOL.

WILLIAM H. SANDERS, Principal.

ANNIE M. LUND, 1st Assistant.		PHCEBE A. KNIGHTS, 4th Asst.
CAROLINE PHIPPS, 2d do.		MEHITABLE FOSTER, 5th do.
MARTHA A. BIGELOW, 3d do.		CAROLINE E. BIGELOW, 6th do.

*Sub-Committee*—DAVID FOSTER,  
F. E. BRADSHAW,  
L. K. BOWERS.

The Sub-Committee report in May, as follows:—  
“ For several weeks past this School has constantly been deprived of the presence of Mr. Sanders, the able and successful Principal, in consequence of severe and protracted sickness, but under the care of the efficient Assistants, (Miss M. A. Bigelow having charge of the Principal’s division, while her own classes have been taught by a substitute,) good order has been maintained and commendable progress made. The examination of the school affords gratifying evidence of skill, tact and good judgment in the teachers and interest and studiousness on the part of the pupils. The reading and spelling evidenced that careful attention had been paid to those important branches. Questions from the text-book were readily and correctly answered, and in cases where the text-books were not referred to,

a clear understanding of the subjects studied, was fully evinced. *Thoroughness* is evidently a prominent object with the teachers, and while the memory is being stored, discipline of the mind is not forgotten; and care is taken to develop its faculties, to increase its capacity for acquisition and for independence of thought and judgment." The Committee say of the change made by the last Board in uniting the two Schools under one Principal, that notwithstanding the labor attending the new classification, it has proved very satisfactory to the teachers and has so far worked well.—The construction of the rooms is unsuited for a fair experiment of the new system, and the teachers have labored under several disadvantages in consequence.—Such alteration should be made in the building as will give each division a room by itself. The population of that part of the city is rapidly increasing, and all the room that can be made in the building will soon be needed, and besides the advantage to the school, a considerable addition to the seats can be made by a suitable division of the rooms.

In November, the Committee say, "the pupils by their correct deportment, their promptness and accuracy give evidence that they are well governed and well taught." They refer again to the necessity for such alterations in the school-rooms as will adapt them to the system which has been in operation for the past year, and which they are fully confident is an improvement upon the old system, and they urge attention to this want upon the new City Council and School Committee.

## HARVARD SCHOOLS.

No. 1	No. 2.
C. SOULE CARTEE, Principal.	JOSEPH B. MORSE, Principal.
ANN E. WESTON, 1st Assistant.	ELIZABETH SWORDS, 1st Asst.
S. M. CHANDLER, 2d do.	CAROLINE S. CROZIER, 2d do.
MARTHA BLOOD, 3d do.	HANNAH E. KNIGHTS, 3d do.
JOSEPHINE E. MISKELLY, 4th.	

*Sub-Committee*—J. W. BEMIS,  
 GEORGE E. ELLIS,  
 ABRAM E. CUTTER.

At the examination of these Schools in April, but one of the Committee was able to be present, the others having unavoidable engagements elsewhere. He devoted one week to the work, and heard every scholar in all the different lessons from the highest to the lowest division. The scholars appeared to be under good discipline, and exhibited a proficiency in their studies creditable to all their teachers. In consequence of a previous illness of the Principal of Harvard No. 2, the annual exhibition of that school was dispensed with.

The exhibition of No. 1 was creditable to the school, and evidently very gratifying to the large number of parents and friends who were present on the occasion. The Committee are of opinion that the influence of these exhibitions upon the schools is good—that it incites the pupils to application and study while it encourages and stimulates the teachers and affords them a proper satisfaction which they can derive from no other source. They also express an opinion that there may be danger that the influence of the principal teachers is not sufficiently diffused through all the divisions in the Grammar Schools,—that too much care is bestowed relatively upon the higher divisions and upon the best scholars.

In November, the Committee say: "We feel pleased to be able to report the condition of both departments of this school as quite satisfactory. The studies which had occupied the time of the different classes were reviewed at the examinations, and the Committee were thus enabled to judge of the degree of thoroughness with which they had pursued them. They feel satisfied that the main object with the teacher has been to have them understand what they recite rather than to be able to repeat the answers as given in the text-books. In geography and arithmetic, it was particularly noticed that they answered fluently, and worked out readily the examples given them which were not contained in the text-books, evidently understanding the principles involved. In reading and spelling, those important exercises which are often heedlessly passed over as of but little importance when compared with other studies, they gave evidence of attention and care.

"The Committee take occasion to impress upon parents the great injury the schools sustain by the irregular attendance of any of the pupils, and to urge them to discountenance the custom of allowing their children to remain away for slight reasons. A proper degree of order prevails in the schools, and the Committee are of opinion that the teachers, principals and assistants are faithful in the discharge of their duties."

## WINTHROP SCHOOLS.

No. 1.	No. 2.
B. F. S. GRIFFIN, Principal.	SAMUEL S. WILSON, Principal.
SOPHIA W. PAGE, 1st Assistant.	JULIA A. BRIDGES, 1st Assistant.
H. AUGUSTA ADAMS, 2d do.	MARY M. CASWELL, 2d do.
SARAH A. ODELL, 3d do.	E. A. RICHARDSON, 3d do.
	R. M. PERKINS, 4th do.
	FRANCES M. CLARK, 5th do.

*Sub-Committee*—WILLIAM W. WHEILDON,  
G. WASHINGTON WARREN,  
JOHN SANBORN.

The Committee in their May report, remark as follows:—"By a necessary division of labor among ourselves, we were able to give these schools a close and careful examination in the various branches of study, and we are gratified to be able to say the examination was wholly satisfactory. The schools were evidently under good discipline, mostly of that kind which commends itself to any discerning Committee man. It was quiet and efficient. The reading of the pupils was good, so also the spelling, geography and grammar, and in history the first classes were uncommonly well informed." The Committee recommend that more attention be paid to the study and practice of arithmetic, in both schools; a necessity shown by the examination of candidates for the High School, to exist in all the schools in the city.

At the Fall Term, the Committee report the continued good condition of these schools, and expressed the satisfaction they felt on having so few causes of complaint against the pupils, either from teachers or others. Two cases of truancy were reported, in one of which the offender was very properly held answerable to the law of the State against truancy, and but

for the leniency of the Committee would have been sent to the appointed place of restraint. It was hoped that both the arrest of the delinquent and the desire of the Committee for his reform without a resort to the punishment prescribed by the law, would have a favorable effect upon the schools in which the circumstances were known. The principals and teachers of these schools have earnestly devoted themselves to their duties during the year, patiently endeavoring to encourage and improve the pupils under their charge, and the Committee confidently believe they have been as successful as they had reason to expect from energetic and well-directed efforts.

---

### WARREN SCHOOLS.

No. 1.	No. 2.
GEORGE SWAN, Principal.	JOSEPH T. SWAN, Principal.
MARY A. OSGOOD, 1st Assistant.	ELLEN FOSTER, 1st Assistant.
MARGARET VEAZIE, 2d do.	MARY M. MAYHEW, 2d do.
MARIA BROWN, 3d do.	ANN J. CHANDLER, 3d do.
	H. A. T. DADLEY, 4th do.

*Sub-Committee*—GEORGE B. NEAL,  
ANDREW J. LOCKE,  
WILLIAM N. LANE.

In their May report, the Sub-Committee say of these schools, that they occupied a week in their examination. The divisions were taken into the recitation rooms, and there the scholars were exercised in the various studies they had pursued. They report a marked improvement in the schools within the past year. In arithmetic a very good degree of proficiency was manifest, and the younger as well as the more advanced pupils performed sums not in their books with

a readiness and accuracy that could only be the result of thorough teaching and application. The writing in both schools was excellent. The good order and discipline so apparent to all who visit these schools can be attributed in a good degree to the systematic habits of the principals. The Committee heartily endorse the sentiments expressed by the other members of the Board, that the influence of the principals of all the Grammar Schools should be diffused as much as possible over all the pupils, and not confined too much to the graduate classes. They recommend that modern desks and chairs be substituted for the present old-fashioned, inconvenient, and dilapidated forms and seats. And they close their report by referring to the excellent condition in which the school rooms and every thing in and around the buildings are required to be kept by the principals, who do not forget that part of their duty which is so apt to be forgotten or neglected by others. In November, they say the same course was pursued as in the spring, and the result was equally satisfactory.



## HIGH SCHOOL.

Principal, A. M. GAY.  
 1st Assistant, C. E. STETSON.  
 1st Female Assistant, Mrs P. G. BATES.  
 2d do. do. Miss GRIFFIN.

## SUB-COMMITTEE.

GEORGE E. ELLIS,  
 WILLIAM W. WHEILDON,  
 G. WASHINGTON WARREN,  
 GEORGE B. NEAL.

The Sub-Committee in presenting their semi-annual Report in May, remark "That the semi-annual Examination of the school was pursued by them patiently and thoroughly, on the 8th, 9th and 10th days of April. Frequent visits made by us in the course of the term then closing had kept up our knowledge of the method of study there pursued. Indeed we may say that the school is under a continuous and constant examination by one or more of us during every week of the year, as we seldom go into it without listening to a recitation from one or more of the classes. We would be understood, therefore, as speaking not only of the evidence afforded by the formal examination on the days specified, but of the results of all our visits, when we express our entire satisfaction that the school is in good hands, and is answering the purposes for which it has been so generously provided. The Principal and his three assistants identify their pride and their reputation with the school. They are conscientiously engaged in promoting its efficiency. They are ready to receive and act upon any suggestions from its friends or the parents of its pupils in studying after improvements upon their methods, and in adapting their tasks to the capacities and interest of the scholars. It is particu-

larly gratifying to the Committee to observe that a very great use is made of oral instruction, by which book-learning is simplified, rendered more lively and engaging, and better suited to the capacities of the young. The Committee also observe with pleasure that the school is becoming more and more an object of universal interest among the citizens. So far as the necessary arrangements of the classes and the course of studies will admit, it is desirable that the wishes of parents shall be indulged in allowing a selection among the branches of learning there taught suited to the capacities of their children and the plans which the parents have in view for them. It is, however, obvious, that the school cannot be made to serve the tastes and wishes of all to the sacrifice of a regular course of prescribed studies. One of the highest objects of the school is to initiate its pupils into the elements of all the higher branches of knowledge. As the majority of the parents wish to secure this privilege for their children, the studies must be regulated accordingly.

“The delivery of a course of familiar lectures once a fortnight, during the last term, was found to afford pleasure and profitable excitement to the pupils. So successful was the measure that the Committee will endeavor to continue it during the ensuing season.

“The recent examination proved the fidelity of the teachers and the interest and improvement of the larger number of the pupils. The use of the philosophical apparatus, in testing their knowledge of some philosophical facts and laws which they had learned from their books, aided very much in giving them clear and practical knowledge.”

In November, the Committee Report as follows :—  
 “That they devoted the school hours of four days in the last week of October, to the Examination of the scholars in the various branches of study there pursued.— These studies, as apportioned among the pupils of both sexes, demand a distribution of the scholars into forty-nine classes, the hearing and instruction of which on the hours assigned to them require a very diligent use of time from the teachers.

“The Committee need only repeat here in substance the judgment pronounced by them before the whole school at the close of the Examination: That it was in the main quite satisfactory—giving proof of a very hearty interest in the teachers in the faithful performance of their duty, and of a full appreciation of their great privileges by the scholars—so that nearly all of the latter showed as much proficiency in their studies as could reasonably be expected from their years.

It is hardly to be expected that all the members of the successive classes admitted annually to this school should show such a natural taste and aptitude for its various studies as will insure to them its full benefit. The Committee wish, again and again, to lay stress upon the absolute necessity of much oral instruction from the teachers. Pupils on commencing a new study are often prejudiced against it, and led to give over the hope of mastering it by the technical terms and the unfamiliar sounds in which it first addresses them. These disagreeable impressions go on with them through all their subsequent study of the same subject. They might be very much relieved, if not wholly removed, if the teachers would impart a few lessons upon such sub-

jects without any use of a text-book, and by simple oral instruction. Parents complain to us of excessive and difficult lessons, and of abstruse studies imposed upon their children, either to the injury of their health, or at the sacrifice of their desire to go on and complete the regular course of the school. Some pupils are withdrawn from this cause, and others ask to be excused from studies which are rightly considered essential to an advanced education. Under these circumstances the Committee feel bound continually to prompt the teachers to do everything in their power to simplify these difficult lessons, and to make the repulsive ones attractive. It is admitted that the school is intended not only for a few geniuses and easy scholars, but for the cultivation of the ordinary intellectual faculties in the mass of common pupils of average abilities. There are a few very brilliant scholars in the school, and about as few very dull ones. The larger number of them reach a standard that requires considerable industry on their part, and a good degree of patience and assiduity on the part of their teachers. Where there is a natural fondness and aptitude for study, and a cheerful application during the hours assigned for it, study will not impair the health. But where the mental power is small or sluggish and the nerves are worried by fretful effort, the health is injured by the necessary labor, and the labor is apt to be vain.

Parents are apt to form their opinions upon the utility of the course of study pursued in this school, as well as upon the skill and fidelity with which it is conducted, from the interest felt in it and the success attained in it by their own children. Unless such allowances as a

fair-minded person will always be prepared to yield are made on this score, unreasonable complaints will sometimes be heard. When a pupil is backward, and finds it impossible to keep up with the studies of the class, justice to the other pupils requires that the deficient one should be put into a lower division of the school. And again, parents must be willing so far to concede their natural partialities for their own children as to admit in some cases a lack of the capacity for receiving or of being much benefitted by many of the branches of study pursued in the school. If our citizens will on occasions of peculiar interest to one or another of them personally, recall these suggestions, they may think better of the school than they otherwise would.

We have continued the course which a year's experience has proved to be most agreeable and profitable for all concerned, of having only a single daily session.

The repairs upon the building during the summer vacation, the renewal of the fresco work upon the walls and ceilings, and the change of desks and seats, have resulted in rendering the school-rooms very attractive, and have been regarded by the scholars with gratitude as an appreciation of the public generosity spent for their good.

As appears by the Semi-Annual Report of the Principal, the school is very fully attended, and the two rooms appropriated to desks are occupied by as many as they will comfortably accommodate. In conformity with the vote of this Board granting liberty to the Subcommittee to employ another temporary assistant teacher, if the necessities of the school should seem to them to require it, an engagement has been made first with

Miss Pelgrom, and now with Miss Griffin, to serve us in that capacity. We are highly pleased with her method of discharging the duties assigned to her.

We regret that our much esteemed assistant teacher, Miss Reed, has found her health so impaired as to make it necessary to devolve her labors for the present upon a substitute. Miss Whitney is now filling her place.

Our other teachers, Messrs. Gay and Stetson, and Mrs. Bates, steadily approve themselves to the Committee, and, we may add, to the scholars and to their parents, as able, faithful and successful instructors, and as wise and kind disciplinarians.

It gives us pleasure to add that several of the members of the last graduated class resort to the school daily to receive advanced instruction, there kindly offered to them, in French and Italian, and in general literature.

---

## EXAMINATIONS AND EXHIBITIONS.

None of our Schools have ever had recourse to or made a trial of the experiments by which the pupils in so many public and private seminaries have been stimulated to emulation, by the offer of prizes. It is not within our knowledge that our predecessors in this Board ever proposed to institute prizes from our public funds; nor has any citizen or friend of our schools ever bestowed a gift for such a purpose. We are not called upon to pronounce an opinion here on the good or bad influences wrought upon the pupils of a school by the stimulation of prizes. While we should be obliged to say, in general terms, that our own judgment would lead

us to disapprove of that method of exciting the spirit of emulation, we can also conceive of ways in which any friend of our schools might contrive an ingenious plan for quickening some pupils to interest or diligence, by providing for something which should reward the industrious and not dishearten the dull. But as the case stands with us, our schools depend wholly for the excitements which they furnish upon the objects to which they are devoted. The semi-annual Examinations subject their condition and the proficiency of the scholars to the notice of the Sub-Committees, and the annual Exhibitions afford to the parents and the citizens generally some means for estimating the work accomplished.

It is intended that the Examinations shall be conducted with thoroughness and strict impartiality. The scholars and the teachers have them in view during each half year, and know what is expected from them. The condition of each of the Primary Schools is in this way enquired into by a single member of the Committee. He begins with the class of the little ones who are mastering the symbolic mysteries of the language in the shapes and sounds of the letters; and he has occasion to respect the patient qualities exhibited by every well-qualified teacher in thus opening and smoothing the way to the repositories of all wisdom. Following up the process which the teacher has been pursuing, the Committee man listens next to the classes that can put letters together into one or two syllables, or more, and can spell and read, and rehearse the multiplication table—backwards, forwards, lengthwise, breadthwise and crosswise. The glory of this Primary examination

is the loud utterance and explanation of the “*Abbreviations*,” viz. the cabalistic capital letters, the truncated Latin syllables, italicised characters, and marks of punctuation, the mastery of which qualifies the boy or girl of eight years to take the first degree in the humane arts, and to be sent up to the Grammar Schools.

The Examinations of the Grammar Schools are conducted by a Sub-Committee of three members. The engagements of these officials will not always allow them all to be present in one room to listen to the exercises of all the divisions and classes in course. They generally have to divide their labors and to compare the results.

The Examination of the High School is conducted by a Sub-Committee of four members. The courses of study pursued here make that service more laborious, while it is naturally more interesting to a mature mind. We believe that a healthy stimulus is afforded to pupils of every grade in the expectation of and the preparation for these half-yearly trials of their proficiency. Probably they involve as much of the principle of emulation as is free from all theoretical and practical objections.

The Exhibitions to which each and all of our schools invite parents and the Committee once a year, require much extra labor from the teachers. A considerable outlay of time and much of exciting interest are spent upon them by the scholars. We know that they afford much gratification, and we hope they are profitable to those who take part in them. Many of our citizens look forward to these occasions as means of much pleasure to them. These occasions are in fact the only opportunities open to the general body of those who



support our schools for acquainting themselves with their objects and results.

The Committee will venture to suggest, that among the various uses for which a more spacious and convenient public hall is needed, in this city, not the least pressing sense of this want is felt on occasions of interest to our Schools. On all these occasions the crowd is uncomfortable, and multitudes who obtain entrance complain almost as sharply as do those who are excluded.

---

## RELATION BETWEEN THE GRAMMAR AND HIGH SCHOOLS.

When the High School was established in this city, the fear was expressed by some persons that it might have an injurious effect upon the Grammar Schools. The fear was a vague one in the minds of most of those who felt it. When it spoke itself in distinct terms, it conveyed an apprehension, either that the course of studies pursued, or the grade of instruction offered in the Grammar Schools might be reduced, that some of the most important branches of common education might be committed wholly to the High School, or that the sterling democratic institutions where all may enjoy equal privileges, might be subordinated to an institution for the favored few. It would be unnecessary to deal with these apprehensions now, for the event has shown they have proved wholly groundless.

The only reduction made from the studies formerly pursued in the Grammar Schools, which has followed upon the establishment of the High School, is that of a

branch vaguely called "Philosophy,"—being those departments of the great science which relate to Nature and Mechanics. We believe we speak the conviction of most Committees who have listened to the attempts at recitation in this study in Grammar Schools by young pupils, when we say, that they were for the most part utter failures. That study requires more maturity of mind in scholars, and can be pursued to advantage only with the help of an illustrative apparatus. These two conditions are combined for the scholars of the High School, and all who are qualified to improve the opportunities there enjoyed have the freest possible access to a good apparatus.

We believe that so far from having had any prejudicial effect on the Grammar Schools, the High School has been of very great service and has accomplished a great good in reference to the institutions which are now regarded as preparatory to it. Heretofore the course pursued in the Grammar Schools closed when the scholars had gone through the classes without any test, other than the general examination and exhibition, being applied to them as they were about to be dismissed. Now, the large majority of these scholars are subjected to what many regard as a very severe and searching test of their attainments as they offer themselves as candidates for admission to the High School. Their teachers also are tested.

As there appears at times to be some misunderstanding among a portion of the parents of these candidates, we may here say a few words in explanation of the method by which this test is applied. In the spring, at the close of the fall and winter term, the members of

the first classes in all the Grammar Schools who seek admission to the High School are notified to come together with pen, ink, slate and pencil, but without books, and when they are assembled, cards with a number printed on each are promiscuously distributed among them. Four sets of papers have been previously prepared by the Sub-Committee on the High School, containing, respectively, each ten printed questions, or classes of questions, in Arithmetic, Geography, History, and Grammar. The contents of these papers are carefully guarded by seals from the observation of any one when they come from the printing office. The questions upon them are prepared from the very books and from the very studies and lessons in which the candidates have been drilled for at least four years. They may seem too difficult to some parents or friends who have ceased to be learners in technical or abstract ways, or from school books. But when it is remembered that the scholars are or ought to be all fresh and flourishing in these matters, sympathy with their task can hardly urge that they are severely dealt by. One of these papers, with spaces left for writing the answers—an incidental test of the skill of the scholars in spelling, writing and punctuation—is put into the hands of each pupil, an hour and a half being allowed for answering the ten questions, no help or communication being permitted. The papers are inscribed by each boy or girl with the number on the card given to each of them, and they are instructed to keep that number privately, to be produced when called for. After recess another set of papers is distributed, and so on till the process is completed. Each set of papers is carefully gathered up

and laid aside; the four corresponding ones belonging to each pupil, by number, are brought together; they are then subjected to the examination of the Subcommittee, and the result is set down by crediting and charging the correct or incorrect answers on each set of papers to the number borne by each. At a meeting of the whole School Board a statement is made of the number of new scholars for whom there are vacant desks in the High School rooms, and then a standard is fixed requiring so many correct answers to the questions as will admit enough new candidates for existing accommodations. The successful numbers are then announced in presence of those who produce the corresponding cards, and the Committee for the first time have opportunity to know personally and by name those whose written answers they have been examining.

It may be that some improved method may be suggested for conducting this examination. If a more easy and simple one can be found it would be a great relief to the Committee. If a less nervous and exciting one can be found, it might be more satisfactory with timid and bewildered scholars. But we can conceive of nothing better suited than some such test as this for fairly settling the relations between the Grammar and the High Schools, and for making them mutually serviceable.

---

## ENLARGEMENT OF THE SCHOOL COMMITTEE.

The Committee regard with favor the measure provided for by a Statute of the Commonwealth, ratified by the acceptance of the City Council, and just acted upon in our late Municipal election by which eighteen instead of twelve members are made to constitute the School Board. If this measure could be regarded by any persons as one of doubtful expediency, it would be only in its bearings upon the discussions and the business transactions at the meetings of the Board. It might be argued that the number of which it was previously composed was large enough to plan and execute all the work done in the Committee room; such as preparing an estimate of the expense of supporting the schools and regulating their discipline, electing the teachers, choosing the text-books, and criticising the semi-annual Reports, &c. Any excess of numbers in a deliberative Board beyond the moderate limit of convenience and necessity is generally found to be wasteful of time in the despatch of business, and unfavorable to harmony, unanimity or consistency in the work planned or done.

The Committee themselves would be likely to accord in this view as an objection to the enlargement of the Board if they felt that all the most important and laborious part of their work is that which is done when they meet together in their own room. A small and compact body is for many purposes preferable to a large one in the transaction of such business as comes before our meetings. Additional members often multiply dif-

ferences of judgment without increasing the wisdom of the decisions reached. The records of the Board will show that many important measures were carried by the vote of a bare majority of a quorum of the dozen members heretofore comprising it. We do not apprehend, however, that any inconvenience or impediment will really be found to attend upon the enlargement of the Board, in connection with the discussions and the business of its meetings. But these meetings are by no means the most exacting part of the functions of the School Committee. The constant oversight of the schools, and their two annual examinations, require a great deal of time and attention. These tasks are necessarily parted out to Sub-Committees, and from the smallness of these Sub-Committees, the work assigned to each of them is virtually put upon the Chairman of each of them. Those whom the city has entrusted with the care of schools serve wholly without remuneration, and generally have to snatch the needful time from their own business or leisure. As we have said in another connection, we believe that the efficiency of our schools, the fidelity and energy of the teachers, and the interest of the pupils, are all greatly increased by a careful and constant oversight. It is desirable, therefore, to make this oversight more close and intimate, and at the same time to relieve the burden which it casts upon gentlemen who can give to it only a limited amount of time. We think that the addition made to the number of the School Committee will be found a great relief. It comes very opportunely just as a new and very large edifice, which at this time of writing, bids fair to be thronged with scholars, has been added

to our schools. We have now twenty-seven Primary, seven Grammar Schools, a High School, and an Intermediate School. The districts have been re-arranged. There is a constant change going on among the inhabitants, bringing new applicants for the privileges of the schools; the Committee have many calls to answer at their dwellings, with many interruptions of visitors. We have felt the need of more associates, among whom to divide our labors, and we are therefore gratified at knowing that those who are next year to administer the great trust we have held, are to be more in number for mutual counsel and help. We commit to them our charge, reminding them that ours is a service in which it is no reflection on us if our successors do better than we have done, while it will be a reflection on them if they do not.

By order of the Committee.

TIMOTHY T. SAWYER, President.

Charlestown, Dec. 20, 1857.

GEO. B. NEAL, TREASURER, IN ACCOUNT WITH  
TRUSTEES OF CHARLESTOWN FREE SCHOOLS.

Dr.

1857. Jan. 1.	To Balance from former account,	155 85	
“ 16.	Interest, 6 m. on \$5000 note,	150 00	305 85
April 14.	Cash of City Treasurer, for sundry disbursements,	8 00	
May 13.	Interest 1 yr. on \$600 note,	36 00	
June 27.	Cash of B. F. S. Griffin,	10 00	
Nov. 28.	Interest, 6 m. on \$5000 note,	150 00	204 00
			<u>\$509 85</u>

Cr.

1857. April 30,	By paid E. S. Ritchie balance of bill for apparatus, &c. for High School,	44 25	
July 20.	Smith, Knight & Tappan's bill for Diplomas, plate, &c.,	73 20	
Dec. 20.	Hallett & Cumston for rent of Piano for High School,	25 75	143 20
“ 30.	Balance carried forward,		366 65
			<u>\$509 85</u>

GEO. B. NEAL, Treasurer.

Charlestown, Dec. 30, 1857.

*In School Committee.* On motion of Mr. Warren, it was Voted,  
That this account be printed with the School Report.

Attest :

A. J. LOCKE, Secretary.

December 31, 1857.



**DEDICATION**

**OF THE**

**PRESCOTT SCHOOL HOUSE.**

At a meeting of the School Committee, 17th of December, 1857,  
it was

Voted, That an account of the proceedings at the dedication of the Prescott School House, with the Addresses of the Mayor and Rev. Mr. Ellis, be printed with the Annual Report.

---

The dedication took place on Tuesday afternoon, December 15th. A large number of citizens were present, and the occasion was one of much interest. It was honored with the presence of William H. Prescott, the historian; the Secretary of the Board of Education, Hon. George S. Boutwell; and His Honor Mayor Rice, of Boston. The exercises consisted of a Prayer by Rev. J. B. Miles, Singing by a choir of children from the Warren School, Addresses by the Mayor, Rev. G. E. Ellis, Hon. G. S. Boutwell, and Hon. R. Frothingham, Jr., and a Benediction by Rev. A. G. Laurie.

## ADDRESS OF MAYOR SAWYER.



We have invited you here, ladies and gentlemen, to examine an edifice which has been erected by the city for a Grammar School House, and as Chairman of the building committee, I shall make a brief statement of what has taken place since it was determined that the necessity for further school accommodation existed, and then ask you to assist in the dedication of the building, and witness its delivery to the School Committee.

The growth and prosperity of our city is fairly told by the records of our schools—our community being such that few children attend private schools. The interest in public schools is general, and the determination that they shall be good is unmistakable. Our population is a stable one. Our citizens are order-loving and thoughtful ; and every new project, to receive their encouragement and support, must be reasonable and practicable. One of the peculiarities of our people—which in this age of the world we may proud-

ly point to—is their freedom from undue elation or depression ; their steady demand for things honest and appropriate—for substance instead of show.

Fully impressed with the belief that such was the true character of those who were to pay for, and use it, the City Council planned and have erected a building which they believe to be in keeping with that character, a plain, substantial, convenient school-house, where the children can be assembled, in which they can be comfortable and secure, and about which shall be the certain evidences of thoroughness and usefulness—two of the most important lessons of life. We hope we have succeeded in the accomplishment of our aim, and that your inspection of what has been done, may result in the approval of our labors.

The building is for the accommodation of a Grammar School. Not a college, not a hall of art or amusement, but a place where a foundation can be laid for things useful, ornamental and agreeable ; where care of the character and of the intellect of our children shall be the grand aim ; the security of valuable institutions and the realization of cherished hopes, the undoubted result.

It is a common custom to give to public buildings names which shall express some idea of goodness, of usefulness, or of honor, or which shall connect the memory of some good or great man, or thing, with the edifice, and keep fresh in the mind the lesson which the name may convey. To this building we have attached the name of “PRESCOTT.” It will be suggestive of manliness, of faithfulness, and of learning. It has character and accomplishment to recommend it ; tried

merit, rather than ephemeral greatness, for the basis on which it rests ; and we have confidently adopted it for its appropriateness and value. We are on the soil of Bunker Hill, and we are in the presence of one of Massachusetts' noblest sons; and if we may appropriate the influence of both, and there is any value in a name, we can commit no error in adopting that of "PRESCOTT."

In their report of Dec., 1853, the School Committee say of the Warren and Winthrop Schools, that they are "overrun with scholars," and in the appropriation bill for 1854, the Finance Committee reported an item of \$2500, for the enlargement of the Winthrop School-House. This sum was granted by the City Council, and placed at the disposal of the School Committee, but, for good reasons, no doubt, nothing was done about it, and at the end of the year, the amount was transferred to another appropriation. In 1855, the sum of \$3000 was appropriated by the City Council for the same purpose ; but after an examination of the building, and a careful consideration of the condition of all the Grammar Schools, and the increasing population of the city, the School Committee and the Committee of the City Council were agreed in the opinion that the enlargement of that building would not meet the demand for room, and that a new School House should be built. A Sub-Committee of the School Board was appointed to obtain the requisite information, to determine in what part of the city the building should be located ; and in May, 1856, they reported that they had decided upon a location between Trenton street and Jefferson Avenue, and that a lot of

land could be obtained for the purpose ; and on the 20th of May, by authority of the Board, the Committee petitioned the City Council to purchase the lot, and appropriate the sum of \$25,000 to pay for it and build the School House. The Committee had previously examined the lot on which this building stands, which belonged to the city ; but on account of the difficulty of access, which they supposed could not be remedied, except at great expense, they had concluded that the other lot would answer a better purpose. The petition from the School Committee was referred by the City Council to the Committee on Public Property, and on the 30th of June, they reported that a suitable passage-way could be obtained to the city land, and they recommended the adoption of an order authorizing its purchase, and appropriating so much of the lot of land as would be necessary for the purpose of building a grammar school house. The order passed the Council by an unanimous vote, and a committee was appointed to confer with the School Committee to make the necessary examinations and inquiries, and to procure a plan for a building such as the character of the city and its increasing population seemed to require should be built.

In pursuance of this order, the committees examined several of the most recently constructed grammar school houses in the vicinity, and unanimously preferring the Dwight school house, in the city of Boston—convenience, economy, and stability, being the points to be gained—they gave directions for a plan to be drawn as nearly like that as could be done with due regard to the dimensions of the lot on which the building was to be

placed ; and on the 16th of March, 1857, the plan was reported to the City Council, by it adopted, and an order passed, which by its liberality, indicates both interest in our schools and great confidence in the committee entrusted with carrying it out.

The plan of the building was drawn by Mr. TOWLE, a well known architect of Boston, who has inspected the work as it progressed, and who reports it conformable to the specifications.

On the 4th of April last, the proposals for the building were opened by the Committee, and the successful parties were found to be for the mason-work, Mr. W. W. BRAY ; for the frame and finish, Mr. AMOS BROWN. Contracts were at once drawn up and signed, and on the 22d of April,—unfavorable weather having caused some delay,—the excavation was commenced. On the 5th of June the corner-stone was laid, and from that time the work steadily progressed to completion. Of the contractors, the Committee feel bound by a sense of duty, as well as by the real pleasure it will afford them, to make the following notice. Mr. BRAY was a stranger to them, and his application for the plans, and an opportunity to bid for the contract, was received but one day before the decision was to be made. He was successful, and he commenced his work. The first load of granite dropped upon the ground, seemed to indicate the character of the mechanic. The foundation of the building was laid, approved by the Committee, and highly praised by experienced parties who examined it ; and quietly and systematically from the first to the last, with uniform courtesy and frankness to the Committee, did his work progress, until the requirements of

his contract were fully complied with, and his reputation as a skilful artisan, and an honorable man, was most decidedly established.

Mr. BROWN has been long a resident of the city, and is too well known to be benefitted by a word of commendation. His work has all been accepted by the Committee, and it will tell its own story to those who choose to examine it.

The furniture is from the manufactory of Mr. JOSEPH L. ROSS, and it is believed to be of the most approved pattern and finish.

The cost of the building, with the lot of land, 13,500 feet, the passage-way purchased at \$500, and the furniture, will not vary much from \$36,500.

In the progress of the work, uniform good feeling seems to have existed among all the parties engaged in it; and so far as the Committee have been able to judge, the work itself has been marked by unusual success. Connected with it, however, we have a sad record to make—a record which will remind us of the uncertainty of human life, and the value of human sympathy

On the 18th of August, JOSEPH PEDRICK, Jr., a carpenter, employed by Mr. Brown, a young man 19 years old,—upright, amiable, and intelligent, the hope of his relatives, and the pride of his associates,—by a misstep and a fall from the second story to the cellar floor, was instantly killed. And on the 8th of November, THOMAS HODGDON, a painter, by the breaking of an iron hook which held one end of the stage on which he was standing, on the outside of the building, was thrown with such force to the pavement below, as to



cause his immediate death. Mysterious dispensations! How they startle us into thoughtfulness, and touch our hearts with the tenderest sympathy!

The building is finished; its plan, its proportion, its workmanship, seem to be very good; and to its proper use let us now dedicate it; to the development of the human intellect and the good emotions of the human heart; to honesty and truth, the foundation, and intelligence and taste, the finish of sound character; to culture—culture of the intellect, and culture of the affections;—to remembrance of the Fathers, the thoughtful founders of the common school system;—to the honor of God and the good of mankind, let us dedicate all our public buildings, and when we send our children to this school, and entrust them to teachers selected to conduct the affairs of this house which we have erected for their advantage, let us show our own faithfulness to the idea which we have now advanced, in the strictness of our charge that no lower consideration shall influence their example or instruction.

And now, gentlemen of the School Committee, in behalf of the Building Committee, whose labors are at an end, and in compliance with an order of the City Council, I turn this building over to you, that you may carry out the purposes for which it has been erected. Take it, and appropriate it to the real advantage of the children whose guardians, in the important matter of education, for the time being, you are. Take it, and with it the great responsibility which its charge will impose upon you. Ours has been the duty of preparing a place for the education of children: yours is the higher duty of providing the education itself—an

education that will fit them to perform justly, skilfully, and magnanimously, all their duties as citizens ; which will determine their characters and their destiny. I have heard of an old Roman superstition, that the prayer of the first person who should appear at the shrine of the god to whom any Temple was to be dedicated, would be surely granted. It so happens that the duty of saying the first official word, at this dedication, devolves upon me, and not superstitiously, I trust, but with a confidence equal to those of old, I earnestly pray to the God of Learning and Love, to whom we dedicate this building, that it may be a place where discerning and faithful teachers may, for years to come, be successful in moulding and developing the character and the intellect of the children who may occupy it ; and from whence may continually flow, an influence of good upon our community.

## RESPONSE OF REV. DR. ELLIS.

---

*Mr. Mayor :—*

In the name and in behalf of the School Committee, I accept at your hands the charge of this edifice, and promise in their name, as I think I may safely do, to dedicate it to those uses of which you have spoken in such befitting words. The strong and earnest terms in which you have expressed yourself on this occasion, as well as all the words which I have heard from you in your official capacity as head of this body, testify how faithful and worthy a guardian these our noble institutions have found in you, one of their pupils, and, I will venture to say, one of their best and most proficient pupils.

As by your own positive determination, Sir, in opposition to the earnest wish of your fellow citizens, you have insisted that you will no longer be our Mayor, nor as such, the head of our School Board, allow me here, in the name of these my colleagues, to express the sincere and hearty confidence which you have won from us in that relation. Your own presidency over it, Sir, always courteous, impartial and admirably

patient, when its members have been most impatient, has certainly aided the dispatch of business, and has left its mark on the business itself. For one, therefore, I must express my high gratification, that the term of your official headship of these schools is connected with the building and completion of this grand edifice, and that it has fallen to you, to speak so fittingly the words of its Inauguration. May the sight of it, Sir, the good uses of it, the good fruits of it, be to you, so long as you live, the symbol for pleasant memories and sure hopes! May you always find pleasure in looking at it, and in recalling the thought of that part in it, which belongs to you!

You have referred, Sir, to the name under which this school edifice is henceforward to be known among us—the honored name of “PRESCOTT:”—nor have you one whit exaggerated the importance of a name for such a thing as a school. A name that is to be so often spoken, and in so many moods of mind and feeling, by hundreds in each rising generation; that is to be made so familiar in fireside tasks and talks, by highways and in public documents, may well claim to be selected with pains, and to be bestowed only for the best of reasons.

Happily for me, this very suggestion about names leads my thoughts in a direction from which I catch hints that shall help me to turn this perfunctory service of mine into a labor of love. The names—the honored and revered names—my fellow citizens, which are attached to our school edifices, would give me the bone and sinew, and I might even say, the spirit, of a strong discourse upon this occasion, if I had the skill to

clothe them with the imagery of fitting words. To the pupils of our schools who will stop to think and be patient to inquire, there will start up a charm, a romance, an inspiration, in the names which they bear, and a spell of power will go forth from them. Though we are the smallest in territory, we are favored above all the municipalities of the Commonwealth in this respect. By a singularly felicitous selection and succession of these names, our school edifices open all our history to the scholars, and commemorate with an honor that may be coveted, our men of pure fame, and signal events which we love to hold in cherished remembrance. Observe, Sir, what an epitome of that history,—catching its gleaming points and perpetuating its providential oversight through the lives of great and good men,—may be found in these familiar names! WINTHROP and HARVARD are the pride of our colonial annals; BUNKER HILL and WARREN the symbols to us of noble patriotism, when the Revolution turned us from a little colony into a noble State; and PRESCOTT gathers up the high honors for good services in that struggle, and passes them over to this, our peaceful age of literature, enhanced in fame and power by the living historian who bears the name. I would say to the teachers of our public schools, that a good part of their work, at least in interesting their pupils in our history, is done for them, if they will skilfully improve the quickening power of the titles borne by the buildings within whose walls they fulfil their hard but generous duties.

We commemorate first of all the ever-honored JOHN WINTHROP, first Governor of Massachusetts, whose first

dwelling, a poor and rude hut, was on the soil of this peninsula. WINTHROP!—a name that his own contemporaries always spoke with reverent affection; a name that has never been sullied by descendant, whether in State or Church, in politics, in social or business affairs. Well may that name be honored! I know not one in all our annals more worthy of love and respect. That first Governor was the directing mind, he was the wise and prudent guardian, he was the most valuable instrument of our colonial enterprise. He staked more than any other; he staked all that he had and all of himself, body and goods, heart and soul, in it,—a most pure, devout, and faithful man, giving through his life new charms and demonstrations to virtue. In his character, there was an amazing simplicity and ingenuousness. Some of the most winning traits of childhood passed into and adorned his beautiful manhood of lofty integrity. He had the firmness of the soldier, the charity, the meekness, the piety of the true christian.

We commemorate next, blessed JOHN HARVARD—the founder of the College. And every city in this State ought to have a school—I had almost said, ought to have a church—bearing that revered name; for the whole personal history of that good man,—the first saint in our calendar,—is a blank to us, saving only his good deed. He comes out of the shadows of the past like another Melchisedek,—“without father, without mother, without descent,” without pedigree, without posterity,—unknown in birth-place and in burial place, and so without any “beginning of days.” Yet we do know the “end of his life,” because, when

the grain of wheat fell into the ground, it bore much fruit; and we know, too, that HARVARD, like Melchisedek, was a "priest of the most high God,"—a true King of Salem, City of Peace. But all his history is vague to us; and not the least wonderful fact is, that a Puritan minister should have had so much money to give! Our most diligent antiquarian, Hon. JAMES SAVAGE—who has already found out a great many things which Time had forgotten,—has said that he would cover with gold coins heaped up, every letter and line that would tell us anything about JOHN HARVARD. He even crossed the ocean to search for memorials of that good man; but he found only on the books of Emanuel College, in Old Cambridge, the dates of HARVARD'S matriculation and of his subscriptions for the two degrees of Arts, in 1631 and 1635. An entry in an almanac, made by one of our ministers, his contemporary, has happened to record his death, in seventh month, 14th day, 1638. An entry in our Court Records, in the State House, tells us that he became a freeman only ten months before his death,—and that is all. That the good man preached for a season in Charlestown church, of which he and his wife became members in 1637; that he had here a house and land, and was one of a committee in the matter of colony laws; that he died here of consumption, doubtless in the flower of his youth; that he was buried somewhere beneath our soil,—these are all the other scanty memorials of him who, time and circumstances considered, made the largest and the most useful bequest ever bestowed, even in this region of splendid and munificent charities. He has a monument in our old burial-ground, but the date

of his death on that marble slab is erroneous ; and it is probable that his remains rest beneath the old Town Hill, or are trampled over by the busy feet that course our City Square. He has a more congenial monument in the school which bears his name. There may children to the latest generation learn the elements of that wisdom and piety, whose fruits are growing around his unknown grave !

And again, in the next school house, we commemorate, I might almost say, our own citizens,—though we do it for the Fathers' sake,—in giving the name of BUNKER HILL to one of our school edifices. Mr. Mayor, I do not wish to add another line or epithet to that often turgid and overwrought rhetoric which has worried the memory of that hill. The world will tire of it, if we crowd it with a surfeit even of patriotism. We have cut down the hill, but we have spread the soil from its summit and brow over the surface of our whole territory, until we are all BUNKER HILL. (Laughter.) This edifice stands as a sort of peaceful mediator between the two hills—the real and the usurping one—on the former of which was the great fight, while on the latter were the lookers-on. Indeed, Sir, the famous rail fence, that serviceable barrier of “split-stuff and new hay,” could not have been far from where we are now. But let these storied summits, my young friends and older ones, echo less of the boasts and parade, and more of the substance of true patriotism. Our freeborn boys are here to be taught to obey, to learn the laws of order, and receive the culture of Christian Scholarship, the discipline of virtuous self-control, and so to become citizens worthy of their sires and of their soil.



I have just said that the site of this edifice makes it a sort of mediator between two rival summits, whose fame has been a little blended and confounded. The name given to this edifice will help, at least, to rectify an error which had been creeping into the popular rehearsals of our great battle. We have a school edifice which bears the honored and cherished name of WARREN, a volunteer in the fight on that hill, and its most distinguished and lamented martyr. Patriotism is generous, free, outspoken, and grudges no honors to those whom it enshrines. Patriotism intends also to be just—*just*. The splendid qualities and whole-hearted devotion of Warren secured to him his tribute of glory when he fell; the zealous care for his memory and honor felt by his nephew, the late Dr. WARREN, has renewed, almost annually, the laurels on his name and monument. WARREN'S statue now crowns the hill where he fell; and if there should be any statue there, it surely ought to be his. He, too, has a school for his memory, and has left noble lessons for its pupils.

And now, for the first time, we have a school edifice bearing the name of the commander of the American forces in the great battle. It was Col. PRESCOTT, of Pepperell, to whom the General of the New England army, then encamped at Cambridge, gave the order to lead a body of soldiers to Charlestown, and entrench and defend its summits. The order was faithfully obeyed—as far as circumstances would admit. Col. PRESCOTT was the hero of that day. He was a yeoman of our own soil, and had done and seen service before, and did and saw service afterwards. We honor him this day for his manly qualities,

and for his patriot services. From him, his name passed to his son, the late Judge WILLIAM PRESCOTT, of Boston—a lawyer of distinguished ability ; one of the wisest of councillors ; a man of rare modesty, of most winning and gracious old-school manners, of the noblest Christian integrity. His image, stamped deeply on my memory in youth, rises before me as he walked the streets, as he sat gravely in his place at church, and as he brightened and beautified his happy dwelling. And as girls as well as boys are to be pupils of this “ Prescott ” School, I may yield to the impulse which prompts me to a word of respectful commemoration of that Christian woman, the other head of Judge Prescott’s dwelling,—a woman who filled out our ideal of all that is lovely and engaging in the female character,—useful, meek and saintly ; who to extreme old age was young in heart and in the heart’s joys, and whose family cares began first in her own household, and then extended, over half a century, to the daily oversight of a large asylum of poor orphan girls. Who that remembers her venerable form, as, almost to the day of her death, she went on her blessed errand, does not respect her ?

Charlestown might have found sufficient reason for attaching the name of “ PRESCOTT ” to one of its schools, in honor of those who had borne it, even if there was not one among the living to add to its honors. Without intending any mathematical apportionment of our designed compliment to the men of three generations, we do propose, in the bestowment of this title, to render respectful tribute to Mr. PRESCOTT, the historian. He certainly is not one of those who lacks honor in his own country and age, among the enviable

honors he has received from abroad. As individuals and as a community, we feel proud of his fame, and grateful for the wisdom, the refined pleasure, and the precious instruction, he has afforded us by his pen. Your presence, honored sir, (turning to WM. H. PRESCOTT, Esq., who sat upon the platform,) forbids me to say more. It requires that I be considerate in the language of encomium, lest it should pass into that wasteful overflow of praise which is flattery. If you were not here, I should say more. I must also respect the contract on which you came,—that the reserve which, in spite of your busy skill with your pen, has kept your lips closed upon all public occasions, shall not be rudely broken in upon here by the necessity of a speech. Your presence in silence is a speech to us. I know you will not esteem it among the least of the encomiums lavished upon you by royal courts, elect academies, and the great Republic of Letters, that a school in which thousands are to be trained in wisdom bears your name, and that of your father, mother, and grandfather.

MR. PRESCOTT.—“There is no greater honor.”

The interests of education engage more and more, from year to year, the intelligent zeal of our communities. Gratitude for the sacrifices made by our fathers when they first legislated so exactly for common schools in a yet unsubdued wilderness, compels us always to refer back to them, and to give them the high praise of good beginnings. But improvement upon their methods and their works has been the no less exacting duty of every generation between them and ourselves. We feel the need of improvement still, in

the purposes and methods of education. Indeed, we could have no better evidence of the general admission of deficiency and inefficiency as compared with our standard, than the fact that the wisest minds and most generous hearts among us are engaged upon inquiries and plans for the advancing of this great work. Our community seems sometimes to resolve itself into a committee of the whole on education. We have many excellent journals, conducted with ability, and wholly devoted to that cause. Lectures, conventions, prize essays, debates, County and State Institutes, present its interests in every form. Every professional man, however high his range, loves to be a helper in this cause, nor feels that he has to go down below his mark to engage in it. Scholars of finished literary taste, lawyers and statesmen, are glad if they can win the coveted honor of preparing good school-books. I think it would rejoice the hearts of the Fathers, if they could come back here now, and see that one of our guests who, having filled with true fidelity and dignity the office of Governor of this whole Commonwealth, is now the diligent and devoted head of its common school system, journeying from the Capes to the Mountains to inquire after the urchins on its benches, and to teach their teachers.

And now, if it be asked what good will come of all this inquiry and effort, we answer by pointing to the good which has come, the full reward of all past and present zeal in this great cause. If we could get the oldest living graduate of our schools, one of our grey heads, like some two or three I see before me, to stand up and draw the contrast between their experience

of the methods of education in the days of their pupilage and our own, we might understand how and where and to what extent there has been improvement. Pure air in the school-room (you see the ventilators!)—wise discipline—simplified text-books in the hands of every pupil, instead of one old dictionary in the hands of the master—more oral instruction—better classifications—valuable illustrative helps—mechanical facilities—these are some of the more obvious tokens of progress. Far higher qualifications are required of teachers, and their labors are rewarded more adequately, and their social position has risen, so that they rank with the classes of highest conventional esteem in our community. If we take the most comprehensive view of what is included virtually in education, we shall find that more persons are engaged in this service than in any other single labor or profession. Even the dancing master feels he has won a new dignity when he can claim the title of “Professor” of the art. The distinction between his science and that of education may be as great as that between the heels and the head of a human being; but we have all of us, my friends, learned too well the fable of “The Body and its Members”—rather, I should say, the noble christian lesson into which the Apostle expanded that fable—to deny the connection between the heels and the head, or to wish to sever the relation between innocent and graceful accomplishments and sterling acquisitions. I rejoice that education does now take to itself the charge of the whole human being, of all his parts and members, from the foot up to the head, not forgetting on its way the heart, nor even the stomach—while it teaches the hand the cunning skill of painting and drawing, and trains the voice and ear

to harmony, and magnifies the marvellous lenses in our foreheads, with the help of other lenses, into quickened vision, for studying some of the minuter forms or stupendous marvels of the great and wise God. It is education which draws out all the gifts of power which God has bestowed, and furnishes new helps for the knowledge and obedience of the Divine will. Education multiplies by refining and strengthening the faculties of man. It gives a new charm to the purposes of human life ; it connects youth with age by a thread on which are strung the great lessons of every fleeting hour. Education is the only influence which will realize the problem of equalizing the sexes, bring them to the same level of opportunity and divide rightly between them the functions of society. We never hear a well-educated woman demand her social rights—she feels that she has got them.

But while we gratefully recognize our gains and progress in this high cause, we would neither conceal nor underestimate our deficiencies. With each increase of the burden of taxation, we hear complaints from some about the expense of our schools. The common reply—rather an ungracious and contemptuous one,—which is made to these complainants, or oftener behind their backs, is, that if they only had had more labor and money spent on *their* education, they would not grudge the outlay for others. This smart reply, which human nature, I know, is prompt to utter,—not, however, coming from the best part of that nature,—does not conciliate the objectors, nor does it really meet their objections. We may trust the inherent and self-asserting claims of education as far as this, that they will win the confidence even of those not favored by it, if it

really shows fruits proportioned to its cost, and it ought to do that. Therefore it is better to regard the complaints at the burden of these costs as gentle reminders to us of the defects and short-comings of our methods, rousing us to new interest, closer watchfulness, more patient effort, and wiser measures for making our schools what they ought to be. The murmurs of the uneducated ought to engage the zeal of the educated to take from them the reason and occasion for their utterance. The race of croakers, I think, never outnumber the race of lazy and ease-loving persons, amid the rich fields that require careful tillage and abound in weeds.

Two simple and comprehensive aims ought to direct the cause of Education: First, to make knowledge more important and more profitable to those who acquire it easily; and, secondly, to make knowledge more easy of acquisition and more attractive to those who are dull or difficult, or distrustful pupils. A ready pupil is a snare, a dull pupil is a goad, to the conscience of the teacher. Though the teacher enjoys his service for the easy pupils and dreads his task for the dull pupils, he must remember that God mingles in the pleasant part that he may perform well the task part of all duty. Let us do all we may, my friends, to honor and to aid our school teachers, but let them remember that they are *teachers*.

And now, Mr. Mayor, we will put this school "in commission," as is said of the great ships on our waters. It is to be a receiving vessel, a store vessel, and a dispensing vessel. We have moored it strongly; we mean that it shall be well officered. May heaven smile over it, as it guards our "shore station!"





# Citizens of Charlestown

The attention of the undersigned, members of the **SCHOOL COMMITTEE**, has been called to an anonymous Handbill, headed "Voters of Charlestown." Considerations higher than those that are personal to the Teacher alluded to, or to the Committee, induce us to notice it. We believe that the discipline and general welfare of our Schools are to a considerable extent involved in the question of sustaining this teacher. We fear that an attack has been made upon him as the Representative for the time being of that healthful authority, without which our Schools will be lawless and uncontrollable. Mr. C. S. Pennell, the teacher alluded to, graduated at Waterville College in 1810, and was immediately employed in the place of his residence, (Wrentham, Mass.) for about two years, a part of the time as Principal of Day's Academy, to the entire acceptance of the School Committee, the Trustees of the Academy, and the parents of the children entrusted to his care. From this place he was called to the charge of the High School in Cabotville, which position he occupied about five years, with great credit to himself, and, as his testimonials show, to the satisfaction of the School Committee, and the citizens of this town. There is no foundation for the assertion made in the handbill that he "unmercifully whipped a child at Cabotville." We refer to the following certificates of Hon. W. B. CALHOUN, Secretary of State, and A. W. Stockwell, Esq., the Postmaster at Cabotville, gentlemen very well known through the Commonwealth:

I have seen a Handbill addressed "To the Voters of Charlestown," in which allusion is made to a Teacher of a School in that City, who was formerly employed in the same capacity at Cabotville, one of the villages of Springfield. If the reference be to Mr. Pennell, I state very cheerfully that Mr. Pennell was known to me several years as a Teacher at Springfield, I having been at the time one of the School Committee of the Town.

Mr. Pennell was one of the best and most successful Teachers employed at Springfield; and gave entire satisfaction to the School Committee. I always regarded him as a very faithful and accomplished instructor; and the Committee parted with him with great regret.

W. B. CALHOUN.

Boston, Sabbath eve'g, March 12, 1848.

I have seen the Handbill referred to by Mr. Calhoun, and can say, that the statements therein, relative to the Teacher from Cabotville, (if reference is had to Mr. Pennell,) are entirely without foundation or the semblance of truth. Instead of being *suffered* to leave Cabotville, "as the most charitable way to be rid of him," nineteen-twentieths of the whole village were exceedingly sorry to part with him. The story about his "whipping a boy unmercifully," I regard as untrue. His punishments were always regarded as mild and never excessive.

I concur most heartily in the statements of the Hon. Mr. Calhoun; and have added the above statements, as I am a citizen of Cabotville, and for a part of the time that Mr. Pennell was a teacher there, I was a member of the School Committee for that District. I never knew a teacher more mild and reasonable in his disciplinary measures than Mr. Pennell.

A. W. STOCKWELL,  
Formerly School Com. of Cabotville.

Boston, March 12, 1848.

This situation, much to the regret of the citizens of Cabotville, he resigned, to take charge of the Warren School in this city, to which office he was unanimously elected in Feb. 1847.

The root of the whole matter of complaint against Mr. Pennell, is a case of discipline, in Sept. last. That matter was fully investigated by the Board at the time, who, after devoting two evenings to it, passed the following resolution as the result: "That while this Board regret the necessity for the infliction of so severe a punishment as was administered to the son of Mr. Wm. Farrie, by the Grammar Master of the Warren School, Sept. 22, the Board fully sustain the course of the teacher in this case of discipline, as necessary to the subordination and good government of that school." In Dec. the subject was again brought to the attention of the Committee, and all persons who wished, were fully heard by themselves, and H. D. Austin, Esq., who appeared in their behalf in an open meeting of the Board. After devoting two whole evenings to the hearing and the subsequent deliberation, the Committee, by a vote of eight to three, saw no cause to change their former conclusion.

The charges against Mr. Pennell, other than that alluded to in the resolution, are such as all faithful teachers are exposed to. That was the or-

igin, and is the center around which all the others cluster; having their foundation, so far as the Committee were able to learn, in the strangest fabrications, exaggerated second-hand statements, and the avowed confidence of parents in the assertions of their children, rather than those of any teacher, when the two should be in conflict.

The facts in relation to the son of Mr. Farrie, as they appeared to the Board, are briefly these: He, with other boys, had been throwing missiles at a market man in the street, during recess, for which, each was to receive five blows with a ratan, on the open hand; this boy, after receiving one or two blows, refused to hold out his hand; and for this act of insubordination, after expostulation, a severe punishment was inflicted upon the fleshy parts of his back and legs by a ratan.

Mr. Pennell, during the time, by the testimony of the assistant teacher, being perfectly free from passion, and stopping five or six times to appeal to him to submit to authority. The boy did submit, and received the remainder of the punishment for the original offence. Marks were left on the boy's thighs and legs, but by the father's statement he was not permanently injured. He was about his play the same and the next day, eat and slept as well as usual; and the opinion of a physician was given, that the injury was merely upon the fleshy part of the legs, and was temporary.

The Committee, although they regretted the necessity for so severe a punishment, did not see where the Teacher could have stopped without surrendering all authority. Under these circumstances, the Committee, consulting the good of this and other schools, aside from any regard to the interests of Mr. P., saw no other course to pursue than to sustain him in his position. Since then, notwithstanding the influence of a few parents is joined with their children against the teacher, good order has been maintained, and the school is in a healthful condition. In no case has any girl been punished corporally, except on the open hand; and the cases of such punishment have been very rare, & never severe.

The changes in the Grammar School Districts, rendered necessary by the erection of new houses, will bring nearly all the disaffected persons into the Winthrop School District, and thus will be taken away even the argument of expediency for his removal.

The upholding of Mr. Pennell as an individual, is of no consequence, though we believe him to be a good teacher, humane in his discipline and efficient in his instruction; but we regard this, to a certain extent, as a test question of the maintainance of all law and all subjection to authority in school and out of it. We believe there is a fearful responsibility resting upon parents who instruct their children to resist the authority of the teacher, to refuse to submit to punishment and run out of school to avoid it; in short, who, by their intemperate language and their own example, encourage rather than check that restlessness and impatience of control which is natural to children. The evil rests not alone with the children who are the subjects of such instruction and example, but is social, and we fear is increasing. Respect for law [and school and parental authority are the only law to the child] is our only safeguard.

We appeal to you, citizens of Charlestown, to see to it that nothing be done to weaken that reverence for law, that respect for parental authority and the wholesome restraints of school discipline, which are essential for those to whom will soon be entrusted the peace, good order and general welfare of society.

HENRY K. FROTHINGHAM,  
JOSEPH F. TUFTS,  
JAMES ADAMS,  
JOHN SANBORN,  
J. W. BEMIS,  
N. Y. CULBERTSON,  
GEO. A. PARKER,  
GEORGE FARRAR.

Charlestown, Sunday evening, }  
March 12, 1848. }



## TRUSTEES OF THE SCHOOLS.

1858.

1847.

Henry K. Frothingham, Joseph F. Tufts, N. Y. Culbertson, John Sanborn, James Miskelly, Edward Thorndike, George A. Parker, Seth J. Thomas, George Farrar, J. W. Bemis, Thomas Greenleaf.

1848.

James Adams, George A. Parker, Lemuel Gulliver, Henry K. Frothingham, Seth J. Thomas, George P. Sanger, Joseph F. Tufts, Edward Thorndike, Charles W. Moore, James Miskelly, N. Y. Culbertson.

1849.

James Adams, Henry K. Frothingham, Lemuel Gulliver, Charles W. Moore, George P. Sanger, Joseph F. Tufts, William Tufts, Edward Thorndike, N. Y. Culbertson, James Miskelly.

1850.

Henry K. Frothingham, George P. Sanger, Henry Lyon, William Tufts, George Cutler, James G. Fuller, Andrew K. Hunt, C. Soule Cartee, Charles W. Moore, Isaac W. Blanchard, William Sawyer.

1851.

RICHARD FROTHINGHAM, JR., *ex officio*, President; Eliab P. Mackintire, Seth J. Thomas, James Adams, William Tufts, James G. Fuller, William Sawyer, Edward Thorndike, John Sanborn, Charles W. Moore, Andrew K. Hunt, Charles D. Lincoln, Charles B. Rogers.

1852.

RICHARD FROTHINGHAM, JR., *ex officio*, President; James Adams, Nathan Merrill, William Tufts, Oliver C. Everett, James G. Fuller, John Sanborn, Edward Thorndike, William Williams, Andrew K. Hunt, Lemuel Gulliver, George Bradford, Charles D. Lincoln.

1853.

RICHARD FROTHINGHAM, JR., *ex officio*, President; Nathan Merrill, Oliver C. Everett, James Fogg, James G. Fuller, Edward Thorndike, Warren Rand, Isaac W. Blanchard, Abraham B. Shedd, Solomon Hovey, James Adams, William Williams, John Sanborn.

1854.

JAMES ADAMS, *ex officio*, President; James Fogg, William Flint, Oliver C. Everett, William I. Budington, Hiram Hutchins, George Bartlett, George Cutler, Isaac W. Blanchard, Hiram P. Remick, Freeman C. Sewall, Reuben Curtis, Nathan A. Tufts.

1855.

TIMOTHY T. SAWYER, *ex officio*, President, James Adams, George E. Ellis, Oliver C. Everett, James G. Fuller, John Sanborn, Calvin C. Sampson, Abraham B. Shedd, Isaac W. Blanchard, William Flint, Nathan A. Tufts, Henry K. Frothingham.

1856.

TIMOTHY T. SAWYER, *ex officio*, President; William B. Morris, Anthony S. Morss, Oliver C. Everett, James G. Fuller, John Sanborn, George B. Neal, David Foster, George P. Kettell, Isaac W. Blanchard, Edwin F. Adams, George E. Ellis, Franklin A. Hall.

1857.

TIMOTHY T. SAWYER, *ex officio*, President; George E. Ellis, William W. Wheildon, Abram E. Cutter, J. W. Bemis; John Sanborn, George B. Neal, G. Washington Warren, Andrew J. Locke; David Foster, Luke K. Bowers, William N. Lane, Franklin E. Bradshaw.

1858.

TIMOTHY T. SAWYER, President; George E. Ellis, William W. Wheildon, Abram E. Cutter, Edwin F. Adams, Henry B. Metcalf; James G. Foster, George B. Neal, John Sanborn, G. Washington Warren, Calvin C. Sampson, James B. Miles; Charles D. Lincoln, Henry K. Frothingham, William Fosdick, William N. Lane, Samuel T. Tapley, Franklin E. Bradshaw.













