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THE

ANNUAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

CHARLESTOWN FREE SCHOOLS,

MADE IN PURSUANCE OF THE ACT OF 1838.

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TOGETHER WITH THE

REPORT OF THE TREASURER OF THE BOARD.

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# SCHOOL REPORT.

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THE BOARD OF TRUSTEES OF THE CHARLESTOWN FREE SCHOOLS, in compliance with the requisitions of a law of this Commonwealth, respectfully submit the following as their

## ANNUAL REPORT.

The labors of the Board during the past year, have been of an important and difficult nature. The building of three School Houses ; the repairs made on several of the old ones ; the establishment of five schools ; the alteration of the several school districts ; the addition of backs to all the seats in the grammar schools within the Peninsula ; together with the customary cares of superintendence ; have comprised duties, arduous and responsible. In their performance, the Board have endeavored to act with a single eye to the immediate wants of the Schools and the permanent interests of the Town.

In May last, six hundred and fifty four scholars were enrolled in the Harvard and the Winthrop Schools, and over one hundred were qualified to enter from the Primaries ; making over two hundred more scholars than there were seats for their accommodation in the school rooms. Taking into consideration this condition of the schools, as well as the probability of a future increase of pupils, the Board felt constrained, in their last Annual Report, to recommend the immediate establishment of a new Grammar School within the Peninsula. They, also, then advised the erection of a School House, expressing the opinion, that it would "be the best economy for the town to construct a large and permanent building sufficiently commodious to contain all the conveniencies necessary for a modern school"; and they recommended the Elliot School House, recently erected in Bennet Street, Boston, as a model.

Accordingly the town, at the May meeting, appropriated the sum of fifteen thousand dollars for the purchase of land and the erection of a School House, "according to the accompanying report;" and the Board took immediate measures to carry this vote into effect. A lot of land containg 7630 feet and situated at the corner of Summer and North Pleasant Streets, was purchased of Mr. Jonathan Brown at 34 cents a foot : selected for its peculiar fitness for the purpose and for its location in the centre of a dense and increasing population. In

making the rough estimates for a building as proposed, it was found, that two commodious Primary School Rooms could be secured by having a basement story, at an additional cost of about twelve hundred dollars ; and the Board did not hesitate to incur the extra expense. After visiting School Houses in Boston and the vicinity, and maturing a plan, G. J. F. Bryant, an Architect, was employed to furnish a drawing and specification. Proposals to do the work by contract were then solicited by advertisement in the Bunker-Hill Aurora ; and Jonathan Locke, mason, and Clarke & Varney, carpenters, having offered the lowest proposals, obtained the contract. The walls had been completed but a short time—hardly long enough to enable the mortar to harden—when the violent gale of the 15th of December 1839 occurred. This blew down two of the chimnies and the concussion threw out both gable ends of the building. On the 16th, Messrs. John Gregory, Shadrack Varney and Isaac Blanchard, were appointed by the Board a committee to “report whether the injury occurred in consequence of fault or neglect on the part of the contractors.” This committee on the 18th of Dec. made a report, from which the following extract is here made : “the damage done to the building on the fifteenth of the present month was not owing to any deficiency in the work of the builders or of the materials ; but was caused by the violent gale that damaged so many buildings in this vicinity.” Under these circumstances, the Board were unanimous in their opinion, that the loss should not be borne by the contractors ; and have accordingly paid them for the extra expense which was incurred. The Board deem it no more than bare justice to the enterprising contractors here to say, that the whole work has been done in a faithful and workmanlike manner, reflecting great credit on their skill and judgement.

The building is constructed of Brick, 60 feet long by 40 feet wide ; having a porch 32 feet by 18 feet. It is two stories high and has a basement story. It contains four rooms ; two for primary schools and two for a Grammar School. The basement story is divided into two apartments by a brick wall ; in one apartment is the cellar in which are the furnaces ; the other contains the two primary school rooms. Each of these rooms is 10 feet high 27 feet 6 inches long and 15 feet 6 inches wide, has seats after the plan of the model school in Boston, that each scholar may have a separate seat, and will well accommodate a large school. The room in the first story is 14 feet 6 inches high, 56 feet long and 36 feet wide. It has six ventilators with openings in the ceiling, two hundred seats made with iron standards and with backs in the form of chairs, a platform

fronting the seats 5 feet wide and raised 6 inches above the floor, and a recitation room 10 feet 4 inches square. The room in the second story is similar to the one in the first story in dimensions, ventilation, seats and platform, is 14 feet high, and has a recitation room of 18 feet 2 inches by 10 feet 4 inches. All the rooms are warmed by Bryant & Herman's Furnaces placed in the cellar and having their smoke pipes passing through the primary school rooms into the chimney flues. All the windows are supplied with green blinds. There are two entrances and yards for the grammar school, and two for the primary schools. A drain has been laid by the Board which leads from the pump to the corner of Mr. Oliver Holden's House in Mt. Pleasant Street.

On the 7th of April Mr. Samuel L. Gould was elected the master and Miss Caroline E. Andrews, the assistant, of the Grammar Department; and Mr. James G. Foster the master, and Miss Sarah C. Fernald the assistant of the Writing Department: and on the 13th it was determined that the dedication of the School House should take place on the 20th and the school commence on the 21st. It was also named the Warren School.

The establishment of this school required an alteration of the school districts; after mature deliberation, the Board have fixed the lines as follows:

**BUNKER-HILL SCHOOL.** From Canal Bridge to Walker street, extending the line made by the North side of this street from Charles River to Medford River.

**WARREN SCHOOL.** From a line made by the south side of Walker street, extending from Charles River to Medford River, to a line commencing at Charles River and running along the North side of Austin street and East side of Warren street to Cordis street, and the North side of Cordis street and Everett street to Medford River.

**HARVARD SCHOOL.** All South of the line formed by Austin, Warren, Cordis and Everett streets, as above described.

**WINTHROP SCHOOL.** The same as that of Harvard School.

These districts will leave the Schools in number as follows:

Bunker-Hill School	175	Present number	183
Warren	321	In Primaries	184
Harvard	270	Present number	335
Winthrop	260	"	324
	<hr/>		<hr/>
	1026		1026

The condition of the District Schools was alluded to in the last Annual Report. To elevate their character, as far as

practicable, has been the earnest desire of the Board. But the evil consists in the constant change of teachers to which they are exposed. To remedy this evil, so far as it respected the Winter Hill, the Milk Row and the Prospect Hill schools, the Board then recommended that these should be changed to Primary Schools, and a new Grammar School should be established at Prospect Hill, to take in the older scholars. Also that the necessary repairs be made in the School houses to enable the Board to carry this measure into effect. These recommendations having been accepted, the old school room at Prospect Hill has been fitted up in such a manner as to make it one of the most desirable in town, being arranged with seats with backs, and raised as they recede from the desk of the master ; and an addition has been made to the old building for the accommodation of the Primary School. The cumbrous desks have been removed from the Milk Row and Winter Hill School Houses and these fitted up for the better accommodation of the Primaries.

The Prospect Hill Grammar School was established November 4th, and thus far has succeeded beyond the expectation of the Board. During the winter the attendance has been so regular and full that additional seats for the accommodation of the scholars were obliged to be provided. The discipline of the school has been good and the improvement made by the scholars highly satisfactory. The Winter Hill, Milk Row and Prospect Hill Schools are now classed as Primaries, and so successful has been the arrangement, that the Board recommend its continuance.

The Town voted seven hundred dollars for the purpose of building a Primary School House, sufficiently near the Alms House to accommodate its children, and also such other children as might attend—the school to be placed on the same footing, and to be under the same control, as the other schools are.

Accordingly the Board carried this into immediate effect. About thirty children, apparently intelligent, happy, and in general, enjoying good health, were from necessity kept at the Poor House in a small room, exposed to a noxious atmosphere, and under a severe discipline. The instruction was a mere mockery: none of the scholars could read intelligibly. For their accommodation, with others, a commodious School House has been constructed, on the Town's land, on Elm street, and a Primary School established. Thus far the school has succeeded beyond the hopes of the Board. The change produced by a few months instruction is as gratifying as it is creditable to the teacher. And no difficulty is experienced with regard to

its government. All meet on the terms of equality—all receive the same attention.

The humane provision thus made for the children of poverty,\* the Board earnestly hope will be continued. Though it may be lightly viewed by some, yet they look upon this school with great interest. Many of these children early enter private families; and here it is too often the case that the hard round of domestic duties prevents an attendance at school, and they grow up in utter neglect. Now they may acquire the foundations of an education, and desires for knowledge, and habits of self-respect, and resolutions to conquer difficulties, which neither lapse of time nor daily toil can eradicate. Reasons for its continuance might easily be multiplied: but the Board only again recommend it to the fostering care of the Town.

Primary School, No. 4, contained, at the time of the last annual Report, 97 pupils. Agreeably to a vote of the Town, a new school has been established in the vicinity of this, and placed under the charge of Miss Esther M. Hay. It commenced June 20, in the Porch of the Methodist Meeting House. At this time the number of children in Primary School No. 4 had increased to 132, one half of whom were removed to the new school. This is now Primary School No. 15, and is kept in the Warren School House.

A Primary School was petitioned for by the inhabitants residing on Winter Hill. Being authorized by vote of the Town, the Board on the 7th of June, voted to open a school there for six months, and Caroline M. Sylvester was appointed teacher. The number of scholars having been sufficient to warrant its continuance, the Board on the 26th of October, voted that the school be permanently established. They now recommend that measures be taken to provide a School House, to be placed on the land offered to the Town by Charles Adams.

The seats in the Grammar Schools have been the subject of much complaint on the part of parents and scholars. For six hours daily, have the pupils been obliged to set on a round piece of plank, fastened to a standard, and without any back, which has been termed a 'seat.' This has been uncomfortable, injurious, and such as, in the opinion of the Board, should no longer disgrace our school rooms. Accordingly, backs have been put to all the seats in the grammar schools: it is believed that no parent, who has ever inflicted on himself the task of sitting for one half-hour on these 'seats,' will regard the trifling sum it cost to make the alteration.

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\* The older boys, attached to the Poor House, attend the Grammar School. There were twelve in the Winthrop School at the last examination.

This completes the detail of the alterations made in the school department, during the past year. The following table shows the state of the schools at the last examination.

Grades.	Number.	No. Teachers.	Salaries.	Scholars.	Average attendance.
Primaries.	20	20	4200	1230	999
District.	2	2	432	62	48
Grammar.	4	12	6520	903	736
	26	34	11,152	2195	1783

In the PRIMARY SCHOOLS, some changes have been made during the past year. On the 12th of August, Miss Lydia W. Locke was transferred from No. 14 to No. 16, and Miss Jane M. Burkess appointed teacher of the former: Miss Battles resigned her charge of No. 13, and on the 13th of November, Miss Sarah C. Reynolds was appointed the teacher: Miss Mary Dodge resigned her charge of school No. 20 on the 30th of November, and Miss Sarah M. Burnham was appointed the teacher: Miss Betsey Putnam resigned her charge of school No. 6, on the 21st of March, and Miss Harriett A. Worcester was appointed the teacher.

The condition of these schools, the Board are happy to say, is, with few exceptions, highly satisfactory. The teachers have, many of them, exhibited a devotion to duty, and an ardent desire of improving their schools, which entitle them to receive the highest praise.

The following Table exhibits the state of the Primary Schools at the time of the last examinations:

No.	Situation.	Teachers.	No. pupils	Aver. atten.	Pres-ent	Committee for 1839-40.
1	Near Canal Bridge.	Melvina B. Skilton	55	50	52	R Frothingham jr
2	Eden street.	Mary Walker	70	55	8	"
3	Warren Sch.house.	Charl'te N. Sawyer	70	66	60	"
4	School street.	Susan L. Sawyer	64	58	56	Th. Browne Jr
5	Universalist Vestry.	Elizabeth H. Dodge	68	56	50	"
6	Winthrop Church.	Harriet A Worcester	60	52	50	Chas Forster
7	Harvard street.	Sarah E. Smith	56	45	45	"
8	Prescott street.	M. E Chamberlain	67	55	58	"
9	Common street.	M. W. H. Dupee	72	63	57	G. W Warren
10	Trainingfield	Joanna S. Putnam	92	70	72	"
11	Market house.	Elizab. B. Marshall	57	40	49	"
12	Boylston Chapel.	Ann W. Locke	65	52	50	John Sanborn
13	Bunker-Hill st.	Sarah C. Reynolds	90	65	60	"
14	Moulton's Point.	Jane M Burkess	75	60	62	"
15	Warren Sch. house.	Esther M. Hay	76	57	56	R Frothingham Jr
16	Elm street.	Lydia W. Locke	45	38	38	Chas. Forster
17	Winter Hill Road.	Mary E. Brown	26	21	22	Alfred Allen
18	On Winter Hill.	Caro. M. Sylvester	26	23	25	and
19	Prospect Hill.	Eliz. P. Whittredge	40	35	34	James Under-
20	Milk Row.	Sarah M. Burnham	56	38	39	wood.*

\* On the 4th day of March, Mr. Underwood died, after a long and distress-

The Books prescribed by the Board for use in these schools are as follows: My First School Book ; Worcester's Second and Third Books for Reading ; The Young Reader ; New Testament ; New National Spelling Book ; Introduction to the National Spelling Book ; Emerson's First Part in Arithmetic ; Alphabetical Cards.

Before children leave the Primary Schools for the Grammar Schools, they are expected to read with fluency, spell correctly, and be familiar with the multiplication table. These are deemed indispensable by the Board. If other studies are introduced in these schools, it is done to promote discipline, to keep the children employed, to increase their love for the school : for experience teaches, that so far from being regarded as a burthen by the pupil, such variety is eagerly desired. But to overload the youthful mind, by imposing upon it hard and multifarious tasks, and to compel it to correct recitation by severe discipline, is as unnatural as it is repugnant to good sense.—The main studies are here urged with the strong conviction that more can be done in these schools, than, by some of the teachers, has yet been accomplished.

Children between four years of age and eight, can attain to a considerable proficiency in *reading*. They can acquire habits of carefulness, of correct pronunciation, of distinct articulation, as easily as they can those of a contrary character. On their part it requires no more mental effort to learn to call words right than it does to call them wrong ; on the part of the teacher it calls for no greater out-lay of time. The same may be remarked of other habits, first contracted in the Primaries, and to correct which in the Grammar Schools, occupies so many valuable hours. This is not mere assertion. In some of these schools, the excellent reading shows how much may be accomplished by skilful teachers, who spare neither time nor labor to qualify themselves for their duties.\* Children can only learn

ing illness. Resolutions expressive of the sense the Board entertained of his faithful services as their associate, of his personal worth, and of their sympathy with his family, were unanimously adopted, and a copy was transmitted, by the President, to his widow.

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\*To give an idea of the manner in which the studies in some of the best Primaries are pursued, the following schedule is annexed.

*Fifth Class*.—Seldom, in a school of sixty, more than half a dozen, in this class ; learning the letters.

*Fourth Class*—Reading, without spelling the words, in "My First School Book" and Emerson's Introduction ; spell such words as "village," "settlement," and other words of two and three syllables.

*Third Class*.—Read fluently in Worcester's Second Part ; spelling continued ; name the days, weeks, months, and seasons ; name the figures.

*Second Class*.—Read fluently, many without leaving out any of the words,

this art by imitation; hence the teacher's taste for reading will be sure to be reflected in the reading of the pupil. Want of skill or of knowledge then in the teacher is all that stands in the way of the scholars improvement; this the Board cannot consider as a valid excuse, when so many means are at hand to aid in attaining, either by self-study or by attending to instruction in elocution, a necessary degree of proficiency in this important accomplishment.

The necessity of a careful study of *orthography* may seem too obvious for a formal notice by the Board. But many of the schools are far from being so satisfactory in this as could be desired. Yet here, it is believed, is the most appropriate place to acquire a knowledge of spelling; and an increased attention to it is urged. Without specifying minutely the particular means to attain the result of good spelling, the Board would recommend, as a general rule, the distinct pronunciation of the word given out by the teacher, by the scholar, previous to spelling. They also strongly advise for all the primary schools, the adoption of the practice of spelling by syllables and letters: it quickens, without straining the youthful mind, engages the attention, may be made a means of promoting discipline, and, in every respect, is a pleasant and profitable exercise.

The Board further require the first classes in all Primary Schools to be able to answer questions promptly in the *multiplication table*. It is useless for any teacher to say that this cannot be expected of their pupils: in some of our best conducted primary schools questions are answered, readily, understandingly, in Emerson's Second Part in Arithmetic as far as fractions. This book is not prescribed by the Board, nor is it prohibited. Some teachers prefer to use it, as experience convinces them, that children are better pleased to be learning something new, than to be continually reciting, over and over, old lessons. The lessons become tedious, and the pupils grow listless and careless; while the consciousness that they are learning things of interest, stimulates them forward. When, therefore, the Board perceive the first classes in the primary schools not generally familiar with the common multiplication

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in "The Young Reader;" spell the longest words correctly; recite punctuation, abbreviations, and other lessons from "National Spelling Book;" answer promptly the multiplication table and questions in Emerson's First Part in Arithmetic.

*First Class*—Read *correctly* in Worcester's Third Book; spell without hesitation, the hardest words in the reading books; answer promptly in Emerson's Second Part in arithmetic as far as fractions; speak dialogues and other easy pieces.



table, they hesitate not to ascribe the deficiency either to want of skill or to negligence on the part of the teacher.

Other studies are pursued in the primary schools ; easy lessons in punctuation, abbreviation, geography, and others as the taste of the teacher may dictate. In many, short pieces are recited ; in all, singing is practised ; both with the happiest effects upon the condition of the schools. And with these studies are interwoven moral lessons, opportunities for impressing which, upon the tender heart, are ever presented to the notice of the watchful teacher. Indeed a teacher cannot discharge her duty in a faithful manner, without seeing to it, that every such opportunity is improved.

If it be true that EDUCATION, or the preparation for the future, begins at the cradle ; or that the virtues which elevate and the vices which degrade, the character, can be often traced to influences acting on the earliest life, then may these primary schools be considered as of the highest importance and worthy of the most careful attention. So are they regarded by the Board. Here, under skilful teaching, may be excited fondness for study, powers of thought, habits of discipline, and a love for school, which years may not destroy ; or, under less favorable circumstances, here may be imbibed habits, and prejudices and aversions, which may continue hereafter to grow deeper and wider. It is important that teachers should realize this ; and should diligently strive to promote the one and to guard against the other : that they should feel, that it is in their power to do much, very much, to promote the weal or the wo of those placed under their charge.

The Board are aware that the remark is often made, that it is folly to begin to task the youthful mind so soon ; that there is danger in cramping its energies by imposing upon it too early an application. But however theorists may speculate, experience shows, that, in general, the danger lies in an opposite direction. Scholars do not leave our public schools with too much education, but with too little that is really useful.—Much valuable time is employed between the ages of twelve and sixteen in elementary studies, which might, and should be devoted to training the mind to a use of its own powers. Many hours are now devoted to reading—to the mere acquisition of a correct pronunciation—which might be saved to the pupil were a proper mode of instruction pursued in the primary schools. The same may be said of arithmetic. This is an important consideration, and should excite the teachers of these schools to faithfulness in the discharge of their duties. Though they may toil in an humble sphere, yet their labors are inter-

esting and arduous ; and a diligent, conscientious, and well qualified primary school teacher, one who rises above the mere consideration of dollars and cents, and performs her daily round of labors with the sole end in view of promoting the well being and progress of those under her charge, should be looked upon as one of the most valuable members of society.— Such services cannot be too highly appreciated or too warmly requited.

These schools are dismissed by the Board by referring the teachers to other portions of this Report equally applicable to their duties as to the duties of those engaged in the grammar schools ; and with the expression of the hope that the evident improvement which a few years past has witnessed in their condition may go on, until ALL rank as high in character as those to which special reference has been made in these remarks.

The DISTRICT SCHOOLS, since the last annual report, have not changed their character. In the Russell District, Miss Whittemore was succeeded, for the winter term, by Phil. R. Russell, Jr., whose labors for the past season have been highly satisfactory to the Board. The Gardner's Row School, kept in summer by Miss Austin, was placed under the charge of Mr. Stephen A. Swan. Owing to his death, which occurred Dec. 25, John C. Hooper was elected its teacher. The condition of this school at the last examination was not satisfactory at all to the Board.

There are now, strictly speaking, but two District Schools in Town: the state of these is as follows:

<i>Names.</i>	<i>Teachers.</i>	<i>Salaries.</i>	<i>Scholars.</i>	<i>Average.</i>
Russell District,	1	216	39	30
Gardner's Row District	1	216	23	18

These schools are unfortunately situated to experience any great improvement, as they remain exposed to the almost insurmountable evils alluded to in the last report. These evils can only be avoided by altering the plan on which they are based. Now, before a teacher can become much attached to his pupils, or well acquainted with their character and capacity, or establish firmly the discipline of the school, his time expires, and he is succeeded, often by an entire stranger. A new order of things is adopted. And this continual change interrupts the progress of the scholars. It is believed that this can be remedied at a little additional expense. The Board are aware that the number of scholars is small; yet why should a bad system be continued, when a mere trifle in the expense would

cure the evil? It is believed that accomplished female teachers would keep the schools in a steady state of progress. The Board, therefore, recommend that these be made Annual Schools, and be subject to the same rules, with respect to books and discipline, as the higher schools. At first it may subject the parents to a trifling additional expense in the furnishing of books, but this must be a minor consideration compared to the great benefits that would result from a change. On the 13th inst. Miss Clara D. Whittemore was appointed teacher of the Russell School, and Miss Hannah S. Austin, of the Gardner's Row School, for the summer term, to commence on the 1st of May—these teachers having heretofore given great satisfaction to the Board.

The GRAMMAR SCHOOLS remain, with a single exception, under the same teachers who had the charge of them at the date of the last Annual Report. Miss Caroline A. Johnson resigned her situation as assistant teacher in the Harvard School, and Miss Mary J. Whiting was appointed, Nov. 13, to fill her place. The following table exhibits their condition as it stood at the late examinations.

Names.	Masters	Assistants.	No. Scholars	Aver. attendance	(Orthography and Reading		Arithmetic and Writing		Grammar	Composition	Declamation	Philosophy	History	Geography	Algebra	Committee for 1839 and 40.
					and Reading	Arithmetic and Writing										
<i>Bunker-Hill</i>	Benj. F. Tweed	Robert Swan Charlotte Cutler	182	134	182	182	117	117	24	6	44	24	117	5		R. Frothingam, Jr. Charles Forster.
<i>Winthrop</i>	Joshua Bates, Jr Samuel Swan	Mary B. Symmes Sarah G. Hay	335	264	335	335	335	335	65	89	64	90	335	86		Geo. W. Warren. John Sanborn.
<i>Harvard</i>	Paul H. Sweetser Charles Kimball	Mary J. Whiting Marine S. Fernald	324	280	324	324	207	62	62		33	62	283	16		Charles Forster. Thos. Browne, Jr. Alfred Allen.
<i>Prospect Hill</i>	Cornel. M. Vinson		62	58	55	55	40						51			James Underwood.

In addition to these studies, there is in the Winthrop school a class in Natural History of 20 ; one in Political Class Book of 28 ; one in the Latin language of 11 ; and one in Chemistry of 20. In the Harvard school, there is a class in Astronomy of 13 and one in Book-keeping of 16. In the Bunker-Hill school one in Astronomy of 13. The Books used are—American First Class Book ; Young Ladies Class Book ; National Reader ; Worcester's Third Book ; National Spelling Book ; Murray's Grammar ; Parker and Fox's Grammar ; Frost's Grammar ; Bailey's Algebra ; Emerson's 2d and 3d Parts in Arithmetic ; Robinson's Book Keeping ; Blake's Philosophy ; Comstock's Chemistry ; Wilkin's Astronomy ; Worcester's Geography ; Mitchell's do. ; Worcester's History ; Boston School Atlas ; Sullivan's Political Class Book ; Gould's Latin Grammar ; Latin Reader ; Smellie's Natural Philosophy. Singing is taught by the Teachers in all the Schools.

The condition of these schools, as exhibited during repeated visits to them by the Sub-committees who have them severally under their charge, and on days of public exhibition,\* is generally satisfactory, and such as indicates faithfulness on the part of the masters and assistants. In some there is a greater proficiency in the various studies than there is in others; and there is room for improvement in all. In the Harvard and the Winthrop schools some of the pupils are believed to be thorough in the whole of Emerson's Third Part in Arithmetic; and are now in Bailey's Algebra; while the reading, writing, and discipline in all the schools, are, probably, not inferior to those of the best public schools in the vicinity.

The Board, however, would express their great satisfaction at the attention paid to Rhetoric, or 'composition,' in the Grammar schools. This is an important, nay one of the *most* important branches of study. It is to but little purpose that the memory is loaded with facts, or that rules of grammar are promptly recited, if the application of this knowledge is neglected. Perhaps no study is better adapted to train the mind to reflection and investigation, and to discipline it for many of the active duties of life; and therefore the Board would recommend increased attention to its requirements.

Another thing the Board would here name for consideration. Too little progress is now made by the scholars from the time they leave the Primary schools to the time they reach the higher classes in the Grammar schools. For a period, the pupils appear, save in writing, to come to a stand, if not to retrograde. There has been reason for this, in the past crowded state of the schools. Yet this should not longer exist. There should be continued progress on the part of the scholars from the time they enter school until they leave it. Their period of life is too precious to allow it to be wasted; it can all be improved to advantage. And if there are too many scholars for the Assistants employed in our Grammar schools, true policy will dictate an addition to the number of the latter. Then each scholar will receive more attention and be enabled to make an uninterrupted progress. This is the most gratifying

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\* Examinations of all the schools have been held as usual in the Fall and Spring; in addition, an exhibition of the first classes of the Primary schools took place on the 10th of April at the Town Hall, which was creditable to pupils and teachers, and afforded great pleasure: and on the 13th of April there was an exhibition of the first classes of the Grammar schools within the Peninsula. It is not too much to say that all the exercises of the scholars on this occasion, gave the highest satisfaction to one of the most crowded audiences ever assembled at the Hall; but the Board cannot refrain from particularizing the declamation and reading as being of the highest order.

aspect under which the Board can view a school; it is to see steady, constant improvement in it throughout, from the lowest class to the highest—to see each scholar advancing in due order from the smallest to the largest.

Passing from a more particular detail of the wants of the schools, the Board take this opportunity to urge a few remarks of a general nature.

The teachers should strive to be *faithful* in their calling.—Their duties are daily becoming more responsible—their office more honorable; and the community are daily growing more watchful lest their high trusts be betrayed. And just in proportion to the magnitude of the trust will be the guilt of unfaithfulness to its duties. It is right that it should be thus. The parent places under the charge of a teacher that which to him is dear as life: should it be carelessly treated? Should it be suffered to imbibe feelings, and prejudices, and opinions, and principles, injurious to its nature? The charge is indeed of no light moment, and the teacher who dares to trifle with it, is unworthy the place he fills and should forever renounce his calling. On the contrary, the high importance of his labor should rise before him in every act of his school duties. He is to exercise an influence for good or for evil on all those placed under his charge, and this influence may go forth from his words, his opinions, his manners, when he little thinks of their consequences. Hence he should always, during school hours, in speech and action, set before his pupils an example worthy to be imitated.

And the teacher should ever bear in mind, that to be *faithful* something more is necessary than hearing lessons and enforcing forms of school discipline. When he stops here he stops far short of his duty. Too much attention has heretofore been paid to mechanical recitations—to the mere cultivation of the memory. Ideas, principles, opinions, thus passing through the mind, can afford it but little effective nourishment; they must be worked over again by the pupil, put into new shape, and expressed in his own language, ere they can accomplish their valuable purpose. Hence a great object should be to encourage the pupil in a confidence in his own powers; to make him feel that he has something within him which can think, and determine and accomplish; to kindle a desire for progress in knowledge; and to induce him to value highly the results he can attain by careful study and unremitting perseverance.—Rhetoric, or “composition” is one of the means whereby this may be promoted; requiring the scholars in the higher classes to give the answers, in their own language, in their recitations of Geography, of History and Philosophy, is another; conver-

tion is another ; encouraging a taste for reading, another.— Every laudable attempt of the scholar to think, to reason, to investigate for himself, should be favorably regarded. Here at times, a voice of encouragement or a smile of kindness will do more to help the youthful mind onward than a thousand harsh words or harsher blows. And never, on any occasion, should the withering blast of satire or ridicule be applied to its first efforts. Could facts be known, many would own that they imbibed an aversion to public speaking, a distaste of composition, from a careless or hasty word bestowed on an early performance.

More especially will these remarks apply to the treatment of those termed “the dull scholars.” It may, perhaps, be too often the case that pupils of bright natural parts are caressed and encouraged at an expense of time which should be directed to the whole school. This is decidedly wrong. Not that the Board would say aught in disparagement of these ornaments of a school ; they are justly its pride, and the pride of the teacher. But natural talent will always succeed, while those not so much gifted, require the careful attention of the teacher. In the dullest intellect and the coldest heart, there are powers and feelings which need only to be reached by the skilful hand, to be awakened to beneficent action. To them, then, let every consistent encouragement be given, by kindness of manner and timely aid ; and on no account let them be neglected. Duty and humanity alike demand this.

Much has been written and said by the Board on the subject of *discipline*. To maintain government in school is indispensable. There must be law and it must be strictly obeyed ; and when this obedience cannot be had without harsh means, then it must be used. Daily experience however confirms the opinion, that the less there is of corporeal punishment in our schools, the better is it for teacher and scholar ; and that in no way can a teacher more display thorough skill in the duties of his profession and intimate knowledge of the capacity and wants of the youthful mind, than in maintaining good discipline among his pupils and promoting their steady progress, without its infliction.

In relation to this, the Board have, heretofore, taken the most decisive measures : the following votes are furnished each teacher on his appointment to an office in the schools ; they are copied from resolutions passed by the Board, November 27, 1837.

*Voted*, That the teachers of the several schools under the superintendence of this Board be requested to abolish corporeal

punishment in their respective Schools, in all cases where its omission will not be manifestly prejudicial to good order and discipline.

*Voted*, That those teachers who have succeeded in maintaining good order and discipline in their schools without the infliction of corporeal punishment, merit the approbation of this Board ; and it is earnestly hoped that all the teachers will make every necessary effort to maintain good order in their schools, and keep up the interest of the scholars in their studies, without resorting to this mode of discipline ; which course will meet with the decided approbation of the Trustees.

The Board again sanction these views. The opinion is daily gaining ground, that its use, except in extreme cases, is wholly unnecessary. There has not been a blow struck in the Prospect Hill Grammar School since its establishment ; nor has there been a single whipping scene in Primary School No. 4, since sometime previous to the last *October* examination.—Kindness, forcible appeal, and mild punishments have produced submission, when the lash would, probably, only have caused an additional degree of stubbornness. Besides ; this treatment is full as likely to develop the amiable dispositions of pupils, as its opposite is to muster in serried array their evil ones ; it is full as likely to promote a punctual attendance on school, and to inspire a love of its duties, as severity is to render children averse to all that belongs to it. This, if no other reasons were presented, would be a strong argument against harsh discipline. School rooms can be made pleasant to children, not hateful—the teacher should ever endeavor to strew flowers and not to plant thorns along the pathway of knowledge. It is believed there exists a natural desire to learn, which, if not checked by untimely influences can be made productive of the happiest results. Let then the aim of the teacher be, to welcome this desire and not to crush it by the hard lines of discipline. Let but the scholar acquire a love of school, and nothing lies in the way of constant progress.

But there is a class of punishments far worse than the penalty of the rod. Pulling children by the ears, obliging them to remain in unnatural positions, with others of a similar character, cannot be too severely reprehended. By such, the constitution, the health of children is liable to suffer. Indeed the evils of such treatment are so obvious as to need no further notice. Their use is strongly reprobated by the Board in all cases.

Good as our schools are, still there is nothing in the way of their further improvement. The Board are convinced that more—much more can be done in our common schools in the



work of preparing the mind to attain the high mark of "a complete and generous" education ; an education that shall fit it "TO PERFORM JUSTLY, SKILFULLY, AND MAGNANIMOUSLY ALL THE OFFICES, BOTH PRIVATE AND PUBLIC, OF PEACE AND WAR." The notion however must first be discarded that the portion of education acquired in our schools consists solely in the mere reception and delivery, on the part of the pupil, of set lessons—that his degree of proficiency, when he enters upon active life, is to be measured by the amount of other men's sayings he is enabled to repeat. Say, rather, that this should be decided by his measure of ability to think closely and to act rightly ; to form independent opinions and to express them clearly in speaking and writing. The personal qualities of the teacher and his untiring faithfulness can chiefly foster this ability. Books and systems and schemes may succeed each other in the school room like the scenes of a drama, and leave only enfeebled efforts as their result. It must be the mind of the teacher acting on the mind of the pupil to produce the wished for end ; and the teacher who possesses not the energy or the talent to set his seal upon the pupil ought never to have the honor of the place he fills. While, then, the Board would not speak disparagingly of books, or systems, or recitations, used as means of education, still they would have it kept constantly in mind, that they are to be used *but as means*, and that the great end is, not accumulation of masses of facts, but discipline of mind and developement of its powers.

The Board do not present these as new views, or because they have been greatly neglected in our schools ; but because they would strengthen the hands of the teachers—especially those engaged in the higher schools—in a fuller application of them. The present state of the schools affords evidence of their faithfulness to duty. Let them continue to pursue the same onward course that has characterized the past ; let them look to the GOOD of those placed under their care as their sole aim, and exercise STRICT IMPARTIALITY TO ALL as their ruling principle ; and let them manifest their sense of the high responsibility of their vocation, not by that performance of labor which measures itself by pecuniary reward, but by that higher principle which finds approbation of conscience in faithfulness to duty, and they cannot fail to receive the support of the Board and the thanks of a grateful community.

It surely will not be considered inappropriate here to advert to one or two topics in relation to the duties of parents towards the schools ; for their sympathy and cöoperation can

do much to promote their prosperity, and are, in the highest degree, cheering and valuable to the teacher.

The large proportion of absences, as seen by a reference to the exhibit made of the condition of the schools, must strike every one with surprise and regret. Sometimes these occur unavoidably; often, however, it is believed they may be prevented; one quarter of a school, is certainly far too large a number to be constantly absent. Too often, it is feared, absences occur in consequence of parental indifference and indulgence. Too often petty errands take up valuable hours which should be spent in school. If so disposed, parents can do much to remedy this great—this crying evil. Absences are bad for the school—bad for the pupil. They derange classes, interrupt discipline, perplex the teacher, and operate, in many other ways, to prevent his success, even with those scholars who are constant in their attendance. But it is far worse for the pupil. If a child has a natural right to an education, then withholding it from the place where its foundations are laid, is a high violation of this right, for which the parent must answer to his own conscience. Certain it is, that no freeman, for a moment, would submit to a law that should take from his children any portion of so noble a boon; the mere promulgation of such an edict would produce a stamp-act ferment. But are the consequences to his child any the less fatal because the parent voluntarily subjects himself to the practical evils which such a law would create? Will the cup he thus commends to his lips, in the future ignorance, and degradation, and misery of his own offspring, be any the less bitter? If any proposition is true, it is, that the surest way to secure to parental fondness, future peace and happiness, and to society, valuable citizens, is, to implant in youth that moral and intellectual influence that will sway it for good; to see to it, that in early life the foundation for a complete education is laid strong and deep.—How can this better be done than by promoting an attendance at school?

But it is not merely in causing punctuality in attendance at school, that parents can cooperate with teachers in the work of promoting the education of their children. No influence operates so powerfully on their minds and hearts as Home Influence. Let this be enlisted on the side of school duties and they will be performed with cheerful alacrity by the pupil; when, otherwise, he might treat them with indifference or scorn.—But is not this powerful engine often, it may be unconsciously on the part of the parent, brought to bear directly against the interests of the school? Who can measure the influence of

words of disrespect to teachers, or of book learning, or of school government, or of general education, hastily dropped in the social circle in the presence of children? If parents would have their children engaged in the duties of school they must feel interested in all that pertains to it, and must ever magnify its importance. They can do much in this manner to promote the usefulness of the teacher; much by sustaining him in the difficult task of government, and in refraining from interfering with the general rules of the school; much by social intercourse with him and by always manifesting their sense of the estimation in which they hold his vocation.

These considerations, the Board would respectfully, yet earnestly press upon the attention of parents. If they would have grow in their offspring, a high-toned sentiment, a love of knowledge, a determination to qualify themselves for the active duties of society, and to cultivate, as the great end of life, their moral and intellectual nature; let these be fostered by, that HOME INFLUENCE which nature has provided for their infant wants; and let the full weight of this influence, in all its various ways, be exerted in promoting the attendance and in sustaining the energies of PUBLIC SCHOOLS.

The Board take this opportunity to say a word respecting a most difficult branch of its own duties. Good teachers are indispensable to good schools; and their selection is a most arduous duty. To properly fill the place of instructor, peculiar qualifications are required; yet too often individuals are pressed to the place by troops of friends apparently without a thought of the consequences that would result from their appointment; and among the various applicants the Board are to select such as are 'apt to teach' and who have the 'tact' to govern. Fitness for the duty alone determines the Board in their action; and the sooner the principle is fully adopted, that superior qualifications alone should be the condition on which to urge an appointment, the better. Adherence to it is the only way in which their standing can be maintained and their usefulness increased.

The duties now devolving upon the Board of Trustees, are far too laborious for the number composing it; yet this number cannot be increased by the Town without obtaining a special act of the Legislature, as the law making them a corporation, is a special act.\* The Board, accordingly, recommend

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\*As this act is not generally known, the following abstract, embracing all its provisions, may be acceptable. The whole of it occupies several pages of the records. It was passed March 27, 1793, and is entitled 'An act to incorporate certain persons by the name of the TRUSTEES OF CHARLESTOWN FREE SCHOOLS.'

The Preamble states that 'real and personal estate' had been bequeathed to

that the Town take the necessary measures to have their number increased to eleven—confident as the Board are that such increase is urgently required for the future welfare of the schools. This number will give a Sub-committee of two to each of the Grammar schools within the Peninsula, and of three for the schools outside the neck.

With these suggestions the Board would present our Free Schools to the Town, not as being perfect, nor as fit subjects for rash innovation; but, so far as standing is concerned, as ranking among the best of the kind, and as based on foundations on which to rear any well-tried system of improvement; and they are presented as bright testimonials of that liberality which has ever marked the Town in relation to the great cause of Education.

Common Schools have been viewed as the glory of New-England. Charlestown was among the first to form them. Six years had not elapsed from its settlement ere a school had been established: established not in times of peace and plenty,

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the Town, the 'rents and profits thereof to be solely' and 'forever,' applied to its free schools, and that many inconveniences had arisen in executing this trust. Therefore

1. 'Richard Devens, Nathaniel Gorham, Josiah Bartlett, Aaron Putnam, Joseph Hurd, Nathaniel Hawkins, and Seth Wyman,' are 'incorporated into a body politic by the name of the Trustees of Charlestown Free Schools.'

2. All donations which had been given for the schools, pursuant to the request of the Town made March 4, 1793, are confirmed unto the said persons and their successors in office, for the 'sole use and benefit' of said schools forever.

3. The corporation to have a common seal, to sue and to be sued, and prosecute and defend under their name.

4. The Board to 'be the Visitors, Trustees and Governors, of the Charlestown Free Schools;' the Town 'at their annual Town meeting in the month of May' 'to elect by ballot seven persons to be Trustees, (five\* of whom are to constitute a quorum,) and the major part, to decide all questions which may come before them; the Trustees 'to have power and authority to elect a President, Treasurer, and Secretary, and such other officers as they shall judge necessary, but to be allowed no pecuniary compensation without the consent of the Town;' and to make 'rules and orders' 'for the good government of said schools;' 'all which shall be observed by the officers and scholars'—provided such 'be no ways repugnant to the laws of this Commonwealth.'

5. The Trustees authorized to receive any gifts of real or personal estate which may be granted for the benefit of the schools, 'provided the annual income thereof shall not exceed the sum of six hundred pounds;' and all instruments made in their name to 'be valid in law.'

6. The Trustees authorized to determine on their meetings, and to prescribe the powers and duties of their officers.

7. The Trustees to lay before the Town at the May meeting a detail of their proceedings and the state of their funds.

8. Richard Devens authorized to call the first meeting.

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\*By an act passed March 4, 1800, this number was altered to THREE.

but amid seasons of Indian hostility and of pressing want. And the Town has ever maintained its schools through all changes of government, through prosperity and adversity, until the time when its dwellings and temples fell an early sacrifice on the altar of liberty. As the Town gradually arose upon smouldering ruins, so came up our public schools. Now twenty-two hundred children are reaping their blessings, and we have school houses that will bear comparison with any in the State. Nor does the Town stint those honored with their superintendence, in the means for their faithful discharge of duty. It is a matter of pride that our annual appropriations will bear comparison with Towns\* which have most largely favored the cause of Education—that now in the days of comparative riches and peace, we are not behind the age in rendering a just support to institutions founded amid penury and war.

And so long as this local interest continues, will the cause of common schools rest on a sure foundation ; it will have to foster and strengthen it the same healthy influences which gave it life. And as all are alike vitally interested in its safe preservation and continued progress, so should all endeavor to keep it sacred from sectional division or party vortex ; for its demands despise the lines of sect and party, and call for aid, wherever it is to be had. *Here*, at least, let there be common

\* The following TABLE, from the last valuable “ Abstract of the Massachusetts School Returns” for 1838, exhibits the comparative cost of instruction in several of the largest towns in the state.

Towns.	Population.	Appropriation.	No. of Schools	No. sch'l'rs in Winter	Wages pr mo. Males	Wages pr mo. Fems
Charlestown,	10,101	4,477 66	22	2,253*	50.75	17.51
Boston,	80,325	93,000 00	100	10,675	105.08	20.83
Lowell,	18,010	14,356 63	28	2,564	44.85	16.07
Salem,	14,985	10,116 75	19	1,592	55.55	12.88
New-Bedford,	11,304	11,580 00	20	1,697	52.77	21.10
Nantucket,	9,048	6,000 00	12	1,162	61.98	10.42
Roxbury,	7,493	5,000 00	16	869	50.33	17.20
Lynn,	9,233	4,500 00	15	1,273	36.74	12.28
Medford,	2,075	2,700 00	7	414	51.39	14.10
Chelsea,	1,659	2,700 00	7	395	37.50	15.59
Cambridge,	7,631	5,419 57	16	1,136	54.33	19.48
Dorchester,	4,564	4,650 00	14	897	35.42	15.00
Dedham,	3,532	3,000 00	11	735	31.09	13.80
Brookline,	1,083	1,050 00	5	158	33.50	12.66
Milton,	1,772	2,000 00	5	402	85.00	21.22

\* The whole number of scholars who had attended school during the season is given : as the number attached to the schools at the period of the presentation of the last annual report, was about 2050: it is now 2195.

ground where all may strive for a common good—where all may join for a noble end. And never may the time arrive, when parents and guardians shall cease to feel an interest in that which so intimately concerns their safety and happiness. Never may the time come when the noble principle that every child has as much natural right to an education as he has to the air he breathes, or the proposition that a republican government unless resting on popular intelligence is a baseless fabric, shall be virtually denied in *this* community, by frigid indifference or niggard parsimony. When such becomes the general state of public opinion, clouds will darken the cause of education ; and when this noble pillar that supports the goodly frame-work of our country's institutions is overthrown, our nation will be but a name and our liberties, as a shadow.

By order of the Board of Trustees.

RICHARD FROTHINGHAM, JR., *President.*

THOMAS BROWNE, JR., *Secretary.*

Charlestown, April, 1840.

# Treasurer's Report.

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## STATEMENT

OF *the* RECEIPTS *and* EXPENDITURES *of the* TRUSTEES *of the* CHARLESTOWN FREE SCHOOLS,  
*From May 1839 to May 1840.*

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## RECEIPTS

FOR THE CURRENT ANNUAL EXPENSES OF THE SCHOOLS.\*

Appropriation by the Town,	\$13000 00
State Treasurer, dividend of the "School Fund," for the year 1838,	284 67
Interest on Surplus Revenue,	1153 76
"    Town Notes (of \$1800)	108 00
"    Dea. Miller's Legacy,	6 00
Dividend on Union Bank Stock,	210 00
State Treasurer, dividend of "School Fund" for 1839,	305 37
	<hr/>
	\$15,067 80
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\* The account of the current annual receipts and expenditures is here presented separately from the account of the special appropriations and expenditures; as the latter were authorized by the special votes of the town.

## EXPENDITURES.

## SALARIES OF TEACHERS OF GRAMMAR SCHOOLS.

## WINTHROP SCHOOL.

Joshua Bates, Jr.	\$900 00	
Samuel Swan,	900 00	
Mary B. Symmes,	200 00	
Sarah G. Hay,	200 00	— 2200 00

## HARVARD SCHOOL.

P. H. Sweetser,	900 00	
Charles Kimball,	900 00	
Caroline A. Johnson,	150 00	
Mary S. Whiting,	50 00	
M. S. Fernald,	200 00	— 2200 00

## BUNKER-HILL SCHOOL.

Benjamin F. Tweed,	900 00	
Robert Swan,	420 00	
Charlotte Cutter,	160 00	
Mrs. B. F. Tweed,	33 33	
E. W. Billings,	8 00	— 1521 33

## PROSPECT-HILL SCHOOL.

Cornelius M. Vinson (at \$600 per ann.)		173 07
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*Salaries of Teachers of Primary Schools.*

DIST. No.	1 Malvina B. Skilton,	\$210 00	
	2 Mary Walker,	210 00	
	3 Charlotte A. Sawyer,	210 00	
	4 Susan L. Sawyer,	210 00	
	5 Elizabeth H. Dodge,	210 00	
	6 Betsey Putnam,	210 00	
	7 Sarah E. Smith,	210 00	
	8 Mary E. Chamberlain,	210 00	
	9 Mary H. Dupee,	210 00	
	10 A. W. Chamberlain, 52,50		
	Joanna S. Putnam, 157,50—	210,00	
	11 E. B. Marshall,	210,00	
	12 Ann W. Locke	210,00	
	13 E. L. Battles, 165,50		
	S. C. Reynolds, 52,50—	218,00	
	14 Lydia W. Locke, 103,00		

Amounts carried forward,	2,738 00	6,094 40
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Amounts brought forward,	2,738 00	6,094 40
Jane M. Burckes,	107,00—210,00	
15 Esther M. Hay,	167,66	
16 Lydia W. Locke,	107,00	
17 Mary E. Brown,	166,83	
18 Caroline M. Sylvester,	148,75	
19 E. P. Whittredge,	172,75	
20 Mary Dodge,	137,50	
Ellen A. Damon,	60,50—198,00	3,908,99

*Salaries of Teachers of District Schools.*

*Russell District.*

Clara D. Whittemore,	96,00	
Philemon R. Russell, Jr.	120,00	216,00

*Gardner District.*

Hannah S. Austin,	96,00	
Estate of S. A. Swan dec'd,	24,00	
Joseph C. Hooper,	95,00	215,00

Whole amount of salaries of all the teachers,		<u>\$10,434,39</u>
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CONTINGENT EXPENSES.

E. P. Mackintire, late Tr. bal. of his ac't,	314 05	
J. K. Frothingham, rent of primary school room,	40 00	
Susan L. Sawyer, do.	41 00	
Thomas J. Elliott, rent	40 50	
Oliver Jaquith, do.	90 00	
Samuel Ferrin, do.	32 00	
Universalist Soc'y, do.	50 00	
Josiah Brackett, do.	40 00	
J. B. Redman, do.	25 00	
Harvard Church, do.	50 00	
Samuel Cutter, do.	25 00	
Winthrop Society, do.	25 00	
A. Tufts, do.	20 00	
Geo. Billings,	9 75	
M. Walker,	2 00	
A. W. Chamberlain,	1 25	
B. Putnam,	2 33	

Amounts carried forward,	807 88	<u>10,434 39</u>
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Amounts brought forward,	807 88	10,434 39
E. H. Dodge,	1 34	
E. L. Battles,	1 17	
Henry Sawyer,	7 75	
C. Hall,	49 25	
John Harris,	263 48	
Edward Nichols,	10 50	
A. D. Pattee,	1 80	
L. W. Locke,	2 25	
A. W. Locke,	2 72	
Stinson & Perry,	5 00	
Mrs. Dolin,	5 00	
James Underwood,	13 83	
J. Barrett,	8 50	
T. H. Farnsworth,	14	
Esther M. Hay,	9 87	
Fosdick & Carter,	3 50	
N. Fuller, clean'g school houses,	116 67	
R. G. Tenney,	8 17	
R. Swan,	5 00	
Parker & Ditson,	4 00	
J. Bates, Jr.	4 00	
G. S. Adams, white washing,	31 75	
Benj. Edmands,	36 63	
Ames Drake,	10	
Knowles & Skilton,	10 83	
John Babcock,	2	
J. D. Edmands,	10 41	
J. S. Putnam,	43	
M. E. Brown,	1 92	
Derbee & Harris,	4	
M. H. Dupee,	2 50	
J. Wilson, repairs	71 68	
J. Twolmbly, reps. and alter'g. 4 schools,	788 37	
J. Thorp,	2 00	
J. L. Jennerson,	6 25	
H. S. Austin,	50	
W. W. Wheildon,	23 50	
Charles Munroe,	4 00	
E. B. Marshall,	1 62	
Benj. Thompson, fuel	68 97	
A. Blanchard, repairs,	114 92	
Mary Dodge,	1	
Sanborn & Goodridge, fuel,	422 46	
Amounts carried forward,	2,961 42	10,434 39

Amounts brought forward,	2,961 42	10,434 39
M. Babcock,	3 70	
Stephen Swan,	20 05	
Forster & Lawrence,	53 13	
W. M. Edmands,	134 34	
Saml. Swan,	5 18	
S. Abbott & Co.	17 94	
H. V. V. Blanchard,	5 37	
P. R. Russell,	22 29	
Saml. Daggett,	44	
E. Crafts, Jr.	27	
Gage & Palmer,	12 38	
Geo. C. Powers,	2 56	
Chs. Smith,	75	
J. W. Mulliken,	3 25	
P. R. Russell, Jr.	3	
John Bonner,	70	
Postage,	58	
A. Stowell,	22	
S. Kidder & Co.	10 55	
Geo. W. Little,	22 79	
John Murray,	40	
Clarke & Varney, backs to seats,	310 00	—3,696 85
Whole amt. expend. for supt. of schools,		14,131 24
Balance to new account,		936 56
		<u>\$15,067 80</u>

*Special Appropriations and Expenditures.*

Rec'd. from appropriation of \$700 for a new primary school house,		\$500 00
"    "    15 000 for a new grammar school house,		14 999 39
		<u>\$15 499 39</u>
Paid Abijah Blanchard for building primary school house, on the Town's land, and for fence and fixtures,		500 00
Amount carried forward,		<u>500 00</u>







