REPORTS
OF THE
SELECTMEN AND OTHER OFFICERS
OF THE
TOWN OF CONCORD,
FROM MARCH 5, 1860, TO MARCH 4, 1861.
INCLUDING
The Marriages, Births and Deaths in Town in 1860.
ALSO,
THE REPORT OF THE SCHOOL COMMITTEE
FOR THE YEAR ENDING APRIL 1, 1861.

CONCORD:
PRINTED BY BENJAMIN TOLMAN.
1861.
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OF THE
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FROM MARCH 5, 1860, TO MARCH 4, 1861.
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FOR THE YEAR ENDING APRIL 1, 1861.

CONCORD:
PRINTED BY BENJAMIN TOLMAN.
1861.
State of the Treasury.

RECEIPTS.

Balance in the Treasury, March 5, 1860, $4908 21
Commonwealth, Military Bounty 1859, 345 00
" " " 1860, 267 00
" School Fund, 1860, 89 59
Cumming and Beaton Fund, 94 00
Selectmen, rent of Town Hall, 261 50
Town Clerk, license on dogs, 26 10
License of Menagerie, 10 00
Town, County and State tax and overlay, 10,962 00

$16,963 40

PAYMENTS.

Sundry orders on Treasury paid, $13,073 31
County Tax, 1859, 1475 97
" " 1860, in part, 566 33
State Tax, 1860, 535 00

$15,650 61

Balance, $1312 79

JULIUS M. SMITH, Treasurer.

March 4th, 1861.
Selectmen's Report.

The Selectmen of the Town of Concord submit herewith their annual report of the receipts and expenditures of the town for the year ending March 4, 1861.

The town has been put to unusual expense this year for the repairs of its roads and bridges.

The new road to Bedford sunk in some places to the depth of twelve feet, and it cost nearly one thousand dollars to fill up and grade it so as to make it safe for travel. It is believed to be secure now against further sinking.

Two of the bridges—at Damon's factory and the powder mill—were found to be very much decayed, and have been very nearly re-built. The best of lumber has been used in the repairs, and the bridges are all in good order, and it is not probable that any appropriation beyond the usual one for ordinary repairs will be necessary for some years to come. The expense has exceeded the appropriation about two hundred dollars.

Engine No. 1 has also received a thorough repair, in accordance with the vote of the town, at an expense of two hundred dollars.

The Chief Engineer of the Fire Department reports the hose of Engine No. 2 as being in very bad condition, and recommends the purchase of new hose, at a cost of not more than two hundred dollars. We accordingly recommend an appropriation of that sum for that purpose.

The following sums are recommended to be raised by the town for the ensuing year:

- Support of Schools: $3,300 00
- Payment of Town House debt and interest: 1,720 00
- Repairs of Highways: 1,000 00
- Support of Poor: 1,000 00
- Fire Department: 400 00
- Repairs of Bridges: 300 00
- Town Library: 280 00
- Improvement of Public Grounds: 100 00
- General Expenses: 1,500 00

The following statement of receipts and expenditures of the town for the year ending March 4, 1861, is herewith submitted.

EPHRAIM W. BULL, Selectmen
BARZILLAI N. HUDSON, of
JULIUS M. SMITH, Concord.

Concord, March 4, 1861.
### Appropriations and Receipts.

#### APPROPRIATIONS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Support of Schools</td>
<td>$3300</td>
</tr>
<tr>
<td>Payment of Town House debt and interest</td>
<td>1780</td>
</tr>
<tr>
<td>Support of Poor</td>
<td>1000</td>
</tr>
<tr>
<td>Repairs of Highways</td>
<td>1000</td>
</tr>
<tr>
<td>Repairs of Bridges</td>
<td>700</td>
</tr>
<tr>
<td>Fire Department</td>
<td>350</td>
</tr>
<tr>
<td>Town Library</td>
<td>287</td>
</tr>
<tr>
<td>Improvement of Public Grounds</td>
<td>50</td>
</tr>
<tr>
<td>County Tax</td>
<td>1566.33</td>
</tr>
<tr>
<td>State Tax</td>
<td>535</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10,568.33</strong></td>
</tr>
</tbody>
</table>

#### RECEIPTS FROM OTHER SOURCES.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overlay on taxes</td>
<td>$393.67</td>
</tr>
<tr>
<td>Rent of Town Hall</td>
<td>261.50</td>
</tr>
<tr>
<td>Commonwealth, School Fund</td>
<td>89.59</td>
</tr>
<tr>
<td>Military Bounty</td>
<td>267.00</td>
</tr>
<tr>
<td>Income Cuming and Beaton Funds</td>
<td>94.00</td>
</tr>
<tr>
<td>Silent Poor Donations</td>
<td>253.83</td>
</tr>
<tr>
<td>Town Clerk, license of dogs</td>
<td>26.10</td>
</tr>
<tr>
<td>&quot; menagerie</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1395.69</strong></td>
</tr>
</tbody>
</table>
Expenditures.

Support of Schools, $3300 00
Income Cumming and Beaton Fund, 94 00
" State School Fund, 89 59
--- $3483 59

Paid orders of School Committee, 3817 89
John Garrison, care of School rooms, 77 00
Proportion of fuel charged to District, 88 70
--- $3483 59

PAYMENT OF TOWN HOUSE DEBT AND INTEREST.

Appropriation, $1780 00
Paid Middlesex Institution for Savings, $1780 00

SUPPORT OF POOR.

Appropriation, $1000 00
Paid Jabez Raynolds, Chairman Overseers of Poor, 1000 00

REPAIRS OF HIGHWAYS.

Appropriation, $1000 00
Paid N. B. Stow, District No. 1, $289 06
J. B. Moore, " No. 2, 100 00
Gardner Wheeler, " No. 3, 136 43
Cyrus Hosmer, " No. 4, 91 75
E. Wood, Jr., " No. 5, 99 75
J. D. Brown, " No. 6, 107 11
Silas Conant, " No. 7, 125 10
Thos. M. Balcom, " No. 8, 65 78
--- $1014 98

Deficiency, $14 98
## FIRE DEPARTMENT.

Appropriation, $350 00
Paid Geo. L. Prescott, Chief Engineer, $400 62

Deficiency, $50 62
Repair of Engine No. 1; under direction of Committee appointed for that purpose, $200 00

---

## REPAIRS OF BRIDGES.

Appropriation, $700 00
Paid Geo. L. Prescott, lumber, $692 80
Jos. P. George, labor, stone and iron work, $189 28
J. M. Smith, painting and seeding, $22 43

Deficiency, $94 51

---

## BEDFORD ROAD.

Unexpended balance last year, $29 24
Paid T. M. Balcom, for filling up and grading said road, $953 79
Geo. L. Prescott, lumber, $18 02

Deficiency, $971 81

---

## TOWN LIBRARY.

Appropriation, $287 00
Paid E. R. Hoar, Chairman of Library Committee, 287 00

---

## IMPROVEMENT OF PUBLIC GROUNDS.

Appropriation, $50 00
Unexpended balance last year, $59 43
Paid Samuel Staples, Superintendent, $51 16
Unexpended balance, $59 43
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILENT POOR.</td>
<td></td>
</tr>
<tr>
<td>Unexpended balance,</td>
<td>$32 15</td>
</tr>
<tr>
<td>Income from Donations,</td>
<td>253 88</td>
</tr>
<tr>
<td>&quot; &quot; fines under the statute prohibiting cattle from feeding in highway,</td>
<td>10 00</td>
</tr>
<tr>
<td>Paid sundry persons as appears by Selectmen's book,</td>
<td>$262 00</td>
</tr>
<tr>
<td>Unexpended balance,</td>
<td>33 98</td>
</tr>
<tr>
<td></td>
<td>$295 98</td>
</tr>
<tr>
<td>State Tax,</td>
<td>$535 00</td>
</tr>
<tr>
<td>County Tax,</td>
<td>$1566 33</td>
</tr>
<tr>
<td>GENERAL EXPENSES.</td>
<td></td>
</tr>
<tr>
<td>Overlay on Taxes,</td>
<td>$393 67</td>
</tr>
<tr>
<td>Commonwealth, Military Bounty,</td>
<td>345 00</td>
</tr>
<tr>
<td>Rent of Town Hall,</td>
<td>261 50</td>
</tr>
<tr>
<td>License of Menagerie,</td>
<td>10 00</td>
</tr>
<tr>
<td></td>
<td>$1010 17</td>
</tr>
<tr>
<td>EXPENSES OF TOWN HOUSE.</td>
<td></td>
</tr>
<tr>
<td>Paid G. L. Prescott, for coal,</td>
<td>$119 54</td>
</tr>
<tr>
<td>John Garrison, for care of school rooms,</td>
<td>77 00</td>
</tr>
<tr>
<td>&quot; &quot; hall and moving seats,</td>
<td>89 50</td>
</tr>
<tr>
<td>&quot; &quot; library rooms,</td>
<td>10 00</td>
</tr>
<tr>
<td>E. Stowell &amp; Co.'s bills,</td>
<td>10 78</td>
</tr>
<tr>
<td>G. Chilson, for furnace grate,</td>
<td>5 69</td>
</tr>
<tr>
<td>Walcott &amp; Holden’s bill for oil, &amp;c.,</td>
<td>136 29</td>
</tr>
<tr>
<td>Repairs and painting,</td>
<td>22 31</td>
</tr>
<tr>
<td>Wood and charcoal,</td>
<td>9 00</td>
</tr>
<tr>
<td>J. Adams’ bill,</td>
<td>1 25</td>
</tr>
<tr>
<td></td>
<td>$481 36</td>
</tr>
<tr>
<td>Deduct amount charged Dist. No. 1, for fuel and care,</td>
<td>165 70</td>
</tr>
<tr>
<td>Leaves expense of Hall and rooms,</td>
<td>$315 66</td>
</tr>
<tr>
<td>REPAIRS ON SCHOOL HOUSES.</td>
<td></td>
</tr>
<tr>
<td>Paid Edwin Wheeler, repairs on Dist. No. 3,</td>
<td>$3 75</td>
</tr>
<tr>
<td>Francis A. Wheeler, &quot; &quot; No. 3,</td>
<td>31 80</td>
</tr>
<tr>
<td>Wm. D Brown, &quot; &quot; No. 4,</td>
<td>6 27</td>
</tr>
<tr>
<td>E. W. Bull, &quot; &quot; No. 2,</td>
<td>16 79</td>
</tr>
<tr>
<td>J. B. Farmer, &quot; &quot; No. 5,</td>
<td>12 42</td>
</tr>
<tr>
<td>E. Stowell &amp; Co., &quot; &quot; No. 1,</td>
<td>8 03</td>
</tr>
<tr>
<td>&quot; &quot; No. 2,</td>
<td>24 27</td>
</tr>
</tbody>
</table>
Paid J. M. Smith, painting Dist. No. 5, 75 16
  " " " " No. 2, 46 36

$222 85

MISCELLANEOUS.

Paid Alvan Pratt, keeping weights and measures, $10 00
Wm. D. Brown, services on School Committee, 1860, 17 75
Concord Artillery, bounty, 267 00
H. Newton, entertainment of town officers 66 75
Eben Wild, salary as Librarian, 50 00
  " " moving books to new part, 10 00
Richard Barrett, services as Assessor, 125 00
Geo. Haywood, " " 75 00
J. B. Moore, " " 85 00
  " " collecting tax, 1859, 133 56
  " " posting warrants, 4 00
F. Stowell, repairing clocks, and care of town clock, &c., 26 05
Geo. Haywood, services as clerk,
  " " recording and returning marriages, births and deaths, 18 50
  " " express and postage, 2 35
  " " counting the vote at Lincoln, 2 00
Moses Hobson, work on alteration of High School, 51 44
Moses Hobson, alteration of Library, 56 91
H. H. Buttrick's bill alteration High School, 21 43
  " " on Library, 10 25
E. Stowell & Co., on Library and School, 23 31
J. M. Smith, on Library, $13 20; part High School, $5 12, 18 32
Policemen at Cattle Show, 4 00
J. Brown, Jr., flannel for cartridges, 1 75
F. E. Bigelow, iron work for sidewalks, &c., 2 73
S. G. Simpkins & Co., books for Assessors, 7 00
R. Warner, use of room for the police at State encampment, 12 00
H. C. Watts, work on armory and firing salutes, 9 76
Geo. Hosmer, flannel for cartridges in 1859, 5 26
C. B. Davis, " " 2 36
Richard Barrett, powder, &c., 18 20
Derby Bros., powder for salutes, 28 00
B. Tolman, printing town reports, warrants, &c., 95 79
Jonas Melvin, returning 30 deaths, 1860, 3 00
2
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Stowell &amp; Co., stove, work in library committee room</td>
<td>12.53</td>
</tr>
<tr>
<td>Wm. D. Brown, wood furnished at encampment</td>
<td>1.42</td>
</tr>
<tr>
<td>G. E. Bigelow, damage to chaise from defect in the highway</td>
<td>3.38</td>
</tr>
<tr>
<td>Horton, Hall &amp; Co., door springs</td>
<td>92</td>
</tr>
<tr>
<td>H. A. Davis, State sealer weights and measures, for sealing same</td>
<td>6.50</td>
</tr>
<tr>
<td>Wm. D. Brown, laying up wall in District No. 2</td>
<td>1.00</td>
</tr>
<tr>
<td>Edwin Wheeler, services on School Committee, 1859</td>
<td>9.00</td>
</tr>
<tr>
<td>E. W. Bull, services on School Com., 1859</td>
<td>12.00</td>
</tr>
<tr>
<td>&quot; &quot; &quot; 1860,</td>
<td>9.00</td>
</tr>
<tr>
<td>&quot; &quot; expense to Roxbury in the matter of engine No. 1,</td>
<td>2.00</td>
</tr>
<tr>
<td>&quot; &quot; cash paid Hunneman for examination of do.,</td>
<td>4.00</td>
</tr>
<tr>
<td>Dr. J. Reynolds, services on School Committee, 1859</td>
<td>15.75</td>
</tr>
<tr>
<td>L. W. Bean, services on School Committee, 1859</td>
<td>8.25</td>
</tr>
<tr>
<td>J. B. Farmer, services on School Committee, 1859</td>
<td>10.50</td>
</tr>
<tr>
<td>J. B. Farmer, services on School Committee, 1860</td>
<td>13.50</td>
</tr>
<tr>
<td>Geo. L. Prescott, lumber for Armory</td>
<td>1.63</td>
</tr>
<tr>
<td>&quot; &quot; turnpike,</td>
<td>7.49</td>
</tr>
<tr>
<td>E. Stowell &amp; Co., on library room</td>
<td>4.50</td>
</tr>
<tr>
<td>H. D. Thoreau, surveying on turnpike</td>
<td>1.00</td>
</tr>
<tr>
<td>Jesse C. Richardson, stone work and filling up road near his house</td>
<td>13.00</td>
</tr>
<tr>
<td>J. M. Smith, glazing at Armory</td>
<td>2.86</td>
</tr>
<tr>
<td>&quot; &quot; repairs on hearse and painting sign boards</td>
<td>8.25</td>
</tr>
<tr>
<td>Deficiency,</td>
<td></td>
</tr>
<tr>
<td>$1,439.13</td>
<td></td>
</tr>
<tr>
<td>$969.47</td>
<td></td>
</tr>
</tbody>
</table>
### Tabular Statement of Receipts and Expenditures

**FROM MARCH 5th, 1860, TO MARCH 4th, 1861.**

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#### RECEIPTS.

Unexpended balance as per Treasurer's Report March 5th, 1860, $4,908.21

Appropriations for various objects, 10,962.00

Receipts from other sources, 1,093.19

**$16,963.40**

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#### EXPENDITURES.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support of Schools</td>
<td>$3,483.59</td>
</tr>
<tr>
<td>Town House Debt and Interest</td>
<td>1,780.00</td>
</tr>
<tr>
<td>&quot; &quot; &quot; &quot; for 1859</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Repairs of Highways</td>
<td>1,014.98</td>
</tr>
<tr>
<td>Support of Poor</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Fire Department</td>
<td>400.62</td>
</tr>
<tr>
<td>&quot; &quot; &quot; &quot; for Repairs on Engine No. 1</td>
<td>200.00</td>
</tr>
<tr>
<td>Repairs Bedford Road</td>
<td>971.81</td>
</tr>
<tr>
<td>Town Library</td>
<td>287.00</td>
</tr>
<tr>
<td>Improvement of Public Grounds</td>
<td>51.16</td>
</tr>
<tr>
<td>General Expenses</td>
<td>1,979.64</td>
</tr>
<tr>
<td>County Tax, 1859</td>
<td>1,475.97</td>
</tr>
<tr>
<td>&quot; &quot; &quot; 1860, in part</td>
<td>566.33</td>
</tr>
<tr>
<td>State Tax, 1860</td>
<td>535.00</td>
</tr>
<tr>
<td>Repairs of Bridges</td>
<td>904.51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$15,850.61</strong></td>
</tr>
</tbody>
</table>

Unexpended balance, **$1,812.79**

The Library Committee present their report for the year ending on the first Monday in March, 1861.

The amount of money received by them is as follows:
The balance of last year's account, $113 91
The town's appropriation for 1860, 287 00
Fines collected by the Librarian in 1860, 5 28

The amount expended has been:
For 331 volumes purchased, $348 27
For binding and covering books, and stationery, 6 95
Leaving a balance unexpended, of 50 92

The whole number of books now belonging to the Library is 3,105. The number added during the past year has been, by purchase, 331; by donation, 12. No book has been lost during the year, and all but six volumes were in the Library room at the time of the annual examination.

The number of ratable polls in Concord in the year 1860 was 560; and the appropriation for the maintenance and increase of the Library which the town is allowed by law, and required by contract to make this year, is $280.

More books have been added to the Library during this year than in any previous year; and on an average they have been books of greater value, and better bound. The use made of the Library by the people of the town has also increased from last year.

The alteration in the Library, by extending the room so as to include within it a part of what had been the schoolroom of the Intermediate school, which was suggested in our last report, and authorized by the vote of the town, has been accomplished during the winter; and the town has now a convenient and handsome room, capable of containing eight or ten thousand volumes, and sufficient for the probable increase of the Library for the next fifteen or twenty years.

E. R. HOAR, Library
SIMON BROWN,
R. WALDO EMERSON,
GEO. HEYWOOD,
GRINDALL REYNOLDS, Committee.

Concord, March 4, 1861.
REPORT OF THE

Superintendent of Public Grounds.

The appropriation for the last year not being as large as usual, no new improvements of any moment have been made upon the Public Grounds, and little else has been done than to re-set trees in place of those that have died or been destroyed, and to keep the grounds in good condition. A row of trees however was set in front of the house of Cyrus Stow, and the Superintendent regrets to state, that through a spirit of vandalism which would better become savages than any residents of Concord, most of these trees were broken down and destroyed (as is believed,) by some rowdy good-for-nothing youths who seem to take delight in such acts of wanton malice, and who, if a speedy change is not made in their conduct of life, will soon come under the more immediate supervision of the subscriber, and have their abode in a place that will insure the safety of trees, gates, signs, &c., from their raids, and be an example to all youths who take pleasure in such senseless pastime.

The Superintendent recommends that the sum of seventy-five dollars be appropriated for the Public Grounds for the ensuing year.

The following has been expended during the last year, to wit:—

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Anthony Wright, labor</td>
<td>$19.69</td>
</tr>
<tr>
<td>J. Craig and Patrick McManus</td>
<td>5.12</td>
</tr>
<tr>
<td>For trees</td>
<td>21.00</td>
</tr>
<tr>
<td>&quot; 36 posts, boards and nails</td>
<td>4.05</td>
</tr>
<tr>
<td>&quot; expense of journey to Newton, &amp;c.,</td>
<td>4.50</td>
</tr>
<tr>
<td>for trees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$54.36</td>
</tr>
</tbody>
</table>

Respectfully submitted.

SAMUEL STAPLES, Superintendent.

CONCORD, March 4, 1861.
The Cemetery Committee report that during the past season they have employed the Superintendent principally in the general care of the grounds, without undertaking any particular new work. The reason of this was the want of any appropriation from the town to authorize the expenditure necessary, and the need of employing the Superintendent in improving the lots of those who desired this done. The result has been to leave quite a balance on hand for the coming season's work, and there are several things much wanted that can be accomplished with this amount. The making a new avenue, and thus laying out more lots for which there is quite a demand, will be the first of these, and a well of good water, and a thorough coating of the walks and roads with gravel will follow soon.

The Committee renew their recommendation to the ladies of the town to get up in some way a donation to the improvement of the ground; and to the citizens generally, who have not already done so, to each plant a tree therein, on the nineteenth of April, the town's anniversary.

The number of lots sold the past year is ten, for the sum of $137,00, the whole number since the laying out of the Cemetery, one hundred and six, for the sum of $2002,00. The number of interments the past year has been sixteen; previously one hundred and ten.

The receipts and expenses have been as follows:

Balance unexpended last year, $19 79
For deeds of lots sold, 159 00
For labor of Superintendent on lots, &c., 174 67

$353 46

Paid J. Wood, Supt., for 8 months labor, $220 50
For day's work in the winter, 38 62
For rent of tenement 9 months, 30 00
Jonas Melvin's bill for team, &c., 18 00
Printing, scythe, express, pickets, &c., 6 75

$313 87

Unexpended balance, $39 59

This, with the amount still due for lots and work on them, will more than pay all outstanding bills.

For the Committee.

Concord, March 4, 1861.

J. S. Keyes, Chairman.
Eleventh Annual Report of the Fire Department.

Herewith is submitted to the town a list of the officers of the Fire Department for the year 1860-61, together with a statement of the condition of the property belonging to the town. There have been eight alarms since the last report, three of which have been from fires in the woods, and one from a fire in Wayland. The services of the engines have been required but four times, viz.: at the burning of a barn belonging to Ebenezer Conant; at the burning of C. B. Davis' barn; at the burning of John Emerson's house; and at the slight burning of Mrs. Hoar's house.

The Department is organized as follows:

G. L. PRESCOTT, Chief Engineer;
SAMUEL LEES, Assistant Engineer;
J. W. WALCOTT, Assistant Engineer;
RICHARD BARRETT, Assistant Engineer;
FRANCIS STOWELL, Foreman;
J. G. DEAN, Assistant Foreman;
C. BOWERS, Clerk.

No. 1.

Thirty members.

No. 2.

Factory Boy, W. D. BROWN, Assistant Foreman and Clerk;

Twenty-five men.

No. 3.

Independence, CHAS. E. SNELL, Assistant Foreman;

J. F. WINCH, Clerk.

Forty-five members.

Engine Company No. 1 is in good order; has 300 feet leading hose and 32 feet suction. It has been thoroughly repaired and painted the past year, at an expense to the town of $211 47, to pay which there was an appropriation of $200 00, leaving a deficiency of $11 47.

No. 2 is in good order; has 24 feet suction hose; but the leading hose is very poor, and an appropriation of two hundred dollars is recommended to purchase new hose for this engine.

No. 3 is in good order; has 825 feet leading hose, and 34 feet suction hose. The expenses for the past year have been as follows:

No. 1—Repairing engine, $164 50
J. M. Smith, painting, 45 00
<table>
<thead>
<tr>
<th>No. 1</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freight to Boston and back</td>
<td>1 97</td>
</tr>
<tr>
<td></td>
<td>Paid H. C. Watts</td>
<td>3 13</td>
</tr>
<tr>
<td></td>
<td>One-half cord wood</td>
<td>1 68</td>
</tr>
<tr>
<td></td>
<td>Fluid, &amp;c.</td>
<td>3 85</td>
</tr>
<tr>
<td></td>
<td>Sawing wood and piling</td>
<td>5 00</td>
</tr>
<tr>
<td></td>
<td>Shoveling snow, &amp;c.</td>
<td>3 38</td>
</tr>
<tr>
<td></td>
<td>Fluid and can</td>
<td>3 39</td>
</tr>
<tr>
<td></td>
<td>Match safe, &amp;c.</td>
<td>3 32</td>
</tr>
<tr>
<td></td>
<td>C. S. Adkins, care of engine</td>
<td>6 60</td>
</tr>
<tr>
<td></td>
<td>Sponge and towel</td>
<td>3 35</td>
</tr>
<tr>
<td></td>
<td>Oil</td>
<td>1 60</td>
</tr>
<tr>
<td></td>
<td>Repairing pump</td>
<td>1 50</td>
</tr>
<tr>
<td></td>
<td>E. Hall’s bill</td>
<td>5 50</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$232 12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. 2</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paid T. Skinner</td>
<td><strong>$2 50</strong></td>
</tr>
<tr>
<td></td>
<td>E. Hosmer for oil</td>
<td>3 25</td>
</tr>
<tr>
<td></td>
<td>Alcohol</td>
<td>1 60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$7 35</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. 3</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paid T. Skinner’s bill</td>
<td><strong>$12 00</strong></td>
</tr>
<tr>
<td></td>
<td>Tank for washing hose</td>
<td>10 63</td>
</tr>
<tr>
<td></td>
<td>Paid F. Buttrick and express, sash, &amp;c.</td>
<td>2 75</td>
</tr>
<tr>
<td></td>
<td>“ C. E. Snell’s bill</td>
<td>17 25</td>
</tr>
<tr>
<td></td>
<td>“ L. Fay, pump and setting</td>
<td>5 00</td>
</tr>
<tr>
<td></td>
<td>Pick for engine</td>
<td>1 60</td>
</tr>
<tr>
<td></td>
<td>Setting glass, sweet oil, &amp;c.</td>
<td>2 28</td>
</tr>
<tr>
<td></td>
<td>E. Stowall &amp; Co.’s bill</td>
<td>8 53</td>
</tr>
<tr>
<td></td>
<td>G. W. Todd, horses</td>
<td>21 00</td>
</tr>
<tr>
<td></td>
<td>Oiling harness</td>
<td>3 00</td>
</tr>
<tr>
<td></td>
<td>E. Hosmer, for oil</td>
<td>2 12</td>
</tr>
<tr>
<td></td>
<td>E. Hall’s bill</td>
<td>3 88</td>
</tr>
<tr>
<td></td>
<td>Alcohol</td>
<td>1 17</td>
</tr>
<tr>
<td></td>
<td>7 1-2 feet pine wood</td>
<td>3 05</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$93 66</strong></td>
</tr>
</tbody>
</table>

**Summary, General Expenses** | **$3 75**
**Expense of No. 1, including repairs** | **232 12**
**" 2,** | **7 35**
**" 3,** | **93 66**
**Pay of Engine Company No. 1** | **96 50**
**" 3,** | **137 25**
**Chief Engineer’s salary** | **30 00**
**Special appropriation for repairs on No. 1,** | **$600 63**

**Leaving the balance for general expenses of Fire Department, ** | **$400 63**

GEORGE L. PRESCOTT, Chief Engineer.

CONCORD, March 26, 1861.
# Report of the Overseers of the Poor.

## RECEIPTS.

Received of Town Treasurer, $1000 00

## EXPENDITURES AWAY FROM FARM.

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid G. H. Gilson, support of Mrs. Bailey</td>
<td>$25 00</td>
</tr>
<tr>
<td>Mrs. Heywood, support of three children</td>
<td>96 00</td>
</tr>
<tr>
<td>City of Lowell, “” Mrs. How and three children</td>
<td>66 00</td>
</tr>
<tr>
<td>Walcott &amp; Holden, groceries for J. Goodwin</td>
<td>2 60</td>
</tr>
<tr>
<td>“” “” “” Mrs. Gorman</td>
<td>1 64</td>
</tr>
<tr>
<td>B. Hastings, “” J. Goodwin</td>
<td>1 58</td>
</tr>
<tr>
<td>Dr. Bartlett, professional services</td>
<td>10 00</td>
</tr>
<tr>
<td>Dr. Reynolds, “” “”</td>
<td>7 50</td>
</tr>
<tr>
<td>J. Melvin, burial of J. Hutchinson’s daughter</td>
<td>3 75</td>
</tr>
<tr>
<td>J. Adams, coffin for “”</td>
<td>4 50</td>
</tr>
<tr>
<td>J. P. Brown, journey and expenses to Lynn</td>
<td>3 50</td>
</tr>
<tr>
<td>“” “” “” “” Cambridge</td>
<td>3 00</td>
</tr>
<tr>
<td>“” “” “” “” Boston</td>
<td>3 45</td>
</tr>
<tr>
<td>“” “” “” “” Tewksbury</td>
<td>3 50</td>
</tr>
<tr>
<td>J. Reynolds, “” “” “” Groton</td>
<td>3 50</td>
</tr>
<tr>
<td>“” “” “” “” Lowell and Lawrence</td>
<td>4 54</td>
</tr>
<tr>
<td>Derby Brothers, groceries for Mrs. Gorman</td>
<td>15 39</td>
</tr>
<tr>
<td>“” “” “” “” Wm. Haynes</td>
<td>2 00</td>
</tr>
<tr>
<td>J. Heywood, support of Haynes boy</td>
<td>8 00</td>
</tr>
<tr>
<td>Abel Farrar, boarding N. Hosmer</td>
<td>1 50</td>
</tr>
<tr>
<td>A. Tuttle, boarding and nursing B. Welch</td>
<td>10 00</td>
</tr>
<tr>
<td>Reynolds &amp; Derby, meat for Mrs. Gorman</td>
<td>4 12</td>
</tr>
<tr>
<td>City of Cambridge, support Mrs. Batchelder</td>
<td>31 11</td>
</tr>
<tr>
<td>Postage, stationery, &amp;c.</td>
<td>1 37</td>
</tr>
<tr>
<td>Aid rendered sundry persons</td>
<td>22 15</td>
</tr>
</tbody>
</table>

$335 76

## EXPENSES AT THE FARM.

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid J. Dakin, balance due as per agreement</td>
<td>$82 83</td>
</tr>
<tr>
<td>“” for bed pan</td>
<td>1 50</td>
</tr>
</tbody>
</table>
Paid Walcott & Holden, furniture and crockery, 6 92
J. Brown, Jr., cotton cloth, 6 91
E. Stowell & Co., stoves, funnel, &c., 24 73
C. Benjamin, for work as per bill, 12 00
H. Buttrick, " " " 3 62
C. E. Snell, " " " 14 00
M. Hobson, for work, lumber, &c., 41 75
Derby Brothers, paper, nails, &c., 3 23
B. F. Nealy, repairing wagon, 1 75
W. Fay, salary in part, 465 00

$664 24

$1000 00

There will be due W. Fay, April 1st., 185 00
Also, J. Reynolds, services, 10 00

$195 00

From which deduct balance paid J. Dakin, 82 83

$1112 17

We have cost of supporting poor,

The expenses away from the farm, together with repairs on the house, having considerably exceeded the appropriation, it will therefore be necessary to raise money enough to pay the deficiency, over and above the ordinary expense, which we think will not be less than last year, as some part of the buildings will need shingling; we would therefore recommend to raise twelve hundred dollars for deficiency and ordinary expenses.

Amount of personal property as estimated by the Overseers of Poor Farm at present time, including stock, hay, grain, and all eatables, is $514 35
Farming implements, tools, &c., 75 00 $589 35

Respectfully submitted.

J. REYNOLDS, Moses Hobson, 
J. REYNOLDS, Overseers of JAMES P. BROWN, the Poor.
MOSES HOSON, of
CONCORD, March 4, 1861.
Marriages, Births and Deaths in Concord, in 1860.

The following statement exhibits every material fact in regard to the Marriages, Births and Deaths which have occurred in the town, and have been registered during the year 1860.

Marriages.—Whole number, 16. Of the parties, 22 were inhabitants of Concord, and 10 of other places; 10 were born in Concord, 12 in other towns in Massachusetts, and 10 in other places. Of the males, 14 were first marriages, 1 a second and 1 a third marriage. Of the females, all were first marriages. As compared with the marriages in 1859, there were 3 less.

Births.—Whole number, 43, being 5 less than in 1859. Males, 28; females, 15. Of these only 14 were born of Irish parents, being less than one-third of the whole. Last year one-half were of Irish parents, so that America will have cause to be hopeful.

Deaths.—Whole number, 38. Males, 18; females, 20. Of the males, 6 were married, 10 unmarried, and 2 were widowed. Of the females, 8 were married, 10 unmarried, and 2 were widows.

Of these persons, 23 were born in Concord, 7 in other towns in the State, and 8 in other places.

Of the males over 15 years of age, 4 were farmers, 3 laborers, 1 carpenter, and 1 gentleman.

Deaths between 90 and 100 years of age—males, 1—females, 0
`````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````````
The names and ages of the persons who died in 1860, are as follows, viz.:

George Atcheson, 1 y. 1 m. 8 d.  
Nehemiah Ball, 69 y. 2 m. 11 d.  
Martha Tilden Bartlett, 61 y.  
Ruth J. Clark, 75 y.  
Julia Collins, 1 y. 9 m. 16 d.  
Mary Collins, 8 m. 16 d.  
Ephraim Dakin, 86 y. 1 m. 24 d.  
Mary B. Dakin, 55 y.  
James W. Dean, 2 m. 6 d.  
Margaret Fahan, 32 y.  
Roxanna Flint, 55 y.  
John Garrison, 91 y.  
Mary Gleason, 9 m. 6 d.  
Annie W. Goodnow, 4 y.  
John M. Goodwin, 58 y.  
Charles Gordon, 76 y. 9 m.  
Milly Holden, 86 y.  
Tilly Holden, 76 y.  
Rufus Hosmer, 51 y.  
Sarah L. Hutchinson, 18 y.  
Edward Lamson Kent, 3 m.  
David Murphy, 3 m. 8 d.  
Catherine Murray, 2 y. 3 m.  
Mary Newcomb, 81 y. 2 m.  
Thomas Nolan, 1 d.  
Theodore Parker Pratt, died in 1859, 16 y. 8 m. 18 d.  
Jane T. Prichard, 69 y. 8 m. 27 d.  
Lucia Simmons, 5 y. 5 m. 24 d.  
Edward Hurd Skinner, 10 m. 2 d.  
Martha W. Smith, 32 y.  
Elizabeth A. Starkey, 35 y. 2 m. 1d  
(not named,) Starkey, 1 d.  
Evangeline Surette, 3 m. 13 d.  
(not named,) Waldron, 4 d.  
Isaac Watts, 61 y.  
Susan P. Weston, 27 y. 7 m.  
Frank Wetherbee, 2 m.  
Charles Wheeler, 49 y. 4 m. 15 d.  
The deaths in 1860, were, according to the United States census for that year, as 1 to every 59 1-5.

GEO. HEYWOOD, Town Clerk.

Concord, Jan. 1, 1861.
REPORTS
OF THE
SCHOOL COMMITTEE,
AND
SUPERINTENDENT OF THE SCHOOLS,
OF THE
TOWN OF CONCORD, MASS.,
WITH
A NOTICE OF AN EXHIBITION OF THE SCHOOLS,
IN THE
TOWN HALL,
ON SATURDAY, MARCH 16, 1861.

CONCORD:
PRINTED BY BENJAMIN TOLMAN.
1861.
REPORT.

The School Committee for the current year, organized on Monday, April 2nd, by choosing the former Chairman and Secretary, and soon after elected the former Superintendent. They have proceeded to carry out the plans of last year, and take pleasure in reporting the condition of the schools, as, on the whole, better than at their last report, and such as to reflect great credit on the town. Some changes have occurred in the list of teachers, yet six out of the eleven are the same as last year. By a vote of the town the High School room has been divided, and is now used both by the High and Intermediate schools,—a change which has removed some, but not all of their inconveniences. A portion of the old Intermediate room not used for the library extension, has been devoted to the use of the High School for a recitation and apparatus room. As yet, however, there is but little apparatus, and the Committee desire to recommend the appropriation of not less than two hundred dollars for the purchase of suitable apparatus for the High School. In a few years we hope to obtain a permanent and useful collection.

During the year the Committee extended an invitation to the Massachusetts Teachers' Association, to hold their annual meeting here, which they did on the 26th and 27th of November. Our citizens freely opened their houses to our visitors, of whom some two hundred and fifty were thus entertained. The days spent here were mutually agreeable and profitable, and this convention has been one of the marked features of our school year.

It has been thought best to enlarge our annual report, and to include a list of all the pupils in the several schools, and an account of
the exhibition. This promises to become one of the pleasantest parts of our school system, and has so much to recommend it, that we are confident our successors will continue it. The Superintendent, in his detailed report, has touched upon this and nearly all the other points which we would present to the town. On some topics, however, we may enlarge.

I. THE HIGH SCHOOL. This school has changed its teacher during the year, and has also changed in other respects. Its numbers have increased, while its room has been diminished in size; yet the new accommodations have proved ample for the comfort of the pupils. The plan of teaching has been slightly modified, and there is a new interest in the studies taught. A greater proportion of the pupils are studying the languages and higher branches, and much progress has been made in elocution under the competent instruction of Mr. Shepard. The introduction of weekly lectures and conversations by the Superintendent and others, is a new feature which promises well, and is one of the many excellent innovations of Mr. Alcott. We see no reason why the men of learning and experience who adorn the town should not thus contribute regularly towards the better education of the children. Gymnastics, (by the system of Dr. Lewis,) have also been introduced by Mr. Shepard, and found of service, though not constantly practised. Perhaps few of the boys need them for the exercise, though many of the girls do; but it helps both by the agility, precision and grace of movement which it gives, and its healthy stimulus.

II. EXAMINATIONS. The proper mode of examining schools has been much considered by the Committee, and the general opinion has been that stricter and more private examinations ought to take the place of the exhibition now given twice a year in each school. But so important is it to bring together the parents and friends of the pupils, which is done on these occasions, that we have not ventured to recommend giving them up. Still it should be remembered, that they are not examinations, strictly speaking, though of much value to the schools.

III. A WINTER SCHOOL. In our last report we hinted at the necessity of a separate school for a few troublesome boys who now do little but weary and annoy their teachers, and disturb the other pupils of the schools where they are. It has been suggested that these, to the number of a dozen or twenty, should be placed by themselves dur-
ing the winter months, under a competent teacher; and we offer this suggestion for the consideration of the town, well aware of the arguments against it, as well as in its favor.

It will be seen that the object of the Committee and the Superintendent for the last two years has been to modify and extend the school system of the State into one suited to the character of the town, and far more general and liberal than prevails commonly. Much has been done, but much still remains to do. We see no reason why the Concord schools should not be made to cover all and more than all that is done in the graded schools and colleges of the State. There is much illusion about our high schools and so-called universities. The sciences and the arts taught there can usually be better learned elsewhere by the earnest student. They give golden opportunities, but throw a thousand obstacles in the way of using them. Worst of all, they seem to stifle that enthusiasm for learning and virtue, without which the highest culture is impossible. A Massachusetts township, with its central village, lying in partial seclusion, yet partly connected with the great world, is one of the best universities, or may be made so. In it, by a careful and well-pursued method, we may train our children and youth to far better purpose than most colleges or cities can do. Nor let it be supposed that such a plan would require great expense, or a condition of things very different from the present. A permanent school committee representing all interests and all sections of the town,—permanent teachers who could see the fruit of their labors year after year,—a cordial interest of all the citizens in the liberal culture of the children, with a little change of method and a little lengthening of the time for which children shall be kept at school,—would gradually give us advantages greater than any public or private course of instruction in the State now offers. There is no lack of sound practical knowledge, nor of profound and elegant learning in the town; we are free from the hurtful extremes of wealth and poverty, and enjoy a simple, democratic style of society; there is great tolerance of diverse opinions, and an unusual degree of town pride and public spirit. What prevents us then from carrying out these plans, which to many may seem visionary? We are convinced it lies within the power of the people of Concord to realize in a finer way the noble dream of Milton, in his Tractate on Education,—“that voluntary idea which Hath long in silence presented itself to me, of a better education, in extent and comprehension far more large, and yet of time far shorter and of attainment far more certain, than hath yet been
practice, ••• a complete and generous education which fits a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war."

We will not now offer the details of such a plan, farther than they are to be found in the report of the Superintendent, who has performed with extraordinary ability, enthusiasm and diligence the labors imposed by his office.

The usual tables will be found annexed to our report.

JOHN S. KEYES, Chairman,
F. B. SANBORN, Secretary,
GRINDALL REYNOLDS,
EPHRAIM W. BULL,
FRANCIS A. WHEELER,
WILLIAM D. BROWN,
JACOB B. FARMER,
JOSEPH D. BROWN,
NATHAN BARRETT,

District
No. 1.
No. 2.
No. 3.
No. 4.
No. 5.
No. 6.
No. 7.

School Committee of Concord.

Concord, March 25th, 1861.

The Concord Districts are

No. 1, The Village,
including the
North Primary School,
High School,
West Primary,

No. 2, - - - The East Quarter.
No. 3, - - - Nine Acre Corner.
No. 4, - - - The Factory Village.
No. 5, - - - Barrett's Mill.
No. 6, - - - Bateman's Pond.
No. 7, - - - The North Quarter.
SCHOOL REGULATIONS.

SECT. 1.—All the Schools in town shall commence at 9 o'clock, A. M., and 1 o'clock, P. M., and close at 12 M., and at 4, P. M., except the Centre Schools, which from April 1st to October 1st, shall commence in the afternoon at half-past 1, and close at half-past 4. The teachers are required to observe punctually the hours of closing as well as opening the schools, and to be present ten minutes before the opening of the school in the morning.

SECT. 2.—The government of the Schools is entrusted by law to the teachers, and they are expected to preserve strict order and discipline, and to pay constant attention to the language, the manners, and the conduct of the scholars in and about the schools.

SECT. 3.—The schools shall be opened in the morning by reading the Scriptures, and it is recommended that the Lord's Prayer, or a short written or extempore prayer, be offered.

SECT. 4.—No book shall be used in the schools without the sanction of the Committee.

SECT. 5.—If a scholar be absent from school, he or she shall bring a written excuse from the parent or guardian.

SECT. 6.—It shall be the duty of the teachers to see that no injury is done to the school houses or the premises belonging to them; and if there is, to give immediate notice to the Committee. Also, to see that their school rooms are properly swept, warmed and ventilated.

SECT. 7.—The schools shall keep five days in a week,—the High School giving Saturday for a holiday,—and the other schools adopting the same course or not, as the resident member of the Committee may decide. The following shall be holidays also: Fast and Thanks-
giving, May Day, Fourth of July, Agricultural Fair, Christmas, New Years, and the 22d February.

SECT. 8.—Teachers will be allowed to visit each school in town once during the year, and for this purpose only, to devote one afternoon in a month, making in all cases the appointment beforehand, and also will be allowed one afternoon in each month, if the Sub-committee do not object, for an excursion with the pupils, or a visit with them to other schools.

SECT. 9.—Candidates for the Intermediate School shall be able to read correctly in Hillard's Second Class Reader, and to spell and define common words. They shall pass a satisfactory examination in Colburn's Primary Arithmetic, in the four ground rules of Writton Arithmetic, and in Cornell's Intermediate Geography as far as the 19th page; and be able to point out and define the parts of speech and the marks of punctuation, and to write their names legibly.

SECT. 10.—Candidates for the High School shall be able to pass a satisfactory examination in Reading, Spelling, and Grammar, and be able to parse, analyse, and write correctly common sentences in prose. They must be familiar with the sounds of the letters, with accent and punctuation, and pass a good examination in Greenleaf's Common School Arithmetic as far as Proportion; in Cornell's Geography and Maps, and in the History of the United States, and be able to write a fair hand.

SECT. 11.—Scholars may be admitted into these schools twice in the year, but in no case without the written permission of the Committee.

By order of the Committee.

F. B. SANBORN, Secretary.

June 4th, 1860.
Teachers shall exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry, frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded. And to endeavor to lead their pupils as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, and, also, to point out to them the evil tendency of the opposite vices.

—Law of the Commonwealth establishing Free Schools of Massachusetts.
FINANCIAL STATEMENT.

The amount placed at the disposal of the Committee by vote of town was—

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation for Schools</td>
<td>$3000</td>
</tr>
<tr>
<td>Income of Cuming and Beaton Fund</td>
<td>89.50</td>
</tr>
<tr>
<td>Income of Massachusetts School Fund</td>
<td>94.00</td>
</tr>
<tr>
<td>Unexpended balance of last year</td>
<td>73.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3556.74</strong></td>
</tr>
</tbody>
</table>

Which has been expended as follows:—

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messrs. Allen and Shepard, teaching High School, pro. &amp; care, charged by tow.</td>
<td>$247.80</td>
</tr>
<tr>
<td>Books, chemicals &amp; incidentals</td>
<td>37.98</td>
</tr>
<tr>
<td><strong>Total cost of High School, 40 weeks</strong></td>
<td><strong>$785.01</strong></td>
</tr>
<tr>
<td>Miss Dillingham, teaching Intermediate School, pro. &amp; care, charged by tow.</td>
<td>$246.00</td>
</tr>
<tr>
<td>Books, chalk, brushes &amp; incidentals</td>
<td>24.41</td>
</tr>
<tr>
<td><strong>Total cost of Intermediate School, 41 weeks</strong></td>
<td><strong>$336.69</strong></td>
</tr>
<tr>
<td>Miss Hosmer, teaching North Primary School, pro. &amp; care, charged by tow.</td>
<td>$260.00</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>44.30</td>
</tr>
<tr>
<td><strong>Total cost of North Primary School, 40 weeks</strong></td>
<td><strong>$377.30</strong></td>
</tr>
<tr>
<td>Miss Hosmer, teaching East Primary School, pro. &amp; care, charged by tow.</td>
<td>$200.00</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>46.00</td>
</tr>
<tr>
<td><strong>Total cost of East Primary School, 40 weeks</strong></td>
<td><strong>$246.00</strong></td>
</tr>
<tr>
<td>Miss Richardson, teaching West Primary School, pro. &amp; care, charged by tow.</td>
<td>$197.50</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>43.41</td>
</tr>
<tr>
<td><strong>Total cost of West Primary School, 40 weeks</strong></td>
<td><strong>$240.91</strong></td>
</tr>
<tr>
<td>Miss Hubbard, teaching East Quarter School, pro. &amp; care, charged by tow.</td>
<td>$105.00</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>61.75</td>
</tr>
<tr>
<td><strong>Total cost of East Quarter School, 36 weeks</strong></td>
<td><strong>$266.75</strong></td>
</tr>
<tr>
<td>Miss Stearns, teaching Nine Acre Corner School, pro. &amp; care, charged by tow.</td>
<td>$196.00</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>29.50</td>
</tr>
<tr>
<td><strong>Total cost of Nine Acre Corner School, 39 weeks</strong></td>
<td><strong>$221.55</strong></td>
</tr>
<tr>
<td>Miss Tinker and Miss Whitney, teaching Factory V. School, pro. &amp; care, charged by tow.</td>
<td>$139.50</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>61.50</td>
</tr>
<tr>
<td>Proportion paid Acton for scholars of this district</td>
<td>30.80</td>
</tr>
<tr>
<td><strong>Total cost of Factory Village School, 36 weeks</strong></td>
<td><strong>$297.25</strong></td>
</tr>
<tr>
<td>Miss Prescott, teaching Barrett's Mill School, pro. &amp; care, charged by tow.</td>
<td>$300.00</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>46.35</td>
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<tr>
<td><strong>Total cost of Barrett's Mill School, 40 weeks</strong></td>
<td><strong>$346.35</strong></td>
</tr>
<tr>
<td>Miss Bean, teaching Bateman's Pond School, pro. &amp; care, charged by tow.</td>
<td>$200.00</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>40.96</td>
</tr>
<tr>
<td><strong>Total cost of Bateman's Pond School, 40 weeks</strong></td>
<td><strong>$240.96</strong></td>
</tr>
<tr>
<td>Miss Brown, teaching North Quarter School, pro. &amp; care, charged by tow.</td>
<td>$185.25</td>
</tr>
<tr>
<td>Fuel, care, books &amp; incidentals</td>
<td>38.86</td>
</tr>
<tr>
<td><strong>Total cost of North Quarter School, 40 weeks</strong></td>
<td><strong>$222.11</strong></td>
</tr>
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</table>

Total cost of Schools, teaching, pro. & care, books & incidentals            | **$2059.35** |
<p>| <strong>Total cost of Schools</strong>                                                   | <strong>$3555.74</strong> |</p>
<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>TEACHERS</th>
<th>Whole No.</th>
<th>Average Attendee.</th>
<th>Sub-Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td></td>
<td>51</td>
<td>60, 56</td>
<td>11-125 50, 8-75</td>
</tr>
<tr>
<td>North Primary</td>
<td>Susan Goodall, Jane Hoener,</td>
<td>56</td>
<td>43</td>
<td>41 33</td>
</tr>
<tr>
<td>East Primary</td>
<td>Sarah Richardson, Abbie F. Hubbard</td>
<td>49</td>
<td>43</td>
<td>54 63</td>
</tr>
<tr>
<td>West Primary</td>
<td></td>
<td>49</td>
<td>43</td>
<td>36 86</td>
</tr>
<tr>
<td>East Quarter</td>
<td></td>
<td>27</td>
<td>30</td>
<td>22 47-74</td>
</tr>
<tr>
<td>Nine Acre Corner</td>
<td>Rachel M. Stearns, H. C. Tinker, C. F. Whitney</td>
<td>19</td>
<td>21</td>
<td>15 17</td>
</tr>
<tr>
<td>Factory Village</td>
<td></td>
<td>41</td>
<td>42</td>
<td>21 23</td>
</tr>
<tr>
<td>Barrett's Mill</td>
<td>M. E. Prescott</td>
<td>22</td>
<td>23</td>
<td>17 56-119 18 50-71</td>
</tr>
<tr>
<td>Bateman's Pond</td>
<td>S. P. Bean</td>
<td>18</td>
<td>23</td>
<td>15 18</td>
</tr>
<tr>
<td>North Quarter</td>
<td>S. A. Brown</td>
<td>18</td>
<td>23</td>
<td>3 9</td>
</tr>
</tbody>
</table>
I find my duties as Superintendent of the Schools defined as follows:

I. VISITS.—The Superintendent shall make all the visits required by law, and such others as shall be necessary from time to time.

II. REPORTS.—He shall make a report to the committee at their regular monthly meetings of the condition and wants of the several schools, and shall attend said meetings for the purpose of affording the committee information; and he shall also at the end of the school year make to them in writing a detailed report of the condition and operation of the several schools, with suggestions for their improvement.

III. POWERS.—He shall have and exercise in concert with the subcommittee for each school all the powers and duties of the general committee over the admission, classification and discipline of the scholars in said schools.

IV. GENERAL OVERSIGHT.—The aim and object of the Superintendent shall be to elevate the standard of the schools, increase the average attendance and awaken the interest of the pupils, improve the methods of teaching, and promote a better understanding between the different teachers, and between the teachers and the parents of the pupils.
SUPERINTENDENT'S REPORT.

Gentlemen of the School Committee:—

It gives me pleasure to report our schools in good condition. The best of feeling exists in all of them between the teachers and pupils, and I believe between teachers and parents in the several districts. There have been few changes of teachers during the year; with two or three exceptions the schools have been under the charge of one teacher, and the present teachers are disposed to continue them for the coming season. I know of nothing to prevent a still more successful year’s prosperity.

SPIRIT AND METHODS. I have good encouragement also in finding the teachers devoted to their duties and successful. At my monthly visits I have sought to inspire them rather with confidence in their chosen ways than to interfere by counter suggestions of my own, believing that here in this matter of teaching the following out each of her tendencies and views would best subserve the common interest. Teaching is a personal influence, for the most part, and operating as a spirit unsuspected at the moment. I have wished to divine the secret source of success attained by any, and do justice to this; it seemed most becoming to regard any blemishes as of secondary account in the light of the acknowledged deserts. We require of each what she has to give, no more; not that this measure or method, this study or that, should be the one preferred by us. We watch results rather than processes.

Does the teacher awaken thought, strengthen the mind, kindle the affections, call the conscience, the common sense, into lively and controlling activity, so promoting the love of study, the practice of the
virtues; habits that shall accompany the children outwards into life? The memory is thus best cared for, the ends of study answered, the debt of teacher to parents, of parents to children, and so the State's bounty is best bestowed.

Nor shall we hold all amenable equally to the ideal standards. Let us judge each by her own, and hold her fast by its demands. Each is to be judged by temperament, training, opportunities, experiences; the due allowance being made for all under the circumstances. The motive is the main-spring of the rest. A teacher entering her school for any reward other than the love of teaching, shall not claim the praises deservedly due to devotion and genius. Most of our teachers are young women, seeking, some of them perhaps with mixed motives, the earning of a livelihood, yet doing good individually as must every lover of children; and sure of her recompense, since she who loves her work finds the best reward in the doing, and is thus twice paid. What comes from the heart finds the heart, and is approved by it for services readily rendered.

Teaching is an instinct of the heart; and with young children particularly. It needs kindly sensibilities, simple feelings and sincere; love abounding. Young women are better suited to the work, and more excellent than most men. This interest is essential in all, for admirable as one's qualities may be in other respects, and surpassing her gifts, the secret touch of sympathy is the sole spring of success. The heart is the leader and prompter. No amount of learning avails without it. The qualities of the dispositions blend with the truths to be inculcated, and become their conductors. A certain feminine essence mingles with the subtlest influences, and the most diffusive. Genius is of both sexes, and there is the genius of sentiment as of intellect, it has the best attributes of both—the tenderness and strength, tempered finely, and telling on the subject. So we see how swiftly and easily the vivacious teacher quickens the stupidest, and subdues the unruliest, by the pure power of her presence, the arts of her persuasiveness and command; while yet another, more learned perhaps and accomplished according to the received judgments, shall painfully fail of getting the attentions, or winning the regards even of the best. Mind refuses to be driven by mechanism, it moves by magnetism. It hates routine, dislikes mere rote and repetition. Even the drill of lessons must have love and sense insinuated, to be relished by the child or long remembered.

The schools have been gainers largely in coming so generally
under this music of persuasion, these kindly drawings of the heart. Any one loved by children and esteemed by parents is of necessity a good influence and the teacher we want. Speaking of the pleasures of study and of her school master, Lady Jane Grey says, charmingly:

"Mr. Elmer teaches me so gently, so pleasantly; with such fair allurements to learning, that I think all the time nothing while I am with him;"

so absorbed is she in her subject, and all her sensibilities are so quickened by the magnetism of his touch. Now we may not be so fortunate as to put Elmer's, or genius like his, in our school-houses, yet we can have next best, namely: men or women there who love teaching and can instruct in the rudiments of good learning and the virtues. Moreover we can prove our regard for such by amply rewarding their services. If we would have good schools, we must pay the price for them; nor can we overpay if we would.

Singing. Singing is a favorite exercise in most of the schools, and practised daily. Where the teacher does not lead, one or other of the scholars can. There is a deficiency of suitable songs, adapted to the associations of American children. A book of school songs, set to music, the notes printed prettily a-top of the pages is wanted now. It should breathe the airs and poetry of New England life, and be set to the jubilant child-like heart. Music is one of the magical arts, the oldest of any, the speech of heaven, and of memory; a welcome influence, spiritualizing and refining the worst. Pythagoras held:

"That it contributed greatly to health, as well as to purifying the heart and the manners; and he called it a medicine, when he so used it, and a purification; and he conceived that each season had its particular melody. He placed in the middle a player on the lyre; and seated in a circle around him, were those who were able to sing. And when the person struck the lyre they sang certain peans, through which they were seen to be delighted, and to become elegant and orderly in consequence of the ecstasy; and he had melodies devised as remedies against the passions, as anger, despondency, complaint, inordinate desire; which afforded the greatest relief to those maladies. He likewise used dancing."

*Dr Mason's introduction of music into our schools from those of Pestalozzi abroad, has wrought out a good reform, and this has been done without detriment to study but a great gain,—to the heart a blessing so acceptable that scarce an objection or impediment has been interposed. Music and Arithmetic, the favorites now in the schools, are taught in the method of Pestalozzi, to whom modern education owes its chief improvements. Every teacher should make himself familiar with the principles and methods of that eminent school master and friend of mankind. His life and works are being published by President Barnard, of Wisconsin University, and Editor of the American Journal of Education.
A little gymnasticom, a system of gestures for the body, might be organized skilfully, and become a part of the daily exercises in our schools. Graceful steps, pretty musical airs in accompaniment of songs, suiting the sentiment to the motions, the emotions, ideas of the child, would be conducive to health of body and mind alike. Any graceful drills are good at suitable intervals, as reliefs to studies—any steps and counter steps, with musical accompaniments which the genial teacher shall invent or adopt from others. Children have their favorites, and the games their seasons; marble time, ball time, hoop time, skating time, &c. We shall adopt dancing presently as a natural training for the manners and morals of the young.

Concord School Step. Some thirty years since in our schools at Bristol and Cheshire, in Connecticut, we had something of the kind; also at the "Salem street Infant School," and the "Temple School," in Boston. Among those practiced and a favorite with the children, was the "Hopity Skip," since called the "Concord School Step" by the children of our classic town. It has the merit of exceeding simplicity, as it can be extemporised at any pause of the school studies, and operates like a charm.

At a touch of the bell, a child rises and falls into the aisle; the teacher beating time in measured strokes and bringing him round past his seat, the next child falling in and following round the circuit and so taking up the children one by one till the whole school is in motion on the floor; weaving a sprightly musical trail of comely heads, flowing ringlets in serpentine figures or other caprices as the humor serves, through aisles and turns between; feet a-step, blood a-brisk, faces a-glow; the first up taking his seat first, the rest theirs successively one by one as they come round to their places, till all are down, all in place, and the studies proceed as before. It has the air and grace of a dancing march, and with the musical accompaniments becomes still more pleasing. This, with other pretty fancies, set a-foot by any lover of children, by the children themselves, would serve to exhilarate, give a zest to their studies, and relieve the tedium consequent on long confinement in doors.

At the risk of smuggling in the juvenile politics, I may allude to the patriotic style in which the boys played their snow game against secession South, dissolving that treason some weeks before the Illinois Splitter Elect set himself about removing the traitorous wedge from the cleft, to save the Union if he could for Young America. Per-
haps Liberty cares as much for the boys and girls as for their seniors, and is proving their mettle meanwhile for the coming games.

Recitations. I have witnessed a growing perception on the part of teachers and pupils of the true uses of books and of their place in the order of studies. The teachers have become interpreters in some sense of the text books, and the recitations are rendered more lively and profitable in consequence: information has been methodized in the mind, a greater accuracy ensured, a firmer grasp of subjects, and pleasure associated with study. The text has been taken as a thread for conversation, and a clue to the sense, the pupils being required to render this by translation or paraphrase. The method of conversation adopted by most, has put spirit and meaning into the exercises; brought teacher and classes into livelier sympathy and correspondence with one another; into intimacies more or less friendly according to the temperament and disposition of the partners. Perhaps this change is the hopefullest sign of improvement made in our schools. A child should be dealt with sympathetically and so helped to express himself gracefully and this help comes best by conversing.

Conversation. Conversation is the mind’s mouth-piece, its best spokesman; the leader elect and prompter in teaching. Practiced daily it should be added to the list of school studies; an art in itself, let it be used as such and ranked as an accomplishment second to none that nature or culture can give. Certainly the best we can do is to teach ourselves and children how to talk. Let conversation displace much that passes current under the name of recitation; mostly sound and parrotry, a repeating by rote not by heart unmeaning sounds from the memory and no more. Good teaching makes the child an eye-witness, he seeing, then telling what is seen, what is known, or comprehended; a dissolving of the text for the moment and a beholding in thought as through a glass. “Take my mind a moment,” says the teacher, “and see how things look through that prism,” and the pupil sees prospects never seen before or surmised by him in that lively perspective. So taught the masters: Plato, Plutarch, Pythagoras, Pestalozzi: so Christianity was first published from lovely lips; so every one teaches deserving the name of teacher or interpreter. Illustration always and apt; life calling forth life; the giving of life and a partaking. Nothing should be interposed between the mind and its subject matter; cold sense is impertinent; learning is insufficient; only
life alone; life like a torch lighting the head at the heart. Even so are the children made partakers of it; are asking for it every day over their books, in school-rooms and elsewhere, and getting some elsewhere in these times of activity; all New England and the West being an open college, admitting the populations old and young during half the year to the school master’s lectures and lessons; while the newspapers and magazines are fast superseding in prospect, primers, text books and professors in part; graduating bright boys and girls at every hearing, every issue, every shop and fireside, everywhere.

Still we are wont to associate college acquirements, books, erudition, with the office of teaching, and to consider learning as the teacher’s chief qualification. It is a sad mistake, and the schools have been the sufferers for it. Books were thoughts first, their contents the results of thinking, they should be baits for thought and study. We need minds whose thoughts are the substance and soul of books; persons of good gifts, having thoughts and feelings, and can impart these in lovely ways; can dissolve the book and show its contents outside of its covers; meeting their classes, first, to hear all they can recite out of their books, and then to pour from a glowing mind a flood of light over the page, and create the subject anew before their eyes, inspiring them with the soul of creation. We want living minds to quicken and inform living minds. A boy’s life, a maiden’s time, is too precious to be wasted in committing words to the memory from books they never learn the use of.

Use of Books. Next to thinking for themselves, the best service any teacher can render his scholars is to show them how to use books. There are better or worse ways of studying, and a child should be helped to possess himself of the contents of a book in manners most consonant to his tastes and aptitudes. No two persons read after the same fashion, nor can books be studied alike by different persons; the author’s method may be good in itself, but not ours, and each finds by instinct what is his. The wise teacher is the key for opening the mind to the books he places before it. If he has not the key to open each he shall help none to open the books to profit. He must read the temperament and disposition of his pupils, and assist each to make the most of his gifts, correcting what is deficient or amiss chiefly through the student’s choices. He is there to form good habits of studying and of using books to help himself with afterwards.
"The genial school master, that hath a hand
To institute the flower of all a land,
Gives longest lessons unto those whom Heaven
The ablest wits, and auspice wills hath given."

Doubtless we remember the pleasure we felt in our childhood on first opening some interesting book that chanced to fall in our way; perhaps making an era in our youthful experience. Good books are only second in their influence to that of persons; oftentimes on such as chance to come seldom under the power of cultivated persons, a book is an education. It is to be regretted that our family and school libraries are not better furnished, and that the love of reading choicely is so little cultivated in our families and schools. A taste for books, and good habits of reading, is an omen of good things to come for the reader. Our town library is doing something to serve the wants of old and young, and is perhaps the most beneficient influence the town has inaugurated, not second to the lyceum itself, that liberator of the mind of New England. Who shall tell what this has done for our rural population?

"For here for the last twenty years have come our towns-people from season to season to the peaceful games of our Lyceum, from which a new era will be dated to New England, as from the games of Greece. For if Heroditus carried his history to Olympia to read, after the cestus and the race, have we not heard such histories recited here, which since our countrymen have read, as made Greece sometimes forgotten?"

A kindly consideration of the wants of the young for which the town has cared and provided so generously in its flourishing library, will I doubt not, open for them still ampler opportunities and privileges in a well selected assortment of books for their special benefit. I believe the very valuable Quarterly Journal of Education, edited by Dr. Barnard, has not yet been added to the collection.
SCHOOL BOOKS.

The following is the list of Books sanctioned by the Committee:

For the Teachers’ Use.

Picture Testament.
Pilgrim’s Progress.
Krummacher’s Parables.
Constitution of the United States.
Declaration of Independence.
Constitution of Massachusetts.

Primary, Intermediate and other Schools.

Philbrick’s Tablets.
Mrs. Barbauld’s Lessons and Hymns.
Miss Edgeworth’s Easy Lessons.
Tower’s Gradual Primer.
" Introduction to Gradual Reader.
" Gradual Reader.
Hillard’s Second Class Reader.
Town’s Progressive Speller.
Emerson’s Primary Arithmetic.
Colburn’s First Lessons.
Greenleaf’s Common School Arithmetic.
Tower’s Algebra.
Parley’s History.
Weld’s Grammar.
Fowler’s Manual of Conversation.
Fowler’s Book of Synonyms.
Payson and Dunton’s Writing Books.

High School.

Classical and French Books.

Andrews’ Latin Series.
Arnold’s Latin and Greek Series.
Moore's Virgil.
Johnson's Cicero.
Sophocles' Greek Grammar.
Xenophon's Anabasis.
Homer's Iliad.
Fasquelle's French Grammar.
Fasquelle's Reader.
Chouquet's French Lessons.
Nouvelles Genevoises.

**ENGLISH BOOKS.**

Shakspeare, Milton and Thompson.
Gleanings from the Poets.
Plutarch's Lives.
Sargent's Fifth Reader.
Green's Grammar.
Greenleaf's National Arithmetic.
Day's or Sherwin's Algebra.
Davies' Legendre's Geometry.
Hill's First Lessons in Geometry.
Olmstead's Astronomy.
Tate's Natural Philosophy.
Stöckhardt's Chemistry.
Cornell's Geographies.
Fitch's Physical Geography.
Tenney's Geology.
Jarvis' Physiology.
Gray's Elementary Botany.
Hanaford and Payson's Book-keeping.
Worcester's Comprehensive Dictionary.
Quackenboss' U. S. History.
Miss Peabody's Universal History.

I should like to add to this list, Webster's Dictionary, and The Book of Agriculture which is being prepared by the State. Also Rei Rustice, recommended by Milton, and Evelyn's Gardener and Acetaria.

The Books authorised in the High School may be used in the other schools of the town.

Pursuant to law a sufficient supply of the above books has been procured, and the same can be obtained at A. Stacy's Bookstore, at cost.
New Books. The new books placed at the teachers' desks as books of reference, have been found very useful, and the class books have served to give a tone of sprightliness and fluency to the readings very agreeable to witness. The books have been read more or less, and given out as rewards for good scholarship or good behavior at intervals of study. No objections, save in one district where the skill of the teacher in making the most of her materials made the want less felt by the children, have come to my knowledge.

The classes who have used Miss Edgeworth's admirable Lessons as a reading book, have made very great improvement in reading; that pleasing art; owing in good measure to the suitableness of the matter and style to their understanding and taste.

The Book of Synonyms has been used to profit also. It has been used as a book for spelling and defining, and for exercises in paraphrasing, and as a dictionary in general. Next to Miss Edgeworth's Lessons, it seems to be the most popular of any in the class list. I believe it has been used in nearly all of the schools.

The book entitled How to Talk has been less tried. It was introduced rather as relief lessons for the grammar students, than as a regular class book; though it is very well suited for the study of beginners, containing many useful hints for teacher as well as scholar. A better book is much wanted.

Plutarch's Lives has been studied by some of the advanced classes. As a book of reference it is of inestimable point and value; a taste for it is a certificate of genius for the student of its pages. The Committee have shown their regard for the rising talent in the schools by admitting it into the company of this mellow sage and master biographer of antiquity.

Krummacher's Parables is the best book of the sort in our language. It stands next to Pilgrim's Progress in the estimation of its many readers, and is coming into general favor as a family book wherever it is known. We were fortunate in securing a good edition from the press of Bohn, of London; an elegant book at a reasonable price.

Miss Elizabeth Peabody has added some valuable books to our list: her fresh version of the Legend of Saint George, from Spenser; her book on The Crimes of the House of Austria, and Hawthorne's Liberty Tree. The last has been read with delight by the younger children; his Wonder Book and Tanglewood Tales should be in every child's hands. Miss Peabody's Universal History stands also
on our list of school books for any classes that shall be formed in
that study.

I am sure the Committee have offered a good suggestion to other
towns in putting into our schools copies of the Constitution of the
United States and of the Declaration of Independence.

The Picture Testament being a Harmony of the Gospels and the
Acts of the Apostles, beautifully illustrated, the several topics dis­
criminated and printed in sections, with a full table of contents, and
making an attractive volume of this Scriptural classic, we have been
unable as yet to obtain. I believe this edition is out of print; it
should be in the hands of every parent, in every family and school.
Mrs. Barbauld's Lessons and Hymns, designed as an attractive read­
ing book for the primary classes, it has been difficult to find in a suit­
able shape for a school book.

PILGRIM'S PROGRESS. The Pilgrim's Progress stands next to the
parables of the New Testament in the value of its insinuating moral­
ities. It should be on the desk of every teacher, and in every home
library throughout Christendom. It never tires; it cannot be read
too frequently; it is never finished, and the thousandth perusal is as
new and as charming as the first. It has been accepted wherever it
has been circulated, and this is only second in extent to the Christian
Scriptures. It cannot be too early given to the fancy and heart of
the young, that its homely sense so Saxon and so strong its lively
images may dwell with them as long as they live.

My indebtedness to it is great. It was the first classic next the
New Testament, that opened upon my eyes, and took captive all that
was best in me; I read it again and again through all my childhood
and youth; and have read it to thousands of children during the last
thirty years, in schools private and public, in Sunday schools and
families, where I have chanced to be. And during the last year I
have repeated this pleasure, having read part first in all the districts,
in paraphrase, omitting impertinent passages, and following the thread
of the allegory, giving frequent interplay of episode and conversation to
carry the moral more surely to the heart of the listeners. The chil­
dren in all the schools have been well pleased with this part, and are
waiting for the rest. I consider this about the best service it has been
in my power to render to them and their parents.

STORIES. Stories are the idyls of childhood. They cast about it
the romance it loves and lives in, rendering the commonest circum­
stances and things inviting and beautiful. Nor do I know any means equally acceptable and so immediately conducive to the ends of teaching; insinuating so softly and persuasively the purest morals for the fancy and the heart. I never visit a school without coveting a life for its opportunities for enjoying the pastime of telling tales, every faculty and affection finding free scope in this play of all delights. The old memories waken and youth returns again: —

"Yea, a deeper import,
Lurks in the legend told our infant years,
Than lies upon that truth, we live to learn:
For fable is Love's world, his home, his birth place;
Delightedly dwells he 'mong fays and talismans
And spirits, and delightedly believes
Divinities, being himself divine."

POETRY AND FICTION. Fancy liberates us from the senses, and is ever a pleasant companion. Parables, poems, histories, anecdotes, are prime aids in teaching; the readiest means of influence and inspiration; the liveliest substitutes for flagging spirits, fatigued wits. The great teachers from Pythagoras down,—the sacred teachers of all time, have sanctioned the use of them; and the human race still testify to the delight it receives from these masterpieces of genius: the smallest child according to his capacity of enjoyment, as the maturest mind. Plutarch is delightful for his anecdotes; Shakspeare is the joy of all wherever his name and books have penetrated,—Spenser too, Chaucer and Milton. Scott is a general favorite: then of the earlier and later minor poets;—Herbert, Crashaw, Vaughan, Cowper, Thompson, Gray, Burns, Tennyson, Wordsworth; at home, Bryant, Whittier, Longfellow. Channing has written some delightful verses that should be better known to be enjoyed by all lovers of pure poetry. Of the Sacred poets, Cattoeroles is the best collection I know; and Dana's contains nearly all the best pieces in our language. A choice selection including poetry and prose from English literature is still wanted for family and school reading; it should contain only the very best. The young should have access to the wisdom and worth of the fruits of genius.

It is proposed to compile from the writings of our townsmen and women a Concord Book. Such a collection would embrace suitable pieces from Buckley, its founder, Wood, Ripley, Hoar, Shattuck, Frost, Jarvis, Mann, Peabody, Bradford, Hawthorne, Channing, Thoreau, Emerson; and if well prepared would be a work of great historical and literary interest. There seems no reason why a volume of this attractive character should not be published at once.
PRIMERS AND CLASS BOOKS. It were well if there were at hand in our schools a little library of suitable books for reference and recreation; for the smallest children, portfolios and pictures. Whatever can be addressed to the eye is a gain, and next to the ear.

A Child's Picture Primer and Mother's Aid is wanted. It should be some suitable story founded on American life, disposed as exercises in thought, behavior, talking, reading, conversation, and marking; it should be illuminated in the tastiest style of art; its moral insinuated, not obtruded. Children are the best judges of books for their own reading. Only what interests and to which they turn again and again, is good. By a happy instinct, as lovers of the good and true, they find what is for them, and leave the rest. A proper supervision is supposed to be given to the books they open, as to the company they keep; since a bad book may corrupt in manners that an improper companion cannot. In this respect we might take wise counsel from past times.

Plato comprehended education under the two heads of gymnastics for the body and music for the mind, beginning with fables and musical arguments; fancy fashioning facts to please and harmonize the mind, and graceful exercises the body; by which means he sought to draw the young to the practice of health and virtue, to genius and good behavior unconsciously. In his Laws he enjoins upon the State the duty of exercising control over the poets, to the end that mothers and nurses shall fashion the young and tender more by chaste and well chosen fables than their bodies by their hands. He thought the selection of leaders in the gymnastic contests was by far, the greatest of the chief offices in the State. For he said: —

"As the first budding of every plant when it runs in a beautiful manner to the excellence of its nature, is the most powerful to take on a suitable finish, so of animals tame or wild and of man, who, when favored by nature and instruction becomes an animal most divine and tame, but when he is not sufficiently or not properly brought up, is the most savage of all animals the world produces: so the legislator ought not to suffer the bringing up of children to be a secondary thing, or as a by-work."

The Reading books should be simple and addressed to the ages and comprehension of the classes. Children cannot read with spirit and grace what is not theirs by fancy, by sense;—nothing that lies out of their affections. Good reading is a gift, an inspiration, a matter of the heart. Not a little of the bad reading in the schools arises from the difficulty of finding meanings where none are meant for them in the text, and so they mouth and mar their utterances. Voice and sense should suit. Give sense: a text charged with meaning and suitable to
a child's years and he shall express himself elegantly and well. A boy carries a good deal in his head, but it is not ponderous enough usually for Webster's speeches to enter and flow freely out of his tongue, or Everett's periods mellifluously. The training of the voice proceeds on the affections, as melodized by their flow: eloquence being fluent thought, dissolving views passing before the eyes and melodies to the ear. Nor should we call on gentle boys and girls to read pieces they dislike or did not cordially select. They may not understand the sense always, but should be attracted to the sound by the subtle significance of its fitness; their tastes and elocution being so cultivated best. It is a pity the flowers of rhetoric, the strong Saxon phrase should be plucked so freshly in the sports and conversations of the young, yet spoiled, or marred so badly in parlors and schools,—places one would think specially designed for cultivating the art of discourse.

Philbrick's Tablets. Philbrick's Tablets introduced into the primary and district schools, have more than satisfied the expectations of the Superintendent and teachers, as ingenious devices for interesting young children in the elements of learning through the eye and hand, those leaders along with the ear of culture in every department. They have been used to good profit, and to the pleasure of teachers and classes. Next to Calburn's books, and Dr. Mason's music books, I consider them the best thing that has been done for the schools since the revival of education amongst us. Some improvements may be suggested to suit the growing demands of the mind; perhaps colored types for the vowel sounds, illustrated fables, calisthenic postures, mythology, costumes, cards of songs, maps; and giving the new art of photography to the service of education. Pictures have wrought wonders during the last thirty years for human culture, and the youngest children in families and the schools are beginning to get their share in the new improvements.*

*A word on the Tablets. They are something new and but lately introduced to notice by the Boston Superintendent. They consist of ten cards, 21 x 27 inches, and each card containing two tablets, one each side, and complete in itself. The subjects illustrated are the alphabet, penmanship, punctuation, figures, numerals, sounds of the letters, drawing, and words and sentences for spelling and reading. They are designed for using in the primary, district, and intermediate schools, serving the purpose in a measure of books for the younger classes. Every primary and district school should have them. If any parent questions it, an hour spent in school will bring him round to take the part of his child's comfort and progress. The set of twenty costs $2; a single tablet, 40. They would serve a school for years.
SLATES AND PENCILS. I find the slate and pencil have come into general favor. Every child is expected to bring these with his primer on entering for induction into the mysteries of learning and the mind. The least can print their spelling and reading lessons from the pages of their primers, and some not over five or six years of age mark elegantly or print as they call it, in a clerkly style; all taking pleasure in the privilege. The slates are found a ready means of insuring order and diligence; and afford agreeable pastimes during intervals that would be tedious otherwise: besides sparing them the pains of sitting idle with folded hands, or from the penalties of mischief in self defence. Given out as rewards, the slates give interest to their exercises, and under proper restrictions can be used for picture sketchings, or any caprice they please to indulge in.

They tell a story of a boy cut off from schools and books who took to his fingers; saving his coppers for buying chalk, and in the want of black-board and foolscap, cut his flourishes on the snow or the uncarpeted floors, and so learned to write. These snow tablets are always available in winter, and games at flourish might be drawn at noon-time if the scholars chose.

DRAWING. This pleasing and really useful art has been hitherto much neglected in the schools. It is practised in some of them and should be included in the list of studies. It is but a form of writing, and connects intimately with geometry, and with the manual and ideal arts.

FORMS AND IDEAS. A little Atlas of the Body mythologically shown from the artist’s points of view, the plates displaying the person to the eye in a set of draped figures, is a book much wanted for first lines in drawing. The figures should be colored and gracefully executed by a master. Add a Greek Pantheon as a gallery of forms for illustrating the first metaphysics in an attractive style to the senses. A child’s piety is seen in its regards for its body, and the concern it shows in its carriage and keeping. Of all forms, the human form is most marvelous and the modest reverence for its shadings intimates the proper
mode of studying it rightly and religiously as a pantheon of powers. The prime training best opens here as an idealism, the soul fashioning her image in the form she animates, and so scrutinizing piously without plucking the forbidden fruits. As far as the mind can be symbolized in forms, it should be, and so shown to the eye in colors to heighten the effect. Studies in anatomy are best deferred: they are not taught at any time without some hazard and best as mythology. The ends of science are sometimes served at the cost of innocence and of humanity; the scientific mind finds its opportunities in museums and the dissections.

There is a want of suitable aids to the studies of these mysteries. The best books I know are poor enough. In the want of a better, we name for the study of matter in its connection with the mind, including the proper considerations regarding health and temperance, Graham's Laws of Life, a rather dull but earnest book; and for smaller classes and beginners, Dr. Alcott's House I Live In. Miss Catherine Beecher's book for studies in Physiology and Calisthenics, is a practical treatise, and should be in all the schools. Sir John Sinclair's Code of Health, contains a re-publication of the Wisdom of the Ancients, on these subjects, and is a book for all persons and times. Some of the best things said about health, temperance, and holiness of culture outside the Gospels, are found in the sayings of Pythagoras, from whom a word further here. Of food he held:

"That whatsoever obstructs divination, or is prejudicial to the purity and sanctity of the mind, to temperance, chastity, and habitual virtue, should be shunned; also that which is contrary to purity and defiles the imagination at any time. That the juvenile age should make trial of temperance—this being alone of all the virtues, alike adapted to youths and maidens and women, to all of advanced life; and that it comprehended the goods both of body and soul, and also the desire of the most excellent studies. He thought boys were especially dear to divinity, and exhorted women to use words of good omen through the whole of life, and to endeavor that others may predict good things of them." Again one of his disciples has said,—"Our first duties go abreast, comprehending the care of the mind along with the body. Parents are protectors of families and States; they stand for comfort, for nobility; for earth-husbandries, and man-culture, not as Cattle Gods and Pantry Providence only; but for State and family interests largely considered and beautifully combined; for temperance, for thrift, humanity and the future."

He paid great attention to the health of body and mind, usingunction and the bath often, wrestling also and leaping with leaden weights in the hands, and used pantomimes with a view to strengthening the body, studiously selecting for this purpose opposite exercise.

It is sufficient to say, in praise of the excellency of the Pythagorean school, that in it were formed the noblest persons of antiquity, Soera-
tes, Plato, Plutarch, Pericles; and if any question the matter of regimen for the body, we need but add to the list the name of Milo, the wrestler, and the strongest man of antiquity.

**TACTS.** We should consider the inestimable value of self-help in early training, and take pains to give schooling to hand and eye along with the head, using every occasion for educating these by natural means, that their skills may not come too late to help at the instant. The child takes to them by instinct and mother wit at the beginning. And the best education comes from actual dealings with things and persons, this being the most direct, and efficient for the chief ends of life: a tact applied at once to things and events as they rise; not waiting for the training that books can give or the drills of the schools. In such wise are men self-made and successful.

**GYMNASTICS.** We come late to disciplines of this noble nature; yet physical training has received some attention here lately, and is practiced in some of the schools. But I need not enlarge upon its benefits to you, Gentlemen of the Committee, several of your members having taken strenuous parts in the class gathered in this Hall, under the leadership of Dr. Lewis,—invited here by your Secretary,—who has kindled an enthusiasm that has spread throughout the town, and still brings its classes of gymnasts of all ages, professions, callings; from school boys and young ladies, to grave seniors — including many of the teachers, along with the farmers, the merchants, the Hon. Chairman, the tall Secretary, and the Rev. Minister. Teaching, preaching, pleading, trading, farming, house-keeping; hearth-sides, studies, the neighborhood, the landscape, are all of them the sweeter and the lovelier for these; and as recreative to the seniors as to the young people, and taken as a natural religion by instinct. Body and mind are yokefellows and love to draw together in these life tasks and pleasures of ours. All need meat and drink, fresh air, the influence of sunshine, exercise out of doors, and a chosen task; if imposed, the more is the need of those incitements, as reliefs and relays for us in disguise. Play is wholesome. A sound mind proves itself best by keeping its body sound and swift to serve its turns; its senses keen, its limbs strong and agile for the moment. Nature is the broad church of All-Souls for cheer and satisfaction, strange as the houses may seem and the doings in-doors.
The homely Nurse doth all she can
To make her foster child, her inmate man,
Revive the glories he hath known,
In Paradise from whence he's flown.

Amusements. Young people find ways enough of amusing themselves, and we best leave them much to their choice in such matters; yet some slight superintendence seems becoming—some interest shown by us in their pleasures—since these exert a commanding influence in forming their tastes and characters, and cannot be safely neglected by their guardians. They are a school for the fancy and the heart; they may play the part of the school of virtue or of scandal, as well or ill chosen. The streets are the gymnasium of the young, the world they live in largely, the widest, the freest range they know and are permitted to enjoy. Herein are they fairly launched into life, and left free to follow their inclinations—masters of themselves for the time, and servants of their senses and devotees. "Let us play" is the privileged version of their creed, and they enter with theunction of enthusiasm into the sweet sports they love. Then they show what they are; casting all reserve aside their souls leap sunward glossy gay in their abandonment to fancy and fun. And now is the teacher's golden opportunity for learning the temper, and tendencies of these enthusiasts at their pastimes outside. Nor need his presence mar their sports. Any indifference to these matters shows some defect of sensibility and an unfitness for his task. A teacher should have much good company in him and tact at making himself as agreeable out of doors as inside. Sound health, flowing spirits, sprightly wits, sympathy, sane sense, a genial temperament,

[Note] Kinder Garten. For little children, a ray of sunshine has fallen on their path from the kind soul of Froebel, in his carefully devised system of Recreations and Gifts for them. 'Tis the school master in the nursery and garden; the genius of sensibility set fairly to work for their edification and delight. "It develops the faculties in a pleasing manner, gives perception of form, beauty, and color, manual dexterity, and lays the foundation for intellectual and moral culture."

Froebel's Book. The book from which the needful information may be drawn, is published by Hodson & Son, 23 Portugal street, Lincoln's Inn, London. It is an exposition of Froebel's system of Early Training, and prepared by John & Bertha Ronge. The title is as follows: — A Partial Guide to the English Kinder Garten, (Children's Garden,) for the use of Mothers, Nursery Governesses, and Infant Teachers, being an exposition of Froebel's System of Infant Training, accompanied by a great variety of instructive and amusing games, and industrial and gymnastic exercises, also numerous songs set to music and arranged to the exercises. I believe some good friends of children are about bringing his system before the minds of parents, by opening a little school and publishing his books and gifts.
tell best; a harmony of tenderness and grace that draw love and confidence at once. Everywhere the laws of influence are the same and operate alike. Dullness is intolerable, and dreaded by all—by children particularly. The teacher must touch the sensibilities and strike the fancy, or they will not listen long; his the fault, theirs the misfortune. He does not play well on his instrument, the human heart, if he lack fancy, enthusiasm, health, humor;—"if he pipe ever so hard, they dance not; if he sorrow they don’t weep" as he would have them, and the game is wearisome to all; all parties have enough of it. For whoever speaks not to the love and wonder of mankind says little deserving of lasting interest.

Conceive the quicksilver a child is, and wonder by what surprising skill he is held civil and fast to his books, by what grace preventing he has borne with the impiety that has made him the scape-grace and by-word of literature, from Chaucer old down to the Committee man of to-day;—

The whining schoolboy with his satchel
And shining morning face, creeping like snail
Unwillingly to school.

So Shakspeare sang, and his snail still creeps of right toward all houses destitute of love and humanity inside. For if children are not first magnetized and charged with life by the teacher’s vivacity, getting something as genial as they give, inspiration answering to animal spirits, they have the best of it, and lead as they list, he following frowning in self-defence and seeming command as he may. What wonder, then, if getting little or nothing touching him quickly, the boy drops his enjoyments with his cap in the entry as he comes in, and pushes his way outside as soon as his profitless task is over. 'Tis a defeat; the victory is his, and with spirit won; the shame his master’s, else the mind hates knowledge, defies good manners, and distrusts virtue as unprofitable and false. Young America is generous, if met justly and generously; as it loves rule, so it loves to be ruled in honest Saxon mood. "Any boy can teach a man, but it takes a man to teach a boy anything," said the old countryman Fuller with his usual good sense and sagacity. Hear further what he says of the schoolkeeping and teachers of his times:

"THE GOOD SCHOOLMASTER. There is scarce any profession in the Commonwealth more necessary, which is so slightly performed. The reasons whereof I conceive to be these: First, young scholars make this calling their refuge, yea, perchance before they have taken any degree in the University, commence schoolmasters in the country, as if nothing else were required to set up in this profession but only a rod and a rule.
Secondly, others, who are able, use it only as a passage to better preferment, to patch the rents in their present fortune, till they can provide a new one, and betake themselves to some more gainful calling. Thirdly, they are disheartened from doing their best with the miserable reward which in some places they receive, being masters to the children and slaves to their parents. Fourthly, being grown rich, they grow negligent, and scorn to touch the school but by the proxy of an usher. But see how well our schoolmaster behaves himself.

His genius inclines him with delight to his profession. He studieth his scholars' natures as carefully as they their books, and ranks their dispositions into several forms. And though it may seem difficult for him in a great school to descend to all particulars, yet experienced schoolmasters may quickly make a grammar of boys' natures, and reduce them all, saving some few exceptions, to these general rules.

1. Those that are ingenious and industrious. The conjunction of two such planets in a youth presage much good into him. To such a lad a frown may be a whipping, and a whipping a death; yes, where their master whips them once, shame whips them all the week after. Such natures he useth with all gentleness.

2. Those that are ingenious and idle. These think, with the hare in the fable, that running with snails (so they count the rest of their schoolfellows) they shall soon enough to the poet, though sleeping a good while before their starting. Oh, a good rod would finely take them napping.

3. Those that are dull and diligent. Wines, the stronger they be, the more lees they have when they are new. Many boys are muddy-headed till they be clarified with age, and such afterward prove the best. That schoolmaster deserves to be beaten himself who beats nature in a boy for a fault. And I question whether all the whipping in the world can make their parts, which are naturally sluggish, rise one minute before the hour nature hath appointed.

4. Those that are invincibly dull and negligent also. Correction may reform the latter, not amend the former. All the whetting in the world can never set a razor's edge on that which hath no steel in it. Such boys he consigneth over to other professions.

He is able, diligent, and methodical in his teaching; not leading them rather in a circle than forward. He minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him. If he hath a stubborn youth, correction-proof, he debaseth not his authority by contesting with him, but fairly, if he can, puts him away before his obstinacy hath infected others.

He is moderate in inflicting deserved correction. Many a schoolmaster better answereth the name of a teacher of wrestling or gymnastics, than one who teacheth or trains boys."

Perhaps we are correcting the old affection for flogging at some risk of spoiling the boys of this generation,—girls have always known how to cover with shame any insult of that sort,—but the power of persuasion comes slow as a promptitude to supersede its necessity. Who deals with a child deals with a piece of divinity obeying laws as innate as those he transgresses, and which we must treat tenderly lest he put spiritual interests in jeopardy. Punishment must be just, else it cannot be accepted as good; and least of all by the wicked and weak. Even animals are amenable to sentiments superior to their instincts, and the man in man may be debased to the brute.

The accomplished teacher combines in himself the arts of teaching and of ruling: power over the intellect and the will, inspiration and persuasiveness,—qualifications not always found united in one per-
son and constituting genius properly. And this implies a double consciousness in its possessor that carries forward the teaching and ruling together, noting what transpires in motive as in act: the gift that in seeing controls. It is the sway of presence and of mien; a conversion of the will to his wishes, without which other gifts are of little avail.

Nature is strong, yet manageable by her master genius, the mind, whose way is one and the method of all ages; namely, humor, dealing with the mind tenderly, decisively. The simpler it is and the swifter, the more salient the sally, and the sooner its coming round. The method is one of speed, dropping no faculty on the route, mind passing entire as a conductor. Talent cries halves and is lost in the labyrinth of things, while genius is torch, guide and clue-head on shoulders of things below. Drill there might be, it is indispensable, so is the pleasure in study. Let them alternate in the shape of task and pastime keeping the mind and memory sweet and study a pleasure. The dullest child likes learning when he is so fortunate as to get a taste of it; is the more eager as he is dull, because his hunger is less satisfying, the emptiness so deep. We should give him the bread he asks for in his heart though his tongue ask amiss; not the poor stones insultingly. The deepest impiety I know, the boldest blasphemy, is that brutality of soul which would club down the springing faiths of the little victims it tyrannizes over, by its cold contempts; — the blighted tree forever accursed from whose twigs no lovely sensibilities shall ever bud!

ARITHMETIC. To name Euclid, Pestalozzi and Colburn, is but naming the most and best we know concerning Geometry, Algebra and Arithmetic, and the proper methods of teaching these sciences, which are the alphabet and prime symbols of natural things. Perhaps these branches of learning are better taught than any others; and this is owing to the almost utter impossibility of teaching at all unless it be done rightly and accurately. Colburn's books have wrought a revolution in this respect, by bringing numbers and their relations within the grasp of the senses and the intellect of the youngest child; assisting him simply to use the counters nature has pointed out in the fingers and toes as the units and tens of all rotation, and thus conducting his mind from his body into nature for nominating and numbering the objects of his senses. Pestalozzi gave practical examples of the natural method of teaching by the fingers and natural objects, and his disciple, Colburn, applied this prime doctrine to the mind. President Hill, in
his little treatise on Geometry has done something to make the mind of Euclid tell on the schools of our day. Dr. Bowring has given a most charming account of the history of written numbers, in his Decimal System, a book that should be at the desk of every teacher for reference, and to interest pupils in that science.

Atlas of Concord. In my last year's report I ventured some suggestions on a simple mode of studying nature as it lies about us here in our own town, and add a word further here.

I find it difficult to propose to our teachers any improvement in our methods of studying Geography without giving them the advantage of a fair beginning. Geography is studied in all the schools, and by very young children; and while they answer questions on the maps and recite from their text books, it is not quite kind to put questions about things outside, or to expect them to find the places in the town named and delineated in the little map of Concord hanging on the wall. They probably know the little or big house they live in and come out of and return to; where they feed and sleep, and their pleasure grounds very well, but never too much of the districts remote from them, far less of the great world they live in and study about. The natural method begins at home. And happily we have a sort of resident Surveyor-General of the town's farms, farmers, animals, and everything else it contains,—who makes more of it than most persons with a continent at their call. Will he just set his ten senses at work upon an illustrated Atlas for the citizens, giving such account of the world they inhabit, with such hints concerning the one he lives in, as he pleases? Such a book would suit us all, and become a model text book for studies out of doors, and a gift to our children for which they could not be too grateful.—The town should find ways of using its best men. This every town owes to itself and to its children especially since they are its fairest productions. It cannot afford to deny to the humblest of them the services if they can be obtained of its favored citizens. Much less can it do so if it be enriched with any gifted with more senses and a stronger wit, with genius and adaptabilities surpassing most men; any who might educate them in ways so agreeable in its geography, its natural history, its antiquities, or the poetry of literature, the history of their minds, their natures and callings. Still better if led by these wise eyes along our fields, wood-paths, river-lands, brook-sides, and the plain landscape they know, these children were helped to seize at once and at first hand their mys-
teries and uses; so stealing the secrets of things, of animals, and the human intelligence it hoards in its humble homes and environs.

**Geography and Natural History.** We must be near to nature and of simple heart, to study and learn what she can teach us. A child must view the landscape he is studying, or he gets very slight knowledge of it from the second sight his maps afford or the dry statement of his text books. An actual view of the objects studied as far as may be, is essential. Walking presents the best method, — that of observation, — which globes information to the senses in the living way. "Seeing is knowing," "seeing is believing," — these proverbs affirm the secret doctrine of education; the eye being the professor elect of the faculties of the mind, giving shape and substance to the rest, while each member and power follows its leader in turn and shares in the elucidation. The eyes are travellers and fancy their draughtsman sketching things seen on the journey. So fancy's pictures help the mind afoot, but cannot take it far from the school room, the town in which the student resides bodily. He must take to his legs, carrying his maps in his pocket if he please, but seeing with very eyes the objects described therein, thus impressing the originals on the globe of his brain, through ideas, the mind's eyesight.

A globe serves him next best. And if some skilfull worker in plaster would construct the hemispheres in bas relief, giving the globe to the eyes as it rolls in nature or appears fixed to the senses, he would help the ends of primary instruction in a kindly way. Let these hemispheres project boldly from the sides of the school room presenting the surface to the eye without illusion; and to strike the fancy all the more they should be colored as natural objects are. Children, the devotees of sense and sympathy, and ready to translate objects into ideas, find their fancy embarrassed by the effort of dealing with the lines and dots they see pictured on the plane maps, and get by consequence little beyond the names and signs of them as represented on the maps. They study these and not the world they traverse outside. This dot is all they see of the city named London or Constantinople; that line is all they take in of the Missouri or Amazon; that hump is veritable Apennine or Andes. The names, even, are empty of sense, at best but sounding words, suggesting vague somethings, having nothing in common with things known and seen from the school windows; not good grounds for climbing, ball playing, honest currents for boating, solid for skating, as are the Common, Lee's Hill and
Concord River; all dreamland, dreary droll, as barren of interest as of whortleberries or pickerel, an impertinent paper hanging on the wall, a roll call of hard names, not the reveille for play they are waiting for.

Then put the map of Middlesex County into the schools, with such illustrations as may be drawn from town histories, Thoreau’s books, the Historical and Agricultural Transactions, monthly walks with Atlas and the teacher, and something of life and reality might be given to the studies Geography, History and Biography, with the elements of the natural sciences generally, and Geology and Botany particularly. Then at night there is the firmament for the study of its spangles and poets to read the children Mythology to their delight. I can conceive of the surveyor employing some of the understrappers for studying under his eye by carrying his chain for him, each young Agassiz and Kane taking, his turn as it came.

TALKING AND WRITING. The child begins the study of words properly from the lips, conversing about their sense and meaning as they are dropped in lively discourse. As soon as he is able to use it, put a little Thesaurus or word-book into his hands to assist him in forming his vocabulary. Put one at his desk at school to be used for spelling and defining. Let him write his words on his slate before he spells them from the book, and so learn to write with his pencil, beginning with imitating the Roman letter, sliding by degrees into the italic character, and thence into the current script as he advances. Beginning thus and being taught by the natural sense of his eye and by daily practice at hazard to follow out his taste in the formation of a characteristic hand of his own, he learns rapidly. I have never known an instance in which practice in this simple way did not give a power over the hand and eye at less pains of time and effort than by the ordinary methods.*

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*Children are always ready for almost any exercise of their limbs, their sense of sight, the voice or the ear. A pleasing use is made of this love of activity in giving the classes lessons in elocution, or the proper training of the voice and ear for reading and speaking. Mr. Philbrick has prepared a tablet of the gamut of sounds as given by Prof. Russell, who is esteemed authority in such matters. His scale runs thus:---

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VOCABULARY. Spelling should go hand in hand with defining, to the end of getting a good vocabulary of our tongue for daily use in conversation and composition. It would be a curious exercise, yet perhaps the best a teacher could put his classes about, for each member to hunt through the dictionary in alphabetical order for the words most significant and used in his conversation; each writing his list and submitting it to be discussed at length under the guidance of the teacher with the aid of the authorities and as a test of acquirement in language. I think any experiment of this kind would reveal the exceeding poverty of our culture, and show the need of taking at once in hand the study of our Saxon tongue historically, and as a classic. Some of the worst samples of language are to be found in the writings of distinguished educators,—not Saxon, but Latinized to an extent horrible to read.

The statistics of these things are curious. Marsh in his lectures says:

"Shakespeare's vocabulary was the largest of our English writers, and next comes Milton; the former used about fifteen thousand words in all his works, and the latter not above eight thousand. Not more than ten thousand are used by the best of our writers at the present time; and the number in ordinary writing and speaking is not above three or four thousand. The number of words not obsolete but found in good authors, or in approved usage by good speakers, does not fall far short of one hundred thousand."

GRAMMAR AND COMPOSITION. We should remember that the study of language does not of necessity include the study of its grammar as a beginning; but more properly the tracing of its elements to their genealogies and roots in nature and the mind. These are the proper text books,—nature being the mind's phrase book and dictionary, of which speech is the illustrated alphabet. Language should be studied in its simplest renderings to the senses by means of words written or spoken, and less from the books than from a sense of the things themselves. Whatever is written out or copied from books should be written back again, and set and seen in its roots and grounds by the hand of logic and the eye of thought. This is translation properly, and composing also. Good writing involves both,—a sight into the originals of things and a clothing of these in their proper foliage and forms. It implies a sensibility and a sympathy, a perception of the fitness of things; taste and the rhetoric that a sound criticism dictates,—every object, every action, quality and relation taking its name felicitously, every thought and thing standing truly in its place. Conversations on words, paraphrases, transposition of sentences, to dislodge the sense and seize better the connexion, re-composition, trans-
lations, are the natural methods for pursuing this study. Books of synonyms are of service here. Dean Trench's Monographs upon the Study of Words and Proverbs, and his Glossary of English words; Swinton's Rambles Among Words, White's Edition of Shakspeare, and Richardson's Dictionary, will be found good helps. To the list should be added Rogers's Thesaurus, Bailey's Universal Etymological Dictionary, Russell's Exercises on Words, Cardell's Grammar, Holloway's Originals, and Marsh's Lectures on the English Language, just published. The works of the Philological Society are invaluable studies for the teacher, and, as a neat vocabulary for the use of the classes along with the dictionary, Worcester's Spelling Book.

**Phonetics.** The new system of phonetic writing and reading claims the notice of parents and committees from the ease and speed of its method in overcoming the difficulties of learning the elements of language. I once witnessed a trial of skill in reading and spelling between classes taught by the common method and this. The phonetic classes swept the stakes, taking the prizes from the brightest and best instructed children in the old system;—neophytes of six months' training, surpassing those of their ages and older who had been students for years. It was a triumph of the new art not for once and a generation but for all time to come. Certainly parents equally with children should rejoice in the prospect of learning to read and spell so easily and so soon, by this simple device of giving, to each distinctive sound in the language its unvarying character and name; thus removing by a simple stroke of genius, impediments over which children have stumbled here at the threshold of letters for centuries;—a method so simple and natural that any child with six months' training shall outstrip others taught in the usual way, and hold fast besides the keys to every future acquisition in language. This reform in education, anticipated by the Edgeworths theoretically, is now reduced to practice in an art founded on philosophical principles and operating beneficent improvements in teaching. The change is so easy and the basis assured to the beginner.

**Letters and Diaries.** Every child feels early the desire for communicating his emotions and thoughts, first by conversation and next by writing. Letters and diaries are his first confidants: the records of life and the stuff of its living literature. With the writing of these let composition begin. A child commits his experiences naturally and
with a little assistance to his diary; and soon learns to write epistles to his mates, and loves to do it, as his effort gives him the sense of power and converts his learning early to practical uses. Teach him tasteful ways of folding his letters and of superscribing them correctly. The post-office is his by birthright, let us encourage him to find uses for it early as a foretaste of his little stake in affairs of State. And schools might correspond in a similar manner, delivering these little mails on stated days as exercises in spelling and composition. The keeping of a diary is an education in itself.

**Analysis.** If a child have any thoughts and feelings, we should help him to get right names for them, for this is instructing him in the originals of language and the essence of things physical as well as metaphysical, which all names express and signify, and the knowledge of which is grammar and humanity. If he have none of these, it is the province of education and the teacher's first duty to give him some, and so rescue himself along with his pupil from nonsense and idiocy. There is no other basis for any teaching outside the mind and its powers. Every object, quality and relation is expressed by some name,—every thought and thing. To classify these under their appropriate heads, assorting thus our thoughts and things by essence and substance, properly opens the study of language and its grammar.

Thus for a beginning and with the smallest children, take the words from the lip or from the primers, and set the things seen or suggested under the following heads, in a scale written upon their slate or the black-board, naming them as the pupils observe and conclude, each for himself.

There are four classes of thoughts and things, these, namely;—

I. Objects.  
II. Actions.  
III. Qualities.  
IV. Relations.

Let them classify the lessons accordingly, and place the results under their proper heads in the columns.

Or the Parts of Speech may be grouped for analysis, thus:

I. Verbs, naming, Flowing Being, its motions and transitions.  
II. Nouns.  
III. Adjectives.  
IV. Particles,  

Fixed Being, at rest, or  
Qualities and States of the above.  
Relations between these, connecting or disjoining.  

...
A little practice on words serves to draw out distinctions and discriminations of differences, and is a delightful exercise in thinking and analysis for a class. If any one doubts, let him try it and see what life and reality it puts into the study.

A School Newspaper. We all admit that a boy comes into the world to learn something about it; first of the world nearest and of today, next and afterwards of past times and things remote. Let him have his information instant and at first hand if possible. Everybody takes a newspaper now-a-days, a paper of some sort for his family reading, but the schools await theirs. A good one would take wonderfully, and as wonderfully improve the pupil's reading by interesting him in the contents. They need boys and girls alike, new class books adapted to their comprehension and celebrating their ordinary life, their extraordinary, their impulses, aspirations and inferences; their modes of thinking and feeling. We have none suitable. Nothing better nor surer to stimulate and feed an interest in their studies of the world than the introduction into their school of a class reading sheet. Call it The Globe, if you like.—The Atlantic News,—and give the classes the pleasure of opening it of a morning as it comes fresh from the world outside wet with intelligence, as we have ours—thanks to the post office and telegraph in whose generosities the schools should largely share also. Let it be a magazine of biography, of sports, amusements, games, costumes, customs, accounts of museums, of libraries, of nature and art, of the sciences, of country life; let it contain anecdotes, and reports of the shows, the philanthropies, enterprises, discoveries, the lectures; the bright side and the right side and all sides of matters, of men and of the times;—something of politics also, of administrations; the life of the moment, well assorted and sifted to the ends of virtue and intelligence and suited to his reading and pursuits. Certainly the boys and girls are deserving of something good enough to be spared from being used as wrapping paper for their luncheons and shoppings. Such a gazette would serve the Young America running about so greedily after the village gossip, at picture shops and news rooms—every novelty it can lay ears eyes and hands upon; and prove a school master it would rather like.

Teachers' Interchanges. The half-days allowed the teachers for visiting each other monthly and taking their scholars with them, have given pleasure to all, both teachers and pupils, furnishing occasions for
observing the methods pursued by each, and the benefit of any suggestions such opportunities may afford. I believe all have availed of the permission and found pleasure in it. It has brought them together professionally and proved instructive. Next to teaching is the instruction derived from seeing how others teach; and next to seeing good examples of the best, is witnessing bad ones. Very good too and proper this following the Superintendent, that they may judge the better of his judgments concerning their gifts. Besides, they have too few chances for varying the school routine, wearisome oftentimes, from the excessive draughts made upon their spirits as well as upon the children's tempers from week to week.

The permitted walks to the woods and through the fields monthly, and sometimes the sleigh rides, have found favor; and the arrangements, so far as I have learned, have been acceptable to all parties. The children have enjoyed them of course. They have less of novelty than they love, at the best, and lose their freshness too soon in consequence. Perhaps the best part of their schooling comes the cheapest,—not paid for by the State or town tax,—but taken thus unconsciously and at hazard out of doors, unsuspected and providentially, through the tuition of person and things, operating on their susceptible hearts.

SUNDAY EVENING MEETINGS. Following out our plan of interesting parents in their home duties and their relations to the school, I have held Sunday evening meetings at the school houses in the several districts. They have been well attended generally and by the children largely. So far as I have learned they have been profitable to all. The sub-committees have sometimes been present and addressed the company. I can conceive of no better disposition of an evening than the meeting together of parents and children to converse or hear discussions on the family relations, the duties of neighborhood, the spirit of childhood, the laws of life and of the virtues. On looking over my notes I find the subjects actually considered to be intimated as follows:

- Relation of Parents to Schools. True and False Idea of Education.
- Family Life. Moral Culture.
- School Books. Methods of Teaching.
- Religion in Education. Experiences in School Keeping.
- The State's Duties to Children. The Good School Master.

Perhaps no greater service could be rendered to this generation by
the leading men in our towns, villages and districts, than by assembling occasionally during the winter months to consider the great questions that interest them as men, as parents and as neighbors, in a calm and conversational way, at the school houses. Such meetings would presently become second only to the lyceum in interest and profit, while the place and company would offer opportunities for discussing some of the most cordial themes now brought before them at the churches, in a manner quite unobjectionable, and more likely than any other to promote charity and a genial piety.

The Rev. Mr. Reynolds, and the Secretary, as well as the resident Committee-man, have sometimes accompanied me and spoken at these meetings. Our meeting in the Centre at the vestry, was addressed by Hon. Simon Brown, Professor Russell, of Lancaster, (to whose services as editor of the first American Journal of Education, and as promoter of reforms since carried forward, the State and the country, are so largely indebted,) and also by the Secretary. It was then proposed to have a series of meetings at the Town Hall, but the numerous engagements of our people have thus far rendered this impracticable.

COMMITTEE AND TEACHERS' MEETINGS. Our meetings for conversation have been fewer than the teachers desired. They have been well attended and accepted I believe both by teachers and Committee as among the most important and useful of our several novelties for promoting the interests of the schools. We have discussed the following among other topics: — "Ought pupils to be carried along in Arithmetic farther than they can understand?"

"The method of governing a school by calling on the pupils for reports."

Modes of Examination.Modes of Correction.
Recitations.Text Books.
School Checks.Conversation.

Most of the teachers usually took part in these discussions.

MONTHLY ROUNDS. No one, however favored by long residence and the advantages of birth, can hope to enjoy an intimate acquaintance with the separate families of his townsfolk, much less a fabulous Superintendent of short standing and slight opportunities for forming an acquaintance so general and confiding. He must be content to draw on his fancy as he walks his monthly rounds through the districts and
by the dwellings of the people, for the human influences that are moulding the inmates, save as he learns these from the little groups the neighborhoods send to their school houses, which he is by their kindness permitted to enter. It is a privilege he values and would not abuse; a pleasurable variety of his year's gardening,—the tillage of soils without and of souls within.

**HOME INFLUENCES.** The school is an index to the family, the key to home influences; it is the readiest reading of the town's population. As the family, such is the school, such is the neighborhood, the institutions, the man. Is is the world in little. Socrates comprised all objects of his search in

"What e'er of good or ill can man befall
In his own house,—his homestead, sole,"

rightly conceiving this to be the seminary of the virtues, and the foundation of States.—There it stands the ornament of the landscape, and for the handsomest hospitalities. We cannot make it too attractive. Let it be the home of the affections; a parlor for conversation, a pantry of comforts, yet not reminding us too broadly of the brute satisfactions. Let its chambers open eastward admitting sunshine and the sanctities, for our and still more for the children's sakes. They covet the clear sky; delighting in the blue they left so lately; nay, cannot leave in coming into nature, whereof they are ever asking the news of it. The gay enthusiasts must run eagerly and never have enough of it. How soon the clouds clear away from their faces, how sufficient they are to the day and the joy it brings for them. Their poise and plentitude rebuke us. So the poet sings sadly yet truly for some of us:

"Happy those early days when I
Shined in my angel infancy;
Before I taught my soul to wound
My conscience with a single sound,
Or taught my soul to fancy aught
But a white celestial thought,
Or had the black art to dispense
A several sin to every sense;
But felt through all this fleshly dress
Bright shoots of everlastingness."

If any one thinks him romancing about children, let him turn to Matthew, chap. XVIII, verses 1 to 7, and read what the best authority has said concerning them. It is sad to consider how long a time is necessarily consumed in wiping away the stains which have been insinuated into our breasts, during these earlier years and up to coming
manhood, to what we call the maturity of our powers. Life is too much for us; it survives only in our doubts: yet cannot perish clean out of us. So much of age, so little company in so many of us; living in the moment and so dating us with the memory of its burden. We think we once were not, and fear the like fate may overtake us again, as if time were ancient and older than our minds. We always were, and so cannot trace our beginnings to the atheism of no-being, or our resolution to nothings. Children save us; rather we are saved by being children, as Christ said. We all know too well where lie the chief difficulties, and the paternity we have in them. Reform begins at the beginning, with parents personally, and at home. Every family is a little seminary and world of its own; has its climate, characteristics, its manners and morals; each the reflex and image of its heads. How different the effects, atmospheres, and modes of life in each,—one might take the moral census of the population by looking inside of our houses. But that were uncivil, and looking too curiously; we must be content with the advantages the schools open in this respect.

Parents' Visits. The school stands nearest the family of all our institutions,—is indeed an extension and image of it, and claims its fostering interest and sympathy. It should enlist the parents' affection, and get some of their freshest hours. Its teachers deserve to be taken into their hearts as friends, the friends of their children, and their assistants in the work of training them in the ways of learning and virtue. Sympathy is the least they can afford to give for so much bestowed, and the best part of the teacher's success. I fear it goes ill in those families, whose heads are seldom seen inside the school houses, to learn for themselves how their children are managed, and to encourage the teacher by their presence and considerate judgments concerning her school. I know no plea that can be pronounced without shame for any negligence of this kind. The schools are no longer the dismal places some of the old people remember; if they were, who would think of sending his children there, or, sending them, would take his part of the infliction by entering them occasionally. Certainly the place where a child passes so large a part of the most impressible period of his life, should be the resort of his parents sometimes, and be made as charming as possible. Perhaps something of the old prejudice against them as places for mischief and dulness, still lingers amongst us to their detriment. I can vouch for the vivacity and pleasant manners of some of them, to say the least, and con-
fess to the good it has done me to enter them rather often. I may safely recommend a trial to everybody, and advise any who shall fail of being interested from a visit, not to own it, lest they make thereby an unexpected confession. A visit cannot fail to benefit all and parents most if they enter as parents should. Free thoughts and a fresh heart shall find freedom and freshness inside. Dull visitors carry dulness of course, and bring away the dulness they carry. The kindly spirit finds scenes of life and of activity; handsome heads, pleasant faces, mischief sometimes, idleness most likely, but more of diligence and satisfaction reigning. Where these are, the school is cared for if frequently visited; nor are our ends fairly gained till our towns people are awakened to the beauty of the school interest and the schools become attractive places of resort; our best minds contributing their best things to the children and parents. And what more convincing proof can we exhibit, in a country town like ours, of the duty of all good citizens to complete our republican theory of general education for all, by all, in the Commonwealth?

TOWN INFLUENCES. We have great advantages of place and population. Our people still follow the callings and profession of Paradise, whose occupant was a farmer. Next to man culture, agriculture is the eldest of pursuits, and these united are the best means of living. Planters of ourselves and farmers, we cultivate the nobler animal, being members most of us of the Middlesex Society of husbandmen and house-keepers; but we esteem the family crop the fairest we can gather, and see that for its growth and tillage the farms were stocked. Then Concord has retained the primitive manners, and for a village so near the metropolis has still much of the air of the olden time, the population being largely agricultural as from the first, and the descendants of the original settlers remaining to keep their names fresh in our memories. The social refinements and simple habits of our people are highly friendly to the promotion of learning and sobriety. In these advantages the scholars of course largely partake. These social out door influences seem favorably blended for moulding the manners and morals of the people. Boating, riding, field sports and games,—the schools owe much to these also, and in important senses are indebted to them for what our drawing rooms, graced as they may be with the gifts of culture and of virtue, have not to give. So difficult is it to match nature with the corresponding wholesomeness of mind and serve the human needs to the full.
Company, conversation, exercise, amusements are foremost studies in the lively university whence our children graduate, getting here the best part of their discipline;—which is liable of course like all free things to be perverted to uses the worst. Society,—the power of persons and spells of company, the giving and taking of conversation, the fine commerce of personal qualities and gifts,—in fine, an exhalation of life itself; this is to youth a surprise,—an ecstasy of surprises, and charming from its novelty. Especially are these the more potent in swaying the roving fancy, just coming out of its childhood, and entering the intermediate state, half way between the child and man or woman. To youth the opportunities and humors of village life offer allurements to pleasures which hold a place, to be sure, in their culture, but should be guarded with all the more care and solicitude, as exerting an influence unsuspected at the time on all the coming years of their life.

The town is properly the house the citizens live in, its social hospitalities being the apartments and offices opening out all around. The village comes in for the central share, and is the largest partner in the responsibility. Now were it as wholesome as nature is, then were it an out-of-doors pleasure ground, wherein the children might range unrestrained by check or oversight of their elders, who should seek by all careful measures to make and keep it such, as the guardians of honor and virtue for all. Perhaps our village hospitalities are spread abroad on a scale of wider and more mixed enjoyments than the young can innocently partake of, thus exposing them to some temptations not so easily withstood.

The State's Duties. Every one knows it is more difficult to manage the same number of children in a village than in districts less exposed to the social temptations; there is the greater conceit, and the moral pressure is so much the lighter, while the opportunities are so much the greater for concert and complicity in evil doing. Perhaps little can be done to reach the sources of evils of this kind. Though the State can do little against the wishes of its citizens, it still has duties to perform for them, for it is the parent of parents and their guardian. The best government is what domestic economy is to the household, providing carefully for the breeding and educating into virtue and intelligence of every member of the Commonwealth. Nor can a State resist safely the conviction which facts are fast confirming, of the enormous cost of ignorance, with its consequent crime, impiety
and danger. The strong government is best and most popular in the end with all parties. And when power takes the side of the weak against the wicked we cannot have too much of it. The trouble is that legislation comes too late; its yoke frets the citizen's neck whose passions are unused to the restraints of sobriety and self-rule. A parent may enforce what a State cannot. The virtues may be cherished in the family rightly and legitimately, but when the State sets about dealing with the appetites and passions of its citizens, its right to interfere in these matters shall be questioned gravely, and may be set at nought. They plead indulgence in any evil as their prerogative and personal right, and legislation comes too late. We must begin at the beginning, or any good beginning becomes difficult, if not impossible. The vice of intemperance, for instance, is older by some generations than any set of drunkards or tipplers, or any individual of the set oftentimes, or the generation he lives in; having been fostered and confirmed by the social customs of his time, his neighborhood, his family, very likely, and only vicarious in him; and it may need as many influences conspiring to effect its cure. Every transgressor is the State's accuser. Prudence dictates the wisdom, the safety of educating the people to habits of self-restraint, to sentiments of reverence, before committing them to themselves entirely; and this becomes all the more necessary in a government possessing the advantages a republican rule affords. Philo, the ancient republican, said well, "that the State's best policy was to teach the citizens how to govern themselves."

It is difficult, as I have said, to reach the sources of ignorance and consequent crime in a community like ours, calling itself free, and boasting of its right to do what it will. But freedom is a social, not less than an individual concern, and the end of the State is to protect it. The first object of a free people is the preservation of their liberty. It becomes, then, their first duty to assume the training of all the children in the principles of right, knowledge and virtue, as the only safeguard of their liberties. We cannot afford to wait at such hazards. The simplest humanities are also the least costly and the nearest home. We should begin there. The State is stabbed at the hearth-side, and here liberty and honor are first sold. It is injured by family neglect, and should protect itself in securing its children's virtue against their parents' vices; for by so doing can it alone redeem its pledges to humanity and its citizens' liberties. A virtuous education is the greatest alms it can bestow on any of its children.
"Some great estates provide, but do not breed
The mastering mind, so both are lost thereby;
Or else they breed them tender, make them need
All that they leave. This is flat poverty;
For he that needs ten thousand pounds to live
Is full as poor as he that needs but five."

Says holy George Herbert.

States have ever been too busy with their laws to care for the children primarily and immediately. Even ours, with the best of rulers, is still open to the satire of the philosopher who said he chose rather to play with the children than to be much encumbered with the insufficient management of the Commonwealth; since here, he said, he could play justice and humanity to advantage, and rule a republic wishing to be governed by them, at least.

Horace Mann. This eminent educator had right notions of the State's and the statesman's duties. He began at the beginning, or if not quite there, with the common school, the nursery of States and the family offshoot whereunto the citizen is born, and sent thence qualified better or worse to serve States and the world at large. His first Report on Education advocated reforms which have been largely adopted and carried into practice to regenerate our morals and manners, and confer stability and honor on the people. Here are a body of arguments for education, showing the cost of ignorance, crime, poverty and disease which States assess and uphold; and suggestions bringing heavily home to us those higher obligations to educate children for citizens and responsible agents in the world. It is pleasing to find what he attempted and perfected as far as the time permitted, at last adopted in good part, and carried far in the direction of his aims, under conditions favorable to final success.

Good purposes never perish nor come to nought; as seeds sown on the snows of mid-winter, they find the earth and take root in the coming spring-time, to bear their autumnal fruits for the future generations.

It is proposed to place Mr. Mann's portrait in all the school rooms of the Commonwealth, and four of our schools have already done this. The money thus contributed goes in part to pay for the bronze statue to be erected in honor of Horace Mann in Boston.

Nature and Culture. The noblest productions of a people are its best men. They are its praise and prosperity. Every one takes pride in them and in some sort partakes of their gifts. And proud
as we are of our privileges, perhaps this healthy sentiment of New England best shows itself in having made every town a schoolmaster, and so opened opportunities for every child’s becoming one of its best persons if he will. Yet the best opportunities prove profitless to any but those who can use them. Mother wit graduates all who take the honors and pay for them afterwards. For though culture is this graded affair, we take our schooling as we can get it, often in unsuspected ways, and are least indebted where we think ourselves the most.

Persons first, we are wont to consider, and books next in the order of influence. But both disappoint and deceive more or less; nature taking the larger share in our culture. Books aid us as we have the skill to use them to advantage; persons best by indirect means as if they served us not. Nature converts us to ourselves and against our knowledge or consent. For it is still a questionable matter how far our best arts are subordinated to her intents or thwart them; the art of education being as yet a business of so much difficulty and so complicated and incalculable, that, with all the experiences of past times to aid us, the most striking persons have oftenest been of those who, having escaped the trammels of the schools, were formed by the direct influences of things operating under the pressure of necessity, and what we call accident.

Nature is the armory of genius. Cities serve it slightly, books and colleges chiefly as they celebrate nature. The mind craves the view of mountain, ocean, forest, lake and plain, the open horizon, the firmament—an actual contact with the elements;—familiarity with the seasons as they rise and roll; thus getting the grasp the scope and poise which cities fail to confer. Nature is the first school of eloquence; her images bait the senses to pluck free and fair the befitting rhetoric. A good writer is a pensioner of sun and stars, of fields, woodlands, water, skies, the spectacle of things;—agencies these, more than libraries or universities—competing successfully for the prizes of inspiration. Take them from the student’s landscape and his studies are of small account. Nature contrives to blend her substance with the mind’s essence, thus tincturing with life and color the phrases of discourse as neither books nor professions can. Literature shows pale and poor from inside chambers and halls; and whoever would strike effective strokes for truth and ideas, for the times, must be afoot often and early to import the stuff of things into his thoughts; the sprightliness and point that tell tenderly and deeply upon the soul of mankind. “Afield all summer and the winter spent in studies in-
doors” is the good Anglo-Saxon rule, and as good for the Anglo-American of to-day. We must take the seasons into us, drinking off their cup daily, if we will live in earnest and take life with the zest that life is and the health it gives. For never is the mind weaned from nature or ideas; pasturing at these meadows she plucks their fruits unrestrained loving to be abroad musing and amused.

**Correction.** Recreation is the sacrament of the mind, the second creation by renewing the exhausted spirits. Country children are less likely to lose from want of out-door exercise than from too close confinement at school. Perhaps both mind and morals would be gainers if the fresh morning hours were set apart for study, the rest of the day being given to exercise. Health is the basis of sanity, the flowering of genius;—eyes, and every sense serving the body and the mind in beauty and bloom. We should feed a boy finely and all the more chastely as he gives himself to study and takes to the liberal learning we wish him to call his; the sound sense, right sentiments, the classic speech, the flowing manners, which an elegant temperance promotes. Mind and body dine together: his meal sharpens his wits or dims them; is a spur to study or mischief as it goes round its circuits. Learning is sweet in itself, let him taste it at the fountains; with keen coy appetites both of body and of mind, let him whet them on relishes for sense or sobriety, enthusiast as he is and greedy of delights. Give him his allowance of satisfactions tempered finely and tinctured with out-door sports, nor separating solemnly his pleasures from his duties: naming these play, those studies, this work; he defines for himself and refines according to his likes, his dislikes. He knows what he likes or dislikes; let us see to their springs in him. Perhaps he is careless about observing the ten commandments he finds written for him, the spoken twenty, being the more curious about how they are kept by his betters in the religion of examples. Words! he has heard rather too many to mind them much: precepts unamiably pronounced to set lovingly by them and take them cordially as he would. Very likely his heart needs changing; well—there is grace abounding and about him correcting its waywardness, if we give as much for the good mediation; he takes all we have for him when thus warmed into life and poured mild and molten into his affections. Be sure the liveliest dispensations, the holiest are his, his as cordially as ours, and sought for as kindly;—we must meet him where he is. Best to follow his bent if bent beautifully; else bending him gently not fractionally lest we
snap or stiffen a stubbornness too stiff already. Gentleness now; the fair eye the conquering glances straight and sure; the strong hand if you must till he fall penitent at the feet of Persuasion;—the stroke of grace before the smiting of the birch: for only so is the conquest complete, and the victory the Lord's.

"Tis vain to flee; till gentle mercy show
Her better eye the farther off we go
The swing of justice deals the mightier blow.
The ingenuous child corrected doth not fly
His angry mother's hand, but clings more nigh
And quenches with his tears her flaming eye."

If she is good enough she may strike strong and frequent till thanks come for it; but who is she, much less he, that dares do it more than once, nor repents in sorrow and shame for the strokes given? Only the "shining ones" may do it for good.

"Then I saw that he commanded them to lie down, which when they did, he chasised them sore to teach them the good way wherein they should walk; and they thanked him for all his kindness, and went softly along the right way toward the Celestial City."

They say the household pieties are fading fast from our hearthsides and disappearing. How could they remain after the general closing up of the fire-places and the consequent irruption of these Dragons into our drawing rooms backing out the friendly flame,—the old hospitalities all deferred for the Comforter who never comes. Company enough gathered inside with no company in them—and without an altar piece. He said significantly, there were "many mansions in his Father's house," did he forget the children's apartment?

Behavior. The graces of behavior spring from a sense of beauty planted in all minds even the meanest, and its prevalence is the symptom of a genial culture distinguishing man or child from the brute he were otherwise. There is a fine religion or the seed and scion of sanctity seen in that blushing diffidence by which the loveliest souls are characterized and shown unconsciously to themselves by implication. A bashful child is still in Paradise, the flush of innocency mantling the cheeks and the maid is apparent there. I consider the case hopeless where reverence is gone and the blush that is its ornament. Any blight is better than shamelessness; no bloom like innocence and simplicity. It is useless, I should say impious to clothe for show merely; as useless to teach manners as to give innocence: we must guard and keep the last, that the graces of good behavior may maintain the gloss of their own and be fine manners indeed,—an emanation of the soul, and the gesture of the mind; self-respect and sensibility
being their ground work and showing. While the child is pure, the
person innocent, there is the fine behavior of necessity and the natural
piety that graces its owner as counterfeit piety cannot. Good hearts
are always graceful and take captive against any blemishes of nature.

Ancient Culture. The wise teacher has a tact at discriminating
the character of his pupils as portrayed in their physiognomy of coun-
tenance and complexion. The Greeks called boys of fair complexions
the children of the sun, and those of brown skins they esteemed for
their courage. Certainly in these matters of aspect and discipline they
had some advantage practically which we have lost. They studied the
mind as the subject matter of education, to which they gave the best
talent and the whole of life. They were masters and makers of men
in senses common and uncommon: for they read the laws of culture
from the book of things, and could predict and secure results in the
character of their pupils.

Let us see how the Great Master, Pythagoras, went to work.

"He prepared his disciples for learning by many trials. For he did not immediately
receive into the number of his associates all who came to him, till he had subjected
them to various examinations. In the first place, he inquired after what manner they
associated with their parents and relations generally; next, he surveyed their unrea-
sonable laughter, their silence, their speaking when it was not proper; and farther
still, what were their desires, their intimacies with their companions; their conver-
sation; how they employed their leisure time, and what were the subjects of their joy
and grief. He likewise surveyed their form, their gait, gestures, and whole motion of
their body; their voice, complexion, and physiognomy; considering all these natural
indications to be the manifest signs of the unapparent manners of the soul. Having
thus subjected them to this scrutiny, he next suffered those whom he thought eligible
to pass a good while seemingly unobserved by him, that he might the better judge of
each one how he was disposed towards stability and a love of learning, and whether
he was sufficiently fortified against the flatteries of popularity and false honor and
glory. After this he advised such to observe a long silence, that he might observe how
far they were experimentally continent in speech; and that most difficult of all
victories—the victory over the tongue.

Thus practically he made trial of their aptitudes to be educated, for he was more
anxious that they should be modest and discreet than that they should speak unad-
visedly. He likewise directed his attention to every other particular; such as whether
they were astonished at the outbreaks of immoderate passion and desire. Nor did he
superficially consider how they were affected by these; or whether they were conten-
tions or ambitious; or how they were disposed as to friendship and strife. And if, on
his surveying all these particulars accurately, they appeared to him endued with wor-
thy manners, he next directed his attention to their facility in learning and memory;
first considering, indeed, whether they were able to follow what was said with rapidity
and perspicuity; and in the next place, whether a certain love and temperance attracted
them towards the disciplines by which they were taught, and whether they loved to
learn, and to be governed; and how they were disposed as to gentleness, which he
called elegance of manners; considering all ferocity of temper as hostile to his mode
of education. For impudence, shamelessness, intemperance, slothfulness, slowness of
learning, unrestrained licentiousness, disgrace and the like, are attendants of savage
manners; but the contrary of these are gentleness and mildness."
I know of no book better deserving the study of teachers and parents than this Life of Pythagoras, from which my extracts are taken. The book is not easily obtained. Mine is a translation by Thomas Taylor of Jamblichus's admiring biography of his master, and contains attractive selections from the Ancients. Everything of his comes commended to us of to-day by its elegance and humanity, giving us the sense of the worth and wisdom of this founder of the Greek School of Philosophy.

"In all he did
Some figure of the Golden time was hid."

In saying this much in his praise I am not blind to some of his defects. But I wish rather to look at his surpassing merits as an educator and thinker for all times. We must remember that we are still using his eyes, so far as most of us have eyes in use, in almost every department of thought and activity into which pure humanity and ideas can enter; in art, science, literature and religion itself.

"The aim of Pythagoras was at once a philosophical school, a religious brotherhood, and a political association; and all these characters appear to have been inseparably united in the founder's mind. It must be considered as a proof of upright intentions in Pythagoras, which ought to rescue him from all suspicions of selfish motives, that he chose for his school persons whom he deemed capable of grasping the highest truths which he could communicate; and that he was not only willing to teach them all he knew, but regarded the utmost cultivation of the intellectual faculties as a necessary preparation to the work to which he destined them. He instituted a society, an order as we may now call it, composed of young persons, three hundred in number, carefully selected from the noblest families, not only of Crotona, but of the other Italiot cities."

STUDIES IN THE MIND. In common with every interest of a social or spiritual nature, education has shared the misfortunes arising from the extreme absorption of mind in affairs, and the consequent impoverishment of ideas that thoughtful and devout persons complain of so generally. For when the pure mind is forgotten, or dropped aside from men's regards, institutions, men themselves, are already unsound at the core; the culture and fashioning of men becoming of secondary account.

The mind with its faculties and powers are the tools we use in this work of living. By these invisible implements we deal with things and affairs. Our bodies are handles for them. And the prime office
of education is to put us fairly in possession and instruct us in the
sleights of their uses; their bearing directly and skilfully upon life and
its opportunities. Yet singularly enough we have nearly omitted the
Mind from our list of studies, and children grow up instructed better
in everything else than in the knowledge and use of themselves. We
have no available metaphysics and speak at hazard concerning the
springs of thought and sensibility, as if definite perceptions of our
powers and implements were superfluous, and self-knowledge might be
dispensed with by us without detriment or loss. We teach or affect to
teach the encyclopedia of things, but make the merest mention of
ideas which give rank to all we know or conceive of knowables; and
our youth are growing up, as ourselves have grown, better instructed
in all matters else, than in the mystery of the mind. Of physics and
affairs all gain some knowledge since these are components of our parts
visible and animal, we dealing sensibly with them and daily. But the
powers thus engaged are not theirs: they are above and beyond them;
metaphysical in essence, and spiritual; —the mind itself, personal and
transcendent. Now it may not be easy to present this essence dis­tinctly
to our eyesight, distributing its parts as seeming territories of the
globe outside of us. Still the teacher and student should enjoy an al­phabet and image of its faculties, its modes of operation, its aspects, its
traits, as a standard of reference and a scale for his thinking. Let us
deal with it tenderly since the mind is the subject of our operations in
teaching. And we should endeavor in every lesson to address some
sense distinctively as the prompter of the rest, thus aiming at calling
forth the mind entire, thus bringing its full forces to bear directly and
intensely upon the object of thought or sensibility which our argument
requires—sensibility in the teacher touching the sensibility and so quick­
ening thought in his classes. This is inspiration and teaching in the
natural method, invoking moreover the supernatural agencies and graces
of the spirit.

Life is a suggestion of the Spirit through the mind and giving us
news of Him in guise of queries for beginners in the study of it. I
print with diffidence a vague anagram or alphabet of the Spirit­
ual Powers in a scale for the black-boards and as means of aid­
ing the classes in their studies. Let them try their wits upon it and
help me to revise it from time to time by their illuminations. If it
cannot stand this test fairly it is useless and an imposition on their faith
and simplicity.
THE QUESTIONS AND FACULTIES;
THEIR OBJECTS AND FUNCTIONS.

SPIRIT.

Being. — God.

WHO? SOUL. PERSONS
WHENCE? INSTINCT. LAWS
WHAT? CONSCIENCE RIGHTS
HOW? IMAGINATION IDEAS
WHY? REASON TRUTHS
WHICH? FANCY FORMS
WHERE? UNDERSTANDING FACTS
WHEN? MEMORY EVENTS

Body. — Substance.

MATTER.

SACRED READINGS.—

Nor nibble longer there
Since nothing fresh ye find
Upon those rocks;
Lo! meadows green and fair,
Come pasture here your mind
Ye bleating flocks.

Our teachers open their schools with readings from the New Testament. And this reading is in some of the schools (and would but for a diffident piety be) followed in all by devotions and the singing of some suitable morning hymn. The spoken prayers and praises are not enjoined by our rules; and we think we show therein that tender courtesy to the faiths of the heart that true piety loves and cannot overstep. An earnest and sweet disposition is the spring from which children love to taste; and best always if insinuated softly in mild persuasions and so leading to the practice of the loves and graces that soften and save. Gentle hearts are not persistent in pronouncing the peace they know preferring rather its sunny smiles and silent syllables, as if suspecting that he

"Who speaks his virtues name or place has none."

A course of readings from the Picture Testament might favor the best ends of spiritual culture. A child should be approached with reverence as a recipient of the Spirit from above. The best of books claims the best of persons and the gracious moments to make its
meanings clear, else the reading and listening are but a sounding pre-
tence and of no account. The spirit within must invite and prepare
the heart instantly—inspiration answer inspiration and so answering,
informing and renewing;—a Pentecost and an awakening from on
high. I have wished these books were opened with the awe belonging
to the eminent Personalities portrayed therein, thinking them best read
when the glow of sentiment kindles the meaning into life in the
morning hour; the teacher opening her school by opening their leaves.
Read otherwise these oracles but touch the ear and fail of their good
effects, since, "if they tend not to cleanse the heart, it cumbers the
head and cloys the appetite, and men shall do with them as children
do with birds, either they crush them or let them fly away."

ANTHROPOLOGY. It would give an increased interest to our Annual
Reports if we had a reduced map of the town, with the several districts
and subdivisions indicated and the families in the quarters and neighbor-
hoods. Such a picture would not only be valuable as an historical
document for the antiquarian and our townspeople, but a means of in-
teresting the schools in the studies of geography, topography, and
localities, besides subserving in many ways the agricultural interests.
I have ascertained the cost of a work of that sort, and am told the
artist's labors on it would come under a hundred dollars, which includes
the best part of the expense that would be incurred in the undertaking.
It seems as if this sum might easily be raised by private subscription,
as every family would like to have one, the house-holders and land-
owners generally. Our town history is one of more than ordinary sig-
nificance, and though it has been compiled ably by one of our towm-
smen, the book is out of print, and the Committee have been unable to
put copies into the schools as books of reference for teachers and pupils,
as they designed. Besides the local traditions are fading out and will
soon be obliterated in good part if not rescued soon. The older people
are fast leaving us and taking much with them that their descendans
should not suffer to be forgotten. It is good to foster that pride of
place which has borne the fruits of good and brave deeds, and so keeps
its honors fresh and green in the descendans of the first settlers, espe-
cially, when in all our towns though less in ours than most, local causes
are fast obliterating the old lines, regardless of spots and bound-
aries: a dense overgrowth of new concerns fast blotting out the traces
of our early history in the several districts. We care for them and
every vestige and relic of the olden time: the primitive boundaries, bri-
die-roads, wood-paths, homesteads: the customs, manners, dialect, dress, their creeds even have a venerable significance yet: the anecdotes that still linger on the lips of our oldest inhabitants; a well sorted and sifted edition of which would be a relio of information to the young and a valuable contribution to our personal history. Then we are rich enough in having an Herodotus and Plutarch to compile these for us.

Every one knows what sensations attend our surprise at reading familiar names and spots for the first time in print, how literature transfigures the commonest objects and events and makes them new again, makes us children and partakers of the common gifts of our nature. Our landscape wears a plain russet aspect and charm us so, and while some of its pleasing features have been celebrated in prose and song, there remains much of beauty and comfort for the scholars' and poets' pen: and these we have also to say and sing them too. Our town records are still to be read only in their originals.

It might sound a little strange to the ears of even descendants of the first settlers and planters of these grounds, this "Grant of the General Court of the act of Incorporation, dated at Newtown, September 2, 1685."

"It is ordered that there shall be a plantation att Muskeataquid, and that there be 6 myles of land square to belong to it: And that the inhabitants thereof shall have three years immunities from all public charges, except training."

All know very well about the training charges and how they were paid: the children recite the story often and visit the spots

"Where walked our fathers when the English braves, Whose deemed they owned the land our fathers' tilled, Flush with red jackets marched along the banks Of our slow River creeping to the sea."

Our river winds through the meadows still: and Fair Haven, Nawsawtuc, Walden Pond, Conantum, the Easterbrook Farm, Ponkawalett, Poland, the Virginia Road, Annursnuck, Winthrop's Place Brother's, Spenser's and Mill-Brook, (Dunge Hole, Hogpen Walk, the Forge, are names now obsolete to us,) are parts and parcel of us daily, all passing into literature for our children if not for us. I take my share of credit for holding fast by the old names of the districts against the scandalous numerals they were threatening to own, and intend they shall resist to the death. Centre shall be centre, not No. 1, and acknowledge its mill-dam, common and square, its meeting house, Buckley's house, Wright's tavern, (Jethro's tree is gone
without recovery); then there were the Garrison house and the pound—outside are the battle ground, the monument, old north bridge, and the graves. The quarter's East and North, (South quarter has lapsed,) Bateman's Pond, Barrett's Mill, are fresh as ever, while Factory Village, Derby's Bridge, Nine Acre Corner, sung to us but yesterday. The old school houses are gone, but the spots show new ones; and "Grassy-Ground river" with its Concord of Assabet and Sudbury streams, still runs winding through our farm-lands, still tilled by farmers, still as ever—

"The patient earth sets platters for their food,
Corn, milk, and apples and the best of good."

School Houses. I think we may take some pride in ours, new as they are and comfortable, convenient, and for the most part well placed; only one or two of them standing apart inhospitably on spots whose surroundings add nothing to the pleasure the buildings would otherwise give us. Road-forks seem the most inviting places for these little hives of industry and mischief, taking on so gracefully the ornaments of shrubbery and of flower-gardens to complete the picture and add beauty and finish to the landscape. Ours need shade-trees. The yards of one or two have been platted prettily and set with rose bushes, to grace alleys and approaches and afford pleasure to the children in caring for and cultivating them. I wish the example may be imitated in the other districts. Mrs. Emerson has generously repeated her offer to supply the yards with roses and flower seeds; and if the sub-committees will second her generosity by planting rows of trees on the grounds these bleak and lone spots will be charming in a few years. Play-grounds are matters not beneath the notice of the lovers of children; they have their share—and an important one it is—in the culture of body and mind. They should be ample, attractive; and were every one as eloquent in their praises as our neighbor in praise of his flowers, they would presently be made the delight of all eyes.

[Note.] Good Maps are essential in any studies of nature or the heavens. The Ptolomaic Charts printed in the Coast Surveys, Coole's Essay on Maps and Charts in the Smithsonian Reports, and Bidgett's Chronological Charts are highly commended by Mr. Thoreau as the best he knows. And Globes are as necessary as Charts. The High School has one, but the Committee have not been able as yet to furnish them for the other schools.
SCHOOL PORTRAITS.

The teacher is the frontispiece to the school. He is the central figure of the group; the neighborhood appearing in the background in perspective, its colors all reflected warmly in his countenance from the faces of the children. Any portraiture of the schools must be taken from originals thus living and large to be of any value, and what the schools deserve at the artist's hands. Yet how delicate the task, and venturesome, as difficult as delicate, and short comings at best. One might try his hand at the teacher without so much distrust of his skill: but there is something in a child, in a school of children, in the youthful group not caught at once nor easily, so passing is it, so elusive: like a dove's neck so changeable, like a dream. And one should not wonder if the schools were entered less for their pleasing pictures of our humanity as it seems, but as intimations of those traits of it our eyes wait to see. Pleading task too and a tempting one might we lift veils from comely faces and yet sink the names.

HIGH SCHOOL.—Mr. E. O. Shepard, Teacher.

<table>
<thead>
<tr>
<th>Pupil</th>
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<tbody>
<tr>
<td>Addie E. Adams</td>
<td>16</td>
<td>Emma C. Hunt</td>
<td>17</td>
<td>Charles E. Bowers</td>
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<tr>
<td>Martha A. Adams</td>
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<td>Carrie Marble</td>
<td>16</td>
<td>Henry T. Brown</td>
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<tr>
<td>Jennie M. Adams</td>
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<td>Mary H. Moore</td>
<td>14</td>
<td>Hersey Brown</td>
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<td>Hattie A. Adkins</td>
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<td>Ellen J. Nealy</td>
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<td>Charles J. Dakin</td>
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<tr>
<td>M. Augusta Bowers</td>
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<td>Ella Pierce</td>
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<td>M. Joseph Gleason</td>
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<td>Eliza P. Potter</td>
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<td>Edward Gleason</td>
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<td>Anna E. Gregory</td>
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<td>Anna W. Stewart</td>
<td>16</td>
<td>Ephraim H. Hatch</td>
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<td>Alice A. Hall</td>
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<td>Mary D. Wheeler</td>
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<td>J. Galen Hoar</td>
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<td>Lizzie Hatch</td>
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<td>Mary C. Wheeler</td>
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<td>Nathan H. Hoamer</td>
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<tr>
<td>Hattie A. Hoar</td>
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<td>Ida A. Wilson</td>
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<td>Samuel H. Rhodes</td>
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<td>Annie E. Hooser</td>
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<td>Ella S. Hooser</td>
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<td>Susan D. Hoamer</td>
<td>16</td>
<td>Frank A. Adams</td>
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<td>Henry Walcott</td>
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<td>Hannah E. Hudson</td>
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<td>Charles H. Bartlett</td>
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<td>Caleb H. Wheeler</td>
<td>15</td>
</tr>
<tr>
<td></td>
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<td>Cyrus W. Benjamin</td>
<td>18</td>
<td>Wallace Wilson</td>
<td>16</td>
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We may consider ourselves fortunate in having secured the services of a teacher so spirited and strong as we find Mr. Shepard to be. He
has taken the school forward since it came under his charge in a manner most satisfactory to parents and committee. All the scholars are, I believe, his fast friends. He brought good testimonials for his scholarship and ability, and has made these abundantly good in practice. He certainly has the essentials of a schoolmaster for our times; energy, decision, and manliness. I regard him as a good sample of the kind best suited to take charge of our free young people, and suspect he owes his popularity with them to his allowing all the freedom which they ought reasonably to take within the limits of self-respect; and which, if not given, is apt to be taken as due, notwithstanding. All this he allows, reserving a jurisdiction which he makes felt rather than seen in the show of authority; spurring forward by looks and a secret free-masonry which the school understands and instinctively regards. He comprehends the advantages of waiting for the work he wants, as of getting it done seasonably. Then he has the advantage of a good voice, which is no slight merit in a school.

I have occasionally conversed with his scholars on Friday afternoons, at a set hour, and have invited other persons to give the school a conversation or a lecture, though fewer than I could wish have done so.

LECTURES. Mr. Emerson has given the school a conversation on persons and books, telling lively anecdotes of both, interesting the school and offering useful hints about reading and study. He gave them some criticisms on their reading and speaking, read himself from Shakspeare, and recommended some favorite authors for their perusal, namely:

<table>
<thead>
<tr>
<th>Plutarch,</th>
<th>Shakspeare,</th>
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<tr>
<td>Gibbon's Biography,</td>
<td>Chronicle of the bid,</td>
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<tr>
<td>Franklin's Biography,</td>
<td>Herbert's Temple,</td>
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<tr>
<td>Tom Brown at Rugby,</td>
<td>Scott,</td>
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To which I would add

<table>
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<tr>
<th>Emerson's Essays and Addresses, Holmes,</th>
<th>Channing's Near Home, and other poems, Cowley's Essays,</th>
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<tr>
<td>Thoreau,</td>
<td>Evelyn's Diary,</td>
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<tr>
<td>Hawthorne,</td>
<td>Town and General Histories of N. England and the U. S.,</td>
</tr>
<tr>
<td>Whittier,</td>
<td>Biographical Dictionary,</td>
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<tr>
<td>Bryant,</td>
<td>Lippincott's Pronouncing Gazeteer,</td>
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Mr. Pratt has read an exceedingly interesting paper on Flowers and Flower Culture, giving a catalogue of the principal favorites, and the best mode of raising them in our houses and gardens.

Mr. Sanborn has also read a paper on the History of Numbers, full of curious information, and of great interest. Mr. Bull's engagements have prevented his giving some account of the discovery and culture of the Concord grape, as he had partly promised the school. It has lost, besides, I regret to say, something promised by Mr. Thoreau on his favorite theme of Nature as the friend and preceptor of man.

Recitation. A recitation should be a creative hour, a meeting of master and disciples in genial communion, a dealing with the subject matters face to face, in the free and felt ways of discourse. A rough manner puts the best things out of the head, and makes sages seem simpletons under the stroke. Persons of strong temperament become overbearing often, and against their wishes; they would gladly hold themselves in reserve, but cannot. The consequences are paralyzing, and operate as a panic. Children feel the least incongruity of disposition and recoil from it. Painful to find it standing at the head as driver, never by possibility at the heart of the group as its leader. Touches of tenderness and humor are the natural foils of power in its displays, and particularly in all dealings with children. The good shade kindly and shelter infirmity of any sort; they help the child to find his thoughts, and out of his confessions.

Study of the Mind. With such views to guide me, I have wished to interest the more advanced classes in the several schools in the study of the mind, for which a place has not been assigned in the order of exercises, owing to the want of a suitable text-book. Believing that something might be done, meanwhile, I have ventured some conversations in some of them, taking our scale of the faculties as a thread for discussion, using the black-board for rendering our analysis the more obvious as we proceeded. It needs more time than we have at command to take soundings in these depths of the life-powers, and deliver them to the light and to the senses. But these attempts, imperfect and unsatisfactory at best, have proved beyond question how easy it is to interest the young in those studies. A sensible teacher shall get ready responses from the Sphynxes, since nothing is so charming to mind as the mind itself when interrogated aptly and to the point. Indeed, this study, conducted ably, would
open the Academy for our children and Plato’s dialogues be reborn in our school rooms.

**The Languages.** It is a common mistake to suppose that the study of Latin is useless, because it is no longer a spoken tongue, and has even ceased in great measure to be the vehicle of science and learning. Nor is it chiefly for its literature that we should study either the Latin or the Greek, unequalled as the latter is for the wealth of its literature. The mental discipline is what the pupil needs, and what the study of another language than his own best affords him, especially a language regular and fixed, and incapable, because unspoken, of further change in its grammatical forms. The effect of translating from another speech is the best stimulus to thought and a knowledge of our vernacular. Of course the study of Latin can be carried too far; we would not have our children waste their time in writing bad hexameters, or reading useless authors; but there is little danger of excess in that direction. I could wish that all the pupils in the High School learned at least the rudiments of Latin, and that half of them should go through the common text-books. Beyond this few will go, and yet there are fair fields beyond to which the studious few ought to have access. Let me suggest a few books in Latin and Greek which I would gladly see a select class reading during their years in the High School. Caesar, Virgil, and the select orations of Cicero, are good, but by no means the best Latin. Let the more advanced try Sallust, Cicero against Verres, or his philosophical books, portions of Livy, and most of all in prose, Tacitus. In verse they might glance at Ovid, but read Horace, half of Catullus, and all Lucretius. Juvenal and Persius, Lucan and Martial, and the rest, might be read if there were time. But let no student think he has got the kernel of Roman literature till he knows Lucretius, the fragments of Ennius, Catullus and Tacitus. In Milton’s catalogue the Rei Rusticæ Auctores appear very early; of these Cato and Varro are the best, though Columella and Palladius are good. But these we have elsewhere recommended. Pliny’s Letters and portions of Seneca might be added.

In Greek we use Xenophon and Homer; but we should add the Memorabilia and the Odyssey to the Iliad and Anabasis. Herodotus by all means should be read, and parts of Plutarch, in spite of his Roman Greek. Æschylus is difficult, but worth the labor. Next among tragedians is Sophocles, though Milton’s favorite was Euripides.
Hesiod and Pindar, and the spurious Orphics, may be reached; but not until the student has tasted a little of Aristophanes in comedy, and Plato in graceful philosophy. Thucydid and Aristotle are for the veterans and the thinkers; when one can read them in Greek with ease and enjoyment, he need not blush to be called a scholar. Professor Goodwin's "Greek Moods and Tenses" will aid the student greatly, especially in his readings from Demosthenes, whom I must not forget to name among the foremost in the list. The Euchiridion of Epictetus and the Meditations of Marcus Aurelius should be read by all who would know the sweetness of the Stoic philosophy.

EXAMINATIONS. An examination is one thing and an exhibition another. The first should be a private matter, and conducted by the committee and teacher; it should be searching and thorough, dealing more with principles than the text, more with the motives that prompt than any special attainments, and taking always the teacher's competency into the account. A certain tenderness is becoming, seeing but not declaring too much. We must not put the victims under the compound blow-pipe of a consuming scrutiny, and search amid their ashes for any merits that may remain there to declare. We see blemishes soon enough. 'Tis well while seeing to oversee such in the larger circumspecion which detects that striven for, though it may not have been reached by pupil or candidate. Culture is characterized by a tender consideration of infirmities; softly reproaching, so far as reproach is implied in proffering its own eyes, and so leading to the prospect desired; endowed with a sense of justice also, too just to impeach any or wound by words even.

Perhaps no examination answered these conditions so well as that of the High School. There was less to exhibit and more to be examined than usual. The classes were mainly large, and they were questioned indifferently by teacher and Committee; showing by their answers that they had studied the subject, as well as the book. Of the forty pupils, thirty-seven were present, and of these twenty-five study Latin and nine French. Mr. Shepard seems to have given his pupils short lessons and shown them how to learn them. A little more attention to the grammar of the languages studied, would not be amiss, and we would like to see exercises written in them. In Mathematics the Committee found much improvement, and recommend the study of Geometry to be carried farther.

There was very little of the timidity once so embarrassing on exami-
nation day apparent at this time. Certainly the school has come far out of its reserve and speaks for itself. Messrs. Sanborn, Farmer, Barrett, Reynolds, and Brown were present, and the school acquitted itself greatly to their satisfaction. There was an air of ease and cheer prevailing, a good understanding between teacher and school, as a consequence of the freedom he allows. I consider this one of the most marked features of improvement under Mr. Shepard's instruction. He strives to be thorough and to ground the mind in principles. Consequently he shares largely in the general dissatisfaction with the current modes of teaching English Grammar, and is hoping to adopt better methods hereafter, by availing himself of suggestions offered in our pages. His studies have lain in this direction, and we hope to see the fruits in his proposed attempts in teaching.

INTERMEDIATE SCHOOL.—Miss M. A. DILLINGHAM, Teacher.

---|---|---
Jennie Barrett, 10 | Mary Neagle, 16 | Frank Holden, 12
Sarah Benjamin, 12 | Anne Reynolds, 16 | Charles Holbrook, 12
Alice Brigham, 12 | Elizabeth Rhoades, 18 | Albertus Hooser, 19
Kate I. Bowers, 12 | Emily Rhoades, 18 | Alfred Hooser, 17
Margaret Byron, 12 | Abbie Staples, 10 | John Lynch, 18
Julia Carey, 15 | Emma Todd, 11 | Francis Lynch, 18
Mary Carey, 14 | Mary Todd, 18 | Norman Meek, 23
Emma Collier, 12 | Elizabeth Warren, 10 | Charles Monroe, 12
Edith D. Davidson, 8 | Mattie Wheeler, 12 | John McDonough, 17
Mary Eaton, 11 | Amelia White, 14 | Patrick Madden, 19
Susan Farwell, 13 | Joseph Barrett, 10 | Frank Pierce, 11
Mary Foss, 17 | Richard Barrett, 12 | Edward G. Reynolds, 19
Mary Garrity, 14 | Charles Brown, 10 | Michael Ryan, 14
Minnie Goodnow, 11 | William H. Brown, 19 | William Shannon, 14
Adelia Hobeon, 11 | Thomas Bulger, 16 | Frederic Skinner, 11
Fanny Hoemen, 10 | Anna Collier, 18 | Charles Was, 12
Susan Hubbard, 12 | Orlando W. Fay, 18 | Charles H. Witherbee, 16
Mary Kelly, 12 | John Angell, 23 | Frank Wilson, 18
Mary Lynch, 18 | Edward Garrity, 16 | Charles Walcott, 12
Ellen McMama, 15 | Consubris Hayden, 16 |
Laura P. Meerk, 14 | Willard Hobson, 13 |
a favorite book in all the schools—the Cave of Mammon from Spenser's
Fairy Queen, besides the first part of the Immortal Dream. The children testify to the pleasure these readings, have given them and have often asked me to come and read again; a pleasure I shall gladly repeat.

I consider these interviews as the most profitable to the schools of any I am permitted to enjoy in them; offering us the best opportunities for cultivating the neglected gifts of conversation, the graces of style, and a taste for elegant literature. There has been a culpable oversight in this matter to the disparagement of our language, as a slight observation of the current conversation of our cultivated people will show. For still, and against the boasts of the schools, the stalk and flower of mother tongue are plucked less by orators and poets than by the innocent and ingenuous young people—the best poets left us. Shakspere and Ben. Jonson ought not to be bad company off the stage, nor the dictionary expurgated too coyly, nor the fancy dismembered, to spare the modesty of conversation and authorship, on the plea of giving us "English pure and undefiled." Nor should a flood of spirits be sinful; nor tropes of rhetoric disgracefully admitted into the sentence. What is thus gained in decorum is lost in strength of expression, in sprightliness, in breadth; in proof of which, witness the effect following the utterance of a spoken thought, the swell of an emotion, the outbreak of any passion; and see how the fancy over­passes conventional barriers, leaping, like a boy into the ring, intent on making itself felt and victor forthwith, to the delight and relief of all.

Our language is rich, racy, significant; good for all things and occasions: genius having anticipated for us and made the word, the phrase we wanted, the very one and best; none so pertinent so consonant; the current world of to-day accepting the sign and its necessity in the using it. So the human body is the orator's liveliest phrase-book for plucking his plumes from, proffering its figures, blood-warm and flesh-colored to his fancy; and he who culls gracefully and boldly for speech or page, carries all mankind, the fancy and the heart, at once—for the fig leaves are poor shields for hiding illicit fancies however primly disposed or decorously draped, still they blazon the more openly their owner's immodesties—pruriances that shall soil an angel's wardrobe even and pollute the snows.

Proper guards should be set against any abuses of the tongue, of course, and discreet persons, parents, teachers and public men, best know the value of bridles for the fancy as for the tongue: and especially in the ranges of our villages and affairs.
Of the Committee, Messrs. Keyes, Farmer and Sanborn were present at the examination. The classes showed the effects of the teacher’s faithful methods in the quickness and general correctness of their recitations. Forty-one were present. The new room set off their pleasing faces, and gave the school a new charm. It was noticed that the Arithmetic classes were a little puzzled by problems requiring thought, and seemed to have been trained too exclusively in the problem of the book,—but we were all delighted with their familiarity with those. The new books have taken well with the reading classes, and both reading and speaking were better than usual. Miss Dillingham is disposed to make trial of Dr. Nutting’s new Grammar with one of her higher classes. I think the book an effort in the right direction.

EAST PRIMARY SCHOOL.—MISS JANE HOSMER, Teacher.

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<td>Willis Watts,</td>
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Miss Hosmer still gives her best endeavors to this little company of children. Her school is one of the liveliest and busiest of the central primary groups, and shows under every varying aspect and movement the tact and adaptabilities of its mistress, who seems to know just what is in every little head, how the land lies in and out of them, and to serve them one by one as they need. It is a stirring little bevy; the quick-witted Green-Islanders setting off to advantage the common sense of our children, acting as counterspurs and checks to one another, and working off contrasts agreeable to witness. It must take at least a generation or more at this rate to blend the two peoples into one, and get off a nationality that America can fairly claim as hers. Twenty-two were present.
Young America is fast passing ahead of the New England, as she has outstripped the Old country by a century or so, as if intent on proving the limits of freedom and authority for herself and the generations in advance.

Forty-eight were present at the examination. They came neatly dressed, and made a pretty appearance. A class gave the points of the compass, told the streets of the village, the names of the neighboring towns, as an introduction to answering questions on the maps. They have a variety of little songs which they sing at intervals, and some geometrical and other manual exercises. The reading of the Orange Man, from Early Lessons just introduced into the school, showed the courage and confidence accompanying the reading of a text when understood by the reader. Messrs. Sanborn and Farmer were present. The room was tastefully dressed with evergreens, and the performances left a pleasing impression of this school.

NORTH PRIMARY SCHOOL.—Miss Susan Goodall, Teacher.

<table>
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Here we have a cunning little company, quite young most of them, in a pink of a house, and under charge of a pains-taking, precise, school mistress, assiduously doing her best to maintain the fair repute the school acquired under the excellent management of her predecessor. So much earnestness and intensity should ensure the best success. And the examination proved that her exertions had borne good fruits. The children made a pleasing show, spoke their pieces prettily, and read with fluency and grace. Their skill in marking was noticed, and their singing sweet. Twenty-two were present. Messrs. Keyes, Reynolds and Sanborn examined them kindly. They have been charming listeners to my Pilgrim, stirring and lively—a prompt little Allegory themselves, whose precise meaning, by Bunyan or Spenser, has not clearly transpired.
### WEST PRIMARY SCHOOL—Miss Sarah E. Richardson, Teacher.

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Miss Richardson's good sense and self-possession have taken this mixed school forward far during the year, and done well by it. She is to be commended again for her discretion and moderation; for taking the necessary time, and for her persistency and kindly courage in carrying reserved ends to their issues. Then she has the motherly virtue of not playing "I spies," seeing too much that may be going forward and so extemporizing a culprit at convenience. I think this a grace specially commendable, and wish it may spread as a religion proper for the school-keeping and house-keeping both. Here, at least, it has worked admirably for the spirits and studies as the examination showed. The speaking was spirited; the reading was specially noticed, and the blackboard exercise in marking. We heard some cheerful singing besides. In examining them, the sub-committee of a minister gave an example that should be imitated for its liveliness and speed of questioning, or for kind consideration of their age and capacity. Forty were present, and of the Committee, Messrs. Reynolds and Brown.

They contrived, also, to cast a net over the Superintendent, and did actually catch him in the meshes of their threaded allegory, and got a shiftless speech out of him before they let him out.

### EAST QUARTER SCHOOL.—Miss A. F. Hubbard, Teacher.

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<td>Elmirah Russell</td>
<td>8</td>
<td>Eddie Connor,</td>
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This school brightens with time and the accomplishments of its excellent mistress, who brings learning and fine dispositions to her task. She wastes no time on the many impertinences inseparable from the genius of children, but goes forward without perplexity or hurry, as a genial and persistent influence. These graces of learning and of heart have won the confidence of the school and left her free to instruct them agreeably. The order has been uniformly good, a certain republican strength and plain power is intimated in some of the best heads; we had a recitation on the Constitution in proof of it; some sound thinking on Grammar and Algebra, with a declamation of the union sentiments in Washington's Farewell Address, and the famous piece "You'd scarce expect one of my age," was in true Boston. A little class recited together the names of the towns in Middlesex County and of the counties in the Bay State. Here too little Frank is a favorite reading book. There were present Messrs. Bull, Sanborn and Reynolds.

The Committee bestowed their unqualified praises, and gifts of pictures were awarded by Mr. Bull to the more meritorious scholars, according to a record of behaviour and scholarship kept by the mistress. They have practiced gymnastics under the lead of an accomplished member of Dr. Lewis' class, as also under the guidance of the teacher. To this gentleman the school is indebted for the gift of a set of apparatus for the games. The sub-committee has taken an active interest in every movement for the good of the school.

NORTH QUARTER SCHOOL—Miss Sarah A. Brown, Teacher.

<table>
<thead>
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<th>Pupils</th>
<th>Ages</th>
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<td>M. Lizzie Dakin</td>
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<td>Alvin Taylor</td>
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<td>Edward F. Litchfield</td>
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<td>Rockwood Flrat</td>
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<td>Fannie Holden</td>
<td>7</td>
<td>George H. Hunt</td>
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<tr>
<td>Emeline A. Stacy</td>
<td>12</td>
<td>Charlie Green</td>
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Though we have a dozen names in the printed list of pupils for this school, that number was seldom seen on any day seated in the desks; and several classes consisted of one member only. Several lived at a distance and had bleak paths to traverse, and yet, as if to publish the irregular attendance of some, a resolute boy living at the greatest distance never missed a day during the term, and was earliest at the school every morning besides. Our chairman has made honorable mention of his name, with others, as examples for general imitation. We could wish that parents would feel more generally the importance of steady attendance, and contrive to serve the mind as punctually as the body. The evenings of our winters so friendly to cultivation,
need not be wasted in frivolous or idle ways. While all families have access to the newspaper and the library, it would seem as if the best part of education were within the reach of all, and that home life would of necessity stimulate the mind to greater exertions at school.

Miss Brown has been teaching under many difficulties. She has done a great deal of honest work here with an earnest heart and a capable mind, which if not answered by a corresponding sympathy, is yet helping forward the children in solid learning, and is the best preparation for her calling elsewhere. Parents will remember the demonstration of a problem in Cube Root at the exhibition as proof of her teaching. Six scholars appeared at the examination, and Messrs. Barrett, Keyes and Reynolds, of the Committee. The black-board exercises in spelling were very good. The older scholars have had exercises in tracing synonyms and found the book useful. We saw some graceful hand writing also.

BATEMAN'S POND SCHOOL.—Miss S. F. Bean, Teacher.

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<th>Pupils</th>
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<td>Lucy J. Melvin,</td>
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<td>Tiffany Collins,</td>
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<td></td>
<td>Henry Wetherbee,</td>
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If all schools conducted themselves after the manner of this, we should have little use for any but the superlatives in speaking of them. Miss Bean has the credit of being its teacher; but I have never been able to satisfy myself on that point fully. It is my private opinion that there are as many teachers as there are pupils, including herself as one of the last, making just twenty-two of them, and that by some concert of secret sympathy they conduct the school reciprocally and admirably together. I will assume this to be so and say that Mrs. Sympathy is certainly one of our best school mistresses, and gives universal satisfaction to every one—to children, teacher, district, and committee; as one of the most motherly and mild matrons they have had the pleasure of meeting at the several examinations, and whom they unite in commending to the admiration of the districts as a perfect model in her pleasant ways, and so have written her certificate for all time to come as their preferred candidate for all the schools in town and elsewhere; for good, better, very best, and as admirable for the worst. Miss Bean, I believe, agrees with us, and defers her special claims modestly to her kind comforter who has done so much for her;
and has promised, I understand, to adopt her as her successor when the infirmities incident to persons of her years shall make it necessary for her to decline further service, which we trust will not be during our superintendency of the Concord schools, as we mean to maintain our growing reputation for the superlative, with accessions of admiration for the coming periods forever.

The twenty-two were all present at the examination, and behaved in their best manner, and to the acceptance of the Committee; Rev. Mr. Reynolds doing his part for the praise and pleasure of all; Messrs. Brown and Farmer also being present. A little class read charmingly from Frank, then printed their lesson on the blackboard and read from the tablets prettily. The next class of nine read from Rosamond, spelled from dictation, writing the words on the blackboard, and told the story one by one after the reading; also recited the tables of measures, months, &c., and wrote the figures from dictation; they worked out sums in the simple rules accurately, and recited some verses, and finished their doings by reciting the story of Pilgrim's Progress without prompting from their teacher, who conducted the exercises of the morning without book.

We heard some graceful reading by the young ladies, who showed a good knowledge of Algebra and American History; and they gave a Latin translation. There was an analysis given of a sentence by the scale, and by Greene's method. Some maps of Concord drawn on a large scale were exhibited, and our foreign gentlemen read "Longfellow's Launch of the Ship," in classic brogue, analyzed "The quality of mercy is not strained," from Shakespeare, showing a familiarity with the sense and structure. They had a paradigm also on the black-board. We were shown some fine specimens of penmanship; and the letters and diaries of the class of little girls were very curious. The parents as usual were many of them present, and the Admiration Committee rained their roses at the close. This school owes much to the unity of feeling in the district, and the interest and energy of the sub-committee.

BARRETT'S MILL SCHOOL.—Miss M. E. Prescott, Teacher.

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<td>Eliza A. Dakin,</td>
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<td>Sarah A. Winn,</td>
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<tr>
<td>Horace E. Winn</td>
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</table>
Great improvements have taken place in this school and district, owing to the good sense and discretion of the teacher, assisted by the advice and good councils of the sub-committee. Every one is pleased with the change; the school is prosperous, and its requirements were shown at the examination. Miss Prescott has great practical ability and breadth of action in her teaching. She aims at thoroughness and does what she attempts without too large an expenditure of means. There is a good deal of activity and animation in this school and lively sports without. Miss Prescott has interested herself in Calisthenics and has some manual exercises for varying the studies. She has that best of all graces, the winning manners which children cannot resist. Great accuracy was observable in their attainments at the examination, and a wider range of studies than usual. They were familiar with the arithmetical tables, gave the names of the towns in Middlesex County, names of the counties in the State, and there was some rapid Addition on the black-board. The class in "Frank" had made good improvement in reading. Twenty-three pupils were present, and the Rev. Mr. Reynolds examined them in his best manner. At the close the Mutual Admiration Committee, consisting of Messrs. Reynolds, Keyes, Farmer and the Superintendent, sowed their compliments broadcast, and the Rev. Mr. Ballard, of Carlisle, gracefully addressed the school.

FACTORY VILLAGE SCHOOL.—Miss C. F. Whitney, Teacher.

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<td>Edward Nolan.</td>
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</table>

I am sorry this school has lost its excellent teacher. Miss Tincker was called home a few weeks before the close of the last term, and her place was taken by Miss Whitney. It is hoped she may remain for the coming year. The school enjoyed uncommon advantages under its former mistress. She has energy, tact, practical sense, decision, and dealt well with her mingled materials; the school being mainly composed of children from the village, and needing just the gifts of
command which she possessed and used so efficiently in their management. There is a deal of mischief in young heads, and all the more cunning as they are bright and sure to break out unless they are kept busily about something interesting for the time and absorbing. This is the largest of the schools in the outer districts and of late has had the reputation of being the least manageable of any. But Miss Tinker found ways of engaging hers agreeably; she sent them out to play when they were tired, refreshed her exercises by a variety, putting a class under the tuition of an advanced scholar, wasting no time in needless supervision which should be given to teaching. It was a working school under her guidance; a business matter, alive, and delivering results with surprising rapidity and freshness. She taught them the use of books and the necessity of thinking and reasoning, insisting on clearness and precision of statement and utterance in everything undertaken; more especially in arithmetic, spelling and reading, in all which her scholars are superior. They excel in penmanship, in singing, in which she led with spirit and melody. We had an example at our exhibition that all remember. I think for perfection of drill and power of spurring forward she has no superior.

I regret that on the occasion of her leaving the school and at the late examination, the weather prevented my being present. I have understood that the children parted with her sorrowfully, and the district would have gladly kept her with them. Considering the difficulties attending the management of this school, arising from its mixed elements, and the unfortunate situation of the school-house, it might be advisable to offer better inducements to the teacher, so that any temptation to leave might not arise by advantages offered in other places.

**NINE ACRE CORNER SCHOOL.—Miss R. M. Straws, Teacher.**

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<td>James Edson,</td>
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Our quiet and capable school mistress goes through her daily round of duties with measured promptitude and success. Taking the school from one of our gifted teachers, she has had the more difficult task of maintaining its reputation for solid strength and smartness. I believe
she has acquitted herself to the acceptance of the district. The scholars retain their former enthusiasm for study and they have the art of getting at what the books contain. This appetite for information seems a little peculiar to our Nine Acre Corner Republic and looks as if these sober young citizens had no thoughts of being cornered but stood ready to conquer any thoughts invading their territory. This school still wears its business air and plain manners. It is full of sense and intelligence, goes straight to the work, knows as well how to do it, as when it is done, and can give the proof and reasoning if asked for. The scholars use the black board for almost all their exercises and daily practice has made many of them very handy at figures and the pen and pencil. Geography is a favorite study, they speak patriotic pieces and sing a variety of songs of which the "Echo" is the liveliest. The late snow storm on the day set apart for Examination prevented the attendance of the Committee.

In framing our sketches I have not been unmindful of the delicacy of my task. I have aimed at drawing what I have seen in the schools and to portray their spirit as reflected in teacher and taught. 'Tis useless to blazon blemishes—and wicked beside. Art, literature and religion deal with life; with what is, and not with what is not. It is the living images that grace our firesides and schools in which the children see themselves, whose likeness they carry in their hearts, that concern us.

Gentlemen, I am sure you are feeling with me,—what in the absence of our Secretary you will wish me to say,—that any report of our Schools were incomplete if his services as a teacher and a man were passed in silence. In adopting him so affectionately to its heart the town is harvesting some first fruits of that liberal spirit, learning and practical ability, which have made our village the resort of so many young persons to grace our drawing rooms and make classic our streets by their lively airs and accomplishments.

In closing, allow me to thank you for that courtesy and confidence which has given me the opportunity of spreading these suggestions before you. I wish they may be promotive of good. Accustomed as we are to speak in terms of commendation of our school system, it behooves us to make the most of its extraordinary privileges. You, Mr. Chairman, must feel gratified in having revived this earnest of our first planters as a town experiment: I believe you have the sympathy and sup-
port of our citizens, that all are glad to avail themselves of the ancient wisdom and foresight. I am sure they will spare neither pains nor possessions to make these tell directly on the generation committed to our keeping and who are fast rising into heads of families and members of the Commonwealth. We cannot be reminded too often of their principles, nor quote the admirable summary they give of these on the title page of this my Annual Report,—now

Respectfully submitted.

A. BRONSON ALCOTT.

Concord, April 1, 1861.
SUPPLEMENT TO THE SCHOOL REPORT.

THE SCHOOL EXHIBITION.

Saturday, March 16th, the day first appointed for this annual festival, opened with a severe snow storm, in consequence of which the Committee of Arrangements postponed the exhibition to the following Monday. At the appointed hour — 1.30 P. M.— the Town Hall was nearly filled with the happy faces of the children and the expectant parents and friends, who had come in sleighs or on foot from all parts of the town. At precisely two o'clock the Chairman called to order, and the performances went on according to the following order.

ORDER OF EXERCISES.

Remarks by the Chairman.

Prayer by Rev. Mr. Reynolds.

Remarks by the Superintendent.

SONG.

Air, — "All the Blue Bonnets are over the Border."

I.
March, march, mothers and grand-mammas!
Come from each home that stands in our border!
March, march, fathers and grand-papas!
Now young America waits in good order!
Here is a flower show,
Grown under winter snow,
Ready for spring with her sunshine and showers;
Here every blossom grows
Shamrock, thistle and rose;
And fresh from our hillsides the Pilgrim's May flowers.
II.
Here is the New World that yet shall be founded;
Here are our Websters, our Sumners and Hales.
And here, with ambition by boat-racing bounded,
Perhaps there may be a new Splitter of rails.
Here are our future men,
Here are John Browns again;
Here are young Phillipses owing our blunders;
Yet may the river see
Hunt, Hooper, Flint and Lee
Stand to make Concord hills echo their thunders.

III.
Here are the women who make no complaining,
Dumb-bells and clubs chasing vapors away,
Queens of good health and good humor all reigning,
Fairer and freer than we of to-day;
Fullers with gifted eyes,
Friendly Eliza Frye,
Nightingales born to give war a new glory;
Britonads brave to ride
Thro' the world far and wide,
Righting all wrongs, as in Spenser's sweet story.

IV.
Come now from Barrett's mill, Bateman's blue water,
Nine Acre Corner, the Centre and all;
Come from the Factory, the North and East Quarter,
For here is a Union that never need fail;
Lads in your blithest moods,
Maids in your pretty frocks,
Come from all homes that stand in our border;
Concord shall many a day
Tell of the fair array
When young America met in good order.

INTERMEDIATE SCHOOL.—MISS M. A. DILLINGHAM.

Song.—"This is our yearly jubilee."
Recitation.—"Then and Now."
Recitation.—"There is a reaper whose name is Death."
Song.—"Do Good."
Recitation.—"Shamus O'Brien."
Song.—"Little bird, little bird, come to me."
Concert Reading.—"Autumn," from Hawthorne.
Recitation.—"Watchwords."
Song.—"There is no home like my own."

EAST CENTRE PRIMARY SCHOOL.—MISS JANE HOSMER.

Song.—"We are little flower buds."
"The Little Classmates."

NORTH CENTRE PRIMARY.—MISS SUSAN GOODALL.

Song.—"Come and join us, dear companions."
Recitation.—"Contented Life."
Recitation.—"Marian's Dream."
Concert Recitation.—"The Rainbow."
Recitation.—"We are Seven."
Song.—"Cleanliness."
Recitation.—"Willie and the Apple Tree."
Recitation.—"The Ants."
Recitation.—"Jesus, tender shepherd, hear me."
WEST CENTRE PRIMARY.—MISS S. E. RICHARDSON.
Song.—"Vacation Days."
Dialogue.—"Boston Boys and Gen. Howe."
Song.—"Gentle Annie."
"Pilgrim's Progress."
Recitation.—"Minutes."
Recitation.—"The Union."
Exercise Song.
Remarks by the Secretary.

RECESS.

EAST QUARTER SCHOOL.—MISS ABBIE F. HUBBARD.
Declamation.—Extract from "Washington's Farewell Address."
Children's Geographical Exercises.
Reading.—"In Rome."
Recitation.—From "Evangeline."
Gymnastics.
Song.—"Bunty Eloise."

NORTH QUARTER SCHOOL.—MISS S. A. BROWN.
Recitation.
Song.—"The Chrysalid Hunters."
Explanation of Cube Root.
Declamation.

BATEMAN'S FOND SCHOOL.—MISS S. P. BEAN.
Scenes from "Pilgrim's Progress."
Printing.
Reading in Concert.
Dialogue.—"The Mathematician."
Reading.
Declamation.—"I love little Fussie."

BARRETT'S MILL SCHOOL.—MISS M. E. PRESCOTT.
Song.
Dialogue.—"What is most beautiful."
Geographical Chant.
Dialogue.—"Metaphysics."
Manual Exercises.
Song.—"Johnnie Sands."

FACTORY VILLAGE SCHOOL.—MISS C. F. WHITNEY.
Song.—"Light Canoe."
Declamation.
Dialogue.
Song.—"Happy Land."
Mr. Keyes spoke briefly, and in this gave an example which all the speakers followed. He said that this was the children's day, and that the Committee had no wish to engross the time. He would give over to the Schools, their Teachers, and the Superintendent, the whole of the afternoon's exercises, hoping that all present would remember that the praise of what they would see was their own praise, as parents and citizens, and the failure, if there should be any, was also theirs; and that the Committee could justly receive neither credit nor blame.

The Rev. Mr. Reynolds then offered prayer, after which the Superintendent, Mr. Alcott, addressed the company as follows:

"Parents, Friends, and Townspeople:

This is our day of jubilation, the anniversary of the mind for our schools, assembled now for their offerings to their parents and friends. Auspicious is the occasion, with its sunshine and snow, the suitable rhetoric for innocence. We think you have come with love and hope; we will try not to disappoint expectation.

"But we have no speeches to make; the day is the children's—the young people's. We, the Committee, can only do our best to show them to advantage as they bring forward the fruits of their season, and spread them before you. We think you will like them right well. It has fallen to the Superintendent of the grounds to show them as they present their gifts from the separate plots and parks of our school domain. He knows bow impertinent any delay would be. You are
all waiting, not for words from him, but for things done and spoken to your senses. Let him stand behind the screens and advertise the comers as they rise. And first a strain from the bards of our arbore-
tum shall open our exercises.”

Mr. Emerson then read Miss Alcott’s lively song, which was charm-
ingly sung by Misses Wilson, Hosmer and Adams.

The Superintendent then introduced the Intermediate School — fifty in number — “fresh varieties from our conservatory,” he said; “good stocks, and music hopping about from twig to twig.” This school is the largest in town, and appeared excellently, both in its songs and recitations. To be sure, it had the advantage of coming first, which in a long afternoon is no small thing.

The East Primary School sent to the platform but twenty-five of the sixty pupils present, but these represented all the families in the Dis-

The North Primary School was represented by twenty-one pupils only, sickness having much diminished its numbers. They were described as “too tender, some of them, for transplanting, but musical also.” Their songs and recitations were much applauded, and the innocent boldness with which the little things spoke and sung. We shall hardly venture to call any names where all did so well — except the faithful teacher’s.

The West Primary School sent forty-three pupils. “Varieties again,” said the Superintendent, “domestic and imported, but all patriotic and revolutionary, Unionists, too, and can drill. Yet they dream, and can tell their dreams.” One of their most characteristic performances was their recitation of the story of Pilgrim’s Progress, in a manner entirely their own. This showed at once their way of receiving the Superintendent’s instructions, given from this immortal book, and was gratifying to him and to all. The patriotic and Union-loving pieces were much applauded. All did great credit to Miss Richardson.

The Secretary’s speech was of the briefest kind, expressing the hope that this festival would be perpetual, and the entire satisfaction
of the Committee with it. After this a recess of ten minutes gave all
the children a mouthful of fresh air.

Mr. Thoreau being kept at home by sickness, his place was filled by
Master Freddy Harlow, who surprised the Superintendent by present­
ing him, in the name of the school children of the town, with a fine
copy of George Herbert and of Pilgrim's Progress. Master Harlow
said:

"Mr. Alcott:
The children of the schools of Concord ask you to accept these
books, thanking you for your mild and wise counsels, and the interest
you have taken in us at your monthly visits."

Mr. Alcott replied:

"Children:
You have given me the very books I wanted most to put into my
library; and both mine now by your choice and gift. The Pilgrim's
Progress I value more than any book, perhaps, in the world. It was
the first book that interested me deeply when a boy scarcely older than
the youngest of you; and I borrowed it again and again from a cousin
of mine who had a beautiful copy of it, though not so beautifully illus­
trated as this costly book which you have given me. I did almost
covet it as it lay at Mr. Stacy's bookstore, borrowed it to look at,
and kept it three weeks, I believe, before I could return it; for I felt I
was not rich enough to buy it. But you have now enriched me by
making it mine. I thank you heartily for it, and the sweet book of
poems, its mate; I shall thank you every time I look into either.
The Pilgrim's Progress is a sacred classic, and so is this. Now, to
show you how glad you have made me, I will promise to come and
read them to all of you in all the schools in my very best manner.
Thank you, thank you."

Miss Hubbard's East Quarter School was introduced as "The Con­
cord Grapery, whose clusters you are now to taste." None of the
schools exhibited more individual character than this, or had a greater
variety of exercises. Their declamations and dialogues were spirited
and amusing, their badges set the children off prettily, their Geogra­
phy was well conned, and their dumb-bell gymnastics were lively and
rhythmical. They numbered twenty, and bore faithful witness to good
training at school and at home; and we thought we could see, too,
evidences of the good works of the resident committee man.

The North Quarter School is the smallest in town. Its proportion
present was as good as that of some other schools, yet it sent but six. Their performance was good, especially the demonstration of the problem in Cube Root. It was a hard nut to crack, but it was done, as Mr. Alcott assured us it would be, when he named the North Quarter "the Nut Grove." Miss Brown has shown admirable qualities in the management of her small flock—which ought to be increased.

The Bateman's Pond "Posy Bed," as Mr. Alcott said, came next, numbering eighteen pupils. The first recitation from Pilgrim's Progress, different from Miss Richardson's class performance, showed, like that, into how good ground the seed of allegory had fallen. By this time the children were growing tired and restless, and it was not so easy for Miss Bean to do her school justice as for some of those before her. One needs to visit the school itself to see how effective her work is.

Miss Prescott's "Beehive," from Barrett's Mill, swarmed next, eighteen in all. They buzzed about Geography in a very audible style, and the spirit of their songs and speeches overcame the fatigue of the children, and showed the activity of their teacher.

Miss Whitney next set the spindles of the Factory Village running merrily to the number of twenty-five. The children did well, and their part was well closed by the melodious voice of one of the older pupils, whose gift at song attracted universal notice, both this year and last.

From the Nine Acre Corner, Miss Stearns brought sixteen pupils. This was the Conantum Park and Orchard District, we were told, and called to note the flavor of Baldwins and Russets. Coming so late as they did, these exercises were less lively than some, but showed diligence and faithful teaching.

The High School marshalled thirty-five pupils for the platform, and presented Master Bowers as their spokesman, who said:

"One year ago the School Committee conceived the plan of bringing all the schools of the town together, for the purpose of introducing the teachers and scholars to each other; and also to afford the parents and friends an opportunity to witness the progress that had been made, and enjoy an innocent and pleasant entertainment.

"To us it was a season of unalloyed enjoyment, and I would take this occasion to thank the Superintendent and Committee for their kind interest in our behalf. The favorable manner in which our friends welcomed us, and the generous plaudits that greeted our humble per-
formances, induced the Committee to promise a similar entertainment at the close of the next school year.

"I said that last year all the schools participated in the exercises. To-day one takes no part. In behalf of that one,—the Concord High School,—I wish to assure you that it is from no spirit of alienation or rebellion that we do not appear to-day. We have not seceded; ‘secession’ is a word we have erased from our vocabulary. Our union is fraternal and indissoluble. It is cemented in pleasant friendships and in generous purposes to qualify ourselves to act well our parts in the great drama of life. To this union we hope to be forever loyal. But the time being limited, and the number of schools to be exhibited so large, we have deferred our exhibition until Saturday evening next, at 7½ o'clock, when with the assistance of our accomplished teacher, we will do our best to give you a pleasant evening’s enjoyment.

"Before closing, I wish to thank you for the interest you take in our welfare; for the opportunities you afford us for the highest culture. We hope none of us will disappoint your expectations. Young as we are we are not unmindful of pasting events. The extremity in which we find our country at the present crisis will inspire us with a love of justice and freedom. Its history presents no period so interesting or sublime as the one in which we are called to be actors. Thank God, the past is not the present. For its opportunities and duties we are not responsible. It is for us to discharge the high duties that devolve on us, and carry our race onward.

New occasions teach new duties, time makes ancient good uncosth. They must upward still and onward who would keep abreast of truth. Lo! before us gleam her camp-fires; we ourselves must pilgrims be, Launch our Mayflower and steer boldly through the desperate winter sea, Nor attempt the future’s portal with the past’s blood rusted key."

"Dark as the present hour is we will not despair; fearful as is the present crisis we have faith that righteousness and justice will triumph.

Gray Plymouth rock hath yet a tongue, and Concord is not dumb; And voices from our fathers’ graves, and from the future come; They call on us to stand our ground, they charge us still to be Not only free from chains ourselves, but foremost to make free."

Mr. Shepard, teacher of the High School, then spoke in the name of the teachers. He said:

"I had promised to say something upon this occasion, but I had not purposed, nor do I now intend to do anything half so formal as the announcement upon the programme might lead you to expect of me. At this late hour, and after the bright examples of the ‘soul of wit,’
set me by my elders, it would ill become me to detain you with formal remarks.

"I am glad of this opportunity in behalf of the teachers to tell so many citizens of Concord what our brief residence among you has taught us to think of you, and to thank you for the generous treatment which we have always received at your hands.

"We have all been delighted,—I think that is not too strong a word,—with what we have seen and heard this afternoon from the different members of this promising family of schools. I need say nothing of this. But back of this singing and speaking and acting, I see what is to me the pleasantest feature of it all—the spirit among the citizens that prompts this union of the schools and carries it out so harmoniously. Nowhere but in New England, and nowhere in New England but in Concord, would such a plan have been thought of, or if thought of in the minds of a few, it would have gone no further.

"I speak of this, because to me it is only another expression of the truly catholic spirit which pervades your whole community,—and which raises it above all sectional jealousy and personal prejudice. We, the teachers, see it in the policy of your school committee,—in the liberal scope they give to us in our work,—in the provisions they make for the wider culture of the scholars by placing within their reach books outside of the ordinary routine of school studies, such as Plutarch's Lives, Pilgrim's Progress, and selections from the poets. If at any time the committee have seemed to depart from this liberal policy so far as to recommend a plan which had simply the 'virtue of economy,' I am sure they did so because looking upon it as a temporary arrangement it seemed the best that could then be made.

"It shines out in the life of your Superintendent, whose genial smile and pleasant words brighten our school rooms from week to week—to whom we owe what we have enjoyed to-day and to whom, for his quiet but culturing influence upon your children you owe more than you can ever repay.

"This liberal spirit is seen also in the eight beautiful homes for those schools, which adorn your town. I trust we shall soon see it manifested still further in the erection of a handsome building for the High School, which I can assure you from my actual experience in the little room below, is absolutely demanded of you, and that without delay.

"In conclusion, let me say if there is any one thing outside of my school and its associations to which I can attribute the love and admiration which has grown up in me for Concord, it is the same whole
souled principle of thought and action manifested in the every day life of all classes of her citizens. It appears in the salutation by the wayside — at the firesides of your homes — in the social gathering — everywhere. Whether this is owing to your glorious history or to the influence of the private life of your distinguished men and women of to-day, or to both of these, it matters not. Enough that it is here — and while Concord may well be proud of that history and these famous men and women, she may take a juster pride in keeping active this principle of liberality that distinguished herself.

"I cannot better express my thoughts of you than in the words of your own poet, Channing, who sings the praises of New England by describing the daily life and homes of his own townsmen:

But all about me live New England men,
Their humble houses meet my daily gaze—
The children of this land where Life again
Flows like a great stream in sunshiny ways;
It is a joy to know them, and my days
Are filled with love to meditate on them,
These native gentlemen on Nature's hem.

Who sings the praises of women in our clime—
I do not boast her beauty or her grace,
Some humble duties render her sublime,
She the sweet nurse of the New England race,
The flower upon the country's sterile face,
The mother of New England's sons, the pride
Of every house where these good sons abide."

The Intermediate School now took the platform again and sang a parting song. Amid some confusion of the little folks Mr. Emerson said a few words to the children and their parents. He had served his campaigns in the public schools years ago, but such a day as this revived old recollections. He spoke of the style of declamation needing some attention and quoted a story from Alexander Carlyle to the purpose. He also alluded with much feeling to the death of young Faulkner, so well known here for his scholarship and his virtues. In conclusion he declared the highest interest of the state to be the training of its children.

While the company sang Auld Lang Syne the children were served to the cake and fruit which had been provided in an ante-room. Baskets and plates were quickly emptied by the hungry ones, and with a pleased and satisfied manner the assembly broke up, — not however before the Chairman had read the names of those pupils who during the year had been neither absent nor tardy.
The whole number of pupils in the schools during the year has been 405. There were present at the exhibition at least 300, and probably 325, or 50 more than last year. The exercises were a little protracted; with this exception everything went to the satisfaction of all, and as children and grown people went home in the dusk of evening we are sure they wished for many returns of such a day.

HIGH SCHOOL EXHIBITION.—In consequence of the severe storm of March 21st, blocking up the highways, the High School Exhibition announced for the evening of the 23rd has been postponed to April. We regret that this will prevent our giving an account of it.
Dr. Lulu A. Jones.

Ann Arbor.

Nicht.