

1866

REPORT OF THE SELECTMEN
OF THE
TOWN OF WEYMOUTH,
CONTAINING A
Schedule of the Receipts and Expenditures,
THE
REPORT OF THE OVERSEERS OF THE POOR,
THE
REPORT OF THE SCHOOL COMMITTEE,
AND
STATISTICS FURNISHED BY THE TOWN CLERK,
FOR THE YEAR ENDING MARCH 6, 1867.

BOSTON:

WRIGHT & POTTER, PRINTERS, 4 SPRING LANE.

1867.





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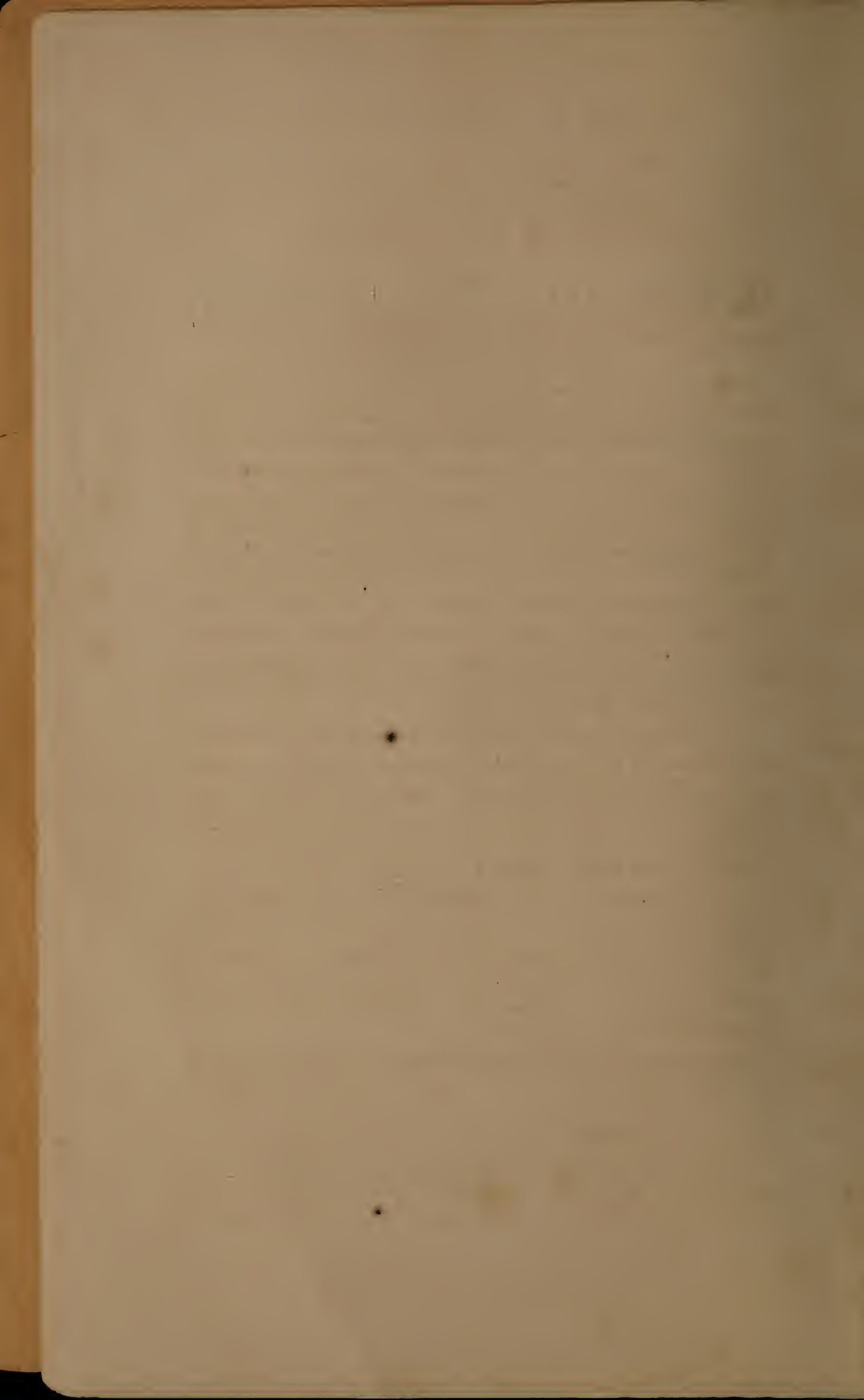
FOR THE YEAR ENDING MARCH 6, 1867.



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REPORT OF THE SELECTMEN.

The Selectmen of the Town of Weymouth for the year ending March 18, 1867, respectfully submit the following Report:

Owing to the extraordinary expenditure of nearly thirteen thousand dollars for the repayment of subscription bounties, which was provided for by the town at its last Annual March Meeting, it was not deemed advisable to attempt any reduction of the town debt during the year now closing; and appropriations were accordingly made to cover, in addition, only the ordinary expenses of the town; but the unusual excess of the expenditure for removing snow above the appropriation for that object, together with the payment of the claim of Alvira A. Jordan against the town for personal injuries received by her from a defect in the sidewalk,—for which no appropriation was made,—have caused a slight deficiency in the receipts of the year to meet the current expenses.

The amount expended under the instructions of the town in the building of five new streets during the year, has been very considerable, as appears from the schedule of expenses; but a large part of the labor upon the roads built in the north part of the town, has been performed by men and teams from the town farm, and consequently, has not added to the disbursements of the town the full amount allowed for such labor. All of these new streets have been completed in a thorough manner, excepting the one leading from High to Commercial Streets, which is well advanced towards completion. We report, for the action of the town, the following names for the several streets built during the year:—

For the street at Weymouth Landing leading from Washington Street, at a point near the shop of Washington Merritt, easterly to land of heirs of James White, deceased,—the name of Richmond Street; for the street at East Weymouth, leading from Broad Street, near the house of Cyrus Washburn to Pleasant Street,—the name of Prospect Street; for the street leading from High Street, at a point near the house of Augustus

Pratt to Commercial Street, near the house of E. P. Phillips,—the name of Grant Street; for the street leading from that last named to Commercial Street, near the house of Joseph Burrell,—the name of Hill Street; and for the street adjoining the Agricultural Grounds at South Weymouth, and leading from Pleasant Street to Park Street,—the name of Cross Street.

We have also built a large drain at North Weymouth, across Sea Street and over land of Henry Newton, which, we believe, will effect the object intended; and if, upon further trial, it shall prove a success, we are satisfied that no one familiar with the nuisance to be abated, will regret the expense incurred for that purpose.

We also appropriated the sum of three hundred dollars for the building of a drain to carry off the surplus water of Columbian Square, which sum, with additions from private subscriptions, has been expended by the Surveyor of the district in such manner as to fully accomplish the result desired.

No new guide-boards have been erected during the year, but those heretofore erected remain substantially in the same condition as last year; and we have deferred supplying deficiencies in boards indicating the names of streets, for the purpose of enabling the town to assign names to all *new streets*.

The Liquor Agency has been under the charge of A. S. White, Esq., and has been satisfactorily conducted. The Agent's Report is annexed.

FOURTEENTH ANNUAL REPORT OF LIQUOR AGENT.

A. S. WHITE, *Agent for Town of Weymouth.*

1867.		DR.
March 1.	To amount of liquor on hand, last settlement, .	\$342 18
	amount purchased since, with percentage added,	2,868 05
	amount cash balance last settlement, . . .	456 15
		<hr/> \$3,666 38

		CR.
By amount paid as per bills,		\$2,728 00
amount of liquor on hand,		228 70
amount of cash balance,		709 68
		<hr/> \$3,666 38

SCHEDULE

OF RECEIPTS AND EXPENDITURES FOR THE YEAR ENDING MARCH
—, 1867.

Received Town, County and State taxes,	\$66,305 45
State School Fund,	341 85
for use of Town Hall,	197 50
from Weymouth Bank, on notes,	17,000 00
from Weymouth and Braintree Institution for Savings,	5,000 00
Joseph Totman,	1,000 00
Lovell Bicknell,	800 00
Mrs. Shuah Sumner,	650 00
Albert Sumner,	100 00
Elias Richards,	1,000 00
Oliver B. Shaw,	300 00
E. P. Worster & Co.,	27,000 00
Noah Fifield, tax,	119 97
Districts, for assessing taxes,	60 00
D. Smith, Jr., Subscription Bounty,	23 50
B. T. Dowse, " "	25 00
State Treasurer, to refund State Aid, 1865,	16,000 00
" " " Corporation taxes,	1,237 63
Town of Middleborough,	24 00
" Amesbury,	52 00
Patrick McCue, board of wife,	25 00
Albert Joyce, " "	42 00
James E. Ford, State Aid,	37 33
E. Richards, error,	2 00
	<hr/>
	\$137,343 23

SCHOOLS.

The town grant for support of schools was	\$12,000 00
income of Alewife Fund,	252 00
town's portion of the State School Fund,	341 85
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	\$12,593 85

The town voted that the money raised for the support of schools should be expended under the direction of the school committee.

There was expended for the High Schools, and those in the several districts, as follows, viz.:—

NORTH HIGH SCHOOL.

Paid Nathan E. Willis, teacher,	\$950 00
Nichols & Noyes, books,	18 57
William White, rent of room,	100 00
“ “ care of room,	20 00
Joseph Loud & Co., coal,	30 75
F. N. Tirrell, ink, crayons, &c.,	6 37
Solon Blanchard, “ “	9 89
William White, repairs,	4 87
Stephen Bicknell, dinners School Committee,	20 00
	<hr/>
	\$1,160 45

SOUTH HIGH SCHOOL.

Paid F. B. Gamwell, teacher,	\$950 00
P. W. Marlow, removing desks,	5 50
Rev. J. P. Terry, incidentals,	12 06
“ “ removing desks,	10 99
Oran White, rent of room,	87 75
Eri T. Joy, “ “	12 25
I. N. Terry, care of room,	17 50
Joseph Loud & Co., coal,	35 00
F. H. Fearing, ink, crayons, &c.,	4 57
Noah Vining, “ “ “	92
Lucy Reed, dinners Committee, March, 1866,	8 00
	<hr/>
	\$1,144 54

DISTRICT NO. 1.

Paid Sarah L. Dyer, teacher,	\$320 00
Maria F. Burrell, “	247 00
Alice M. Cushing, “	228 00
A. Warren Stetson, coal,	86 00
Asa Nash, fuel,	10 80
Thomas Cleverly, care of rooms,	60 00
	<hr/>
	\$951 80

DISTRICT NO. 2.

Paid Eliza French, teacher,	\$304 00
Joseph Loud & Co., coal,	30 75
Jacob Loud & Co., gran. fuel,	11 50
Solon Blanchard, crayons,	1 00
William White, "	50
John Nash, care of room,	19 00
	<hr/>
	\$366 75

DISTRICT NO. 3.

Paid Franklin Jacobs, teacher,	\$560 00
Sarah J. Cushing, teacher,	247 00
Hattie E. Bates, teacher,	247 00
A. Augusta Raymond, teacher,	228 00
Mary A. Healy, teacher,	228 00
Maggie V. Raymond, teacher,	90 00
Fanny M. Burrell, teacher,	138 00
William W. Raymond, care of rooms,	114 00
Bela French, fuel,	114 00
Jotham Pratt, preparing fuel,	43 50
Dr. G. W. Fay, Webster's Dictionary,	9 00
S. F. Nichols, Colton's Outline Maps,	13 75
Henry Loud, Incidentals,	18 30
Bicknell Brothers, Ink,	1 95
E. D. Raymond, fuel,	2 00
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	\$2,054 50

DISTRICT NO. 4.

Paid E. N. Gardner, teacher,	\$247 00
Emma A. Trott, teacher,	228 00
Joseph Loud & Co., coal and wood,	54 50
Jacob Loud & Co., granular fuel,	10 50
Henry S. Loud, care of room,	40 00
L. H. Loud, preparing fuel,	3 00
A. S. White & Co., books, ink, &c.,	14 52
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	\$597 52

DISTRICT NO. 5.

Paid Priscilla B. Shaw, teacher,	\$320 00
Lydia T. Cushing, "	228 00
Lizzie L. Cushing, "	228 00

Paid Joseph Loud & Co., coal,	\$52 50
Jacob Loud & Co., granular fuel,	7 00
Asa Pool, care of rooms,	40 00
Lydia T. Cushing, care of rooms,	5 00
W. G. Nash, crayons,	1 11
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	\$881 61

DISTRICT NO. 6.

Paid L. Maria Pratt, teacher,	\$120 00
Lucy E. Hunt, "	136 00
Fannie A. Porter, "	144 00
Hattie H. Tirrell, "	108 00
Joseph Loud & Co., coal,	70 00
Jacob Loud & Co., granular fuel,	10 50
Levi L. Barker, fuel,	17 70
Charles Hawes, care of rooms,	39 50
Alice M. Loud, " " 1865-6,	9 12
F. H. Fearing, crayons,	60
Abner Holbrook, ink, crayons, &c.,	12 03
	<hr/>
	\$667 45

L. L. Barker, repairs of house, from Pratt Fund, . . . \$33 20

DISTRICT NO. 7.

Paid Carrie L. Lovett,	\$320 00
Emma J. White,	228 00
H. C. Folger,	175 50
Maria Morrill,	228 00
Caroline L. P. Torrey,	58 50
Mary E. Allen,	234 00
A. Clementine Orcutt,	266 00
Emily F. Torrey,	28 60
Kate A. Barrows,	156 00
S. L. Vining,	247 00
Alice R. Rogers,	71 50
Edward P. Payne, care of room, 1865,	25 00
H. H. Joy, " "	40 00
B. F. Whitman, " "	40 00
Martin Derby, " "	37 00
C. S. Bass, " "	5 00
J. B. Howe, " "	17 50

Paid George E. Thomas,	\$20 00
F. H. Fearing, books, ink, crayons, &c.,	13 53
Noah Vining, ink,	1 65
Martin Derby, fuel,	20 58
E. T. Joy, "	9 00
Jacob Loud & Co., fuel,	3 50
John Thomas, "	2 60
Henry Shaw, "	12 25
B. F. Whitman, "	13 70
C. A. Wright, "	10 01
J. B. Howe, "	5 00
A. Warren Stetson, coal,	219 37
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	\$2,508 79

DISTRICT NO. 9.

Paid Thomas H. West, teacher,	\$210 00
Julia A. Baker, "	97 50
Emma J. Baker, "	247 00
Amey M. Adlington, "	228 00
Adelaide A. Keeler, "	228 00
Lizzie C. Woods, "	206 00
Mary W. Woods, "	149 50
Joseph Loud & Co., coal,	132 00
Jacob Loud & Co., granular fuel,	27 00
A. S. White & Co., ink, crayons, &c.,	35 83
R. K. Trott, care of rooms,	100 00
" " fuel,	11 75
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	\$1,672 58

DISTRICT NO. 10.

Paid Jennie Fairbanks, teacher,	\$247 00
Louisa M. Graves, "	228 00
Joseph Loud & Co.,	42 00
William D. Farren, care of rooms,	35 69
" " ink, crayons, &c.,	1 69
A. S. White & Co., ink,	50
	<hr/>
	\$554 88

Expense of High Schools,	\$2,304 99
" of District Schools,	10,255 88
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	\$12,560 87

Amount appropriated for Schools,	\$12,593 85
“ expended,	12,560 87
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	\$32 98

HIGHWAYS, TOWNWAYS AND BRIDGES.

Paid Henry Newton, 1st District,	\$305 00
George Bennett, 2d District,	200 36
Jacob French, 3d District,	433 47
William H. Bond, 4th District,	240 00
Elias Vining, 5th District,	309 14
Jason Holbrook, 6th District,	286 29
John Reed, 7th District,	213 50
Isaac N. Hollis, 8th District,	313 25
Thomas Pray, 9th District,	485 02
Silvanus Bates, 10th District,	247 55
George N. Blanchard, 11th District,	234 77
David Pratt, 10th District, bill of 1866-7,	8 34
Moses Orcutt, gravel 1864,	6 00
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	\$3,282 69

Land Damage, Building Roads, Bridges, Drains, &c.

Paid Martin Vining, land for extending cross street,	\$100 00
Josiah Torrey, “ “ “	150 00
Jacob Holbrook, “ “ “	75 00
Freeman Curtis, “ “ “	10 00
Nahum Whiton, land for new street from High to Commercial Street,	280 00
Ephraim P. Phillips, land for new street from High to Commercial Street,	50 00
Cyrus Washburn, land for new street from Broad to Pleasant Street,	225 00
Jason Holbrook, building new street from Pleasant to Park Street,	800 00
George W. Pratt, building Richmond Street,	506 76
George W. Pratt, building Prospect Street,	368 00
George W. Pratt, labor on street from Commercial to High Street,	526 57
George W. Pratt, carting stone North Weymouth,	94 67

Paid Henry Newton, labor and materials drain North Weymouth,	\$171 61
Charles E. Colbath, labor and materials drain North Weymouth,	231 00
Henry Newton, wall and railing at burying Hill North Weymouth,	157 20
James Torrey, setting edge-stones and building drains, .	49 00
Jason Holbrook, repairing bridge on Park Street, .	120 85
John Reed, building drain Columbia Square, . .	300 00
Silvanus Bates, railing on Broad Street,	55 92
Charles H. Pratt, widening and railing on Broad Street, .	40 00
Charles E. Colbath, setting edge-stones on Broad Street, .	12 00
Quincy L. Reed, lumber, bridge, 5th District, . .	11 44
Asa B. Wales, building drain,	20 00
	<hr/>
	\$4,355 02

Expense of removing Snow.

Paid Henry Newton, 1st District,	\$319 16
George Bennett, 2d District,	158 70
Jacob French, 3d District,	223 41
William H. Bond, 4th District,	127 00
Elias Vining, 5th District,	270 40
Jason Holbrook, 6th District,	405 28
John Reed, 7th District,	165 39
Isaac N. Hollis, 8th District,	220 00
Thomas Pray, 9th District,	125 89
Silvanus Bates, 10th District,	176 14
George N. Blanchard, 11th District,	282 69
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	\$2,474 06

Hingham and Quincy Bridges.

Paid James Humphrey, Treasurer of Trustees,	\$1,040 00
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Summary of Expense on Roads.

Paid Highway Surveyors,	\$3,282 69
for land damage, building, roads, &c.,	4,355 02
for removing snow,	2,474 06
for repairs of Hingham and Quincy Bridges,	1,040 00
	<hr/>
	\$11,151 77

Due from Trustees of Hingham and Quincy Bridges,	\$480 00
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TOWN HOUSE.

Paid Joseph Loud & Co., coal,	\$17 25	
Samuel Burrell, oil, &c.,	30 35	
Jacob Loud & Co., granular fuel,	4 20	
Francis Tirrell, care of House,	43 50	
Bicknell, Brothers, brackets and chimneys,	4 13	
		\$99 43

TOWN OFFICERS.

Town Clerk.

Paid Francis Ambler,	\$41 45	
Francis Ambler, recording, births and deaths,	122 40	
		\$163 85

Treasurer and Collector.

Paid Elias Richards, services and expenses,	\$325 00	325 00
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Selectmen and Overseers of the Poor.

Paid James Humphrey, services and expenses,	\$271 00	
Z. L. Bicknell, " "	240 00	
Oliver Loud, " "	227 00	
		738 00

Assessors.

Paid Elias Richards, services and expenses,	\$180 00	
William W. Raymond, services and ex- penses,	191 00	
Quincy L. Reed, services and expenses,	165 00	
		536 00

Auditors.

John W. Loud,	\$7 50	
Oran White,	6 00	
Henry Loud,	6 00	
		19 50

School Committee.

John W. Loud,	\$42 65
Josiah H. Pratt,	16 35
Elnathan Bates,	5 00

George W. Fay,	\$29 00	
William H. Bond,	22 00	
Abner Holbrook,	10 00	
James P. Terry,	42 95	
Josiah Reed,	5 00	
William D. Farren,	17 67	
	<hr/>	\$190 62

Superintendent of Schools.

F. M. Dodge,	1,000 00
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Constables and Police Officers.

Paid Isaac N. Tirrell,	\$6 00	
George W. White, Jr.,	13 30	
Benjamin H. Everett,	4 00	
Wilmot Cleverly,	2 50	
William Stoddard,	5 30	
James S. Stoddard, 1865,	2 00	
	<hr/>	33 10
		<hr/>
		\$3,006 07

COMMITTEES.

On Division of the Town.

James Torrey,	\$6 00	
John W. Loud,	4 50	
Abner Holbrook,	10 00	
Benjamin F. White,	6 00	
Noah Vining,	3 00	
	<hr/>	\$29 50

Canvassing the Town.

Wilmot Cleverly, 1st district,	\$4 00
N. H. Thayer, 1st "	4 00
Samuel Tompson, 2d "	1 50
William Wildes, 2d "	1 50
Lovell Bicknell, 3d "	7 50
Cotton Bates, 3d "	7 50
George E. Porter, 4th "	9 00
Freeman Hollis, 4th "	9 00
Albert Tirrell, 5th "	4 00
Abner Holbrook, 6th "	2 00
Noah Vining, 7th "	4 00
Nicolas Thayer, 7th "	10 50
Samuel Curtis, 9th "	9 00

Silas Binney, 9th district,	. . .	\$9 00	
Cottington Nash, 10th	“ . . .	2 00	
T. H. Humphrey, 10th	“ . . .	2 00	
		<hr/>	\$86 50

On Claim of Alvira A. Jordan.

Elias Richards,	. . . . .	\$6 00	
Allen Vining,	. . . . .	6 00	
B. F. White,	. . . . .	18 00	
Abner Holbrook,	. . . . .	8 00	
		<hr/>	38 00

On Claim of Jacob Loud, 2d.

Abner Holbrook,	. . . . .	\$4 00	
Elias Beals,	. . . . .	3 00	
Oran White,	. . . . .	1 75	
		<hr/>	8 75
			<hr/>
			\$162 75

MISCELLANEOUS.

Paid Wright & Potter, printing,	. . . . .	\$488 86
T. Groom, & Co., printing,	. . . . .	9 60
T. Groom, & Co., Assessors' books,	. . . . .	18 40
Alvira A. Jordan, on execution,	. . . . .	2,019 71
Samuel Wells, counsel in Jordan case,	. . . . .	200 00
P. H. Sears, counsel in Bridge case,	. . . . .	50 00
Dr. H. J. Bigelow, examination of Miss Jordan,	. . . . .	25 00
Thomas Bicknell, transportation of soldiers, 1865,	. . . . .	8 00
Baker's Express,	. . . . .	8 64
Church's Express,	. . . . .	1 00
Bicknell Brothers, stationery,	. . . . .	14 42
Elias Richards, stationery,	. . . . .	5 65
A. S. White & Co., stationery,	. . . . .	67
State Nautical School, for Victor Bates,	. . . . .	26 00
“ Reform School for John P. Daily,	. . . . .	8 21
“ “ “ for John W. Hollis,	. . . . .	6 64
“ Nautical School for William Carroll,	. . . . .	28
S. Smith & Co., counting-room desk,	. . . . .	35 00
Weymouth Post-Office,	. . . . .	12 74
Baker & Tilden, Map,	. . . . .	7 00
E. F. Hall, rent of lock-up,	. . . . .	40 00

Paid Samuel Curtis, returning deaths,	.	.	.	.	\$4 90
Samuel Curtis, distributing schedules,	.	.	.	.	4 00
Oliver Loud,	"	"	.	.	4 00
Cotton Bates,	"	"	.	.	2 00
Porter Raymond,	"	"	.	.	1 00
Frank Nash,	"	"	.	.	1 00
Wilmot Cleverly,	"	"	.	.	1 25
Henry Loud, books, family of B. Dyer,	.	.	.	.	95
F. H. Fearing, books, family Margaret Jones,	.	.	.	.	98
"	"	"	"	D. Healy,	1 01
"	"	"	"	Jason Wood,	75
"	"	"	"	Mrs. Smith,	83
"	"	"	"	J. Slattery,	28
"	"	"	"	J. T. Cushing,	28
"	"	"	"	J. Davis,	1 83
"	"	"	"	P. Lynch,	1 97
"	"	"	"	Emily Wood,	2 70
"	"	"	"	H. P. Willett,	7 33
"	"	"	"	John Hope,	3 51
"	"	"	"	Mrs. C. Healy,	1 09
A. S. White, old books, family E. B. Murphy,	.	.	.	.	1 85
"	"	"	"	Widow Hassett,	2 38
"	"	"	"	Sarah Killigan,	75
"	"	"	"	Annie Sealy,	1 22
"	"	"	"	Michael Murphy,	3 44
"	"	"	"	Thomas Ford,	3 03
"	"	"	"	Widow Ahern,	85
"	"	"	"	William Slivey,	1 30
"	"	"	"	Widow Cushing,	25
"	"	"	"	William Carey,	25
"	"	"	"	Mary Casey,	1 15
"	"	"	"	Bridget Curan,	25
"	"	"	"	Maurice Fitzgerald,	35
"	"	"	"	Daniel Cohan,	35
"	"	"	"	Carriage Hire,	6 00
James Humphrey, for expense in procuring license to sell real estate of Elisabeth Tirrell,	.	.	.	.	15 00
James Humphrey, expenses in defending suit H. D. Blanchard against B. H. Everett and others,	.	.	.	.	25 00
James Humphrey, fares to Boston, stamps, stationery and expressing,	.	.	.	.	42 51
					\$3,132 81

AID PAID

To Disabled Soldiers and Sailors and their Families, the Families of the Deceased, and of those now in service.

Samuel A. McAllister, . . \$112 00	I. Justin Fearing, . . . \$104 00
Walter S. Adlington, . . . 56 00	George W. Fearing, . . . 12 00
Walter B. Allison, . . . 20 00	George W. Farrar, . . . 30 00
Christopher T. Bailey, . . 196 00	Andrew J. Garey, . . . 36 00
Andrew J. Baker, . . . 112 00	Frederick J. Gammons, . . 78 00
Calvin R. Baker, . . . 84 00	Patrick Gloster, . . . 98 00
Frederick T. Bicknell, . . 49 00	George A. Gustin, . . . 27 00
Isaac H. Binney, . . . 140 00	Jacob Gardner, Jr., . . . 84 00
Otis S. Blanchard, . . . 112 00	Edward B. Gardner, . . . 196 00
Edward J. Bowen, . . . 84 00	John German, 84 00
John H. Briggs, . . . 140 00	James Gilligan, 60 00
Charles H. Burrell, . . . 171 00	John M. Goodwin, . . . 104 00
Martin D. Burrell, . . . 84 00	Michael Hanley, 56 00
William L. Burrell, . . . 56 00	Daniel D. Hersey, . . . 56 00
Robert Buttimore, . . . 36 00	John Q. Hersey, 112 00
Moses Beaulieu, . . . 21 33	Lyman T. Holmes, . . . 56 00
Matthew Birmingham, . . 22 50	A. Clinton Hayden, . . . 81 00
Galen A. Carter, . . . 112 00	Lucius M. Hamilton, . . . 112 00
Maurice O'Connell, . . . 140 00	Isaiah T. Hayward, . . . 36 00
George H. Coolidge, . . . 56 00	George F. Hayden, . . . 36 00
Charles A. Crocker, . . . 96 00	John Hope, 196 00
Edward Cushing, . . . 140 00	Boyle D. Hill, 124 00
William L. Cummings, . . 196 00	Henry S. Hollis, 112 00
Edward B. Chessman, . . . 192 00	Cornelius Healy, 112 00
J. Lewis Clapp, . . . 24 00	John Horgan, 48 00
Joseph T. Dame, . . . 112 00	Nelson S. Jackson, . . . 36 00
Joseph Dissortelle, . . . 66 66	James R. Jones, 56 00
Albert Davierson, . . . 196 00	Edwin L. Joyce, 56 00
Charles C. Davis, . . . 84 00	John F. Kimball, 140 00
Jason L. Deshon, . . . 112 00	John F. Kingman, 140 00
Edward Early, . . . 62 00	Ezra W. Leach, 51 00
Samuel Estes, . . . 84 00	Henry Leach, 52 00
James Ford, . . . 196 00	George F. Lindsey, . . . 104 00
Benjamin F. Foss, . . . 112 00	Ellis V. Lyon, 112 00
Samuel S. Foye, . . . 140 00	Edward F. Linton, . . . 39 60
Samuel L. French, . . . 112 00	John J. Leonard, 70 00
John Fennell, . . . 158 00	Daniel W. Lincoln, . . . 42 00
William A. Field, . . . 84 00	Jacob R. Lovell, 84 00

Daniel E. Louney, . . . \$188 71	Leslie Stevens, . . . \$120 00
William A. Lewis, . . . 112 00	Sargent L. Stoddard, . . . 196 00
Daniel Lamson, . . . 112 00	George Starbuck, . . . 112 00
Joseph Lemar, . . . 196 00	William W. Smith, . . . 56 00
Samuel D. Linnell, . . . 140 00	Edward Slattery, . . . 196 00
William Long, . . . 42 50	Francis Smith, . . . 104 00
Lemuel P. Littlefield, . . . 112 00	Owen Smith, . . . 65 00
Charles T. Linfield, . . . 24 00	Richard B. Smith, . . . 140 00
Hiram G. Lothrop, . . . 56 00	William J. Shergoold, . . . 25 00
Terence Murphy, . . . 140 00	Oliver B. Stackpole, . . . 112 00
William McNair, . . . 84 00	Andrew J. Shaw, . . . 192 00
Charles J. McMorro, . . . 140 00	John G. Slattery, . . . 56 00
Thomas McGuire, . . . 84 00	E. Munroe Thayer, . . . 97 00
William Mitchell, . . . 84 00	Albert H. Tirrell, . . . 67 66
George W. Mitchell, . . . 140 00	Winfield B. Tirrell, . . . 84 00
Patrick McCue, . . . 87 00	Edwin F. Trufant, . . . 56 00
Aaron P. Nash, Jr., . . . 84 00	Samual C. Taylor, . . . 56 00
Daniel L. Plummer, . . . 72 00	Charles H. Thompson, . . . 56 00
Warren W. Pope, . . . 140 00	Sumner Thompson, . . . 100 00
Benjamin F. Pratt, 2d, . . . 196 00	Stillman Thayer, . . . 6 00
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Charles S. Tower,	20 00	John B. Tower,	20 00
W. B. Tirrell,	20 00	Asa F. Trufant,	20 00
P. L. Thayer,	20 00	Miss Susan Tufts,	10 00
Derby Tirrell,	15 00	Eben Tirrell, Jr.,	10 00
Chapin Thayer,	10 00	Abraham Thayer,	20 00
Austin Tirrell,	20 00	F. D. Thayer,	20 00
Wilson Tirrell, Jr.,	20 00	Ezra F. Tirrell,	20 00

Noah Tirrell,	\$20 00	James M. White,	\$10 00
Stephen F. Tirrell,	20 00	Benjamin White,	5 00
Warren Tirrell,	10 00	James C. Wendall,	10 00
D. D. Turner,	20 00	Edmund Welch,	15 00
		B. F. Whitman,	20 00
Daniel Vining,	20 00	Nehemiah Whitman,	20 00
Joshua Vinal,	10 00	E. S. Wright,	20 00
James H. Vining,	20 00	Jacob H. Whitman,	10 00
Augustus Vining,	15 00	Ira W. Wales,	10 00
Benjamin D. Vining,	10 00	J. Murray Whitcomb,	15 00
Solan A. Vining,	20 00	A. S. White,	25 00
Ebenezer Vinson,	5 00	George B. Whiting,	20 00
John Vinson,	3 00	Lorenzo White,	10 00
		James H. Willis,	20 00
Leonard F. Wolfe,	20 00	L. C. Waterman,	20 00
Philip Wolfe,	20 00	James West,	20 00
Martin H. White,	20 00	J. R. H. Williams,	20 00
Alden Whiting,	10 00	John M. Walsh,	10 00
William White,	5 00	E. R. Waterman,	20 00
Charles H. White,	10 00	E. P. Worster,	20 00
Israel D. Wildes,	10 00	Melzar Waterman,	10 00
Cyrus Washburn,	10 00	Henry White,	10 00
Elijah W. Woodward,	15 00	C. S. Williams,	10 00
William S. Whiton,	20 00	William J. Warren,	10 00
Franklin Whitten,	20 00	Mrs. Ann Weston,	20 00
G. Whiting,	10 00	Edward F. White,	15 00
Benjamin F. White,	20 00	B. T. Dowse, services and	
Charles Wilder,	20 00	uncurrent money,	35 00
Asa Whitman,	10 00		
David White,	10 00		
			\$12,795 00

NOTES PAID.

Paid Josiah Q. Spear,	\$400 00
Hannah B. Gardner,	50 00
Enos D. Raymond,	200 00
H. A. Davis,	100 00
Lorenzo White,	125 00
Weymouth Bank,	23,000 00
E. P. Worster & Co.,	27,000 00
Michael Buckmaster,	190 00
Albert A. Spear,	200 00
	\$51,265 00

INTEREST.

Paid Weymouth Bank,	\$523 03
Hingham Institution for Savings,	665 00
Weymouth and Braintree Institution for Savings,	120 00
E. P. Worster & Co.,	351 50
Town Bonds (5 per cent.)	1,500 00
“ “ (6 per cent.)	1,803 00
Albert Sumner,	15 00
J. Q. Spear,	23 87
Eugene S. Williams,	24 00
Lorenzo White,	19 25
Mary D. Vining,	30 00
H. A. Davis,	17 38
Enos D. Raymond,	15 75
Albert A. Spear,	17 00
John Thomas,	12 00
H. Faulkner,	6 00
Michael Buckmaster,	12 45
Thomas Derby, Jr.,	18 00
I. N. Hollis, Jr.,	6 75
F. Sumner Torrey,	12 00
Hannah B. Gardner,	10 75
Joseph Totman,	30 00
Elias Richards,	33 00
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	\$5,265 73

STATE AND COUNTY TAXES.

Paid State Tax,	\$11,850 00
County Tax,	2,952 16
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	\$14,802 16

DISCOUNTS AND REMITTANCES.

Town Treasurer, discount on Taxes,	\$2,108 44
“ “ remittances on Taxes, 1866,	318 85
“ “ “ “ 1865,	32 63
	<hr/>
	\$2,459 92

R E C A P I T U L A T I O N .

Received from all sources, \$137,343 23

E X P E N D I T U R E S .

On account of Schools,	\$12,560 87	
of Roads,	11,151 77	
of Town House,	99 43	
of Town Officers,	3,006 07	
of Committees,	162 75	
Miscellaneous,	3,132 81	
Aid to Soldiers and Families,	15,239 46	
Subscription Bounty Refunded,	12,795 00	
Town Poor,	4,499 87	
On Notes,	51,265 00	
Interest,	5,265 73	
State Tax,	11,850 00	
County Tax,	2,952 16	
Discount and Remittances,	2,459 92	
		136,440 84
		\$902 39

T O W N D E B T .

Note due Hingham Institution for Savings,	\$4,000 00
" " " "	2,000 00
" " " "	4,000 00
Weymouth Bank,	6,000 00
Weymouth and Braintree Institution for Savings,	5,000 00
Joseph Totman,	1,000 00
Elias Richards,	1,000 00
Lovell Bicknell,	800 00
Shuah Sumner,	650 00
Mary D. Vining,	500 00
Eugene S. Williams,	400 00
Oliver B. Shaw,	300 00
Albert Sumner,	250 00
Albert Sumner,	100 00
F. Sumner Torrey,	200 00
John Thomas,	200 00
Hannah B. Gardner,	150 00
Thomas Derby, Jr.,	150 00
Isaac N. Hollis, Jr.,	100 00
Harrison Faulkner,	100 00

Ten Bonds due 1871—5 per cent.,	\$10,000 00
“ “ “ 1873—5 “ “	10,000 00
“ “ “ 1875—5 “ “	10,000 00
Twenty-five Bonds due 1870—6 per cent.,	2,500 00
Twenty-three “ “ 1874—6 “ “	11,500 00
Sixteen, “ “ 1876,	16,000 00
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	\$86,900 00
Due on unpaid Orders,	3,459 71
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	\$90,359 71

ASSETS.

Cash in hands of Treasurer,	\$2,861 91
Balance of Aid due from State for 1864,	1,366 86
“ “ “ “ for 1865,	498 12
Due from State for 1866,	12,781 75
“ “ “ from Jan'y 1st to March 1st, 1867,	2,332 00
Nadell House in Marshfield,	425 00
Due from Trustees of Hingham and Quincy Bridges,	480 00
Due from Sale of Real Estate of Elizabeth and Edmund Tirrell,	250 00
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	20,995 64
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	\$69,364 07

JAMES HUMPHREY,
Z. L. BICKNELL,
OLIVER LOUD,

Selectmen of Weymouth.

SCHOOL COMMITTEE.

1st District,	Josiah H. Pratt,	term expires,	1869.
2d “	*Elnathan Bates,	vacancy,	1868.
3d “	George W. Fay,	term expires,	1867.
4th “	William H. Bond,	“	1869.
5th “	Oliver Loud,	“	1868.
6th “	Abner Holbrook,	“	1867.
7th “	J. Murray Whitcomb,	“	1868.
7th “	*James P. Terry,	vacancy,	1869.
7th “	Josiah Reed,	term expires,	1867.
9th “	John W. Loud,	“	1867.
10th “	William D. Farren	term ex.	1869.
At Large,	George M. Reed,	“	1868.

* Elected by the Committee to fill vacancies.

VOTE ON THE DIVISION OF THE TOWN.

First District,	. . . . .	71 yeas,	74 nays.
Second “	. . . . .	54 “	9 “
Third “	. . . . .	290 “	20 “
Fourth “	. . . . .	66 “	77 “
Fifth “	. . . . .	27 “	119 “
Sixth “	. . . . .	11 “	97 “
Seventh “	. . . . .	100 “	148 “
Ninth “	. . . . .	130 “	90 “
Tenth “	. . . . .	59 “	37 “

808 yeas, 671 nays.

REPORT OF THE OVERSEERS OF THE POOR.

The undersigned, Overseers of the Poor of the Town of Weymouth for the current year, respectfully submit the following Report:—

The Almshouse during the year has remained in charge of Mr. George W. Pratt and wife, who have discharged their respective duties in that relation, as faithfully and successfully we believe, as during any former year of their occupancy of that position, and we doubt not the citizens of the town will join with us in regretting their decision to terminate their connection with the House at the close of the present year. The sanitary condition of the inmates of the Almshouse, during the year, has been unusually good, no sickness requiring the attendance of a physician having occurred, and the only death being that of a very aged and infirm person. This condition of the inmates we regard as indicating a wise and careful supervision on the part of the Master and Matron, and our observation during the year confirms the impression made by the result. The number of paupers in the house at the commencement of the year was twenty-nine; the whole number during the year (excluding transient inmates,) was thirty-four; the number at the close of the year, twenty-seven; and the average number twenty-eight. The condition of the farm is not so good as the citizens of the town might reasonably expect, in consideration of the expenditure bestowed upon it, but we believe that its failure to produce uniform and remunerative crops, is due to a considerable extent to the nature of the soil, upon which grass or grain is very unfavorable affected by severe frosts or excessive moisture, and also, that the effort to cultivate more land than could be properly dressed, has contributed to the same unsatisfactory result. The expense for assistance to the poor out of the Almshouse, has been sixteen hundred and

seventy dollars and fifty-eight cents, and the cost per week for the support of the poor in the house has been two dollars and thirteen cents for each pauper.

Account of Goods &c., bought and Bills paid, 1866-7.

Paid Bicknell Brothers, goods,	\$1,388 39
Joseph Loud & Co.,	727 45
M. H. Read,	53 25
H. Loud,	18 50
M. K. Pratt,	6 15
F. N. Tirrell,	5 50
N. Stowell, Jr.,	1 40
John O. Foye,	26 24
J. M. Goodhue,	30 40
B. F. Shaw,	1 77
J. Binney & Co.,	1 20
Peter Lane,	85
A. S. White & Co.,	13 32
Willis & Worster,	15 42
Miss L. Clapp,	9 84
J. F. Welch,	3 20
J. Crane & Son,	2 74
A. Raymond, Jr., meat,	2 75
Josiah Martin, meat,	234 37
A. S. Howe, bread,	12 05
J. Torrey, soap,	23 69
L. Bicknell, alewives,	6 60
Quincy Market,	2 50
F. Burrell, onions,	2 50
H. Newton, shoe stock,	9 34
O. Loud, shoe stock,	45 64
S. Lovell, ice,	12 25
Phillips & Thayer,	10 75
A. B. Wales, curing hams,	2 75
Fish, lobsters, &c.,	45 30
L. Beals, barley,	2 00
S. French, straw,	1 40
One yoke oxen,	262 00
W. T. Shaw, one cow,	67 00
Joshua Wilkins, one horse,	187 50
Horse-keeping and shoeing,	1 50
Railroad fares,	1 10

Paid W. Coyle, hens,	\$3 00
H. Binney, hens,	3 00
Charles Humphrey, pasturing,	12 00
H. Binney, pasturing,	17 00
A. Tirrell, one pig,	10 00
Paul Wilde, four pigs,	24 00
L. M. Pratt, tin ware, &c.,	8 93
J. I. Bates, tin ware,	1 32
N. F. Smalley,	65
N. T. Joy, leather, &c.,	5 00
Dr. N. Q. Tirrell,	10 00
Dr. G. W. Fay,	3 00
Dr. F. F. Forsaith,	4 00
Pew Rent,	13 00
Gratuities to inmates,	8 70
Fixing saws,	2 25
Thomas South, carts, repairing and smith work,	196 19
J. Fitzgerald, smith work,	16 48
J. Blanchard, smith work,	6 00
Shoeing Oxen,	4 00
George Willis, wheelbarrow,	10 86
Whips, &c.,	3 14
Shoe Findings,	3 01
Swill,	20 08
Castings,	3 75
F. Whitmarsh, rockweed,	25 28
Weymouth Iron Company, spikes,	96
Elijah Peirce, repairing harnesses,	3 12
S. Hatch, double harness,	38 50
One pair hand-cuffs,	2 00
S. Curtis, funeral expenses, Betsey Overy,	13 00
Lemuel French, sand,	2 40
N. M. Hobart, pork barrel,	1 25
Elias Vining, stone posts,	3 50
J. C. Rhines, lumber,	49 82
A. Ford, sea-weed,	1 00
D. Bates, sea-weed,	1 00
J. Humphrey, sea-weed,	2 00
Town of Hingham,	1 75
Charles Humphrey, meadow mud,	5 00
Apples,	7 50
George Hunt, ashes,	2 00
Oyster-shell lime,	6 00

Paid W. T. Shaw, one roller,	\$4 75
Warren Bates, standing wood,	83 75
Thomas Crocker, cutting wood,	8 42
J. Binney & Co., hay,	88 47
L. Tirrell, hay,	17 75
J. D. Robinson, hay,	22 60
W. Baker, hay,	16 91
Fresh hay,	6 68
W. T. Shaw, salt hay,	17 25
Quincy Bicknell, grass,	15 50
Samuel Webb, grass,	8 50
James Bates, grass,	8 00
Charles Humphrey, grass,	47 50
Heirs of N. Shaw, grass,	11 00
S. Tompson,	1 00
G. Hersy,	1 50
Oliver Loud, fodder.	24 63
James C. Ford, labor and stock,	24 00
B. H. Everett, labor and stock,	5 87
W. T. Burrell, labor and stock,	8 33
J. West, labor and stock,	4 34
J. Spinney, labor,	123 00
B. Dyer, "	171 66
P. Sullivan, "	59 00
E. Johnson, "	49 00
C. Pope, "	45 50
H. Sinclair, "	18 00
W. Coyle, "	35 00
C. H. Pratt, 2d, labor,	35 00
J. Leary, labor,	44 25
W. Phillips, "	25 37
H. Vinton, "	53 00
— Welch, "	43 75
J. Conner, "	21 87
F. Sheehan, "	6 00
T. Fraher, "	3 00
W. Allen, "	6 75
R. Mitchell, "	3 75
B. Lynch, "	5 25
C. Smith, "	3 00
B. Smith, "	3 75
J. Roddan, "	5 50
E. Tobin, "	3 25

Paid P. Sullivan, labor,	\$2 75
J. Hughes, "	1 00
T. Cullen, "	2 25
Boy, "	1 88
Mrs. French, "	4 75
Mrs. Evans, "	1 25
Mrs. Richards, labor,	1 40
Mrs. Davis, "	80
Mrs. Cushing, "	1 00
G. W. Pratt, use of wagon,	10 00
David Binney, labor,	80 00
Frederick A. Pratt, labor,	25 00
Mrs. Pratt, gratuity,	25 00
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	\$5,141 53

Received for Labor, Stock, Produce, &c.

Received of Nathaniel Shaw & Co., for making shoes, .	\$20 00
of J. Martin, for beef, pork, hides, tallow and calves, .	519 11
of Stephen Humphrey, for board,	15 00
for mowing, &c.,	109 23
for wood,	86 37
for milk,	56 06
for produce, &c.,	29 75
for horse,	50 00
of T. South, for pork,	27 37
for two pigs,	16 00
of Oliver Loud, for making boots,	164 00
of town of Abington, board of Lydia Mitchell, .	9 00
for labor on roads, &c.,	1,496 00
for lumber on roads,	15 85
for stone posts, roads,	6 00
for aid James E. Ford,	37 33
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	\$2,657 07

Overseers of Poor.

DR.

To cash paid for goods, labor, &c.,	\$5,141 53
George W. Pratt, for services,	433 33
for rent of farm,	300 00
Inventory February 1, 1866,	3,198 40
	<hr/>
	\$9,073 26

CR.

By cash received for labor, produce, &c., . . .	\$2,657 07	
Inventory February 1, 1867,	3,286 90	
		\$5,943 97
		<u>\$3,129 29</u>

Expenses of Poor out of the Almshouse.

Paid City of Boston, for aid to Sarah Freeman, . . .	\$39 00
“ “ “ to Elizabeth Tirrell, . . .	14 25
“ “ funeral expenses of Mary Canterbury, . . .	7 00
“ Cambridge, aid to Augustus Cushing, . . .	76 50
“ Salem, aid to Rebecca Tirrell, . . .	19 50
Town of Walpole, aid to F. M. Carnes, . . .	25 07
“ Abington, aid to Osgood Ring, . . .	145 12
State Lunatic Hospital at Taunton, for Lucretia Derby, . . .	171 23
“ “ “ for Eliza McCue, . . .	182 01
“ “ “ for Hannah Joyce, . . .	169 46
“ “ “ for Geo. W. Farrar, . . .	24 14
Elnathan Bates, for aid to Esther Bates, . . .	96 00
John B. Hollis, for aid to his mother, . . .	39 00
Nathaniel Stoddard, for aid to Hannah Pratt, . . .	39 00
Charles E. Hunt, for aid to James Nash, . . .	48 75
Benjamin Orcutt, for aid to his mother, . . .	39 00
George Evans, for aid to his mother, . . .	14 12
Samuel B. Burrell, for aid to his mother, . . .	39 00
Betsey Jeffers, for her own support, . . .	26 00
Catherine Hassett, for aid to herself and children, . . .	60 00
Mary Viger, for aid to herself and children, . . .	20 00
Lois Dyer, for her own support, . . .	20 00
George W. Dyer, for support of family, . . .	4 00
Hannah Raymond, for her own support, . . .	24 00
Lucinda D. Young, for her own support, . . .	2 00
Oliver Loud, for aid to widow Leahy and children, . . .	20 00
Lydia Clark, for her own support, . . .	16 05
Willard F. Pool, for support, . . .	5 00
Oliver Loud, aid to family of Michael Higgins, . . .	11 00
Noah Stowell, Jr., aid to family of John Orcutt, . . .	5 18
Noah Stowell, Jr., aid to family of Johanna Healy, . . .	12 00
Perez Loud, for board of Wilbur Osborne, . . .	6 00
Noah Stowell, Jr., aid to J. C. Gotham, . . .	5 04
John Shores, aid to J. C. Gotham, . . .	4 50
for coffin and funeral expenses J. C. Gotham, . . .	15 00

Paid for coffin and funeral expenses Martin Chessman,	\$15 00
J. Binney & Co., goods to Mrs. Ahern,	103 00
“ “ “ to Ira Raymond,	26 50
“ “ “ to Benjamin Hallowell,	8 00
Bicknell Brothers, goods to Benjamin Dyer,	26 43
J. N. Bates, for conveying Geo. W. Farrar to Taunton,	12 15
S. Curtis, for conveying two State paupers to Bridgewater,	6 40
Joseph Loud & Co., for coal to Catherine Hassett,	15 90
“ “ “ “ to Widow Leahy,	11 00
“ “ “ “ to Lois Dyer,	5 40
“ “ “ “ to Johanna Healy,	10 00
“ “ “ “ to Margaret Powers,	11 00
“ “ “ “ to Mary Ahern,	13 53
“ “ “ “ to Mrs. Seely,	5 40
“ “ “ “ to Mary Smith,	10 00
“ “ “ “ to Michael Higgins,	10 00
“ “ “ “ to Benjamin Dyer,	2 73
“ “ “ “ to E. B. Murphy,	10 80
wood delivered to Mrs. Richards,	6 75
“ “ to L. Evans,	6 75
Mary H. Peary, support of Seth S. Cushing,	29 50
wood delivered Benjamin Dyer,	6 75
A. S. White, medicine to Benjamin Halowell,	2 00
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	\$1,798 91
Deduct amount received from other towns and individuals,	128 33
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	\$1,670 58

RECAPITULATION.

Cost of support of poor in the house,	\$3,129 29
“ “ “ out of house,	1,670 58
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	\$4,799 87
Less rent of farm,	300 00
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	\$4,499 87

Paupers in the Almshouse from February 1, 1866, to February 1, 1867.

Date.	N A M E .	Age.	Discharged.	Weeks.	Days.
Feb. 1,	Betsey Overy, . . .	84	Died Aug. 11, 1866,	27	2
1,	Sarah Harding, . . .	70	- -	52	-
1,	Benjamin Torrey, . . .	70	- -	52	-
1,	Polly Torrey, . . .	71	- -	52	-
1,	Samuel Badlam, . . .	63	- -	52	-
1,	Elisabeth Tirrell, . . .	47	- -	52	-
1,	Mary F. Rosey, . . .	32	- -	52	-
1,	Henry W. Rosey, . . .	14	- -	52	-
1,	Wilton S. Rosey, . . .	8	- -	52	-
1,	Henry C. Bates, . . .	30	- -	52	-
1,	Alonzo Tirrell, . . .	27	- -	52	-
1,	Leroy Tirrell, . . .	25	- -	52	-
1,	George Loud, . . .	25	- -	52	-
1,	Bridget Drury, . . .	12	- -	52	-
1,	Margaret Drury, . . .	7	- -	52	-
1,	James E. Ford, . . .	5	- -	52	-
1,	Eunice B. Nadell, . . .	25	- -	52	-
1,	George E. Nadell, . . .	11	- -	52	-
1,	Clarence W. Nadell, . . .	9	- -	52	-
1,	Hiram Nadell, . . .	5	- -	52	-
1,	Warren F. Nadell, . . .	2	- -	52	-
1,	Sarah S. Cushing, . . .	36	August 22, 1866, . . .	28	6
1,	Samuel H. Cushing, . . .	14	April 13, 1866, . . .	10	2
1,	Susan T. Cushing, . . .	9	- -	52	-
1,	Abby E. Cushing, . . .	5	- -	52	-
1,	Harriet A. Cushing, . . .	3	August 22, 1866, . . .	15	6
1,	Aroline A. Thayer, . . .	12	- -	52	-
1,	Mary A. Thayer, . . .	10	- -	52	-
17,	Albert Thomas, . . .	4	March 25, 1866, . . .	7	3
Mar. 12,	Lucy Thayer, . . .	43	- -	46	4
12,	Hiram Thayer, . . .	18	April 9, 1866, . . .	4	1
Apr. 1,	Stephen Humphrey, . . .	70	- -	43	4
4,	Lydia Mitchell, . . .	22	April 25, 1866, . . .	3	-
Oct. 14,	Edward E. Thayer, . . .	-	- -	15	4
- -	Different persons, . . .	-	- -	16	3

Inventory of Stock, Wood, Hay, Provisions, Farming Tools, &c., February 1st, 1867, made by the Town Auditors.

3 cows,	\$210 00	1 double harness, . . .	\$30 00
3 heifers,	150 00	1 harness,	10 00
2 horses,	300 00	2 cart harnesses, . . .	20 00
1 yoke of oxen,	270 00	Old harnesses,	3 00
8 hogs,	200 00	1 robe,	10 00
7 pigs,	60 00	2 halters and blankets,	5 00
2 ox-wagons,	65 00	7 manure forks,	5 00
2 ox-carts,	50 00	6 hoes,	2 00
1 ox-sled,	8 00	16 shovels,	16 00
3 ox-yokes,	12 00	8 axes,	8 00
6 ox-chains,	8 00	3 woodsaws and horses,	4 00
1 hay wagon,	65 00	2 beetles and wages, . . .	3 00
2 horse carts,	115 00	3 picks,	4 50
1 covered wagon,	35 00	1 bench vice,	2 00
1 sleigh,	10 00	1 chest tools,	10 00
2 rollers,	8 00	2 stone-hammers,	7 00
1 drag,	1 00	1 set stone tools,	10 00
2 horse sleds,	2 00	3 iron bars,	6 00
4 ploughs,	30 00	3 ladders,	3 00
1 Bucklin harrow,	10 00	1 ice chest,	5 00
2 harrows,	8 00	1 force pump,	8 00
1 mowing machine,	100 00	1 churn,	5 00
1 horse hoe,	4 00	1 cheese press and fix- tures,	9 00
1 horse rake,	6 00	4 baskets and lantern,	4 00
2 scrapers,	15 00	2 bush hooks,	2 00
3 whiffletrees & chains,	7 00	Steps and pulleys,	3 00
2 drag rakes,	1 00	14 hens,	14 00
4 rakes,	1 00	6½ tons English hay,	227 50
2 hay poles,	50	6 tons salt hay,	120 00
7 hay forks,	3 50	Carrots, beets and turnips,	25 00
1 hay-cutter,	2 00	Manure,	225 00
5 scythes and snaiths,	6 00	Wood,	205 75
40 hay caps,	20 00	Coal,	1 25
1 seed sower,	6 00	Scraps,	5 00
2 wheelbarrows,	10 00	1 bag shorts,	80
1 grindstone,	4 00	55 bushels corn,	77 00
1 corn-sheller,	5 00	5½ bushels meal,	7 42
1 winnowing machine,	1 00	3 flails,	2 25
1 steel rake,	1 00		
1 swill box,	12 00		

1 onion hoe,	\$1 00	500 cabbages,	\$30 00
Flour,	12 00	5 pair shoes,	8 00
Crackers,	3 25	4 new brooms,	1 50
$\frac{1}{2}$ bbl. onions,	1 25	70 lbs. lard,	10 50
3 bushels beans, . . .	10 00	30 lbs. coffee,	3 45
90 bushels potatoes, .	90 00	37 lbs. fish,	3 00
20 bushels turnips, . .	6 67	3 gallons molasses, . .	2 40
25 lbs. butter,	10 25	7 lbs. sugar,	1 12
18 lbs. cheese,	3 24	15 lbs. soap,	1 80
220 lbs. beef,	33 00	Salt,	1 00
500 lbs. pork,	75 00	14 lbs. tea,	14 00
10 hams,	30 00		
1 pair balances, . . .	7 00		
			\$3,286 90

JAMES HUMPHREY,
 Z. L. BICKNELL,
 OLIVER LOUD,
Overseers of Poor of Weymouth.

MARRIAGES

Registered in the Town of Weymouth for the year 1866, where one or both parties were residents of Weymouth.

1866.

- Jan. 1. Eugene Coty and Susan M. Pratt, both of Weymouth.
 7. Nathaniel R. Eells and Effa P. Loud, both of Weymouth.
 14. Alexander Gerald and Paulina (Burrell) Simpson, both of Weymouth.
 24. Charles Henry Burrell and Lucy E. Lovell, both of Weymouth.
 25. Henry Francis Pratt and Caroline H. White, both of Weymouth.
 25. Jesse L. Davis and Ann M. Churchill, both of Weymouth.
 31. Sylvester Barrows, of Brooklyn, Ct., and Anna M. Wright, of Weymouth.
- Feb. 6. Charles G. Hallett, of Abington, and Bertha Sampson, of Weymouth.
 13. Charles E. Churchill and Emma Frances Derby, both of Weymouth.
 15. Theophilus Cushing, of Hingham, and Carrie F. Trott, of Weymouth.
 17. William Mitchell and Elizabeth Parry, both of Weymouth.
 22. George Francis Joy and Laura Ann Pratt, both of Weymouth.
 23. George F. Swift and Margaret E. Shield, both of Weymouth.
 25. Charles E. Sprague and Eveline A. Holbrook, both of Weymouth.
 25. Alonzo H. Leonard and Kate E. French, both of Weymouth.
 28. Samuel M. Holbrook and Susan E. Shaw, both of Weymouth.
- March 3. Samuel Hilton and Mary A. Bowker, both of Weymouth.
 22. David L. French, of Weymouth, and Elizabeth Tilden, of South Scituate.
 22. George D. Hayward, of Braintree, and Lydia F. Denton, of Weymouth.
- April 9. William Allen Torrey and Ann Elizabeth Groce, both of Weymouth.
 22. Jesse Chandler, of North Bridgewater, and Ellen Augusta Clapp, of Weymouth.

- April 29. Marcus Soule, of Middleborough, and Eliza Jane (Murray) Bicknell, of Weymouth.
- May 6. John Jordan and Alice (Long) Willis, both of Weymouth.
 8. John Parry and Mary E. Shergold, both of Weymouth.
 12. Henry B. Raymond and Cemira A. Laughton, both of Weymouth.
 16. Ira J. Hunt, of Weymouth, and Susie C. Porter, of North Bridgewater.
 17. Augustus Smith, of Townsend, and Lizzie Porter, of Weymouth.
 23. Luther J. Pratt and Martha W. Richmond, both of Weymouth.
 24. Daniel H. Vining and Lydia G. (Holbrook) Colson, both of Weymouth.
 27. James Henry Torrey and Martha Jane Stevens, both of Weymouth.
- June 2. Franklin Whitten, of Weymouth, and Julia A. (Bates) Lowell, of Hanover.
 3. Samuel S. Foye and Clara E. Wales, both of Weymouth.
 13. Charles O. Green, of Shrewsbury, and Elizabeth T. Torrey, of Weymouth.
 14. William S. Wallace, of Braintree, and Ella M. Hunt, of Weymouth.
 17. William C. Nash, of Weymouth, and Rebecca M. Lapham, of Quincy.
 24. Ezra Wilder, Jr., and Helen M. Cowing, both of Weymouth.
- July 1. John William Dee and Margaret E. Carroll, both of Weymouth.
 10. Erastus Nash and Mary Frances Chessman, both of Weymouth.
 23. Corcellus H. Hackett, of Boston, and Helen Elizabeth Humphrey, of Weymouth.
- Aug. 12. Jeremiah Lery and Rose Ann Creaton, both of Weymouth.
 19. Timothy Brosnah and Bridget Sheehan, both of Weymouth.
 19. Dennis Foley, of Braintree, and Margaret Fennell, of Weymouth.
- Sept. 2. Isaac Clapp and Ann Gates, both of Weymouth.
 2. Isaac N. Tirrell and Adaline (Phillips) Pratt, both of Weymouth.
 23. Florence Shea and Ellen Hannifin, both of Weymouth.
- Oct. 6. Charles Henry Thayer and Fannie Newton, both of Weymouth.

- Oct. 7. Bradford T. Howard, of Litchfield, Me., and Ellen M. Lindsey, of Weymouth.
7. Hugh Cronin and Hannah Casey, both of Weymouth.
14. Edward F. Linton and Julia A. Baker, both of Weymouth.
24. William H. Robinson, of Plymouth, and Annie B. Loud, of Weymouth.
31. Frederick E. Cook and Alice M. Bates, both of Weymouth.
- Nov. 4. Edward Fraher and Johanna McGrath, both of Weymouth.
4. William Henry Moran and Johanna Tobin, both of Weymouth.
7. Frederick U. Corson, of Melrose, and Caroline Everson, of Weymouth.
14. Marsaniello Collier and Mary Abbie Nash, both of Weymouth.
18. Warren W. Barker, of Weymouth, and Sarah C. (Baker) Sprague, of Marshfield.
18. George Warren Blanchard and Margaret E. Irish, both of Weymouth.
27. James McSweeney, of Braintree, and Hannah Husband, of Weymouth.
27. George Henry Loud and Ellen Maria Gardner, both of Weymouth.
29. A. Elliot Vining and Martha A. White, both of Weymouth.
- Dec. 12. Isaac N. Bunker, of Trenton, Me., and Sarah M. Foye, of Weymouth.
19. Ai Harrison Spaulding and Amanda Maria Ballou, both of Weymouth.
22. Lewis E. Bradford, Jr., of Duxbury, and Sarah W. Pratt, of Weymouth.
25. Zenas M. Thompson and Katie Joy, both of Weymouth.
26. Everett Baldwin and Anstrus Lowell, both of Weymouth.
30. George S. Hunt and Susan E. Pedman, both of Weymouth.
30. F. Benton Tirrell and Helen E. Bailey, both of Weymouth.
31. Henry W. Maxim and Lizzie A. Rice, both of Weymouth.

A true copy of the original record of the above items.

Attest:

FRANCIS AMBLER, *Town Clerk.*

DEATHS

Registered in the Town of Weymouth for the Year 1866.

Date of Death.	Name of Deceased.	AGE.			Disease or Cause of Death.	Place of Birth.
		Years.	Mos.	Days.		
Jan. 1,	Abram Thayer, . . .	74	-	8	Unknown, . . .	Braintree.
6,	William Carroll, Jr., . . .	9	11	-	Drowned, . . .	Weymouth.
8,	Horatio Whitney, . . .	74	2	8	Cancer, . . .	Hanover.
9,	Bridget Morrill, . . .	2	6	-	Disease of Brain, . . .	Weymouth.
13,	Child of James H. and Elizabeth E. Clapp, . . .	-	-	-	Stillborn, . . .	"
14,	Margaret A. Fennell, . . .	2	6	6	. . . . .	"
15,	Child of Edward A. and Hannah Y. Joy, . . .	-	-	-	Stillborn, . . .	"
19,	Child of Albert and Marinda Burrell, . . .	-	-	-	Stillborn, . . .	"
23,	Emma Fredette, . . .	2	5	3	Croup, . . .	"
25,	Daniel Murphy, . . .	9	-	-	Drowned, . . .	Ireland.
25,	Martin Eld'ge Haskins, . . .	2	1	-	Congestion of Lungs, . . .	Weymouth.
27,	Benj. D. Vining, . . .	40	8	9	Killed by accident, . . .	"
Feb. 1,	Hannah Y. Joy, . . .	21	3	18	Inflammat'n of Bowels, . . .	Hingham.
1,	Michael Killion, . . .	46	-	-	Dropsy, . . .	Ireland.
3,	Michael Ryan, . . .	-	1	14	Fever, . . .	Weymouth.
8,	Margaret H. Hennessy, . . .	-	-	21	Not given, . . .	Braintree.
9,	Charles E. Baker, . . .	3	6	29	Diphtheria, . . .	Weymouth.
12,	Lydia S. Burrell, . . .	7	-	-	Slow Fever, . . .	"
13,	John Blanchard, . . .	60	2	25	Ment. Aberat'n, suicide, . . .	"
15,	Horace Nash, . . .	-	2	3	Not given, . . .	"
13,	Lizzie Evans, . . .	17	6	9	Lung Fever, . . .	"
18,	Emma Sidaway, . . .	-	3	-	Fits, . . .	"
19,	Moses Beaulieu, . . .	29	4	-	Consumption, . . .	Canada.
20,	Willie C. Stoddard, . . .	7	6	11	Diphtheria, . . .	Weymouth.
2,	Samuel H. Gardner, . . .	23	9	4	Lung Fever, . . .	Plymouth.
- 22,	Solomon Keen, . . .	79	10	23	Apoplexy, . . .	Pembroke.
26,	Mary A. McLaughlin, . . .	5	9	5	Lung Fever, . . .	Weymouth.
27,	Sarah J. B. Coffin, . . .	23	7	-	Scrofula, . . .	"
28,	Frederick W. Geyer, . . .	27	9	-	Pleuro-Pneumonia, . . .	Boston.
- 28,	Clarissa Shaw, . . .	73	1	-	Paralysis, . . .	Weymouth.
Mar. 4,	Henry T. Bailey, . . .	1	-	2	Erysipelas, . . .	"
5,	Sarah A. B. Sidaway, . . .	31	-	-	Consumption, . . .	England.
- 13,	Lucy C. Vining, . . .	85	4	14	Pneumonia, . . .	Weymouth.
13,	Francis F. Barnes, . . .	3	5	9	Diphtheria, . . .	"
18,	Freddie W. Tirrell, . . .	-	-	4	. . . . .	"
26,	Child of Wm H. and Mary W. Goodwin, . . .	-	-	-	Stillborn, . . .	"
- 28,	John C. Gotham, . . .	46	8	29	Inflammat'n of Bowels, . . .	Boston.
29,	Susan Ellen Dunbar, . . .	-	2	3	. . . . .	Weymouth.
Apr. 3,	Polly (Porter) Evans, . . .	89	7	26	Consumption, . . .	"
- 6,	John McGovern, . . .	60	8	24	Pneumonia, . . .	Ireland.
18,	Sarah A. C. Borden, . . .	32	-	-	Bowel Complaint, . . .	Randolph.
- 18,	Albert C. Hayden, . . .	28	1	7	Consumption, . . .	Weymouth.
19,	Catherine E. Mulchy, . . .	-	7	18	Very suddenly, . . .	"
20,	Ann Lynch, . . .	-	-	15	Inflammat'n of Bowels, . . .	"
29,	Louisa R. B. Raymond, . . .	45	-	11	Cancer, . . .	Middleboro'.
- May 2,	Edwin Church, . . .	30	7	-	Diphtheria, . . .	Marshfield.
- 4,	Cynthia B. Cowing, . . .	79	5	23	Congestion of Lungs, . . .	Weymouth.
- 6,	Gustavus L. White, . . .	34	-	-	Consumption, . . .	"
9,	Zenas C. Stetson, Jr., . . .	-	-	-	. . . . .	"
10,	Eddie Gideon Miller, . . .	-	2	-	Consumption, . . .	"
13,	Joshua Pratt, . . .	85	7	28	Old Age, . . .	"
13,	Hannah W. Sampson, . . .	58	9	16	Lung Fever, . . .	Marshfield.
14,	Twin children of Francis B. and Lavina Pratt, . . .	-	-	*	. . . . .	Weymouth.
16,	Fannie E. S. Redman, . . .	55	3	23	Cancer, . . .	England.
16,	Ruth (Euell) Sherman, . . .	71	4	10	Lung Fever, . . .	Marshfield.
21,	John Casey, . . .	30	-	-	Consumption, . . .	Ireland.
- 22,	Josiah B. Pratt, . . .	37	6	-	Erysipelas, . . .	Weymouth.
28,	Henry Thomas Orr, . . .	16	4	-	Drowned, . . .	"
29,	Thomas Fleming, . . .	-	-	11	. . . . .	"
29,	Sylvanus C. Holbrook, . . .	52	3	2	Dis. of Heart and Lungs, . . .	Boston.
31,	Harriet M. Bartlett, . . .	14	9	-	Diphtheria, . . .	"

* One hour.

Deaths registered in the Town of Weymouth—Continued.

Date of Death.	Name of Deceased.	AGE.			Disease or Cause of Death.	Place of Birth.
		Years.	Mos.	Days.		
May 31,	Martin Chessman, . . .	68	3	9	Congestion of Brain,	Weymouth.
June 2,	Hannorah G. Keating, . .	44	-	-	Consumption, . . .	Ireland.
9,	Owen Smith, . . .	19	-	-	Consumption, . . .	"
12,	Andrew J. Baker, . . .	33	9	13	Lung Fever, . . .	Maine.
13,	M. J. E. Writhington, . .	1	11	16	Teething, . . .	Weymouth.
4,	Child of Morris & Catherine Fitzgerald, . . .	-	-	-	Stillborn, . . .	"
14,	Child of Eugene and Susan M. Cotey, . . .	-	-	-	Stillborn, . . .	"
14,	John Gilligan, . . .	18	8	-	. . . . .	Ireland.
17,	G. Clarence Berry, . . .	17	6	6	Typhoid Fever, . . .	Weymouth.
20,	Margaret Hepburn, . . .	14	8	10	Consumption, . . .	Plymouth.
26,	William C. Tirrell, . . .	46	2	2	Suicide by hanging,	Weymouth.
27,	James Harris Moulton, . .	-	-	17	. . . . .	Springfield.
29,	Francis Tufts, . . .	78	2	29	Apoplexy, . . .	Boston.
July 1,	Hannorah G. Caten, . . .	45	-	-	Consumption, . . .	Ireland.
3,	S. Wesley Blanchard, . . .	23	-	18	Consumption, . . .	Weymouth.
6,	Mary Lonisa French, . . .	2	2	-	Congestion of Brain,	"
7,	Michael Carey, . . .	34	-	-	Consumption, . . .	Ireland.
7,	John O'Donnell, . . .	8	6	26	Drowned.	Boston.
7,	Mary (Shaw) Pratt, . . .	81	6	17	Erysipelas, . . .	Abington.
10,	Catherine B. T. Perry, . .	78	10	17	Consumption, . . .	Boston.
14,	Julia Coffey, . . .	18	-	20	Consumption, . . .	Ireland.
17,	George Edward Huff, . . .	-	-	8	. . . . .	Weymouth.
26,	Cornelius Smith, . . .	1	6	3	Convulsions, . . .	"
28,	Charles H. Shaw, . . .	21	6	23	Consumption, . . .	"
Aug. 1,	Persis P. C. Weston, . . .	76	9	16	Dropsy on Brain, . . .	Marshfield.
1,	Nathan Dexter Hawes, . . .	-	9	-	Teething, . . .	Weymouth.
1,	William T. Hancock, . . .	45	11	12	Softening of Brain,	Quincy.
4,	Parmelia Sutton, . . .	-	8	8	Bowel Complaint, . . .	Weymouth.
7,	John Edward Keohane, . . .	-	9	27	Cholera Infantum, . . .	"
9,	Cassins M. Blanchard, . . .	22	11	19	Consumption, . . .	"
11,	Betsey Overy, . . .	84	-	-	Old Age, . . .	"
11,	Mary Delight Stoddard, . .	-	4	21	Consumption, . . .	"
12,	Snsan A. Clapp, . . .	52	6	23	Typhoid Fever, . . .	Not given.
13,	Leonard W. Stowell, . . .	-	7	20	Dysentery, . . .	Weymouth.
20,	Charles W. Jones, . . .	-	10	-	Cholera Infantum, . . .	"
20,	Melissa Slason, . . .	-	2	12	Consumption, . . .	"
24,	Huldah Smith, . . .	72	-	6	. . . . .	Abington.
25,	Hattie Belle Lyon, . . .	-	7	2	Cholera Infantum, . . .	Weymouth.
26,	Mary (Binney) Davis, . . .	64	10	26	Rupture of Heart, . . .	"
27,	Frank Ernest White, . . .	-	4	27	Consumption, . . .	"
Sept. 1,	Warren B. Bates, . . .	-	10	19	. . . . .	"
1,	Lottie A. L. Sampson, . . .	21	7	18	Inflammat'n of Bowels,	"
8,	Elizabeth Stack, . . .	-	2	6	Cholera Infantum, . . .	"
8,	Frank L. Loring, . . .	-	9	14	Teething, . . .	"
13,	Hannah S. Foye, . . .	61	1	3	Paralysis, . . .	N. Hampshire.
20,	Mary B. W. Curtis, . . .	24	1	15	Consumption, . . .	Plympton.
21,	Abner W. Paine, . . .	74	1	-	Cancer, . . .	Randolph.
21,	John G. Orcutt, . . .	50	-	8	Heart Disease, . . .	Bridgewater.
23,	David Lovell, . . .	68	5	23	General Debility, . . .	Weymouth.
29,	Charles H. Bnrrell, . . .	-	1	14	Canker, . . .	"
Oct. 5,	Child of Edward and Ann M. Noland, . . .	-	-	4	. . . . .	"
7,	Mary T. M. Healey, . . .	66	8	6	Consumption, . . .	Braintree.
11,	Benjamin F. Pratt, . . .	29	6	12	Consumption, . . .	Weymouth.
12,	Charles W. Sampson, . . .	-	1	23	Consumption, . . .	"
12,	Child of Mary Delaney, . . .	-	-	-	Stillborn, . . .	"
16,	Alice Peakes, . . .	15	1	15	Diabetes, . . .	"
19,	Merton Hayden, . . .	-	2	23	. . . . .	"
19,	Sarah S. Littlefield, . . .	78	1	19	. . . . .	"
20,	Florence Ada Powers, . . .	1	7	9	Water on the Brain, . . .	"
28,	Adaline L. B. Loud, . . .	46	8	2	Disease of Liver, . . .	"
Nov. 2,	Willard F. Pool, . . .	64	-	13	Softening of Brain, . . .	"
3,	Child of George F. and Ann M. Hayden, . . .	-	-	-	Stillborn, . . .	"
7,	Ellen Kahill, . . .	-	-	6	. . . . .	"
7,	Ellen Cahill, . . .	-	-	7	. . . . .	"
11,	John McCarthy, . . .	3	3	11	Croup, . . .	"
15,	Sally Lewis, . . .	77	2	12	Old Age, . . .	Hingham.

Deaths registered in the Town of Weymouth—Concluded.

Date of Death.	Name of Deceased.	AGE.			Disease or Cause of Death.	Place of Birth.
		Years.	Mos.	Days.		
Nov. 17, 19,	Rhoda L. Butterfield, Child of James & Catherine Kelly,	71	9	26	Catarrhal Consumption,	Braintree.
Dec. 8,	Fannie Webb,	6	5	24	Stillborn,	Weymouth.
11,	Simeon Makepeace,	73	9	16	Diphtheria,	"
14,	Chandler P. Chandler,	61	10	22	Cancer,	Raynham.
15,	Child of Philip & Bridget Ryan,	-	-	-	Consumption,	Duxbury.
19,	Ellen E. McLaughlin,	33	11	26	Stillborn,	Weymouth.
21,	Sarah T. Jackson,	80	2	9	Consumption,	Ireland.
26,	Abner Holbrook, Jr.,	25	1	12	Pneumonia,	Middleboro'.
28,	Emel'e W. T. Holbrook,	35	-	-	Consumption,	Weymouth.
31,	Emma Louisa Bean,	15	1	20	Consumption,	"
1865.						
Feb. 14,	Mary V. Holbrook,*	-	1	10	Hemorrhage of Bowels,	"
Apr. 14,	Charles Preston Clapp,*	24	5	10	Consumption,	"
May 26,	Rebecca Cushing,*	84	5	-	Old Age,	"
June 23,	Eliphaz Tirrell,*	63	4	5	Typhoid Dysentery,	"

* Omitted in last year's Report.

A true copy of the original record of Deaths.

Attest,

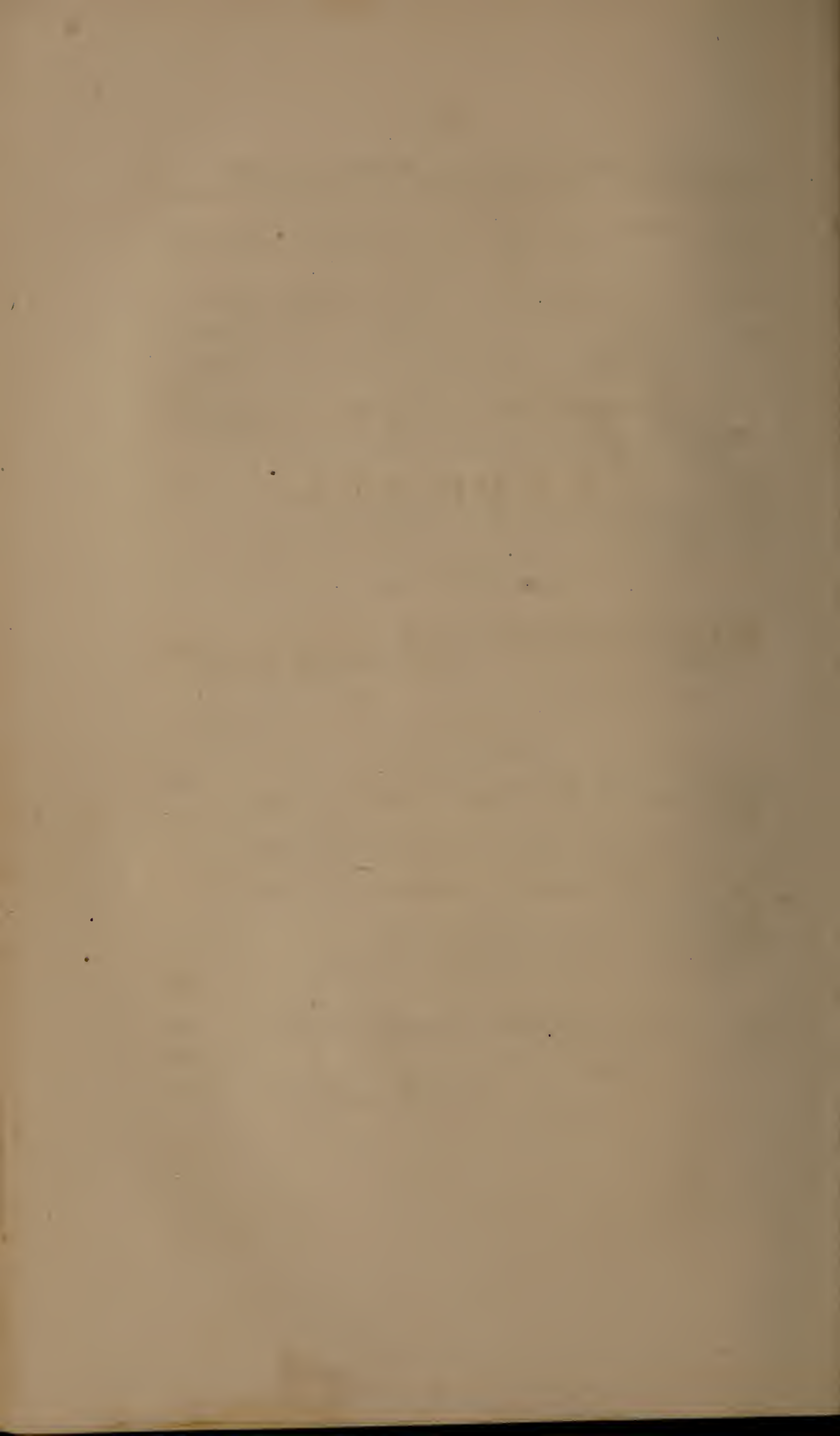
FRANCIS AMBLER, *Town Clerk.*

BIRTHS IN 1866.

Whole number of births registered in Weymouth,	287
Number of births where both parents were natives of the United States,	161
Number of births where fathers were natives of the United States and mothers foreign,	7
Number of births where mothers were natives of the United States and fathers foreign,	9
Number of births where both parents were foreign,	108
Number of births where the parents' nativity was unknown,	2
	— 287
Number of births where both parents were natives of Weymouth,	26
Excess of births over deaths,	145

Attest,

FRANCIS AMBLER, *Town Clerk.*



REPORTS

OF THE

School Committee and Superintendent,

FOR THE YEAR

1866-7.

SCHOOL COMMITTEE'S REPORT.

The School Committee of the Town of Weymouth would respectfully submit the following Report:

After having completed their organization by the choice of a chairman and secretary, the Committee proceeded to organize the schools upon a system substantially in accordance with that of the previous year. There were established fourteen primary, ten intermediate, and six grammar, which, with the two mixed schools, one mixed grammar and one mixed intermediate, and the two high schools, made an aggregate of thirty-four schools throughout the town.

The entire sum appropriated by the town for the support of the schools during the year was \$12,000. With the usual difficulty attending the subject, a division of this money was effected in such a manner that the teachers of the primary schools should receive \$24 a month; of the intermediate, \$26; and of the grammar schools taught by females, \$32 a month. On account of the peculiar constitution of the grammar schools in the third and ninth districts, there being a larger number than usual of older scholars in attendance upon these schools, it was deemed advisable that they should be taught by male teachers, and an appropriation for each of \$56 a month was accordingly made. The grammar school in the ninth district, however, was taught but a part of the year by a male teacher, he having been succeeded by a female teacher at the beginning of the fall term, receiving the same pay per month as other female teachers in town. The salaries of the teachers of the high schools, North and South, were fixed at \$950 per annum.

The Committee were instructed, by vote of the town, to employ a superintendent, at a salary not exceeding \$1,000 per annum. The selection of a competent person for this

position was not unattended with difficulties. An offer made to a former teacher in this town was declined. After considerable inquiry, the Committee made choice of Mr. Francis M. Dodge, of Wenham, a gentleman known to have been an experienced and successful teacher, and one highly recommended as a person well fitted for the performance of the duties of superintendent of our schools.

The schools at the beginning of the year had the faults which naturally result from a frequent change in the mode of their management, and from the want of one controlling and organizing mind. In many of them there was much confusion in the order in which the recitations were conducted. The system of instruction in all the schools throughout the town was far from being uniform, and a variety of text-books was made use of which were unauthorized by the standing rules of the Committee. The superintendent, acting with the advice of the Committee, among other things has endeavored to remedy these deficiencies. Nor has he been wanting in success. Coming among us a stranger, both to the people and the wants of the schools, he has not sought to make any radical changes in the mode of our school instruction, but he has faithfully and efficiently discharged the duties of his office, and by his kindly suggestions to teachers and scholars, and by the generous enthusiasm imparted to them, has elevated to a considerable degree the general tone and character of our schools.

We think that it has been shown by the experience of the past year, that for the successful management of the large number of the schools in this town, a superintendent is necessary. A change, in itself, is not desirable. One of the great faults in the management of our schools during the past few years, has been the practice of passing from one system to another, from year to year. Even an erroneous system, uniformly carried out, sometimes works less injury than a fickle and changing policy. Much more may we expect that the mode of management at present adopted will work out substantial results, if once permanently established. We therefore recommend the appointment of the present superintendent for another year, even if, in securing his services, an increased appropriation may be rendered necessary.

The closing examinations of all the schools, with the excep-

tion of the two high schools, were conducted privately, each school being examined by the superintendent and that member of the Committee having it in charge. The special report of the superintendent is based upon these examinations. This arrangement, with a public exhibition, conducted by the teachers personally, has been found to be useful and effective.

The Committee would recommend the continuance of the two high schools in the north and south parts of the town, as at present established; and that these and the other schools may not fail of success from want of means to retain or secure competent teachers, would also recommend the appropriation of the sum of \$13,500, for their support during the ensuing year.

The town, at the last annual meeting, appropriated for the support and management of the schools, a larger sum than in any previous year, and the question may now be fairly asked, Have the schools been conducted with a success commensurate with this increased expenditure? For a more particular answer to this question, we would refer to the subjoined report of the superintendent; but it may here be stated in general terms that, with some few individual exceptions, the public schools were never more entitled to the confidence of the community than at the present time.

In behalf of the Committee,

GEO. M. REED, *Secretary.*

SUPERINTENDENT'S REPORT.

To the School Committee of Weymouth :—

GENTLEMEN,—It is not deemed necessary to consume time in a formal introduction of a recently appointed official, either to his patrons in general or to his more immediate constituents, or to make any display of pretensions. It is proper, however, to say that the present incumbent is neither a spy nor a critic, *merely*, but has sought to make himself familiar with the schools as they are, and with their teachers and guardians, as co-laborers, seeking and cultivating friendly relations. The schools have been visited and acquaintances formed, not for the purpose of passing harsh judgments or of indulging in censorious criticisms, but to learn their actual condition; to judge of the efficiency of the teachers, to scan their methods of instruction, to learn whether the products of the school-room are *real* or *fanciful*, whether the mind is being *strengthened*—the great object of education—or merely burdened with vague theories and wordy *knowledge*, whether lessons are merely recited, or the *principles* fixed in the mind—made a part of itself. It has been interesting and profitable to know to what extent pupils *love* study, and the teachers, the work of moulding tender minds, and to what extent *fear* controls or *love* attracts; to ascertain the amount of sterling industry, how much is substance and how much is only shadow, to what extent *Progress* is the watch-word of all, and what are the relations of the teachers and pupils, whether they are those of the master and servant or those naturally existing between parents and children.

Before proceeding to a detailed report, it is proper to direct attention to influences affecting the condition and welfare of our schools, present and prospective.

To understand the nature of the work in which we are engaged, and to appreciate its importance, it is proper to

remember that our common schools, implying the idea of general intelligence, are prominent among the "crowning glories" of our Republic. Such intelligence, combined with virtue as prevalent, insure the success of a government of the people, without which such a government cannot long exist, being as essential to a Republic as food is to the stomach or air to the lungs. Tyrants detest and fear universal education as the thief does the return of the morning light. Oppression retires before the onward march of intellect, the general diffusion of knowledge, as the dew is dissipated by the sun. The wand of the oppressor falls when the enlightened masses *demand* a redress of grievances. The ballot-box is safe only when Intelligence and Virtue deposit the votes. The school is the index of society, since an enlightened society demands good schools. No better illustrations of these principles are needed than those furnished in revolutionary and ignorant Mexico, or still nearer home, comparing the two dominant sections of our own country, the *schooled* North, where the masses have learned the rudiments of education, with the ignorant South, where millions are unable to read their names. Such a comparison will indicate where stability, power, perseverance, resources, success and *triumph* are found. Indeed, the grandest spectacle ever presented to human view, connected with intellectual development, is seen in our free schools where Poverty sits side by side with Affluence—rags in contrast with "purple and fine linen,"—each toiling up the rugged hill of science, each competing for the prize, each enjoying the advantages wisely furnished from the public treasury, while, oftener than otherwise, the tattered garments of poverty flutter in the breeze on the highest peak of eminence, leaving the wealthier competitor far, far behind. Under such circumstances, when the portals of education are thrown wide open to all classes, "the race is not always to the swift," or social position and political preferment confined to the aristocratic few. If, therefore, those among us who possess but moderate means, would secure to their children advantages of education at least equal to those enjoyed by the wealthy,—for which the wealthier classes pay, to a great extent,—let them cherish our common schools, the "colleges of the people," successfully competing with those ordinarily regarded as the more fortunate classes.

SCHOOL ATTENDANCE.—In mental, as in physical labor, *success* is made largely dependent upon persevering *industry*, consecutive effort. The labor of one hundred days is not ordinarily performed in fifty, or by listless irregularity. The mechanic who is absent from his bench for a single day, learns that such absence implies a discontinuance of progress. Matter and mind, in a certain sense, move only as they are *moved* by exterior forces.

In the school-room *success* is far more dependent upon *industry* and *continued* effort, than is ordinarily supposed. The best scholars are by no means all *geniuses*. Promptness, energy, unflagging industry, concentration of effort, and regular attendance, with only moderate mental endowments, are sure to win laurels. That pupil only succeeds, under ordinary circumstances, who is prompt and regular in attendance. An absence from every fifth, tenth or twentieth lesson constitutes a loss which none can afford—certainly not those of limited means. As well may the laborer demand compensation when absent from his employment, as for the parent whose children are irregular in attendance, to expect the usual progress in study. A lesson omitted is a lesson lost. If the aggregate lessons of a term are valuable, *each one* is relatively important. The loss primarily considered, however, comprises only a part of the real, practical loss. An omitted lesson involves not only a loss of what might have been secured—the knowledge and the mental discipline—but presents other difficulties, particularly when the elements of science are so closely related or connected that the understanding of one presupposes a knowledge of another. For example, ignorance of the principles of *fractions*, will render proficiency in the more advanced subjects utterly impossible. It follows that a lesson imperfectly learned or wholly omitted, a subject but partially investigated, necessarily retard the progress of the pupil, to say the least, while sad discouragement and utter failure are quite usual.

But these evils are not confined to the principal offenders. Absence not only retards the progress of the absentee, but directly and indirectly affects the whole school. The time consumed in explaining a principle of a preceding lesson, lost by absence, is so much unjustly taken from the whole class; and yet the labor must be performed to avoid constantly

recurring difficulties in the future. The time of the teacher belongs to the *class* and not particularly to a delinquent member. A pupil thus absent is an *incubus*, and justice demands that he should be transferred to a lower class, where he may learn more successfully, the feelings of the parents to the contrary notwithstanding. This arrangement would be of mutual advantage, since it would prevent the unnecessary expenditure of the teacher's time in repeating previous labors and explanations, and at the same time really benefit the absentee. Premature promotions to a higher class, or retaining one in a class of superior attainments, when such a pupil is really unable to understand the principles involved and of course unqualified to proceed successfully, is rank injustice, *particularly* to the inferior or dull scholar.

The records, in *some* instances, indicate a fault in this respect, an evil capable of removal. We appeal to the parents to reflect upon the importance of this matter and prevent, as far as possible, the many "black marks" on the register. If there is an absence of twenty *per cent.* it is evident that the true loss is even greater, that connected with future difficulties and those relating to the school as a whole, included. And while the patrons of the schools would justly censure the public servant for wasting or misappropriating one-fourth of the school funds, in no very mild terms, we respectfully and earnestly request them to coöperate with us in the abatement of a manifest evil, reducing, so far as possible, what we cannot but regard as an unnecessary amount of tardiness and absence. It is believed that most of this absence—save that resulting from sickness and unfavorable weather—might be avoided. Will not parents consult their own interests in this matter—promoting the general good—by making a special effort to secure punctual attendance, even though it may cost some little sacrifice and inconvenience?

It is proper to remark in this place, that an abuse of a good system is quite possible and by no means unusual. The regulation requiring *excuses* for absence and tardiness, is an important one, and yet, in the absence of co-operation, it becomes practically inoperative. If the excuses are granted indiscriminately, or if some parents conspire with laggard scholars to relieve them of their tasks, or to avoid punishment, it is

manifest that serious injury is the result. We, therefore, suggest that these excuses may be only granted when necessity demands it, that the parents may see the importance of co-operating with us in the effort to improve our schools as much as possible.

TEACHERS.—The selection of a teacher, one in every respect qualified for the important and responsible position,—as far as mortals may become qualified,—is no easy matter. Good scholarship is absolutely necessary, and yet no more important than “aptness to teach.” Moral excellence is an important element in good teaching, yet every *good* individual does not succeed as a teacher. Teaching ability is a prerequisite of success, yet all possessing that *alone* are not safe guardians of the young. The good teacher is not a *one ideaist*, possessed of a single thought or a single excellence, physical, mental or moral, but one combining all of these excellences to as great an extent as is possible. The teacher is a *model*, necessarily so, whether a desirable one or otherwise. The daguerreotypist produces, not what he or the subject may wish, but an exact transcript of the original, combining the excellences and the defects; so, the teacher, whatever the character may be, reproduces himself or herself, the perfection of the transformation depending upon circumstances. A *good* teacher infuses the vital forces of a vigorous, analytical and comprehensive intellect into a whole school, in some degree at least, leaving an impress not easily effaced. The influence of such *must be felt*, when clearness of perception, versatility of talent, energy and general efficiency are combined. “As is the teacher, so will the pupils be,” is a maxim that contains more important truth than elegance of expression. A phlegmatic teacher is soon surrounded by a comparatively inert school, while one from whose countenance the internal fire of intellect is constantly emanating, soon reproduces himself, soon creating, so to speak, a new order of beings. He who fails to control his *own* emotions and temper, as certainly fails to control his pupils. If the teacher “scatters,” fails in system, his or her pupils will be loose in their mental habits. Ideas systematically fixed in the mind are far more important than profusion of words. *Strengthening* the mind is of far more practical value than the

mere acquisition of knowledge. “ *Knowledge* dwells in heads replete with thoughts of other men, *wisdom*, in hearts intent upon their own.” That teacher is the most successful who imparts the least information *directly*, but who *leads* the pupil into the mines of knowledge and encourages and aids him to appropriate its vast stores. In short, that is a wise selection of a teacher, when an effort is made to adapt the teacher to the *place* and the *circumstances*, and not to mould the school to existing conditions, or leave it to the capacity of an inferior mind. It is safer to discard one applicant for position than to degrade a whole school.

CHANGES OF TEACHERS.—The evils of frequent changes, so alarming in some localities, we are happy to say are not here as marked as in many places. Those having this matter in charge have generally been reluctant to make unnecessary changes. This is a desirable state of society, stable and reliable. If, however, a public servant proves himself or herself unfit for the position, inefficient and unworthy of confidence, a reasonable regard for the public welfare demands a dismissal, however painful the duty, since the evils of a continuance exceed those of a change. The change of a *good* teacher, however, is always unprofitable and at least a temporary evil. A certain amount of time is necessarily spent by each teacher in which to learn the peculiarities of the position, the disposition of the pupils, &c., before successful labor is performed. Skill results from *continued* effort in any department of labor. During this period, both teachers and pupils necessarily labor under disadvantages,—a loss of time and of public funds. A faithful and efficient teacher is a treasure, whose loss, like health, can never be afforded. Some are profitable at almost any reasonable price, while others would be unprofitable though their services might be gratuitous.

It is proper to remark, that some of these changes occur from the insufficiency of the compensation, particularly of females. It is an unquestioned fact, that most of our female teachers, even in Massachusetts, are relatively defrauded in regard to compensation for services.

It is admitted, of course, that there are positions in our schools not easily filled by ordinary females, yet there are

situations in the lower grades in which they labor *successfully*, for which justice demands a fair and equitable compensation, more relatively than they now receive. Indeed, in some departments, in the moulding of the younger classes of minds, woman is peculiarly adapted to succeed, to win, to control, to inspire confidence, being even *superior* to the sterner sex, and any depreciation of her services is unkind.

It will be remembered, in this connection, that Governor Bullock, in his late Message, referred to this inequality of compensation, suggesting an increase of salary for female teachers, views which the enlightened educator must indorse.

GRADATION AND CLASSIFICATION. — The advantages of a “division of labor,” so generally and successfully adopted in mechanical establishments, are equally manifest in the management of the school-room; so far as it is possible; it is desirable to reduce teaching to its simplest forms, to secure in all of our schools as much uniformity as possible, allowing a reasonable time for each recitation. This is utterly impossible in an ungraded school, a few of which still remain among us, though *much* has been effected in this respect during the last few years. More simplicity, more uniformity, both in methods of teaching and in the text-books, are attainable. In some instances there are too many classes and too many recitations, if not too great a variety of books. It is desirable to secure uniformity in the gradations, a perfect harmony in all of the grades, like the adaptation of the different parts of a complicated machine, that the machinery of our schools, so to speak, from the highest to the lowest, may harmonize, as if directed by one master-spirit. The details are not needed in this connection, while the general principles advocated seem too evident to demand much elucidation.

It is proper to remark that too little relative importance is generally attached to our Primary and lower grades of schools. An idea has prevailed and still prevails to some extent among those not familiar with our school system, that almost any individual is qualified to occupy those positions, but that the best talent is demanded for the higher grades. Of course, it is not supposed that the teacher of the Primary School should possess the *same* attainments, become familiar with the *same*

sciences, as the Principal of the High School, yet the successful teacher of beginners, one who directs the first unfoldings of the intellect, demands a rare versatility of talents, a comprehensiveness of resources, an amplitude of illustration, a power of adaptation, in many, if not in most respects equal to those occupying higher positions.

It is important that the *first* steps should be correct ones, the *first* impressions and ideas in accordance with truth; and the first expansion of the mind in harmony with its laws. Every successful teacher has learned from sad experience that the labor of "*unlearning*" is no trifling task, that it is far more difficult to eradicate the tangled and matted roots of false ideas, than to sow the seeds of truth. Erroneous views, imbibed in this peculiarly receptive period, are like seed deposited in a fertile soil; springing up vigorously and soon monopolizing the whole.

If to the considerations already adduced, we add the *fact* that but few of the mass of pupils ever enter the High Schools, and many, if they enter the grammar department, do not complete the course, we have abundant reasons for care in the selection of teachers for these grades.

SCHOOL BOOKS.—Amid the multiplicity of books, literary and scientific, it is no easy task to make a proper selection, since some are more voluminous than instructive, more ornamental than valuable, and more startling than improving. The teacher is the *soul* of the school-room, while books are his aids. Avoiding the one extreme of the disuse of books, on the one hand, it is judicious, on the other, not to be too much confined to them, though no scholar is prepared to enter school without them. The pupil is not simply a *receiver*, but a laborer, and these are his implements, the means of furnishing *employment*, and of securing mental discipline by effort.

While, it is true, that publishers have sometimes made changes for financial reasons, it is equally certain that judicious changes are frequently made. The march of the arts and sciences is onward, resulting in improvements. Progress implies change. In mechanics, obsolete implements give place to improved ones. The car of reform moves onward and *must* move. It is quite as possible and important to improve school-

books, as ploughs, engines, cars and the like. It is reasonable to infer that improved methods of presenting scientific subjects are possible, and that new truths are elicited by constant investigations.

A series of Readers, however good they may be, at length become comparatively useless from familiarity. The same pieces too frequently heard, become monotonous—so familiar that some can almost repeat them. Of course such pupils become inattentive and careless. The success and progress of the pupil are largely dependent upon the degree of interest cherished. It is reasonable and judicious to present as many attractions as possible, not only in the surroundings of the school-room, but in the books.

A few changes have been made, and it is more than probable that some others might be profitably made. Would it not be well therefore, to have a thorough revision of the whole matter, a change based on propriety and necessity, rather than on pecuniary considerations? While the useless appropriation of a single farthing should not be encouraged, a liberal expenditure is sometimes profitable and highly judicious.

CO-OPERATION OF PARENTS.—In a certain sense, at least, the teacher is an agent, acting instead of the parents, the parents having the superior interests. The teacher may be controlled by financial considerations, having more reference to appearances and to personal interests than to real progress—mental and moral culture,—while the parent is the party more immediately affected, the one having the most vital interests, contributing freely for the support of the Public Schools. The success of these schools is success in society, in general and in the families of the patrons in particular, while a failure detracts from the public good and involves a useless expenditure of public and private funds. The schools constitute an inheritance, the personal wealth of the common people, suggesting the idea of a special regard, an incentive to foster them with a commendable tenderness. These relations involve the idea of a positive duty and privilege to visit these schools as frequently as circumstances will permit, carefully noting their methods of instruction, their management, scrutinizing the labors of the teachers as carefully as the business man does those of his

clerks, manifesting, at least, as much interest in the education of our children as we do in the erection and furnishing of our residences. Such visits are not only profitable to the parents, but highly satisfactory and encouraging to teachers. It is only by such visits and personal examination that parents are enabled to judge *accurately* of their condition and of their advantages, as a means of elevating society. They have more interests in these schools than the teachers or visitors, and if they have grievances, they may *demand* to be heard—after having made themselves familiar with them—but *not till then*. They *only* have a right to sit in judgment upon the management of a school who have acquainted themselves with its condition by occasional or frequent visits. Such visits often have a marked effect in removing prejudices and objections, since *some* of these are imaginary. Again, both the teachers and pupils have a direct *claim* upon the parents for personal visits, sympathy and co-operation. If they are seldom or never seen in the school-room, while they frequent places of amusement, it is reasonable to infer that such parents have but little interest in the education of their children, and that they attach but little importance to the schools. Such inferences are unavoidable, unless it is supposed that they may have such unbounded confidence in the integrity and ability of the teachers that they regard them as infallible.

If *our citizens* have discharged their duties in this respect, enjoying all of their privileges, the school records will reveal the fact.

It is just to the patrons of the schools to say, when matters of misunderstanding between them and the teachers have been referred to the Superintendent, a commendable spirit has been manifested, a willingness to do right. Such evidences of respect and confidence are appreciated, and will be gratefully remembered.

PHYSICAL RELATIONS.—It is often true that the zealous educator, in his zeal to develop the intellect, ignores, apparently, the fact that man's mental nature is dependent upon his physical; that "a sound mind inhabits a sound body." Destroying the harmony of our three-fold nature, not a few disregard the laws of the physical being, and grossly violate those of the

mental, dwarfing the one by neglect, and crushing the other by excessive exercise. Such overtasking of the brain, withdrawing the vital forces from other organs, exciting one and debilitating the other,—“the hot-house system,”—are manifestly among the prominent causes of the brain diseases and other fearful forms of maladies so often and justly referred to the school-room. Excessive mental labor, long-continued confinement in one posture, and that an unfavorable one, with a desk too high or too low, may explain the existence of some of the “curved spines,” while some of the “colds” may be referred to the close, over-heated rooms, irregular temperature, and subsequent exposure. The seeds of disease sown at this impressible period will produce a fearful harvest in the future.

PHYSICAL TRAINING.—It is sometimes supposed that the young, particularly males, will secure sufficient exercise in their ordinary sports; yet this is not always judicious or systematic. It is evident, if appearances are reliable, that *some* of the young in our schools absolutely need special physical training; that all of the muscles—nearly five hundred in number—are not systematically brought into action. This is secured favorably in the schools by a judicious adoption of a system of *Calisthenics*. It should be remembered that *mere* movements are of but little importance; that a dull, lifeless routine, mere form, are of but little avail. Such lifeless exercises may subserve the purposes of amusement; but vigorous movements; the muscles moved by a strong will; a movement that sends the blood through its accustomed channels, vitalizing the whole body; *earnest* exercise, calling as many muscles into action as possible—such only is of much avail in the school-room. Such exercises not only promote physical health, but mental activity, imparting energy and a lively tone to the whole being. A text-book, as a guide, of course, would be of service; yet an intelligent teacher, one acquainted with anatomy and physiology, can easily improvise a variety of exercises, bringing most of the muscles in action. In addition to the advantages already referred to, it is manifest that they may be made useful as a means of affording a variety in the school exercises, relieving monotony. A school may become dull and listless from a variety of causes, demanding

some extraneous influences to infuse new life. A march around the room, accompanied by appropriate arm exercises, and enlivened by singing, will do much toward preparing the mind for study, since the most favorable rest is secured, not by an entire cessation of labor, but by a *change*, one calling *other* powers into exercise. Such exercises change the whole aspect of the school-room, enlivening and cheering, proving far more serviceable in inspiring courage, and encouraging vigorous effort, than the censorious remarks—nearly allied to scolding—sometimes heard. Under such influences, when a proper atmosphere, social and mental, exists, learning lessons partakes more of the nature of welcome labor than of a dreaded task. Listlessness and stupidity too often are the results of physical causes, the removal of which requires a change of physical conditions.

FIRST DISTRICT.

GRAMMAR.—This school was taught by Miss Sarah L. Dyer, a lady well qualified for her position in reference to literary attainments, but who was wholly inexperienced. At the commencement of the term, it was evident that the teacher was more interested in the *instruction* of her pupils than in the general management and care of her school—in the discipline. This is by no means unusual, when kindness of heart and sympathy are prominent characteristics. Yet experience has proved that something is requisite beside mere kindness and “moral suasion” in the successful training of the young. Seeing her mistake in this respect, the teacher zealously exerted herself in her efforts to *govern*, as well as instruct her school. Her influence over her pupils was gradually obtained, and her control was principally secured without the infliction of corporal punishment. The method of instruction was accurate and thorough, and the order, during the last of the year, was decidedly improved. The closing examination afforded proof that commendable progress had been made in most of the studies. The reading was deficient in distinctness of enunciation. The class in mental arithmetic was especially good, and those in written arithmetic recited, as a whole, very well. The second class in grammar was prompt, and exhibited good

improvement, but the first class in parsing and analysis manifested a want of real interest in the exercises.

Not absent during the summer term :—M. D. Stowell, M. L. Cleverly, H. Prince, Clara Cleverly. During the year :—F. Stowell, M. Terry, A. Terry, George Hunt, W. Pratt.

INTERMEDIATE.—This department was taught by Miss Maria F. Burrell, who was manifestly interested in her vocation. She was faithful and industrious, evidently more intent upon imparting solid instruction than in making a mere show. At the examination, the children were freely questioned in those studies to which they had attended, and their usually prompt answers showed good acquaintance with the subjects upon which they were examined. The reading and spelling were very creditable, and the exercises in geography and arithmetic were rendered quite entertaining by the trial of proficiency to which the scholars were subjected.

PRIMARY.—This school was under the care of Miss Alice M. Cushing. Though previously inexperienced, she exhibited a high order of adaptation to the work of teaching. She mingled kindness, and a degree of familiarity, with dignified reserve, and won the love of her scholars, without losing either their confidence or respect. In visiting the school, it was pleasing to witness the good order that pervaded her school-room and the attentive interest of the pupils. The closing examination gave satisfactory evidence that the labors of both the teacher and scholars were judiciously applied and manifestly productive of good.

Not absent during the summer term :—Wilbur H. Swan, Geo. H. Wise, Charles Baker, Geo. L. French. During the year :—Abner L. Stowell.

SECOND DISTRICT.

MIXED GRAMMAR.—Miss Eliza French, the teacher of this school, had had much experience, and her connection with the school was a natural guaranty of success. At the first visit to the school, it was evident that a pleasant feeling existed between the teacher and her pupils, foreshadowing agreeable relations in the prosecution of the studies. The teacher labored indefati-

gably for success, and a commendable interest was manifested by the pupils. The discipline was good, particularly satisfactory, since it is an ungraded school. The large number of classes was an annoyance, both to the teacher and superintendent. A limited time to these recitations was unavoidable. To remedy this evil, partially, at least, some of the more advanced scholars were selected to act as assistants; attending to some of the younger classes.

The reading at the commencement of the year was quite monotonous and lifeless; but by the subsequent efforts of the teacher, this was much improved. At the closing examination, the recitations were prompt and generally correct, excepting those in spelling. The classes in grammar, arithmetic and geography, proved themselves familiar with these parts which they had been over. The writing books were very neat and exhibited commendable improvement.

Not absent during the year:—Harriet J. Farren, Charlotte E. Briggs. Summer term:—Frederic W. Stoddard, John Nash, Herbert A. Swears. Winter term:—Carrie E. Dunbar.

THIRD DISTRICT.

GRAMMAR.—This school was under the charge of Mr. Franklin Jacobs, who acquitted himself very commendably as a teacher well qualified for his work. Energy, efficiency and a happy adaptation, distinguished his services and rendered them valuable. The scholars were strongly attached to him, while strictly controlled by the most thorough discipline. Their steady advancement in the various studies pursued, contributed to the pleasantness and profitableness of the year's labor. The school was well classified and all of the studies received a due share of attention. The study of grammar, which is generally too much neglected in schools of this grade, received special attention and good results were realized. The study of geography was rendered more attractive and practical by the introduction of a set of outline maps. The closing examination gave unmistakable evidence that time and labor here had been well employed. The classes generally appeared well. Those in arithmetic showed a familiarity with the principles studied. The parsing and analysis of sentences were satisfactory. The reading and spelling did not equal the good standard of the

other exercises. The writing generally was good and the books neat.

Not absent during the summer term:—E. D. Nash, A. H. Vining, F. W. Vining, J. M. Ford. Winter term:—S. H. Tirrell, A. H. Vining, C. B. Cushing.

INTERMEDIATE.—This school was taught by Miss Sarah J. Cushing, who has answered the expectations entertained, by a faithful discharge of her duties. She was accurate and thorough in her method of imparting instruction, and succeeded in making her classes understand the principles, as well as the general topics of the branches pursued. The discipline of the school was good and the scholars, though accustomed to close application, uniformly appeared cheerful and happy. The examination was creditable to both teacher and scholars. The classes recited fairly in spelling, definitions and in mental arithmetic. The recitations in written arithmetic, geography and grammar, together with the first class in reading, were *good*. The reading of the second and third classes was wanting in distinctness, spirit and accuracy of expression.

PRIMARY.—This school was under the care of Miss Augusta Raymond. This was her first attempt at teaching, and though in her own district, she was very successful. She possessed those traits of character which well fitted her for the work. Naturally fond of children, she governed with ease, and readily won the love and confidence of her scholars. There was *system* in the school, and the order was excellent. The closing examination was perfectly satisfactory. I would particularly commend the clear and audible tone in which the exercises were all conducted.

PRIMARY.—This school was taught throughout the year by Miss Mary A. Healey, who entered upon the work as a beginner in the art of teaching. At the first visit to this school, the order was far from satisfactory. The attention of the teacher being called to this point, it was soon corrected, and good discipline was maintained. Good progress was made in spelling and mental arithmetic; reading too monotonous. The closing examination was very creditable.

The room in which this school was kept, is entirely unsuitable for a school-room, being quite small, low in the walls, and poorly lighted and ventilated.

Not absent during the summer term:—Thomas Hogan, Julia Sullivan, M. Daly, J. Clark and Mary Tobin.

INTERMEDIATE—PLEASANT STREET.—This school was taught by Miss Hattie E. Bates, who labored faithfully to improve those intrusted to her care. The several branches of study in this department were pursued with commendable interest and desirable attainments. During the fall term, the attendance was very irregular. It is hoped that parents will remedy this evil, by sending their children to school more regularly in future; by so doing they will greatly advance the interests of the school. Good discipline was maintained, and the advantages of systematic management were prominent among the gratifying results. Animation and spirit characterized the every day exercises of the school. The examination gave good proof that the work had been well done. There were some fine specimens of printing and map-drawing exhibited upon the blackboards.

Not absent during the summer term:—John Noonan and Lucia A. S. Osborne.

PRIMARY—PLEASANT STREET.—This school was under the care of Miss M. Raymond through the summer term, when she resigned her situation on account of ill-health. It is sufficient credit to refer to the records of the past, since to enter into the details of her success during this term would be but a reiteration of the report of her success during several years of labor. Miss Fannie M. Burrell was appointed to fill the vacancy. She had no former experience as a teacher. She was faithful and industrious, and succeeded quite well, both in the instruction and government of the school. Low speaking was a fault in this department.

FOURTH DISTRICT.

INTERMEDIATE.—This school was taught by Miss E. N. Gardner, a teacher of considerable experience. At my first visit to this school, I felt that there was not sufficient *system* and *order*, to which attention was kindly directed. The sug-

gestions were as kindly received, and in a short time much improvement was apparent, particularly during the summer and fall terms. During the winter there was another change, the condition of the school not being satisfactory. A laxity of discipline necessarily retarded the progress of mental development. At the closing examination, some of the classes appeared quite well, especially those in geography. The spelling was fair, the reading was faulty, while the classes in arithmetic appeared rather deficient in the principles. The school, as a whole, was not satisfactory.

PRIMARY.—This school was taught by Miss Emma A. Trott. The school, numbering eighty-two scholars, was one of the largest in town the past year, and its proper management severely taxed the teacher, who was not found unequal to the demand. The order was good, and a steady improvement was made. The greatest embarrassment experienced arose from the difficulty of so classifying the scholars as to prevent some from retarding the progress of others. The chief source of this evil was irregular attendance. At the closing examination the school appeared *well*. In reading and spelling very decided progress was observed. All of the exercises were highly satisfactory.

FIFTH DISTRICT.

GRAMMAR.—This department was under the charge of Miss Priscilla B. Shaw, whose experience and previous connection with the school were natural guarantees of success. The progress made during the year demonstrated the fact that the teacher labored, not only with commendable assiduity and fidelity, but with good results. In my visits from time to time, I was pleased with the attention to study, and the teacher's method of instruction. In teaching arithmetic, the analytical method was adopted to a greater extent than usual; giving reasons, being a prominent part of a recitation. In grammar, subjects were investigated more by *topics* than by the usual manner of asking and answering questions merely.

The order was generally good. The examination was highly satisfactory. The classes in arithmetic were clear in the statement of principles, and correct in their demonstrations upon

the blackboards. The classes in grammar were very familiar with the principal elements of this science. The reading and spelling were very creditable to the school. Some quite interesting compositions were read, and several pieces were very well spoken.

Not absent during the year:—Addie Cushing, Minnie Locke, Sarah Stowell, Maria Torry, Lizzie White. Summer term:—Florence Locke, Sarah Vining, Alice Nash, Emilie White.

PRIMARY.—This school was taught by Miss Lizzie L. Cushing, of whose experience and ability as a teacher I need not speak. The school, which was large, was in all respects well-conducted. The most pleasant relations existed between the teacher and pupils. The discipline was good; and a degree of interest was manifested, both by teacher and scholars, seldom met in schools of this grade. As the result of such a state of things, much improvement was made, rendering this a *very* successful school. The exercises at the closing examination were of a high order. The reading, as a whole, was good, and in some of the classes *excellent*; the same was true of arithmetic and geography. The scholars were self-possessed and prompt, and in most instances really enthusiastic.

Not absent during the last twenty-three weeks:—William Shaw, George Barnard, Fremont Chambers, Lawrence Shaw, Henry Lowell, Louis Estes, Josie Sargent, Clement Gardner, Arthur Gardner, Addie Tirrell, Nellie Moore, Cora Lowell, Louise Merritt, Flora Barnard. Not absent during the year:—Jennie Tirrell, Clara Merritt, Janie Loud, Lizzie Cady, Howard Locke, Leavitt Tirrell, Charles Nash.

PRIMARY.—This school was continued during the year under the care of Mrs. Lydia T. Cushing, who has for some few years occupied the same position. Her government was of the parental or maternal character, decidedly appropriate for a school like this, composed of very young scholars. Their age rendered her task quite difficult, yet her success was very apparent, especially so in giving instruction in mental arithmetic. The parents may well feel grateful for her efforts in the management of so youthful a class, and appreciate her success in

developing these tender minds at this peculiarly interesting and impressible age.

Not absent during the last twenty-three weeks:—Emilie Nolan, Helen A. Cushing, Everett W. Gardner, Timothy Desmond, Charles Stowell, Freddie White. Not absent during the year:—Mary L. Sargent, Nellie Nolan, Quincy I. Loud, Frank A. Cushing. Average age, six and one-half years.

SIXTH DISTRICT.

GRAMMAR.—This school was in charge of Miss L. E. Hunt, during the summer and a part of the fall term, when ill-health compelled her to resign, much to the regret of the committee and patrons of the school. The school, while under her care, was in an excellent condition, and made very commendable progress. The mental discipline was highly satisfactory, and the government of the right kind.

Miss Fannie A. Porter, a lady of *superior* literary attainments, was appointed to fill the vacancy. The first appearance of the school after her connection with it, gave favorable indications of success; yet subsequent developments somewhat changed the prospects. It is manifest that had all been well-disposed, the school would have been a perfect success. Too many of the *larger boys*, some sufficiently *large* to be called young men, were disorderly, this being one of the principal causes of the failure of success, at least the success that was anticipated. If these larger scholars had co-operated with the teacher, conducting themselves properly, governing themselves, it is quite certain that a high degree of progress would have been made. A failure in government necessarily rendered the mental discipline defective. At the closing examination, I was agreeably disappointed in regard to the general exercises, since they were better than was anticipated, and indeed most of them quite satisfactory. The reading and spelling were generally good. The examination in arithmetic exhibited a good degree of proficiency on the part of the scholars. The recitations in geography were particularly good, but those in grammar were not as a whole satisfactory.

Not absent during the winter term:—P. W. Loud, D. V. Poole, W. B. Lovell.

PRIMARY.—At the commencement of the year, this school was given in charge of Miss L. M. Pratt, an experienced and faithful teacher. Miss Pratt labored indefatigably to improve her school in all of the required branches of study and especially that of reading. In my visits to the school, I was gratified in observing the gradual but sure progress made. The order was good. During the latter part of the fall term she was obliged to resign on account of ill-health, and Miss Hattie H. Tirrell was appointed her successor. At first the school suffered from the change; the pupils were restless and inattentive; system and order seemed to have retired with the former teacher; but this state of affairs did not long exist. The teacher soon became accustomed to her *new* position and out of confusion instituted *order*. This having been accomplished, the work of instruction was successfully prosecuted. The closing examination was perfectly satisfactory. The improvement was very apparent, reflecting great credit upon the teacher.

Not absent during the summer term :—Mary E. Loud, Rosie Crocker, Hattie R. Poole, Sarah R. Poole, Ellie Crocker, John W. Shaw.

SEVENTH DISTRICT.

GRAMMAR.—Teacher, Miss Carrie L. Lovett. The condition of the school for the year was deserving of high commendation. The order was uniformly good, being generally secured by mild measures. A spirit of mutual confidence, kindness and good will was manifest, constituting the school-room a pleasant place. There was an evident desire for improvement, observable among most of the pupils, which was a pleasing feature of this school, an atmosphere that a good teacher attempts to secure. The school was removed to its new room in February, where its improved accommodations and its favorable surroundings gave a fresh impetus to the progress of the school. At the closing examination the school appeared well. In reading and spelling very decided progress was noticeable. The classes in geography were prompt and generally accurate. The examination of the classes in arithmetic was thorough, and on the whole satisfactory. Creditable recitations were made in grammar and in the history of the United States.

INTERMEDIATE.—This school was taught by Miss S. L. Vining, who fully maintained her reputation as a faithful and successful

teacher. She spared neither time nor energy in her efforts to advance those under her charge. At first there was too much of listlessness and inattention to study, which, however, by the persevering efforts of the teacher, were overcome. The improved state of the school when visited was manifested in the greater promptness and accuracy of the recitations. The examination of this school afforded ample evidence of the teacher's industry and tact in the instruction of her school. In geography and arithmetic the recitations were prompt and correct, the answers to questions being given without hesitation and in a distinct manner. The reading and spelling were generally good, especially the latter. Time and labor here were well employed.

Not absent during the year:—Arthur Littlefield. Summer term:—Fannie Sprague, Charles Hayes, F. Thayer.

PRIMARY.—In this school, the continued services of the tried and approved teacher, Mrs. M. A. Morrill, have insured another year of commendable progress. After seven years spent in the same district, the teacher has established a character, which is not dependent upon annually repeated commendation. It may, in short, be said however, that the school has lost none of the energetic and progressive character for which it has been distinguished in previous years. The teacher and scholars have labored together with a love for the work in which they were engaged, and the foundations have been well laid in all the branches of this department. At the closing examination, the recitations were prompt and spirited. The reading was excellent, awakening the hope that these pupils, having learned in the Primary School to read correctly and naturally, will show the same proficiency as they pass through the various classes of higher grades. Such a school really needs no special commendation, but stands upon its own merits.

Not absent during the year:—M. T. Gilligan, Edward Moneghan, W. Abott Howe. Summer term:—Everett B. Howe, Horace B. Derby, Charles Cloutman, Charles S. Custiss, Frank Tower, Volney C. Daggett, Everett Loud, Freddie Loud, Sarah A. Graves.

INTERMEDIATE.—UNION STREET.—This school has been somewhat unfortunate, and its progress retarded from the frequent

change of teachers, having had three during the year. During the first part of the summer term, Mrs. E. Torry had charge of it temporarily, until the committee could obtain some one as permanent teacher. She is a lady of marked ability, a thorough disciplinarian and succeeded in gaining the love and respect of the scholars under her care. While she taught, it was in all respects a good school, and the improvement made was very satisfactory. Mrs. Torry left, after having taught nine weeks and Miss C. P. Torry, of Quincy, was appointed to fill the vacancy. Miss Torry was a teacher of some experience, having previously taught in Boston. She brought to her work a large share of energy and was not wanting in interest, but she failed to secure the respect and affections of her pupils. Hence the discipline of the school and the advancement of the scholars were not altogether satisfactory. At the close of the summer term Miss Torry resigned, and Miss Kate A. Barrows was appointed teacher. She entered on her duties in September and continued through the remainder of the year. She was industrious and faithful in the performance of her labors, and the closing examination gave proof that commendable improvement had been made.

PRIMARY—UNION STREET.—This school, under the management of Miss Mary E. Allen, was in excellent condition. During the year, both teacher and pupils manifested great interest in the business of the school and much progress was made. At the examination the exercises were highly commendable. The recitations in mental arithmetic and geography were good. Those in reading and spelling were excellent. Promptness was a pleasing feature.

Not absent during the summer term:—J. Madden, E. E. Hagden, F. H. Thomas, F. L. Shores, W. Clapp, F. I. Thomas, E. M. Healey, E. McGuire, R. Donahoe, M. J. Donahoe. Winter term, 19 were absent only one day.

INTERMEDIATE—POND STREET.—The teacher during the summer and fall terms was Miss H. C. Folger, who devoted her time and energies to the school. In a few cases, she felt obliged to resort to corporal punishment in order to enforce obedience. In the earlier part of the summer term, some

complaint was made in respect to the teacher's classification of her scholars, which was removed as soon as teacher and parents understood each other better. The classification and the teacher's authority established, the way was prepared for the scholars to apply themselves to their studies, which they did with commendable diligence, and hence with good results, notwithstanding the want of harmony between the teacher and *some* of the parents. At the close of the fall term, Miss Folger resigned, and Miss Alice R. Rogers was appointed her successor. Of the school, while under her care, I am able to speak in terms of commendation. The teacher, though previously inexperienced, was faithful in the discharge of her duties, mild, yet firm, in her discipline, and the kindest relations existed between teacher and pupils. At the closing examination, the improvement exhibited by the scholars proved that the school had been faithfully and successfully taught.

PRIMARY—POND STREET.—This school was under the care of Miss Emma J. White. This was her first attempt at teaching. In visiting the school I was satisfied, however, that she endeavored to give her attention faithfully to her work. During the earlier part of the year, there was a want of system in the school exercises. When her attention was called to this fact, the teacher saw the deficiency and rectified it. A pleasant relation existed between teacher and scholars. The exercises of the examination showed that *many* of the teacher's efforts to advance her pupils in reading, spelling and mental arithmetic had been judicious and successful.

MIXED INTERMEDIATE—RANDOLPH STREET.—This school was taught through the year by Miss A. Clementine Orcut. Upon my first visit to the school there was an apparent want of order and attention to study on the part of the scholars. The attention of the school was called to these points. Improving somewhat by the suggestions made, the teacher evidently desired to discharge *her* duties faithfully and well; and had her efforts been seconded by the co-operation of the parents, in seeing that their children attended regularly, the results would have been more satisfactory. Irregularity of attendance throughout the year has been a serious injury to this school. The teacher

received no less than three hundred and forty-eight excuses, which is sufficient to account for some of the defects in mental acquisition, however faithfully the teacher may have labored. At the examination, the classes in reading gave evidence of some improvement. Those in spelling were prompt and generally correct. In arithmetic, the scholars were deficient in a knowledge of principles.

NINTH DISTRICT.

GRAMMAR.—This school commenced under the direction of Mr. T. H. West, its former teacher, who taught during the summer term, at the close of which he resigned. His services as a teacher were appreciated by the committee and by those whose children were under his care, and he retired from the school with the warmest affection of his scholars. Miss Lizzie C. Wood had charge of the school through the fall and winter terms, and performed her duties in a most satisfactory manner. Under her instruction, the school more than maintained its former rank. Miss Wood is a lady of large experience as a teacher, possessed of unusual energy and perseverance, and will take a high stand in the community. In this school, a decidedly strong government proved hardly less popular than beneficial, and the proficiency made was only equalled by the superior discipline maintained. The school was well taught and governed and its good regulations were accompanied with that skilful and thorough mental training which is essential to all true education. The examination at the close, fully realized the expectations of those having the school in charge, the scholars having made steady progress in all the studies to which they had given their attention. The recitations in arithmetic were excellent. The classes in grammar and geography appeared well. The reading was not as good as the other exercises.

Not absent during the year:—Sarah M. Dalton. Winter term:—Nettie Tirrell, James Boynton, Frank White, David Irish. Fall term:—Clara Trott.

UPPER INTERMEDIATE.—Miss Julia A. Baker, who had taught this school the previous year, was re-engaged for a second term of service. She had charge of the school during the summer

term, at the close of which she sent in her resignation. Few teachers in schools of this grade ever were more successful in winning the affections of their scholars, in awakening an interest in study and in imparting instruction, than Miss Baker. Her place was supplied by Miss Mary W. Wood, a lady of good attainments and some experience as a teacher. Her success, during the time she had charge of the school, was highly creditable to herself and satisfactory to its patrons. Her object was not to see how fast or how far her pupils could proceed, but to have them do *well* what they did, whether little or much. At the closing examination the school appeared well. The order and discipline were very satisfactory, and there were evidences of a good degree of improvement in all the studies. In reading and spelling, very decided progress had been made. The classes in geography appeared well. In arithmetic, the examination was thorough, and, on the whole, satisfactory. The maps were very neatly drawn.

Not absent during the summer term :—Hattie Torry, Carrie Bailey, John Phillips, John Welsh. Winter term :—William Hancock, Ida F. Baker, Mary Rogers, Lizzie Richards, Nettie Stiles.

LOWER INTERMEDIATE.—This school was taught by Miss Emma J. Baker, it being her first experiment in teaching. At the commencement of the year it required time, decision and persevering effort to bring the school into a good working condition. This object having been secured, by establishing order and enforcing obedience to wholesome regulations, the work of the school-room, in respect to study and recitations, was prosecuted with a good degree of success. The teacher labored faithfully and perseveringly to secure mental development. The examination gave general satisfaction. In reading, very commendable improvement was noticeable. The spelling was excellent. The recitations in geography and the tables of weights and measures were unusually good. The classes in mental arithmetic were not quite as good as in other recitations.

Not absent during the summer term :—Hattie B. Baker, Lizzie M. Phillips, Joseph Trask. Fall term :—Annie M. Stoddard. Winter term :—Annie M. Stoddard, Cornelius Condrick, Frederick W. Peterson, Frank O. Whitmarsh.

UPPER PRIMARY.—Miss Adalaide A. Keeler had charge of this school through the year, and performed her duties in a most satisfactory manner. Under her instruction, the school fully maintained its former high rank. I have noticed, with pleasure, the general characteristics of this school, the good order, system and attention to study and a thorough drill at the time of recitation. The classes all appeared well at the closing examination. All were *very* prompt in their recitations, the time seeming far too short to allow each the necessary opportunity to receive justice. The general appearance of the school, the discipline included, was highly satisfactory.

Not absent during the year:—Carrie Stoddard, Maggie A. Murphy. Summer term:—Henry M. Richards, Rosina White.

LOWER PRIMARY.—This school was under the care of Miss Amey M. Adlington, who faithfully and successfully discharged her duties. She quietly presided in her *diminutive* school-room, and exerted a mild yet controlling power, by which the most restless spirits were held in due control, and led cheerfully through the first steps of education. Her school was large, numbering 67 scholars—altogether too large, considering the capacity of the room—and her labors exhausting, especially to *patience*. At the examination, while all of the exercises of the “little ones” were very satisfactory, I cannot but commend especially the practice of spelling words by *sounds*, as well as by letters.

TENTH DISTRICT.

INTERMEDIATE.—This school, under the instruction of Miss Jennie Fairbanks, made commendable progress during the year, and sustains a very respectable position among the schools of the same grade, for regularity and punctuality of attendance, good order and mental discipline. I am happy in being able to testify to the invariable interest manifested, both by teacher and pupils—an interest the more gratifying when the comparative smallness of numbers, and consequent want of stimulus to exertion, are considered. The examination furnished satisfactory evidence that every effort had been made by the teacher to meet all reasonable requirements. The pupils were questioned on the various subjects which they had studied,

and gave their answers promptly, and, for the most part, correctly. The reading was defective in correct emphasis and clearness of articulation.

Not absent during the summer term:—Josie Cunningham.
Winter term:—Minot Garey.

PRIMARY.—This school was taught by Miss Louisa M. Graves. The sixty pupils of this school ranged between the ages of five and ten, and were well classified. Their progress in the elementary branches, and the attachment they exhibited for their teacher, were satisfactory evidences of her skill in managing and instructing them. To such young minds the hill of knowledge is the “Hill Difficulty,” and they need the superintendence of a patient and cheerful guide. Such a guide was their teacher during the year, and she is deserving of high commendation for the thoughtful care with which she watched their youthful steps, and the progress she made in leading them through the rudiments of education.

SOUTH HIGH SCHOOL.

This school was committed to the charge of Mr. F. B. Gamwell, a gentleman of ability, a sound scholar, a good disciplinarian, having had a large share of experience. Energetic, zealous and laborious, he infused into his pupils, in some degree, his own *enthusiasm* and *love* for the exercises of the school-room. The method of instruction was *critical, thorough* and systematic, the great design evidently being to inspire a love for scientific research, to “draw out mind,” strengthening mental powers, encouraging self-reliance, having more regard for *quality* than *quantity*. Clear in his explanations, versatile in his illustrations, fully comprehending the subject treated himself, it was by no means difficult to convey, in a lucid manner, correct ideas, leaving vivid impressions. It was gratifying, at the usual visits, to observe evidences of a general interest, cherished by the teacher and the taught, with a few exceptions, with a consequent gradual and uniform development of the mental powers; though in *some* instances, I could but feel that a longer stay in the grammar school would have been an advantage to the pupils, rather than to attempt the investigation of subjects above their capacities.

The most serious inconveniences endured by this school were connected with an unsuitable room—which were obviated by the removal to the new house in February—the deficiency in suitable apparatus, works of reference, encyclopædias, &c.

The school requires no special commendation at my hands. To those who availed themselves of the opportunity to visit it while performing its daily work, and to the numerous spectators at the public examination, the school has spoken for itself. The recitations of the classes furnished unmistakable evidence that they have received thorough and critical instruction. The examination of the class in arithmetic was not as satisfactory as in other studies.

While it is not my purpose to speak of the school in full detail, it is but just to speak of the recitations in physiology and ancient history, together with that in French, as of peculiar excellence. The recitation from Virgil was no less pleasing. Selections were made from the third, fourth, fifth and sixth books of the *Æneid*, and the pupil's familiarity with the passages, scattered as they were through four books, gave most satisfactory indications of his acquaintance with the whole. There was a naturalness and ease in the application of grammatical principles, which could only have been acquired by patient and careful training. The classes in the Latin Reader gave evidence that they had been well *drilled*, that their time had not been spent in merely conjugating, declining and translating, but that they were familiar with the structure of the language, and its laws. This was shown by a practical demonstration upon the blackboards.

The compositions read by the young ladies, and the declamations by the young gentlemen, added to the interest of the examination. Those who addressed the school, spoke in terms of high commendation.

Not absent during the year:—Israel N. Terry, Frank A. Terry, George R. Loud.

NORTH HIGH SCHOOL.

This school was under the direction of Mr. Nathan E. Willis, whose connection with it commenced during the last part of the preceding year. He is a gentleman of good literary qualifications, and zealous in his efforts to promote the highest men-

tal development of those under his charge. During the first visit, at the commencement of the year, a favorable impression was made, justifying high hopes of the school, as connected with the teacher's general method of conducting the exercises. It was evident that he brought to the work a commendable interest, and that he endeavored to discharge his duties faithfully. In the recitations there were evidences of correct methods of instruction, with a good degree of thoroughness, the instruction given being highly practical.

There was, however, one thing wanting. It was manifest that there was an absence, in some degree, of that vivacity, spirit and *vim* so necessary to energize and vitalize a school, so essential to develop and foster promptness, enthusiasm and effectiveness in the pursuit of study, and to inspire an interest in school exercises.

The attention of the school was called to this point, and subsequent visits gave proof of a decided improvement.

The public exercises of the examination were attended by a large assemblage of the parents and friends of the pupils, and all appeared *well satisfied* with the results of the past year's instruction, so far as they could be exhibited on such an occasion. The lower classes appeared well versed in all the studies to which their time had been devoted. The recitation in arithmetic was marked by great freedom and exactness in giving the rules for every process, and the examples on the blackboards were wrought with dispatch. In algebra, difficult theorems and problems were readily solved, while in natural philosophy and physical geography the more important principles were enunciated and explained in a manner which showed understanding of the sense as well as recollection of the words. The class in astronomy showed that they had been taught not merely to answer questions from the book, but to turn their attention to the motions of the heavenly bodies themselves.

The graduating class, consisting of three young ladies—Miss Hattie M. Terry, Miss Lizzie C. Pratt, Miss Ella C. Baker—sustained admirably the examination in mental philosophy and zoölogy; in the French language, including Fasquelle and two tragedies of Racine, and in the first four books of Virgil's *Æneid*.

The exercises in declamation and singing were very interesting and creditable to the scholars. In the essays read, the

thought, the style, the manner of reading were especially worthy of approbation.

Through a misunderstanding, the valedictory was omitted, very much to the regret of all.

Remarks were made by several of the committee and all expressed themselves *highly gratified* with the school and the examination.

Not absent during the summer term :—Ella C. Baker, Herbert A. Newton, William H. Pratt, Nathan H. Goodspeed. Winter term :—N. H. Goodspeed.

In this review of the condition of the public schools, while I have called your attention to some of their excellences, I have also endeavored to point out their defects. This view, from both points, is due to every teacher, who, while the school is under his or her charge, *can* claim merit for its success and *must* be held responsible for its failure.

I have not thought it best to effect or even suggest any radical changes, during the year, in our school system. It has been my chief purpose to bring our children under the influence of the present system. It is not so difficult to *instruct* as it is to keep the children under the influences of instruction. Active and vigorous effort is required on the part of parents, teachers and superintendent, to secure a good attendance. I think I may report them as having made some advance in this respect.

During the first part of the year, thinking that it would excite to an honorable emulation, I promised the scholars that I would publish in the School Report, the names of those who would present a clean register. In conformity, therefore, with my promise, I have given the names of all, as shown by the registers of the several schools.

Without further remarks, I think we may now transmit the schools to our successors, with the assurance that they have not only sustained no loss while under our care, but that they have somewhat improved.

In closing my Report as Superintendent of the Public Schools, I feel that it is due to you, gentlemen, as well as to myself, to say a few words. When I entered upon the duties of my office in April last, it was with the determination to

labor assiduously, having special regard to the interests of the schools. How far I have succeeded in any of my efforts, it is not my province to decide. I claim for myself only the merit of earnest labor and an honest purpose.

In conclusion, permit me to express to you my deep sense of obligation for your confidence, and for your uniform courtesy and kindness.

All of which is respectfully submitted.

FRANCIS M. DODGE, *Superintendent.*

WEYMOUTH, March 4, 1867.

S T A T I S T I C A L T A B L E .

No. of District.	SCHOOLS.	NAMES OF TEACHERS.	Wages per Month.		Length of School in Months.		Whole No. of Scholars.		Average Attendance.		Under five Years.		Over fifteen Years.	
			Sum'r.	Winter.	Sum'r.	Winter.	Sum'r.	Winter.	Sum'r.	Winter.	Sum'r.	Winter.	Sum'r.	Winter.
I.	North High School, South High School,	Nathan E. Willis, F. B. Gamwell,	\$95 00	\$95 00	3 $\frac{3}{4}$	6 $\frac{1}{4}$	47	37	41	30	-	27	24	
			95 00	95 00	3 $\frac{1}{2}$	6 $\frac{1}{2}$	51	49	43	37	-	32	30	
I.	{ Grammar, Intermediate, Primary, . . .	Sarah L. Dyer, Maria F. Burrell, Alice M. Cushing,	32 00	32 00	3 $\frac{3}{4}$	6 $\frac{1}{4}$	42	42	35	35	-	-	3	
			26 00	26 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	49	49	40	38	-	-	-	
			24 00	24 00	3 $\frac{3}{4}$	5 $\frac{1}{2}$	64	64	54	51 $\frac{1}{2}$	-	-	-	
II.	Mixed Grammar,	Eliza French,	32 00	32 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	60	59	50	47	1	-	3	
III.	{ Grammar, Intermediate, " . . . Primary, . . . " . . . " . . .	Franklin Jacobs, Sarah J. Cushing, Hattie E. Bates, M. V. Raymond, Fannie M. Burrell, Augusta Raymond, Mary A. Healey,	56 00	56 00	3 $\frac{3}{4}$	6 $\frac{1}{4}$	61	57	53	44	-	-	7	
			26 00	26 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	49	54	36 $\frac{1}{2}$	39	-	-	-	
			26 00	26 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	54	51	39	36	-	-	-	
			24 00	-	3 $\frac{3}{4}$	-	67	-	48	-	-	-	1	-
			-	24 00	-	5 $\frac{3}{4}$	-	58	58	-	41	41	-	-
			24 00	24 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	50	56	38	42 $\frac{1}{2}$	38	42 $\frac{1}{2}$	2	-
IV.	{ Intermediate, Primary, . . .	E. N. Gardner, Emma A. Trott,	26 00	26 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	48	53	41	41	-	1	-	
			24 00	24 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	78	82	54	49	-	-	-	
V.	{ Grammar, Primary, . . . " . . .	Priscilla B. Shaw, Lizzie C. Cushing, Lydia T. Cushing,	32 00	32 00	3 $\frac{3}{4}$	6 $\frac{1}{4}$	52	54	45	45	-	-	8	
			24 00	24 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	62	67	54	59 $\frac{1}{2}$	-	-	-	
			24 00	24 00	3 $\frac{3}{4}$	5 $\frac{3}{4}$	36	34	32	30	-	-	-	

VI.	{	Grammar, . . .	L. E. Hunt, . . .	\$32 00	-	32 1/2	43	-	47	37	-	36	-	-	5
		Primary, . . .	Fannie A. Porter, . . .	24 00	32 00	32 3/4	64	47	51	-	-	36	-	-	-
			L. M. Pratt, . . .	-	24 00	3 1/2	-	66	-	-	-	49	-	-	-
			Hattie H. Tirrell, . . .	-	24 00	5 3/4	-	-	-	-	-	-	-	-	-
VII.	{	Grammar, . . .	Carrie L. Lovett, . . .	32 00	32 00	6 1/4	47	43	40	40	35	35	3	-	-
		Intermediate, . . .	S. L. Vining, . . .	26 00	26 00	5 3/4	45	43	40	40	38 1/4	38 1/4	-	-	-
		Primary, . . .	Maria A. Morrill, . . .	24 00	24 00	3 1/2	63	73	61	61	61 1/2	61 1/2	-	-	-
		Intermediate, . . .	E. Torry, . . .	26 00	-	-	-	-	-	-	-	-	-	-	-
			C. L. P. Torry, . . .	26 00	-	3 1/2	54	-	44	44	44	44	-	-	-
		Primary, . . .	Kate A. Barrows, . . .	24 00	26 00	3 1/2	57	50	53	53	49 3/4	43	43	1	-
		Intermediate, . . .	Mary E. Allen, . . .	26 00	24 00	3 3/4	34	51	26	26	51	49 3/4	-	-	-
		Primary, . . .	H. C. Folger, . . .	24 00	26 00	3 3/4	50	30	39	39	-	26	26	-	-
		Mixed Intermediate, . . .	Alice R. Rogers, . . .	28 00	28 00	3 3/4	33	36	28	28	30	40	40	1	-
			Emma J. White, . . .	56 00	32 00	3 3/4	39	37	29 5/8	29 5/8	54	31	31	-	-
			A. C. Orcut, . . .	26 00	26 00	3 3/4	54	54	45	45	-	44	44	-	-
IX.	{	Upper Intermed., . . .	T. H. West, . . .	26 00	26 00	5 3/4	54	54	41	41	44 1/5	44 1/5	-	-	
		Lower Intermediate, . . .	Lizzie C. Wood, . . .	24 00	24 00	3 3/4	66	66	53	53	46	46	-	-	
		Upper Primary, . . .	Julia A. Baker, . . .	24 00	24 00	3 3/4	49	67	32	32	48	48	-	-	
		Lower Primary, . . .	Mary W. Wood, . . .	26 00	24 00	3 3/4	34	60	29	29	42	42	-	-	
X.	{	Intermediate, . . .	Emma J. Baker, . . .	26 00	26 00	5 3/4	32	32	44	44	24	24	-	-	
		Primary, . . .	A. A. Keeler, . . .	24 00	24 00	5 3/4	55	60	44	44	42	42	-	-	
		A. M. Adlington, . . .	26 00	26 00	5 3/4	34	32	29	29	24	24	-	-		
		Jennie Fairbanks, . . .	24 00	24 00	5 3/4	55	60	44	44	42	42	-	-		
		L. M. Graves, . . .	24 00	24 00	5 3/4	34	32	29	29	24	24	-	-		

