

ANNUAL REPORTS

OF THE

Town of Provincetown,

FOR THE YEAR ENDING

Dec. 31, 1873.



PROVINCETOWN :

ADVOCATE STEAM JOB PRINTING ESTABLISHMENT.

1874.

Town Officers for 1873.

Selectmen and Assessors—John Swift, Artemas Paine, Silas S. Young.

Overseers of the Poor—David Smith, Artemas Paine, Silas S. Young.

Town Clerk and Treasurer—Seth Smith, Jr.

Collector of Taxes—Henry W. Cowing.

Superintendent of Schools—B. F. Hutchinson.

School Committee—John M. Crocker, Horace A. Freeman, John D. Hilliard, Mrs. Annie J. Hutchinson, Mrs. Harriet F. Mitchell, Mrs. Mercy M. Hopkins.

Chief Engineer of the Fire Department—John D. Hilliard.

Assistant Engineers—Jonathan Cook, Charles A. Cook, Amasa Taylor, L. N. Paine, Enos N. Young, E. K. Cook.

Road Surveyors—Asa Atkins, James S. Dyer, John M. Carnes.

Board of Health—Jonathan Cook, David Smith, Alexander Manuel.

Constables—Jonathan Cook, E. J. Kilburn, R. D. Baxter, John M. Carnes.

Fence Viewers—E. J. Kilburn, John M. Carnes, J. Harvey Dearborn.

Beach Grass Committee—Henry Atkins, Josiah Hill, Robert G. Alexander.

Surveyors of Wood, Bark and Lumber—J. S. Atwood, George H. Holmes, F. M. Freeman.

Field Drivers—Freeman M. Bowley, Edward Lewis, Josiah Hill.

Pound Keepers—Freeman M. Bowley, Edward Lewis.

Sealer of Weights and Measures—Henry W. Cowing.

Truant Committee—John Young, James Emery, Rufus Hopkins.

Monument Committee—John D. Hilliard.

REPORT OF THE SELECTMEN.

TO THE INHABITANTS OF PROVINCETOWN :

The Selectmen of the Town of Provincetown submit the following Report for the year ending December 31st, 1873 :

Valuation of the Town, May 1st, 1873.

Real Estate,	\$916,592 00
Personal Estate,	826,264 50
	<hr/>
	\$1,742,856 50

Number of Polls at \$2 each,	1138
Acres of Land taxed,	748
Rate of taxation on \$1000,	\$21 00
Number of Legal Voters,	803

Appropriations.

Support of the Poor,	\$2700 00
Public Schools,	7200 00
Fire Department,	3000 00
Roads and Sidewalks,	3000 00
Bridge and Beach Point Road,	250 00
Parallel Road and Vine Street,	3500 00
Night Watch and Police,	1600 00

Interest,	\$4500 00	
Abatement of Taxes,	400 00	
Discount on Taxes,	1200 00	
State and County Taxes,	5500 00	
Incidental Expenses,	4500 00	
School Houses, Town House and Hill,	500 00	
Bulkheads to Western School House,	150 00	
New Hearse,	450 00	
Memorial Day,	150 00	
	<hr/>	
	\$38,600 00	
Overlayings on Taxes,	275 98	
	<hr/>	
Amount assessed,	\$38,875 98	

Support of the Poor.

Paid Orders of Overseers,	\$2952 93	
Town appropriation,	\$2700 00	
Deficiency,	252 93	
	<hr/>	
	\$2952 93	

Public Schools.

Paid orders of Sup't Schools,	\$7094 36	
Cash in Treasury Dec. 31, 1872,	\$2570 29	
Mass. School Fund,	250 04	
Town appropriation,	7200 00	
Balance in Treasury,	2925 97	
	<hr/>	
	\$10,020 33	\$10,020 33

Fire Department.

Paid orders of the Engineers,	\$2539 47	
Town Appropriation,	\$3000 00	
Cash from sale of old Hose,	12 50	
Balance in Treasury,	473 03	
	<hr/>	
	\$3012 50	\$3012 50

Roads and Sidewalks.

Paid orders of Road Surveyors,		\$2196 73
Town appropriation,	\$3000 00	
Received from O. C. R. R. for repairs on Com'l Street,	41 40	
Balance in Treasury,		844 67
	<hr/>	
	\$3041 40	\$3041 40

Bridge and Beach Point Road.

Paid orders of Road Surveyors,		\$170 40
Town appropriation,	\$250 00	
Balance in Treasury,		79 60
	<hr/>	
		\$250 00

School Houses, Town House and Hill.

Paid repairs School Houses and Fixtures,	\$386 42	
Cleaning School Rooms, &c.,	119 45	
School apparatus and Printing,	76 56	
Repairs and care Town House, Hill and Fence,	97 62	
Town appropriation,	\$500 00	
Deficiency,	180 05	
	<hr/>	
	\$680 05	\$680 05

Interest.

Paid Individuals on demand loans,	\$1636 09	
Seamen's Savings Bank on demand loans,	875 00	
Prov. National " " Railroad "	3500 00	
Commonwealth on note of Jan. 7, 1854,	96 00	
Town appropriation,	\$4500 00	
Rec'd interest of O. C. R. R. Co.,	2585 00	
Balance in Treasury,	977 91	
	<hr/>	
	\$7085 00	\$7085 00

Town Notes.

Paid State on note of Jan'y 7, 1854,	\$500 00
Individual Note,	225 00
	<hr/>
	\$725 00
Deficiency,	\$725 00

Watch and Police.

Paid Night Watch to Dec. 31, 1873,	\$1301 70
Extra Watch and Police duty,	76 02
Town appropriation,	\$1600 00
Balance in Treasury,	222 28
	<hr/>
	\$1600 00

It was voted at the last annual town meeting to have a Night Watch and Police the ensuing year, and \$1600 was appropriated for that purpose.

In accordance with said vote a Night Watch was kept from Jan. 1 to May 15, and Sept. 15 to Jan. 1, 1874, at a cost of \$1301 70.

In addition to the above, Policemen and extra Watchmen performed duty amounting to \$76 02, making the total cost for Watch and Police the past year \$1377 72.

We would recommend a Night Watch and Police the ensuing year, and that there be appropriated for purposes of said Watch and Police the sum of \$1600.

State Aid.

Paid State Aid for the year ending Dec. 31, 1873,	\$734 00
Rec'd from State for Aid of 1872,	\$700 00
Deficiency,	34 00
	<hr/>
	\$734 00

New Hearse.

Paid Tolman, Russel & Co. No. 5 Hearse,	\$500 00
Town appropriation,	\$450 00
Deficiency,	50 00
	<hr/>
	\$500 00

Memorial Day.

Paid orders of Committee,	\$145 87
Town appropriation,	\$150 00
Balance in Treasury,	4 13
	<hr/>
	\$150 00

Parallel Road and Vine Street.

Paid Rufus Cook plan and profile of road,	\$72 00
J. P. Johnson selling road,	12 13
J. B. Dacey & Co. working Miller Hill section of road (950 feet),	2425 00
J. B. Dacey & Co. working section east of Miller Hill,	125 00
A. McIntire and others land for road,	55 00
S. Rich moving sand and setting grass,	24 75
Asa Atkins labor,	30 13
Jas. Rich 89 tons clay,	168 67
E. & E. K. Cook teaming clay, &c.,	55 20
Material and labor for stone bulkhead,	128 79
“ “ fencing 725 feet of road,	118 15
“ “ grading and hardening Vine Street (400 feet),	245 40
Material and labor for drain Vine Street,	35 48
Town appropriation,	3500 00
Balance in Treasury,	4 30
	<hr/>
	\$3500 00

At the last annual town meeting it was voted, that the Mil-

ler Hill section of Parallel Road be worked, and a part of Vine Street graded, hardened and drained.

In pursuance of said vote the Miller Hill Road has been built and the road bed east of Miller Hill lowered to make the grades uniform and easy; land needed in constructing bulkheads has been taken and paid for; a stone wall built to secure sod bulkheads and hill; some 725 feet of fence built; 89 tons of clay placed on the road, and other necessary work done to complete the road and secure the premises. 400 feet of Vine Street has been raised, graded and hardened, and a drain or reservoir placed in the street.

Therefore, we report a well built road, of easy grade, across Miller Hill; Vine Street from Forest to Centre in good condition, and the drain placed in the Street a partial success.

We are of the opinion that the Parallel Road should be worked from Lewis Road, so called, to a point some 500 feet east, and some provision made for additional drain in Vine Street.

We would recommend an appropriation of \$1200 for purposes of said road and drain the ensuing year.

Incidental Expenses.

Paid M. E. Valentine's expenses in County Jail 1872,	\$54 00
John McQuillan's " " " " "	36 00
Plans and specification Small Pox House,	7 00
Rent of School Rooms,	141 00
Moderator's services,	10 00
Henry Cook, Railroad Committee 1872,	7 05
J. F. Small Committee on Manufactories,	34 00
B. F. Hutchinson " " " "	45 75
Binding one volume Advertiser,	2 50
F. P. Smith board of wrecked seamen,	12 10
S. B. Campbell " " " "	22 00
Steamer Geo. Shattuck passages,	10 50
F. J. Cook and others moving sand, Montello St.,	10 00

Paid S. S. Young expenses to and from Boston and Wellfleet,	\$11 75
Rent of Town Office to Dec. 31, 1873,	100 00
E. J. Kilburn police badges and express,	16 65
Caleb Cook lettering and painting,	3 50
Rent of County Jail to Feb. 12, 1874, (6 years)	90 00
Joshua Cook keeping 12 persons in lock-up,	12 85
Joseph P. Johnson agent Province Land,	50 00
Committee Parallel Road and Vine Street,	98 00
Coal for Jail, \$5.25; sundries, \$2.70,	7 95
Alex. Manuel moving Lewis family to State Alms House,	31 45
Jesse Small, Jr., winding clock and repairs,	38 05
" " " care and labor Town House and Hill,	23 70
A. L. Putnam & Co. books for poor children,	121 99
" " " " " for teachers' desks,	51 14
H. J. Snow carriage hire,	3 00
R. Knowles removal of J. E. Smith,	7 30
H. Holmes stoves, pipe and fixtures Town Hall,	182 09
R. Knowles recording 82 deaths,	20 50
County Expenses of the Lewis child,	4 50
New seats and forms for Primary School Houses,	158 40
Dr. H. G. Newton visits and vaccination,	17 50
J. A. Mayo board, &c., State Lunatic Hospital,	156 50
Samuel Rich " " " "	46 60

HEARSE, HOUSE AND CEMETERY.

Paid Seth Nickerson, 2d, land for house,	\$20 00
Building new hearse house (contract),	171 00
R. Knowles bill on hearse and house,	40 37
" " repairs and cleaning harness,	13 75
" " care of cemetery and tomb,	15 00
J. A. West stools and brush,	3 95
R. Knowles material and labor cemetery fence,	28 40

SMALL POX.

Paid med'l attendance, nursing, &c., Lewis A. Smith,	\$146 74
“ “ “ burial, &c., Thos. Basell,	281 77
David Smith expenses to and from Boston,	6 00
Sundries for pest house,	2 63

LEGAL ADVICE.

Paid J. P. Healy,	\$2 00
B. F. Hutchinson yearly account,	50 00

TOWN OFFICE.

Paid Paron C. Young sundries,	\$3 60
D. P. Smith cleaning,	6 00
Geo. A. Smith books and stationery,	8 58
Post Office box rent and stamps,	1 50
W. H. H. Weston sundries,	2 05
Freeman & Hilliard coal and wood,	5 40
A. L. Putnam books and stationery,	10 02
J. A. West sundries,	1 00
Seth Smith, Jr., sundries,	12 71
Goss & Richards printing,	15 25

TOWN OFFICERS.

Paid Overseers of the Poor,	\$375 00
Selectmen and Assessors,	1240 00
Constable's salary, \$40.00; extra services, \$22.56,	62 56
Beach Grass Com. salary, \$15.00; extra " \$9.20,	24 20
Truant Committee salary,	20 00
H. W. Cowing collecting taxes,	245 69
Seth Smith, Jr., services as Treasurer,	200 00
“ “ recording and returning births, marriages and deaths,	79 33
Seth Smith, Jr., attending meetings and record'g,	38 95
H. W. Cowing as sealer of weights and measures,	20 00
Board of Health salary, \$15.00; extra services, \$23.35,	38 35

PRINTING.

Paid Goss & Richards Town Reports 1872,	\$148 00	
“ “ School “ “	16 00	
“ “ Bill Heads, Notices, &c.	19 80	
“ “ Books for School Com.,	20 20	
“ “ Board of Health and Selectmen's Notices, &c.,	10 00	
“ “ Tax Receipts & Assessors' Notice,	13 75	
Town appropriation,	\$4500 00	
Deficiency,	564 57	
	<hr/>	
	\$5064 57	\$5064 57

Bulkheads, &c., Western School House.

Paid building sod bulkheads and repairing Mechanic Street,	\$106 84
Labor and material building 220 ft. new fence,	29 15
Repairs old fence and grounds,	9 30
Town appropriation,	\$150 00
Balance in Treasury,	4 71
	<hr/>
	\$150 00

State and County Taxes.

Paid State Treasurer,	\$3690 00
County Treasurer,	1961 74
Town appropriation,	\$5500 00
Deficiency,	151 74
	<hr/>
	\$5651 74
	<hr/>
	\$5651 74

Discount on Taxes.

Paid H. W. Cowing Col., on Taxes of 1873,	\$1147 04
Town appropriation,	\$1200 00
Balance in Treasury,	52 96
	<hr/>
	\$1200 00

Abatement of Taxes.

Paid Orders of Assessors,	\$353 75
Town appropriation,	\$400 00
Balance in Treasury,	46 25
	<hr/>
	\$400 00

Town Library Fund.

Note of February 15, 1872,	\$198 03
Interest to February 15, 1873,	13 86
Dog Fund of 1872,	58 58
	<hr/>
Note of February 15, 1873, to balance, \$270.47	\$270 47

Treasurer's Account for the year ending December 31, 1873.

The Selectmen have examined the Town Treasurer's account and find that there has been received in the Treasury the following amounts, to wit:

State Treasurer, School Fund.	\$250 04
County " Dog Fund,	58 58
Overseers of Poor on account Paupers,	8 00
Seamen's Savings Bank Interest,	80
Town of Truro on account of Bridge 1872,	108 45
Junk licenses issued,	37 50
Borrowed Money,	600 00
Old Colony Railroad Co. Interest,	2585 00
Board of Health on account Small Pox,	20 00
State on account Aid in 1872,	700 00
State Corporation Tax of 1873,	623 56
State for National Bank Tax of 1873,	1109 83
State on account of contagious diseases,	43 28
Rent of keys to Cupola,	6 34
Road Surveyors,	41 40
Fire Department,	12 50
Collector of Taxes,	40.949 87

Sam'l Rich on account State Hospital,	\$46 60
Cash in Treasury, Dec. 31, 1872.	15.455 71
	<hr/>
	\$62.657 46

The Treasurer has paid out, upon proper vouchers, the following sums:

Support of the Poor,	\$2952 93
Schools,	7094 36
Fire Department,	2539 47
Roads and Sidewalks,	2196 73
Bridge,	170 40
Parallel Road and Vine Street,	3495 70
Night Watch and Police,	1377 72
Interest,	6107 09
Abatement on Taxes,	353 75
Discount " "	1147 04
State and County Taxes,	5651 74
National Bank Tax,	2571 03
School Houses, Town House and Hill,	680 05
Bulkhead to Western School House,	145 29
New Hearse,	500 00
Memorial Day,	145 87
Incidental Expenses,	5066 37
State Aid,	734 00
Notes,	725 00
Cash in the Treasury, Dec. 31, 1873,	19.002 92
	<hr/>
	\$62.657 46

LIABILITIES OF THE TOWN.

Individuals and Banks,	\$37.352 00
Public Schools,	2925 97
Town Library Fund,	270 47
A. L. Putnam School Books,	18 56
Awards on Roads,	438 50
	<hr/>
	\$41.005 50

REPORT OF THE OVERSEERS OF THE POOR.

The Overseers of Poor of the Town of Provincetown submit their Report for the year ending December 31, 1873 :

Support of Poor in Alms House.

Paid Salary of Superintendent,	\$262 85
Groceries and Provisions,	936 00
Fuel,	157 18
Clothing,	124 31
Boots and Shoes,	52 24
House furniture and fixtures,	40 37
Stoves and repairs,	55 67
Medical attendance and medicine,	25 70
	<hr/>
	\$1654 32

Statistics of the Alms House.

Whole number supported the past year,	17
Admitted the past year,	9
Discharged " year,	2
Remaining in the House Jan'y 1, 1874,	16

WHEN ADMITTED IN THE HOUSE AND AGE AT THIS DATE.

Zillah Howe,	April 1851.	Age 44 years.
Joseph Ghen,	" 1861.	" 49 "
Lucy Hill,	" 1851.	" 58 "
Geo. W. Newcomb,	July 1870.	" 44 "
Lydia Nickerson,	September 1870.	" 66 "
Rebecca Hill,	December 1869.	" 27 "
Michael Whelden,	January 1871.	" 86 "
Willie C. Curren,	May 1873.	" 9 "

Laura A. Hooton,	May 1873.	Age 34 years.
Sarena	" "	" 10 "
Robert	" "	" 8 "
Laura	" "	" 6 "
Joseph	" "	" 4 "
Albert	" "	" 1 "
Hetty Snow,	November 1873.	" 77 "
Reuben A. Smith,	December "	" 24 "

Support of Poor out of Alms House.

Paid Hetty Snow,	\$63 70
Patrick Wall,	11 03
Manuel Terera,	9 03
Manuel Teceira,	2 00
Isabella Williams,	22 62
Charles Linch,	10 25
Ellen Clifford,	14 73
Hannah G. Holway,	80 39
Charles Aspley,	48 89
Pamelia Nickerson,	24 39
Jane Powers,	27 07
Phœbe A. Franzen,	47 85
George H. Terry,	43 35
Margaret Powers,	4 25
Francis Wareham,	106 43
William G. Smith,	67 50
Jonathan E. Smith,	79 70
Joseph Cassell,	2 50
Lydia Newcomb,	69 13
Rob't G. Hooton's family,	152 34
Manuel Silver,	4 00
Martha Curren,	10 00
Ellen Ward,	1 50
Widow Jesse Smith,	13 86
Willie C. Curren,	23 45

Paid Travellers,	\$1 00
Priscilla Bush,	56 81
Ida Newcomb,	78 50
Mary Valentine,	18 75
John Peirce,	10 00
Humphrey Winslow,	14 10
Newcomb children,	16 10
Mary A. Little,	36 00
Benj. Briggs,	4 25
Mary Lewis,	48 14
Medical attendance and medicine,	75 00
	<hr/>
	\$1298 61

The amount expended for support of Poor the past year was \$2952 93, and the large number of Poor now being provided for would seem to warrant an equal expenditure the ensuing year.

The outside of the new Alms House needs painting.

Therefore we recommend an appropriation of \$3100 for support of Poor and Painting the Alms House the ensuing year.

Respectfully submitted.

DAVID SMITH,	} Overseers of the Poor of the Town of Provincetown.
ARTEMAS PAINE,	
SILAS S. YOUNG,	

REPORT OF ROAD SURVEYORS.

The Road Surveyors of the Town of Provincetown respectfully submit the following Report for the year ending Dec. 31, 1873.

Roads.

Paid for material, labor and teaming,	\$1216 39
Asa Atkins labor with team,	93 00
John M. Carnes labor with team,	175 00
J. S. Dyer " "	170 00
	<hr/>
Total expenses on Roads,	\$1654 39

Sidewalk.

Paid for lumber and labor,	\$297 84
Clearing snow from Walk,	211 50
Crying auction, and auctioneer,	3 00
	<hr/>
Total expenses on Walk,	512 34
Surveyor's Fees,	30 00
	<hr/>
	2196 73
Rec'd of Old Colony Railroad Co.,	\$35 40
From sale of old plank,	6 00
	<hr/>
	41 40
Total cost Roads and Walk,	\$2155 33
Appropriation Road and Sidewalk,	\$3000 00
Total Expenditures,	2155 33
	<hr/>
Balance in Town Treasury,	\$844 67

Bridge.

Paid material and labor,	\$170 40	
Smith K. Hopkins' bill,	87 50	
	<hr/>	\$257 90
Less received for sale old plank,		10 00
		<hr/>
		\$247 90
Provincetown pays one-half	\$123 95	
Truro " " "	123 95	
	<hr/>	\$247 90
Appropriation for Bridge,	\$250 00	
Nett cost of repairs to Town of Provincetown,	123 95	
	<hr/>	
Balance in Town Treasury,	\$126 05	

All of which is respectfully submitted.

ASA ATKINS,
 JAMES S. DYER, } Road Surveyors.
 JOHN M. CARNES, }

Recommendation to build a Road across East Harbor and discontinue the use of the Bridge.

The Surveyors of Highways respectfully represent that the Bridge across Eastern Harbor is fast going to decay from the lapse of time (especially that portion which has not been rebuilt), and will soon become unsafe and dangerous to the public travel unless thorough and extensive repairs are made during the coming year.

And they are of the opinion that, as a matter of economy, it will be for the interest of the towns to discontinue the use of the Bridge altogether and construct a permanent road along side the State Dyke by filling in with sand to the width of 20 or 25 feet, and hardening the same so as to be convenient for the public travel; believing that the road can be constructed

at a cost but little exceeding the expense of thoroughly repairing the Bridge, with the additional advantage of having a permanent road requiring but little repairs after it is once constructed.

They therefore recommend that the two towns at their next annual meetings petition the County Commissioners to lay out a road across East Harbor on the eastern side of the State Dyke, and cause the towns of Truro and Provincetown to construct the same at their joint expense and to discontinue the Bridge as a highway as soon as the road is completed.

ASA ATKINS, } Road Surveyors
 JAMES S. DYER, } of
 JOHN M. CARNES, } Provincetown.

FOURTEENTH ANNUAL REPORT OF

THE PROVINCETOWN FIRE DEPARTMENT,

For the Year ending Dec. 31, 1873.

CHIEF ENGINEER—J. D. HILLIARD.

ASSISTANT ENGINEERS—Jona. Cook, Chas. A. Cook, Amasa Taylor, L. N. Paine, E. N. Young and E. K. Cook.

CLERK—L. N. Paine.

230 paid members. 168 volunteers without pay.

Expenditures.

SALARIES.

Chief Engineer,	\$20 00
Clerk Board of Engineers,	15 00
5 Ass't Engineers \$10 00 each.	50 00
230 members 5 00 "	1150 00
4 stewards 50 00 "	200 00
2 " 20 00 "	40 00
	————— \$1475 00
Repairing Houses,	14 03
" Engines,	171 68
" Flags and supplying new,	29 90
Fuel and Lights,	42 16
Printing,	9 50
500 feet new Hose,	612 50
Incidental Expenses,	143 52

2 small Fire Hooks, 1 each in Houses Engine 1 and 2, \$17 85
 Repairing Reservoirs, 23 33

2539 47

Received from sale old Hose, 12 50

—————
 \$2526 97

Appropriation, \$3000 00
 Expenditures, 2526 97

Balance in Town Treasury, \$473 03

Fires.

There has been but two alarms of fire the past year.

March 4, 1 o'clock A. M., total destruction of Joseph Foster's house and furniture during a severe snow storm. Loss \$1200; no insurance. Supposed caused by defective flue.

November 21, 9.10 P. M., supposed fire, Centenary Church Steeple, which proved to be an electric or phosphorescent light.

In addition there has been extinguished without general alarm,

One upsetting kerosene lamp.

One from careless use of pipe.

Three from defective flue.

One set by children playing with matches.

Though we have not been visited by any serious conflagration, as have many towns, yet we should be vigilant as ever.

During the year the Relief Engine, No. 2 has been put into service, named Tiger and numbered 5; has a volunteer company attached to it composed of young men and adds materially to the strength of the department.

Appropriation required for 1874.

For the payment of salaries, repairs and expenses of the

Department for the ensuing year we would respectfully ask an appropriation of twenty-five hundred dollars.

All of which is respectfully submitted.

J. D. HILLIARD, JONA. COOK, C. A. COOK, AMASA TAYLOR, L. N. PAINE, E. N. YOUNG, E. K. COOK,	}	Engineers of the Fire Department.
---	---	---

The officers of the different Companies are :

Ulysses Engine, No. 1.

Foreman, John G. Whitcomb.

1st Ass't, David H. Atkins.

2d Ass't, John W. Young.

Clerk, Phillip A. Whorf.

Steward, Chas. Loring.

50 paid members. 14 volunteers.

Franklin Engine, No. 2.

Foreman, Seth Smith.

1st Ass't, Ed. N. Paine.

2d Ass't, Warren Fielding.

Clerk, Lewis Nickerson.

Steward, P. S. Cutter.

50 paid members. 33 volunteers.

Mazeppa Engine, No. 3.

Foreman, Lemuel Cook, 2d.

1st Ass't, Joseph Whitcomb.

2d Ass't, John M. Graham.

Clerk, Heman S. Cook.

Steward, Lemuel Cook, 2d.

50 paid members. 23 volunteers.

Excelsior Engine, No. 4.

Foreman, M. L. Adams.

1st Ass't, Gideon Bowly, Jr.

2d Ass't, George Allen.

Clerk, David N. Ghen, Jr.

Steward, Gideon Bowly, Jr.

50 paid members. 42 volunteers.

Tiger Engine, No. 5.

Foreman, Geo. F. Johnson,

1st Ass't, O. K. Smith.

2d Ass't, Geo. A. Beaty.

Clerk, James P. Holmes.

49 volunteers without pay.

Rescue Hook and Ladder, No. 1.

Foreman, N. D. Freeman.

Ass't do., James A. Small.

Clerk, A. T. Williams.

Steward, Manuel Rogers.

25 paid members. 5 volunteers.

Relief Hose, No. 1.

Foreman, James Young.

Ass't do., E. N. Sumner.

Clerk, Jesse Small, Jr.

5 paid members. 2 volunteers.

REPORT OF THE BOARD OF HEALTH.

FELLOW CITIZENS :

The Board of Health submit their Annual Report as follows :

During the year past our town has been remarkably exempt from the prevalence of epidemic and contagious diseases, especially those of a contagious type.

One severe case of Varioloid, that of Mr. Lewis A. Smith, was reported to the Board Jan. 27, 1873, and, as it was not deemed prudent at that time to remove the patient to the Hospital, and as, in the house he occupied, he could be perfectly isolated, he was permitted to remain at his residence, and placed under the professional care of Dr. H. G. Newton, the Physician of the Board, and provided with an experienced nurse. He recovered, and was discharged Feb. 14.

On May 17, a case of Confluent Small Pox was reported by Dr. Newton, as occurring on board the schooner Louisa A., of Boston, Captain Wm. Martin, then lying in quarantine.—The disease had no doubt been contracted in Baltimore, from which port the vessel had sailed, and the name of the patient was given as Thomas Bussell, of Portsmouth, N. H. Having previously obtained legal advice as to the proper disposition of such cases, we caused him to be carefully removed, the next day, to the Small Pox Hospital, provided him with suitable nurses, and placed him under the professional care of Dr. Newton. The vessel, after being properly cleansed and fumigated, was allowed to proceed on her voyage to Boston,—the Captain and crew being previously protected by vaccination, or,—in the case of a part of them,—having had the disease. Mr. Bussell's case proved to be of a very malignant type and

terminated fatally May 28. He was buried in the burial grounds in the rear of the Hospital. The expenses pertaining to his sickness and burial were paid by the town, and charged to the vessel and owners in accordance with our legal instructions.

The Board wish here to allude to a fact about which there seems to have been some misapprehension, viz: that the expenses for the care, sustenance, and professional attendance, incurred by us in all the Small Pox cases, both for the past year and for 1872, with one exception, either have been, or are eventually to be, reimbursed by the State, or other responsible parties. The bills chargeable to the State, for the year 1872, amounting to \$644.16 have been examined and accepted in full by the State Auditor who expressed his unqualified approval of them.

There have, during the year past, been several cases reported, which were suspected to be Small Pox, or other contagious disease, but which were found on prompt inspection being made by the Physician of the Board, not to be that disease, nor any that required isolation.

We have therefore had nothing, aside from the above cases, to occupy us in our official capacity, and hope that, with due care and vigilance, which we should still continue to exercise, we may be spared from such a sad visitation of pestilence as that with which we were last year afflicted. Should such an epidemic re-visit us, we hope that the valuable lessons taught us in the past, may develop wisdom to cope with the enemy in the future.

Without expressing an opinion as to the proper accommodations afforded, we will merely say that the Small Pox Hospital is in nearly the same condition as last year.

In our last Report we urged the desirableness, for various reasons, of putting in better condition the grounds formerly used for the exclusive purpose of burying those who died of Small Pox. We desire to again call your attention to that

matter, and would now recommend that said grounds be taken possession of by the town, properly cleared up, and put in a condition in keeping with our other public grounds, that the graves be marked in some way with the names of their respective occupants, so far as they can be ascertained, and that a sum not exceeding \$200 be raised and appropriated for said purposes. It is a disgrace to a civilized and Christian community, to allow them to longer remain in their present dilapidated condition.

In conclusion, we would express our thanks to the citizens generally, for their co-operation in our efforts to prevent the spread of disease, and especially to Dr. Newton, the Physician of the Board, for valuable services rendered, in many cases gratuitously.

JONATHAN COOK,
DAVID SMITH,
ALEXANDER MANUEL, } Board of Health.

Provincetown, Jan. 20, 1874.

Marriages.

The whole number of Marriages registered was	45
Married in Provincetown,	41
In other towns,	4
The whole number of Intentions of Marriages registered,	47

Deaths.

The whole number of Deaths registered for 1873 was 83.
Males, 47; Females, 36.

AGES.

Under 1 year,	23
From 1 to 20,	18
“ 20 to 40,	14
“ 40 to 60,	9
“ 60 to 80,	15
Over 80,	4

Births.

The whole number of Births registered for the year 1873 was 118. Males, 68; Females, 50.

	Males.	Females.	Total.
Number born in January,	5	7	12
February,	7	0	7
March,	7	2	9
April,	1	2	3
May,	8	2	10
June,	2	4	6
July,	8	10	18
August,	5	3	8
September,	2	3	5
October,	7	6	13
November,	13	4	17
December,	3	7	10

Both Parents American,	44
“ “ Portuguese,	43
“ “ Irish,	2
“ “ From British Provinces,	6
Father American and Mother Nova Scotian,	6
Mother “ “ Father “	4
Father French and Mother Irish,	2
“ Portuguese and Mother English,	1
“ English “ “ Nova Scotian,	1
“ Scotch “ “ “	1
“ Portuguese “ “ Irish,	2
“ “ “ “ Nova Scotian,	3
“ “ “ “ American,	2
“ Prussian “ “ “	1

 118

REPORT

OF THE

SCHOOL COMMITTEE

OF THE

Town of Provincetown,

FOR THE YEAR ENDING

Dec. 31, 1873.



PROVINCETOWN :

ADVOCATE STEAM JOB PRINTING ESTABLISHMENT.

1874.

REPORT OF SCHOOL COMMITTEE.

Again the School Committee are called upon to report progress; and again do we direct your attention to the faithful report of the Superintendent. Like him we think our schools have attained a very respectable position. The progress has been steady, uniform and sure. Scholars have been interested in their work, and teachers, generally, faithful to their duty. We think the attendance was never better than it has been the past year. The schools have been interrupted but little by scholars entering after the term has begun, or leaving before it closes. This accounts in no small degree to that steady, uniform and substantial advancement which the schools have made. At the close of the present term there will be the regular annual promotions. A class will graduate from the High School, and all scholars qualified in the other schools will be promoted to the next higher. There have been several changes which, in most cases, have been instrumental of good. The principal interruption was the coming together of the primary scholars. It will be remembered that these schools were divided at the beginning of the year, a part of the pupils attending in the forenoon and the remainder in the afternoon. Now we believe children should attend school both forenoon and afternoon under ordinary circumstances, but

there are times when it is for the interest of the child as well as for the school to divide. It was so in this case. We do not understand that those recommending division intended it to be permanent. Not at all. We are not up to that idea yet. Doubtless there will be a time when children will attend school a much less number of hours daily than they do at present,—especially younger pupils. But with us that time is in the future. Now it is a fact, notwithstanding the opinions of some, that the progress was greater in the primary schools during division than just before or since. This fact has been verified by observation and examination. Why this should be the case is evident to any intelligent and unprejudiced mind that knows anything about the working of a school. We will not attempt to explain now. The division, however, was not sustained by the people and in harmony with their wish the pupils were permitted to come together again. We are very happy to see that some of the parents have got their eyes open. For, instead of obliging their children to remain in an illy ventilated, poorly lighted, poorly heated, dusty, dirty and crowded school room for six hours a day with nothing to do but to fold their arms and grow round-shouldered and fretful, instead of doing this, we say, they permit their children to attend but half a day. There have been several of these cases, and in each case the mental and physical health of the child is better and his advancement greater. We hope there will be more. We should do the same thing ourselves. Several changes in text books have been made which have aided much in the advancement of the pupil. There is a great deal in a good text book. That text book is best that gives a clear, comprehensive and practical knowledge of a subject in the shortest possible time and at the least possible expense. These points we think we have gained. The questions “What should be taught in the school room?” “And how?” are questions under serious consideration by educators.

Now in addition to what has already been said by the Su-

perintendent we will remark on the following topics and first

THE SUPERINTENDENT.

Again it seems necessary to consider this subject. We believe as we stated last year in a Superintendent. And we reiterate that there is no substitute of equal force. No committee can take its place and no delegated power stands equal to it. How is it in the commercial, political and social world? Do we not find just such supervision? Does not a bank have a president and hasn't a railroad corporation a manager? Do we not have the mayor of a city, the governor of a state and the president of a nation? Doesn't every business firm have a *head*,—a responsible *one*? Hasn't the army a general and is there not a superintendent to a factory? Do we send vessels to sea with half a dozen captains? Not at all,—and why? The merchant well knows why. How is it with various organizations in society do they not have a *head*? In fact is not a responsible *head*, call it what you may, captain, general, president or whatnot, indispensable to every successful undertaking whether it be social, political or commercial? Most certainly it is. Then what's the use to talk about the efficacy of a Superintendent of public schools. Doesn't the same principal apply to the management of schools as to a railroad? Of course it does and with greater force, for in one there is the development of the mind, while in the other money is the object. Now what do educators say on this point? They proclaim it in the loudest accents. The Secretary of the Board of Education and the agents of the same heartily recommend it. They advise towns to unite and have the officer if they are unable to sustain him alone. What is the feeling of committees? Read their reports. What do they say? That the office is a sham? a waste? Not at all. They are all in favor of such supervision. They recommend it to their towns; and had school committees the authority there would be about as many Superintendents of schools as there are towns. This officer is of recent date. Gloucester or Springfield having the honor of the first appointment; and yet what

is his position to-day in the State? There isn't a city or town with a successful school system without a Superintendent. Their number is increasing every year. Once in a while the appointment is interrupted by the prejudice or selfishness of some aspiring mind that happens to be popular for the moment. But such cases have a reaction as they always will.—Not only in the State are Superintendents increasing but all over the country. There is more depending on the control, management, or supervision of a system of schools than on any other thing. And yet some persons handle it as if it were a trifling affair.

Let us now consider some of the objections that may be brought up against our continuing the office. Some object on account of the expense. It is not necessarily more expensive than supervision by a committee. We are not called upon to pay this officer a thousand dollars a year. Not at all. The duties do not demand such an outlay. It is not absolutely necessary to pay what we have been paying. The pay is in the hands of the committee, and they can vote to pay the Superintendent in the same way that the General Statutes provides for their own pay; that is, so much a day for actual services; or they can make his salary fifty or a hundred dollars if they desire. Of course a hundred dollars will not command the services that two hundred will, but this applies with equal force to the services of committees. It cannot be denied that one dollar paid to a Superintendent secures better services than the same amount paid to a committee; in fact it is better than double the amount paid to the latter. You see, therefore, we need pay no more than would be paid to the school committee. Let us do this rather than abolish the office. It is not altogether—how cheap—but—how well—also. The objection of expense, therefore, falls to the ground for it has no foundation.

Some may say we can't get a Superintendent for a small sum. Why not? Can't we command as good ability for Superintendent as for Committee. If we don't have this officer

we will have the next thing to it, i. e.: an equal power will be delegated to one of the members of the Committee. Now isn't it about as easy to get a man to act Superintendent in reality as by proxy? There is not much difference. Well, others say we do not need the office,—the care of schools is well enough or just as well by committee-supervision. Absurd! is the verdict of every intelligent and knowing mind. The reason of this is because school committees do not feel the responsibility; are not composed of the right material; do not feel the interest; and have not the time to devote to the welfare of the schools. Each member sees only a part of the system and consequently what he does may or may not be in harmony with the whole. The difference between the real Superintendent and the one by proxy is a difference of responsibility. One feels it and the other doesn't,—which is a difference of duty done and duty undone. Selecting the best teachers; laying out the work of the several schools; bringing up teachers to an appreciation of their obligations; caring for school property; selecting text books and apparatus for schools; directing promotions; seeing that justice is done to scholar, teacher and parent and making the best possible use of the appropriation, are among the duties of the committee, or Superintendent. To encourage teacher and scholar and drop a suggestion as to method of teaching or governing, or even to dictate, are duties of the school authority also. It is also its duty to be posted on the progress of education in general that it may remedy defects and be up with the times. School authority should be one respected by teachers. None commands this respect equal to a Superintendent. He not only commands the respect but the fear of the teacher also. Why is it teachers allow school property to be injured and shirk duty? Simply because they are not made accountable for it. There is no authority that will get the work out of teachers and make them feel responsible as the responsible Superintendent.

The Superintendent wants to be a man of force of course,

and there may not be many men in the town capable for the office; but the same man will do more as Superintendent than as committee. Supervision by committee alone is limited to the members of the board whereas a Superintendent can be selected from among the whole people and then there is a chance for the most capable person to be appointed.

School committees as a general thing have failed in properly managing schools. They acknowledge this themselves. This is owing to several reasons. First because it is with the greatest difficulty that proper persons are put on the Board; second, the responsibility is divided among several and hence not felt by either, and third they are not sufficiently paid. Now everybody knows that what is everybody's business is nobody's. This is just the position of school committees. They don't feel the responsibility. We say most emphatically make the school authority a responsible one, and pay him a reasonable price for services and there need be no fear as to results.

THE TEACHER.

“Do men gather grapes of thorns or figs of thistles?” Not at all. Can a person impart what he does not know? This is impossible, of course. Does the person that knows the most have the greatest faculty for telling what he knows? No; knowledge is one thing and power to communicate another. Some of the best scholars have made most miserable failures as teachers. We have had some of them. Again a person may know and be able to communicate and yet fail in the school room. This is because he has not the faculty for governing. We have had teachers of this character also. People sometimes say anybody can teach school. Is it true? Look at the wrecks of failure! Teaching school is a trade, a profession; and aptitude and preparation are as essential as for any other trade or profession. The school is really what the teacher makes it. Pupils partake of his nature, especially younger pupils. If the teacher is prompt, punctual, systematic, clear and concise in explanation, comprehensive in knowledge, studious and kind his pupils will be about the

same. Now we do not believe in keeping teachers not qualified for the work. The school room is not a nursery, nor a hospital; neither is it an alms house. Some people would make it all these. They would send their babies to school; would give a sick person that is unable to do anything the chance to teach and make poverty the most important consideration in hiring teachers. School authorities should never allow poor teachers to remain in the school room if better can be obtained. We do not believe in being too severe, but if a person after reasonable trial fail her place should be declared vacant. It is a waste of time and of money to do otherwise. Justice to the child, to the school and to the parent demands such a course. Committees cannot always tell who will make successful teachers until they are tried. We are often mistaken in our choice. The very persons that we are doubtful of often make excellent instructors and vice versa. Teaching school is not a plaything, nor a pastime, and if any hold the position with such an idea the quicker they are removed the better.

NORMAL SCHOOLS.

Normal Schools originated from the fact that in order to educate the people the teacher must be prepared for his work. The necessity of such preparation is now generally recognized. The demand for good teachers is greater than the supply. The above institutions are more popular than ever. The capacity of nearly all in our State has been recently enlarged in order to meet the demand. They offer most favorable inducements to the applicant. The tuition is free, text books are furnished without cost and board is placed at the lowest possible figure. The State also provides help for those that are in need. The course is two years, and in our estimation there is no institution in the State that gives so great an equivalent for the time and money as does the Normal School. The education derived is thorough, comprehensive, practical and is given in such a way that the receiver knows what it is for and how to use it. These institutions do not cram as does the College, nor get the cart before the horse as does the Academy. Some

of our graduates have improved the opportunity offered by these schools and others have the matter under serious consideration. We are happy to see this. The teacher is the complement of the parent, hence that education that qualifies a person for a teacher qualifies one for a parent. The teacher's duty is the development of the physical, mental and moral nature of the child. This is no less the duty of the parent, hence the education of one should be the education of the other. The knowledge gained at a Normal School is therefore purely practical.

We speak the above because we think committees should encourage their school graduates to attend Normal Schools, especially those intending to teach.

Most towns depend on their own school graduates for teachers, especially is this true with towns like ours. We do not pay sufficient salary to draw teachers from abroad. We have heard of a teacher that laid up fourteen hundred dollars out of a salary of one thousand; but we fail to see how our teachers can lay up much out of two hundred and fifty dollars a year and pay six dollars a week for board. A town should to a certain extent manufacture its own teachers. Some are already doing this, using as an instrument for this purpose the Training School. We are hardly able to support such a school. Yet we can do much towards giving such preparation. The present graduating class of our High School are receiving instruction in object-teaching which is not only inestimable for the discipline given, but fits the pupil to a certain extent for teaching. Those of the class intending to teach have the privilege of visiting the other schools in town once a week, and the result is very satisfactory indeed. It is hoped that the committee will make such a provision in the course of study as to enable preparation for the work on the part of those intending to teach. The town will reap the benefit in the form of better teachers.

THE PARENT.

Parents do not feel their responsibility and until they do

the schools will be deficient. Teachers, parents and school committee should not be at loggerheads. They should work together. But how is it? Parents, generally, shirk their obligation. They curse the teacher and find fault with the committee when they themselves are to blame. Now who is to blame if a scholar is absent from school? There isn't a teacher but what wants the scholars present every day. If your child is absent half the time and don't get along put the blame where it belongs,—at home. Teachers are often bothered by scholars not having pen, paper, pencils and the necessary books. We know of cases where parents have positively refused to furnish these articles, and in every case the advancement of their children has been retarded. Now who is responsible for this the teacher or the parent? A teacher can't instruct a pupil that isn't at school; neither is he expected to supply the child with books, pencil, &c., although they often do. Some may say they send their children to school regularly and yet they are kept back. Exactly:—this is on account of those that are absent. A boy that is absent to-day cannot understand to-morrow's lesson as well as the boy that was not absent. The time of the teacher has, therefore, to be taken to explain to these absent ones. You readily see that absence not only affects the scholar that is absent but the whole school and especially the class he is in. We want to do all in our power to stop this irregular attendance. If we can get the child interested in the school, and make the parents feel their obligation the thing is remedied. The duty of parents is to send their children to school. If they did this there would not be much backward movement. Parents sometimes complain because a pupil is put back. But if you look at the school register you will find that the child has been absent about half the time. Sometimes the teacher is at fault: (not the teacher that puts the child back but some others that put the child ahead.) There are teachers that in order to please the child and gain the favor of the parent rush scholars over principles and subjects at a two-forty rate and put them

into books and classes far beyond their capacity. Now rushing a pupil helter-skelter over a subject is as great an injury as can be done to the child. Parents measure the progress of their children by the book they study or the class they are in. Private school teachers know this and they play their cards accordingly. Parents are too often imposed upon in this way, although they do not know it. Now we believe a child should be just where he belongs. If he belongs back in another class he should be put there. It may discourage for a time, but it is only for a time. We know it for we have seen it repeatedly. It is not only justice to the child himself but to the other scholars. It is ten times better for a scholar to be a little ahead of his class rather than a little behind. The difference between the two cases is the difference between clearly understanding a subject and half understanding it; or seeing a thing and not seeing it. If the child is regular at school, in his proper place and supplied with necessary material and then does not progress the fault lies elsewhere than on the shoulders of the parent and he has a right to complain.

OUR PRESENT SYSTEM.

Nothing is done without a system and the better the system the more we are enabled to accomplish. In making a school system the first thing is to properly grade and classify the scholars. The next thing is to mark out the work in each grade and class. And the next and most important is the supervision of the same. Examine the successful school system in this State, or any other State, or in any other country, and we see that the schools are graded; that there is a course of study marked out for each grade and that the whole is managed by a Superintendent. It is this together with the law of compulsory attendance that gives the schools of Germany such a high standing. Suppose the schools are not graded. What do we have? Why, a sample of the old district system. Horace Mann (who did more for education in the State than any other man) says, that the law "authorizing towns to divide themselves into districts was the most unfor-

unate law on the subject of common schools ever enacted by the State." And yet some would go back to the old system. Now some of our people do not understand the present system. They have an idea that their children can progress only so fast; that the child must necessarily remain in each grade as defined by the course of study. This is not so. We cannot make the *regular* promotion oftener than once a year.—But any scholar that is qualified can be promoted at any time during the year. A child, however, is not qualified every time the parent thinks he is. The teacher and committee are the proper judges. We wish we might make the promotions oftener for it would be better. We have graded the schools and marked out the work for each grade for several reasons.

First.—Parents should know what their children are expected to learn in each and every grade. This will give the parent an opportunity to qualify his child for the next higher class if he sees fit so to do.

Second.—It lays out the work of the teacher and makes him responsible for something. If a person has anything to do ought not he to know what it is? If a person doesn't know what to do, or what ought to be done, the work won't amount to two cents.

Third.—It ensures steady and uniform progress. We remember how it was with our progress at school. Every new teacher would put the class back and we would have to go over the same ground that we went over the term previous. This was the same, also, when we went into the next higher school. The reason was simply the want of proper grades and a course of study.

Fourth.—It informs committees upon what to base qualifications for promotions.

Fifth.—It enables scholars to make up what they have lost on account of absence for they know just what it is.

But it is useless to enumerate,—the whole argument is in favor of marking out the work and grading.

Some people think scholars should receive special individu-

al attention, but such cannot be the case as long as there are classes in a school. And a system without classes can be supported only at an enormous expense. Under such a system a teacher would want not more than ten or twelve pupils at most. Why, we should need for our own town more than seventy-five teachers under such a system. But we must have classification and it must be based on attainment. We do not say that the present system is perfect. We do say, however, it is the best we have ever had, as far as we are capable of judging. We don't say this boastingly. Not at all. Indeed our schools ought to be better every year. It is our intention to make them so as long as we have anything to do with them. There were defects in last year's classification which we hope to remedy the coming year and we know of other defects which will probably be changed. It takes time to develop a thing.

CONCLUSION.

In consideration of the above and what might be said upon other topics of interest connected with our schools we come to the following conclusions:

First.—The recommendation of the continuance of the office of Superintendent.

Second.—Immediate action on the part of the Town toward making our school rooms more attractive and convenient, especially providing better accommodations for the Primary Schools either by altering present buildings or building new. It is useless to put off this matter longer. Something has got to be done and we can't get away from it. Putting it off till to-morrow makes the thing worse, not better. Some think we can save by filling up the Grammar and High School rooms. But if we do this we shall be just as badly off and worse at the end of another year. Not only this but what will be the effect upon the schools themselves by such a change? Placing a lot of babies into a school room doesn't make a High nor a Grammar School of it. The pressure is among children about six or seven years of age and putting them into the higher

grade makes things worse than they are. It is like throwing a child overboard beyond his depth before he can swim or even has seen the water. We don't want to do any such thing. If a change is made let it be for the best. The number of school children is increasing. The law says we must educate them and let us go to work and do it and not shirk duty longer. We interpret the public feeling to this end. If education amounts to anything every child ought to have it. Parents, teachers, committees and all of us have been at loggerheads already too long. Let us put our shoulders to the wheel supply all needs and remedy all defects. Our present buildings are a disgrace to the age. Some of us are frightened because it is going to cost something. Of course it will cost something. It is perfect folly to expect to accomplish anything without cost. Our appropriation isn't a cent too much. It ought to be more and we can't guarantee an education to our children unless the appropriation meets the demand.—Money spent for education is not wasted. Lessen expenses in other directions if need be, but don't let education suffer for want of money when we can provide if we only think so.

Third.—We recommend for consideration the Town's supplying text books to all scholars of our schools. The success of this measure depends in no small degree upon the condition of the schools and method of supervision. We approve of the town furnishing the books. Expense is quite a consideration to the poor parent in the education of half a dozen children. The man without a family but with money enough to support a dozen is not paying his share of the appropriation, especially if his money is in government bonds. If there was any way of justly taxing bonds we would do it. We would hardly recommend supplying all the schools with text books in the above way at present. We think, however, it would be a success if the High and Grammar Schools were thus supplied. It would have a tendency to increase the number of High School graduates.

Fourth.—We would recommend an appropriation of at

least seventy-six hundred dollars to meet the expenses of the coming year.

Now if our services (for which we do not get a cent) have been instrumental of any good towards elevating the standard of education in our schools and community, we feel rewarded. We expect to be complained of and found fault with for

“Fools rush in when angels fear to tread.”

We feel interested in our work and if we have failed it has not been because we have not tried.

In the future let us think twice before speaking once. If parents are dissatisfied with anything connected with the school let them go to the proper source to get the thing remedied.— Perhaps they are at fault themselves. We believe in each one bearing his own responsibility. We don't want anybody to bear ours nor shall we bear anybody else's. Call things by their right names and put them just where they belong.

JOHN M. CROCKER,
HORACE A. FREEMAN,
JOHN D. HILLIARD,
HARRIET F. MITCHELL,
ANNA J. HUTCHINSON,
MERCY M. HOPKINS.

Report of the Superintendent.

RESPECTED MEMBERS OF THE BOARD OF SCHOOL COMMITTEE :

In presenting this my annual report permit me to congratulate you upon the good condition of the several schools, in the town, upon their steady and uniform progress, notwithstanding the opposition and hindrances that have been placed in your way, retarding, but not stopping the onward march of improvement. At no time, in our recollection, have the several schools in the town, under all the circumstances, been in a more healthy working condition than last term, and had the same arrangement been permitted to continue through the year the mark of progress would have been surprising to all unprejudiced minds. If, say some, our schools are continually improving, why do they not arrive at a higher state of perfection? Let those persons remember that a constant change is going on among the members of the several schools, beside the irregularity of attendance which does quite as much, if not more, to obstruct and prevent advancement. It does not seem possible that parents who manifest but little interest in schools so long as their children are out of the way, will so soon make themselves heard if there is a holiday or any change by which their own personal responsibility is increased. It becomes more and more apparent, as time passes on, that the greatest obstacles in the way of progress lies with the parents; they manifest no interest whatever, except to find fault, and that in nine cases out of every ten without cause. How many of the scolders and blusterers that you hear croaking about in the shops and at the stores, ever enter the school room? Not one, and if you say to them, just go and see for yourself, they at once confess they should not know anything about it if they did go. Here is just the point gained. When driven to the wall, they confess their own ignorance, and it is ignorance not a perverse desire to do wrong that is the great

source of trouble. In most cases they are too old to learn any more than to keep silence and not attempt to work improvement in things they do not understand, and this it is their duty to do. It is a good maxim never to condemn unless you can offer a more perfect remedy or model. Among all the critics of our schools I have failed to receive any suggestions of improvement or any changes that are desirable to have made, and even one pressing upon the notice of the town in town meeting assembled the great necessity of a change in respect to the attendance of primary scholars at school, has said that in his own opinion the children were more benefitted by the system then in operation than they would be under any other we were prepared to furnish, and that it was wisdom on the part of the town to authorize the experiment. Now my friends and fellow-laborers of the Committee what are we to do under such circumstances? I confess to you that frequently I am discouraged and disheartened, and feel as though I would be glad never to hear the name of school again. And then again I take courage and work on feeling that some one may be benefitted by our labor though at the present time they fail to see and appreciate the good that is being done for their own offspring and themselves through the disinterested efforts of others. Let it be understood that no one is condemned for doing what he believes to be his duty. What is requested is that every one before uttering such unqualified sentiments of reproach and condemnation should acquaint himself with all the facts and then speak as his good judgment and conscience approves. If there is anything wrong say so and at the same time point out in just what the wrong consists and offer the remedy for the wrong, for it is the duty of every one to suggest improvements whenever they see the necessity of it, and can make it appear consistent with the best interest of the school. I admit there are many imperfections in our school system. I also admit my own remissness in the strict performance of duty. Yet I go as far as I deem prudent. It took time to form this world suitable for the abode of man.

And it also takes time to educate a people up to your own idea of right and justice and a just appreciation of their own duty to their children and the community at large; for the education obtained at the common school is not a personal matter but a public matter, and affects the community and the state as much as the individual. Then in all our acts towards improvement in schools we must look forward to making the pupils of the school better men and women, better citizens, which is quite as important as making good accountants or tradesmen. We ought not to lose sight of this fact, that the better the education the better the man or woman all things considered. An ignorant man may do certain work better than an educated man, but at the same time he is much less of a man, for it is only in one direction that his power to do is developed, while the educated man works understandingly in many ways.

There has been quite a change among the teachers in our schools during the past year: some we were sorry to lose and others had from various causes become incapacitated and resigned. It speaks well for any to say of them, they have become worn out in the service of the public schools. It is not well for any one to remain too long in a fixed position; their work is apt to become purely mechanical and therefore tedious and uninteresting to themselves and in school matters, likewise to the pupils. Consequently a change is often beneficial even though it be only from one school to another. But sometimes habits are so firmly fixed that change of place does not work a change in method, and the same old tread-mill story is told over to new listeners with no better effect than before. We have gained this if nothing more by the changes among some of our teachers, a willingness to learn and to make efforts for improvement. This is a hopeful sign and we can confidently look forward for good results. We have been obliged to take inexperienced persons, some of them fresh from our High School, and place them in responsible positions and they have acquitted themselves well and give promise of

becoming very excellent instructors. The principal difficulty seems to be, to have them understand that they cannot hurry little children. Slow and sure must be the motto for months and in some instances for years. Patience and perseverance are the qualifying virtues of the successful teacher. The repetition will not be "seven times but seventy times seven," that is as often as is necessary for a good understanding of the subject to be taught. It would be well and ought to be required of every teacher, and more especially in the lower grades of school, to go over every advance lesson with the pupils and call their attention to every difficult part of it and if there is any new principle involved in the solution of the problem, they should go through the explanation one or more times until the pupils obtain a good understanding of what is to be required of them. I heard a teacher give out a lesson and dismiss a class with these words: "Now don't come and ask me how to do these examples, for I shan't tell you; you must get them all out yourselves." I looked the examples constituting the lesson through hastily, and came to the conclusion that the probabilities were, nine failures to one perfect recitation. This method is believed to be wrong in principle and wrong in practice. It is the duty of the teacher not only to hear pupils recite what they, by their own efforts have learned, but to teach them, by example, how to learn any given lesson. The rule holds true in reading. Every reading exercise should be read to the pupils by the teacher before they are required to read it. The teacher should be careful to read correctly and naturally. Give them a good example and require them to follow. Children will then improve quite rapidly for all children are good imitators as it is the way they learn almost everything during the earlier years of school life. It bears a close relation to the much-used term "object-teaching," if it is not object-teaching itself. Some writer in the Massachusetts Teacher defines object-teaching as teaching by observation and illustration. The teacher illustrates and the scholar observes what he is doing and in this way acquires

knowledge much more rapidly and certainly than by repeating what is told him without any idea of what the words used represent. I am inclined to think, though I am not willing to recommend the practice at this time, that it would be well to dispense with the use of all text books until the children can read simple sentences readily at sight either from the blackboard or card as the teacher may choose to select. I am also inclined to the opinion that no text book on arithmetic should be used in the Primary Schools. I am fully of the opinion that no scholar under any circumstances should be required to stay in the school room any longer than is necessary for him to recite or be taught his lesson until he is sufficiently advanced to read and understand what he reads about so that he can study a lesson, and at the same time receive a benefit from it. There are few children under six years of age that are benefited anything beyond what the teacher tells them, and might just as well, and far better, be released from the school room as soon as their exercise has closed. I hope to see the day when, even in Provincetown, children will be required to attend school by classes, and whenever the exercise for the class is ended, whether it be one half hour or one hour and a half, be dismissed, to return to their respective homes to do the principal part of their studying. Then teachers will be able to do their work in such a manner that less repetition will be required and more thorough training in all the essentials of a true education will be attained. Teachers need time to study as well as scholars, and if compelled to spend six hours in mental drudgery they have not the spirit to apply themselves in a way to receive much improvement or gain much information to impart to their pupils. Few teachers can discharge their duties in the school room, as they should, unless they previously look over and arrange every exercise for the day before commencing its labor. Nor should a teacher take to the school room any work for the purpose of economy and a saving of time, even though they may not put their hand to it, except at recess or intermission. Recess is granted for

rest and not for some more engrossing matter to be taken up and labored over, creating additional weariness and rendering them still more unfit for pursuing the particular labor of the school room. Although the custom has not been prohibited because it is uncertain how you may view the subject yet it has never been approved. The town expects their best efforts and is entitled to them, and should have them. It is apparent to any observer that the attention of some is permitted to wander from the narrow path of duty for light and trivial matters. All this trifling should be laid aside and a more devoted spirit cultivated. If they teach merely for the sake of having something to do, with no desire to excel, it would be better to seek some other employment, one in which no one would suffer but themselves from wanton neglect. We have a good class of teachers but they may become much better than they are at the present, if they will limit themselves to the idea that when they have heard a certain number of recitations all their duty is done. They must rise above any such idle notion or they will find themselves going back and not forward. What we want is more earnest work, more devotion to duty, a livelier interest in all that is going on in the world, as well as in the school room, and a constant watchfulness for every opportunity to improve and make themselves more efficient in the discharge of the peculiar duties of their chosen vocation. It is not strange that some of our teachers lack enthusiasm. We must remember they really have enjoyed very limited opportunities for improvement. Having graduated from our High School where probably the subject of teaching as a profession has scarcely been named and where no special preparation is made for the profession, they enter at once into the office of teacher with very crude if any fixed ideas of what they are expected to do or how they are to do it. They have the raw material given them, and certain tools to work with and are told what they are expected to do, and they hew away as often wrong as right, until bitter experience teaches them better. They need to be taught this simple lesson, first

to know what they desire to do, and then seek the best method of doing it. I am convinced that most failures arise from a want of knowledge on the part of teachers of just what they want to do. There is nothing definite in their own minds, consequently there is no system in their teaching. Matters move along from day to day sometimes better and sometimes worse. They are never masters of the situation and compel everything to move in just such circles as they have marked out for them. Everything to be done in the school room should be decided upon after mature deliberation and then worked out with a calm decided persevering energy and then there will be no possibility of failure. Can this be brought about? It is thought it can be. In the first place teachers should feel and understand that the School Committee have charge of the schools and not Mr. A. or Mr. B. Let them feel that it is the Committee that they are to please and not the parents and there will be less feeling of the popular pulse and more earnest work in the school room. Although there is much reason to feel deeply and to talk earnestly of the wants of the school and the shortcomings of us all; yet the schools are not in a bad condition; they will compare favorably with any schools in the County and perhaps in the State outside the cities and larger towns. Neither are our teachers less competent or more remiss in the discharge of their duties than others. They are improving constantly, and as a class are better qualified for their work and will do better work as they gain experience than formerly. They are as devoted as we have reason to expect. We cannot do just as we wish at all times lest some one taking advantage of any temporal dissatisfaction will raise a furor in the popular mind and undo what we have been laboring for years to accomplish. I confess I have not dared to venture upon certain experiments which are thought to be of great utility only because they are so much in opposition to the public ideas of what schools are designed for, that it would at once create a perfect uproar, and every store and shop would be converted into a miniature Congress where the

strength of argument would be decided by the noise that was made. Can we then conscientiously censure teachers for being sensitive to the outburst of popular clamor? Certainly not. And no teacher will attempt any decided improvement in conducting his or her school, where it will of necessity take time to develop the result, feeling and knowing that at any moment all the labor expended in prosecuting this idea to a successful issue may be changed to nothing and all lost.— What we need and what we should seek for is permanency in all things pertaining to our schools. In proof of this statement it is sufficient to allude to the experiment in our Primary Schools with the half day attendance. It was introduced with the idea of economy, but the experiment proved more than we dared declare although it was just as certain before as after that we not only saved expense but that the children actually made more rapid progress in the acquisition of knowledge. There may be some exceptions, as parents will undoubtedly claim there are, but as a school or class of scholars, they never made so great or good progress in a given time either before or since. But what was the result? A great outcry was raised that somebody fancied themselves to be deprived of their rights, their rights to inflict untold evils upon the rising generation by fostering ignorance and crime in the very places where temperance, sobriety and general intelligence should be dispensed to every scholar; by compelling little children to be huddled together, in rooms unfit to live in one hour, for six hours a day; distilling poison all through their sensitive systems that will develop itself at some future time in the most hideous form. And yet this very thing is forced on by those professing to be christian philanthropists. Away with all such idle dreaming.— Let us take facts and deal with them, as reasonable, intelligent men and women should and when we come into town meetings to act let us act as the good of the child demands and not as our convenience may make us desire it may be.—

This leads us to consider our schools specially and we will commence with the Primary department.

When we consider that about half of all the scholars connected with our schools during the year are members of this department, we shall at once become conscious of its importance in our educational system, and the care that is necessary to be exercised over its welfare. During the Winter term of the year there were three hundred and forty-five scholars belonging to these schools with an average attendance of two hundred and sixty and five-tenths, making seventy-five and five-tenths per cent. of the whole number, which was a good average attendance for a Winter term. In the Spring there was three hundred and nineteen members with an average attendance of two hundred and fifty-nine, or eighty-one and six-tenths per cent. In the Fall term there was three hundred and sixty-two members with an average attendance of two hundred and seventy-five, or eighty-one and sixty-seven one-hundredths per cent. On the first of January of the present term there was three hundred and sixty-six members of the several schools in this department, under the care of seven teachers, five principals and two assistants.

Three of these schools are in good condition and are doing good work; the other two are doing as well as we have reason to expect under the circumstances. Ninety little children gathered together in one small room, are too many. Yet I feel now, as I did when the arrangement was made, that it was the best we could do with the means at our disposal. I am inclined to the opinion that the requirements to be attained before promotion are quite as high as they should be, but would not recommend any change until after another year's trial. Monroe's Readers are better adapted to the wants of the children and the improvement has been very marked.— There are some very excellent readers among these Primary scholars. The prevailing fault is too little relaxation from a fixed position in the seats. I believe there should be at least five minutes of every hour devoted to some kind of physical

exercise. And I believe still farther that no class in these schools ought to be engaged more than twenty minutes in any given exercise. If it is longer they become weary and lose their interest. Just as soon as the interest fails they should be relieved. More is lost than gained by driving a tired child. Let all the exercises be brief and sprightly.

The whole number of scholars in the Intermediate Schools last Winter term was one hundred and fifty-four, the average attendance one hundred and thirty-one; the per cent. of attendance eighty-five. In the Spring term the whole number was one hundred and sixty-seven; the average attendance one hundred and thirty-nine and five-tenths; the per cent. of attendance eighty-three and twelve one-hundredths. The whole number during the Fall term was one hundred and fifty-eight; average attendance one hundred and thirty; per cent. of attendance eighty-two and twenty-eight hundredths. The whole number belonging to the schools on the first day of January current was one hundred and seventy-two, under the care of three teachers. These schools are all in good condition and doing good work. The teachers are enthusiastic and inspire their pupils, in a good degree, with their own zeal and energy. The changes have been highly beneficial, as results show full well. I am inclined to a like opinion in these as in the Primary Schools, that the requirements by the course of study is quite as high as is desirable and think a change should be made in Mental Arithmetic. In all the other exercises the pupils are fully up to the requirements and in some instances have gone considerably farther and are at this time on review.

The whole number of scholars in the Higher Intermediate Schools during the Winter term was one hundred and thirty-four; the average number one hundred and fourteen and six-tenths; the per cent. of attendance eighty-five and five-tenths. During the Spring term the whole number was one hundred and twenty-seven; average number one hundred and four; per cent. of attendance eighty-one and eighty-eight one-hundredths. In the Fall term the whole number was one hun-

dred and eleven; average number ninety-seven; per cent. of attendance eighty-seven and thirty-eight one-hundredths. On the first day of January the whole number connected with these Schools was one hundred and twenty-one. The schools in the Center and Western parts of the town are as full as they ought to be; an average attendance of forty scholars under one teacher, is enough in any school and these two fall but a trifle short of that number. And it is confidently believed that the Eastern school will equal that number at the commencement of the next term. So many of the scholars between ten and twelve years of age stay out of school, all through the summer, in the Eastern part of the town, that it keeps their school small and backward. If the parents would only send their children to school as constantly here as in other parts of the town it would be a great benefit to them, and raise the standard of scholarship considerably. The schools in the Center and West part of the town have completed the course of study required of them and are now engaged in reviewing the year's work. That at the Eastern is a few pages behind in Written Arithmetic. They will probably complete their work and have a few weeks for review before the examination at the close of the term takes place.

The whole number of scholars in the Grammar School during the Winter term was fifty-seven; the average attendance fifty and fifty-five one hundredths; per cent. of attendance eighty-eight and six-tenths. During the Spring term the whole number was sixty-six; average attendance fifty-seven and five-tenths; per cent. of attendance eighty-seven and one-tenth. During the Fall term the whole number was fifty-six; average attendance fifty-two and one-tenth; per cent. of attendance ninety-one and nine-tenths. The number connected with this school on the first day of January was fifty-eight. I believe this to be one of the best schools I ever witnessed for the cultivation of general intelligence and intellectual training, and yet I have very serious doubts if the labors and devotion of the teachers receive a just appreciation. If more effort was

made for show and less for the real substantial benefit of the pupils many would be much better pleased with the results. I can think of but one thing at this time, in which any change suggests itself, and that is in this: It appears as though some of the time devoted to Arithmetic might be made more useful if some simple work on Natural Philosophy or Physiology should be substituted twice each week for Arithmetic. The reform in the study of Grammar has proved beneficial and I think this reform will prove equally so. It is to the graduating class of this school that we must look for the standard of excellence of the Common School and as the attainments of this class are high or low so is the standard of excellence. This standard was high last year but we expect and confidently look forward for work better performed by the class about to graduate or move forward to the High School, than that of last year. I am of the opinion that all those who have completed the Grammar School course of study and maintained an average standing in the class should be permitted to receive the advantages of the High School if they desire it. That the questions propounded for examination should be such as an average scholar having passed over the course would be able to understand and give intelligent answers. I do not believe in test questions for examinations, and hope they will be dispensed with altogether.

The whole number of scholars belonging to the High School last Winter term was forty-four; average attendance thirty-nine; per cent. of attendance eighty-eight and five-tenths.—Spring term the whole number was fifty-seven; average attendance forty-nine; per cent. of attendance eighty-six. Fall term the whole number was fifty; average attendance forty-five; per cent. ninety. Whole number at the present time is forty-nine. Notwithstanding the absence of the assistant teacher for two terms the course of the school has been onward and upward. Taking substitutes for one term from the last graduates and for the other term one of the members of the senior class, it made the labors of the principal more ar-

duous than they otherwise would have been, but it is thought the school has suffered no material injury as a school from the course pursued. We certainly have good reason to feel a just pride in the fact that we can furnish so good teachers from our School with no additional preparation. I am inclined to the opinion that too many of our scholars select their studies without much thought, but take them up because some other scholar does, without considering of what advantage it will be to them personally. The normal class or the review of the English studies during the last term of the graduating year is a most excellent feature in this school and one which will be highly beneficial to all those who intend to become teachers. We have reason to feel that the money expended in support of the High School is well spent, and that its influence upon the general well-being of the town cannot be expressed in words.

The whole number of scholars in the Winter School for adults last Winter was fifty-four; average attendance forty-six; per cent. of attendance eighty-five and two-tenths. The present term the whole number who have entered the school is eighty-four, eighty of whom have remained long enough to become scholars; the present number is seventy, all but two of whom are over fifteen years of age. Everything was done for this school last winter to make it what it was designed to be, a school where those who from any cause, had failed to receive a fair common school education could, if they wished, retrieve in a measure the loss they had thus sustained, and the same is being done at the present time. But some persons seem to misunderstand the object and design of the school and expect that those who have been members of the High School or have been through the Grammar School must be the special favorites of all concerned. No scholar who has passed through the Grammar School with any credit to himself can expect to receive any great benefits from attending this school, however successfully it may be conducted. But the great difficulty seems to be that too many of those who attend go there

more for amusement than for improvement, and anything that interferes with their personal enjoyment is considered a great hardship whether it be imposed upon them by the teacher or order of the Committee. The larger portion of those attending last winter did good work and made fair progress while others wasted their time and kept back the general good. So it is at the present time. All those who attend for the purpose of learning are making rapid progress, all things considered, while those who go thinking it a good place to loaf are wasting their time and hindering others. We regret that a necessity for such a school exists; but so long as it does we must cheerfully do our best to have those attending receive the greatest possible good from it in our power. With this end in view we have taken United States History and Natural Philosophy and used them as text books in reading so that from each reading lesson some practical lesson may be taught, and we think the teacher perfectly understands how this is to be done and does it well.

The financial condition of the schools is in a healthy state as will appear from the following statement, which though not accurate is nearly so. There are some items charged to the school fund which do not legitimately belong there, but as I have not the bills at hand cannot be corrected. There will appear a balance of two hundred and twenty-nine dollars and fifty cents in the Treasury, which is the result of several teachers being on short pay and the substitutes in the High School who received only half pay. Should the number of Primary Schools be increased from five to seven and all the teachers be so successful as to receive full pay, the expenses of the coming school year are estimated to be as follows, to wit:

For Teaching,	\$6450 00
Fuel,	500 00
Winter School,	350 00
Fire and Sweeping,	450 00
Salary Sup't,	400 00
	<hr/>
	\$8150 00

Deducting State School Fund estimated at	\$250 00
Balance in the Treasury,	229 50
	<hr/>
	\$479 50

Balance to be supplied by town appropriation, \$7670 50

As some of the estimates may be large, an appropriation of \$7500 00 may meet the current expenses of the year.

FINANCIAL STATEMENT FOR THE YEAR 1873.

School Department to the Town,	Dr.
To Balance in the Town Treasury, Jan. 1, 1873,	\$2568 89
Error,	1 40
Town Appropriation 1873,	7200 00
Mass. School Fund,	250 04
	<hr/>
	\$10.020 33
Cr. by Cash paid for teaching Winter Term,	\$2037 50
“ “ “ “ Spring “	1907 50
“ “ “ “ Fall “	1646 00
	<hr/>
Total paid for teaching,	\$5591 00
By Cash paid for build'g fires & sweep'g Winter term,	218 80
“ “ “ “ “ Spring “	101 50
“ “ “ “ “ Fall “	215 38
	<hr/>
	\$535 68
“ “ Fuel,	509 17
“ “ Books and apparatus,	58 48
“ “ One year's salary Sup't,	400 00
	<hr/>
Total,	\$7094 33
Balance in the Treasury of the Town, Jan. 1, 1874,	\$2926 00
Liabilities for present term as estimated:	
For Teaching,	\$2372 50
Fires and sweeping,	224 00
One quarter salary Sup't.	100 00
	<hr/>
	\$2696 50
Balance in Treasury,	\$229 50

Town School Book Account, Jan. 1, 1874:

Dr.	Jan. 2, 1873.	
To Books and Case,		\$325 33
Cash,		9 96
		<hr/>
		\$335 29
Cr.	Jan. 1, 1874.	
By Books and Case (on hand),		\$353 85
Stock last year,		335 29
		<hr/>
Due A. L. P. & Co.,		\$18 56

The Prudential expenses for the year have been large but are special and not general, as will appear by the bills approved, which are as follows, to wit:

Hiram Holmes repairing grate,	\$1 92
Elisha Young shovelling snow,	5 00
Lauren Young two table covers,	3 13
Hiram Holmes new stove and pipe Center School,	40 63
Dr. J. Stone rent of school room,	57 00
“ “ “ “	42 00
James Lecount cleaning privies and repairing fence,	10 50
Alex. Hamlen labor and material repairing blackboard,	16 91
Obadiah Smith do. Center School Room,	2 20
Provincetown Advocate printing,	37 50
Ambrose D. Knowles labor and material on Conant St. School House and yard,	10 13
Ambrose D. Knowles do. on West'n House and yard,	8 66
Two gallons liquid slating J. L. Hammett,	18 00
Camel's hair brush,	1 85
Dr. Stone rent of school room,	42 00
Oliver B. Conant setting glass,	2 75
Mrs. Catharine Smith cleaning Eastern school house,	20 00
Mrs. Maria Harvender “ Center “	20 00
Mrs. Ellis “ High School “	16 00
Mrs. Ryder “ Primary No. 2,	10 00
William Sprague cleaning privies Center,	1 50
Wm. O. Haskell 2 standards for Conant St. Pri. Dist.	1 60
Benj. Lancey lumber for fence Center,	1 30
“ “ “ “ Eastern,	2 99
Wm. O. Haskell furniture for Primary School rooms,	154 00
Steamer Geo. Shattuck freight,	3 10

J. E. & G. Bowly carting,	\$0 70
First National Bank draft,	10
J. P. Dearborn labor in seating school rooms,	5 00
Ambrose D. Knowles “	3 00
James Lecount putty, glass and labor,	2 20
Obadiah Snow repairing instrument injured by rain on Hill,	1 00
J. P. Dearborn labor in Town Hall for Winter School,	5 00
Sparrow & Snow repairing stoves and pipes,	31 59
Samuel Taylor cleaning Western and Conant St. school rooms,	29 00
Lewis P. Morgan repairs on Eastern house,	6 75
Hiram Holmes repairing stoves and pipe,	46 81
Ambrose D. Knowles labor and material,	13 79
“ “ services cleaning snow, &c.,	5 00
Rufus Hopkins labor,	3 64
Jesse Small “	75
Isaiah A. Small window hooks.	2 00
J. & L. N. Paine sundries furnished for Western school,	2 90
W. H. H. Weston lining stoves, &c.,	5 95
Alex. Hamlen setting receivers Town Hall,	6 67
Stephen Bennett carting coal,	1 70
A. L. Putnam books for poor children,	121 99
“ sundries furnished for schools,	51 14
H. & S. Cook,	74
G. H. Holmes handles for window hooks,	2 00
Francis Joseph paint and labor,	2 12
J. A. West for labor and material furnished schools,	70 07
“ “ “ blackboard High School,	62 51
Hiram Holmes stove & pipe TownHall winter school,	182 06
N. C. Brooks carting,	2 50

Total expenses,	\$1199 38
Deducting from this the items of rent,	\$171 00
New stoves,	222 60
School furniture,	165 90
Books for poor children,	121 99
	<hr/>
Amounting to	\$681 19
And we have a balance of	\$518 19
Only eighteen dollars and nineteen cents in excess of appropriation.	

The special appropriation for fence and bulkhead at the Western school yard was expended by the Selectmen and never came to my care at all, therefore I am in no way accountable for the expenditure. No money has been spent without the necessities of the case demanded it, and has found the approval of the Board of Selectmen.

In closing let me state that the whole number of children in town on the first day of May, 1873, between five and fifteen years of age was 818, of this number 690 have been in school some part of the year; as near as I can now ascertain; the whole number over fifteen is 121.

There are many things omitted that ought to be taken up and thoroughly discussed, such as tardiness, non-attendance, text books, singing or music, drawing, teachers' meetings and many others which for want of time must be deferred to a more convenient season, in the meantime we must labor on, each in his or her allotted station, doing our duty to child and parent, aiding and sustaining our teachers in the performance of their arduous task and leaving all to the wise judgment of our fellow citizens whose servants we are.

B. F. HUTCHINSON, Superintendent.