

ANNUAL REPORTS

OF THE

Town of Provincetown,

FOR THE YEAR ENDING

Dec. 31, 1874.



PROVINCETOWN :
ADVOCATE STEAM PRINTING ESTABLISHMENT.
1875.

TOWN OFFICERS FOR 1874.

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

Overseers of the Poor—Silas S. Young, Artemas Paine, John Swift.

Town Clerk and Treasurer—Seth Smith.

Collector of Taxes—Henry W. Cowing.

School Committee—Horace A. Freeman, Luther Nickerson, J. S. Atwood, Anna J. Hutchinson, Mercy M. Hopkins, Harriet F. Mitchell.

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—David Smith, Jonathan Cook, Alex. Manuel.

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

Fence Viewers—Henry Atkins, Joseph Weeks, Robt. G. Alexander.

Beach Grass Committee—Elkanah Paine, Henry Atkins, Robt G. Alexander.

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

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

Pound Keepers—Edward Lewis, Freeman M. Bowly,

Sealer of Weights and Measures—Henry W. Cowing.

Monument Committee—John D. Hilliard.

REPORT OF THE SELECTMEN.

TO THE INHABITANTS OF PROVINCETOWN :

The selectmen of the Town of Provincetown, respectfully submit their Annual Report for the year ending December 31st, 1874 :

Valuation of the Town May 1st, 1874.

Real Estate,	\$962,199 00
Personal Estate,	777,408 00
	\$1,739,607 00

Number of Polls at \$2 each,	1101
Acres of Land taxed,	760
Rate of taxation on \$1000,	\$21 00
Number of Legal Voters,	858
Number of Dwelling Houses,	798
Number of Horses,	73
Number of Cows,	18

Appropriations.

Support of Poor,	\$3100 00
Painting the Alms House,	125 00
Public Schools in addition to balance in Treasury,	7600 00
Fire Department,	2500 00
Roads and Sidewalks,	3000 00
Bridge Repairs,	400 00
Parallel road extension, and Vine street Drain,	1200 00
Night Watch and Police,	1600 00
Town House and Hill, loan of 1854,	500 00
Interest on Railroad loan, in addition to dividends,	2000 00
Interest on Demand Loans,	2500 00

Repairs & Improvements, East & West School Houses,	5500 00
Repairs School Houses, and High School rooms,	250 00
Repairs Town House, Hill and Fence,	125 00
Abatements of Taxes,	400 00
Improvement, Small Pox Burial Ground and Graves,	150 00
Discount on Taxes,	1200 00
State and County Taxes,	5700 00
Incidental Expenses,	4000 00
Public Library,	2000 00

\$43,850 00

Authorized to borrow, 5,850 00

Amount Voted to Assess,
Overlaying on Taxes, \$38,000 00
733 75

\$38,733 75

Non-resident Bank Tax, 2,503 50

\$41,237 25

Support of the Poor.

Paid Orders of Overseers Poor,	\$3173 83
Town Appropriation,	\$3100 00
Deficiency,	73 83

\$3173 83

Public Schools.

Paid Orders of School Committee,	\$7793 34
Balance in Treasury Dec. 31st, 1873,	\$2925 97
Mass. School Fund,	249 53
Town Appropriation,	7600 00
Balance in Treasury Dec. 31st, 1874.	2982 16

\$10,775 50 \$10775 50

Fire Department.

Paid Orders of Engineers,	\$2096 28
Town Appropriations,	\$2500 00
Balance in Treasury,	403 72

\$2500 00

Roads and Sidewalks.

Paid Orders of Road Surveyors,	\$3294 99
Town Appropriation,	\$3000 00
Deficiency,	294 99

\$3294 99

Bridge Repairs.

Paid Orders of Road Surveyors,	\$142 73
Town Appropriation,	\$400 00
Balance in Treasury,	257 27

\$400 00

Parallel Road and Vine Street.

Paid H. S. Cook, Notice & Sale, E. sec. Parallel road,	\$4 00
James Gorman for building road,	700 00
Material and Labor, 575 feet fence,	65 13
Clay, Sods and Labor on road,	131 80
Material and Labor, for Drain, Vine Street,	60 52
Committee Services,	52 05
Town Appropriation,	\$1200 00
Balance in Treasury,	186 50

\$1200 00

It was voted at the last Annual Town Meeting to grade and harden the Parallel road from Lewis road, so called, to a point some 500 feet east, and to construct an additional drain in Vine Street.

The sum of \$1200. was appropriated for said road, and drain to be expended under the direction and supervision of the Selectmen and Road Surveyors.

In pursuance of said vote, said East Section of the Parallel road has been built, additional hardening material placed on the road, 575 feet of fence built, the embankments sodded, and secured, and other needed work done to complete and finish the road, at a cost of \$925.98.

An additional drain has been constructed in Vine street at a cost of \$60 52, making the total cost of road, and drain, \$1013 50.

Your Committee are of the opinion that the Westerly part

of the parallel road should be worked some 300 feet to its western terminus at West Vine street, and the grade of said West Vine Street, and Parallel road made easy, and uniform, at their junction, and hardened for travel.

We therefore recommend an appropriation of \$600. for working, and hardening said roads the ensuing year.

East Cross Road.

Paid Samuel Knowles, building road,	\$500 00
Clay and Labor on road,	60 00
Material and Labor 410 feet fence,	52 25
	\$612 25

This road accepted by the Town at a special Town Meeting, May 20, 1874, is located in the easterly part of the Town, and extends from Commercial Street, in a northerly direction to the Parallel road. It is 335 feet in length, 35 feet wide, and of easy grade. Additional Clay hardening has been placed on the road, the embankments sodded, and secured, and some 400 feet of fence built, making a complete, well built and finished road.

Painting the Alms House.

Paid B. H. Dyer, Material and Labor,	\$125 00
Town Appropriation,	125 00

Small Pox Burial Ground.

Paid Orders of Health Committee,	\$140 80
Town Appropriation,	\$150 00
Balance in Treasury,	9 20
	\$150 00

Public Library.

Paid J. Hersey Dyer, Treasurer,	\$2000 00
“ “ “ Note and Interest,	352 22
Town Appropriation,	\$2000 00
Amount Dog Fund and Interest,	352 22
	\$2352 22
	\$2352 22

Western School House.

Paid Orders of the Committee,		\$4344 88
Town Appropriation,	\$5500 00	
Sale of Old Material,	18 00	
Balance in Treasury,		1173 12
	\$5518 00	\$5518 00

Town House, Hill and Fence.

Paid C. H. Walker, Repairs on House,		\$4 00
Benj. Lancy, Material for Fence,		23 91
Joseph Mathews, Labor on Fence,		23 25
R. E. & A. Nickerson & Co, Nails,		6 95
Wm. R. Lavender, Labor on Fence,		9 20
Loring Rogers, Material for Fence,		5 31
J. A. West, Nails for Fence,		1 21
A. L. Putnam, repairing Clock,		4 60
J. A. West, repairs to House,		32 75
Town Appropriation,	\$125 00	
Balance in Treasury,		13 32
	\$125 00	\$125 00

School Houses.

Paid Orders Prudential Committee,		\$858 74
Town Appropriation,	\$250 00	
Deficiency,	608 74	
	\$858 74	

State Aid.

Paid State Aid for the year ending Dec. 31, 1874,	\$624 00
Rec'd of State for Aid of 1873,	\$685 00
Balance in Treasury,	61 00
	\$185 00

Watch and Police.

Paid Night Watch and Police to Dec. 31, 1874,	\$1240 20
Town Appropriation,	\$1600 00
Balance in Treasury,	359 80
	\$1600 00

We would recommend a discontinuance of the night watch on and after the first of March next; and that there be raised and appropriated for Police purposes the ensuing year, the sum of \$500. to be expended by direction of the Selectmen.

Awards on Roads.

Paid Award on Parallel road,	\$92 00	
Amt. in Treasury, due awards Dec. 31, '73,	\$438 50	
Balance in Treasury, Dec. 31, 1874,	346 50	
		\$438 50

Abatement of Taxes.

Paid Orders of the Assessors,	\$509 37	
Town Appropriation,	\$400 00	
Deficiency,	109 37	
		\$509 37

State and County Taxes.

Paid State Treasurer,	\$3280 00	
County Treasurer,	1830 90	
Town Appropriation,	\$5700 00	
Balance in Treasury,	589 10	
		\$5700 00

Discount on Taxes.

Paid H. W. Cowing Col., on Taxes of 1874,	\$1323 37	
Town Appropriation,	\$1200 00	
Rec'd of State, discount on Bank Tax,		
Non-residents,	153 21	
Balance in Treasury,	29 84	
	\$1353 21	\$1353 21

Incidental Expenses.

Paid Selectmen laying out Roads, 1873,	\$36 00	
O. C. Railroad Co., 10-23 share of Stock,	46 96	
J. Stone Rent of building for Schools,	110 00	
N. D. Freeman, Moderator's services,	15 00	
S. Thaxter & Son Repairing Compass,	3 00	

Paid Jesse Small Jr., attending Meetings, etc.,	\$5 36
Robert Knowles, new Harness,	23 50
N. C. Brooks Teaming for Winter School,	2 50
J. P. Johnson Rent of Town Office,	100 00
A. Manuel attending Court, case of Schr. Louisa A.	7 50
David Smith " " " "	6 00
B. H. Dyer Repairs to Alms House,	3 20
Alfred Small Plans and specification, School House,	10 00
Dyer & Smith Painting west primary School House,	47 59
" " east " "	47 00
Robert Knowles Wire Door to town tomb,	13 00
Benj. Dyer, Land Damage East Cross road,	40 00
H. S. Cook Notice and sale of working E. Cross road,	3 00
J. P. Johnson, services, State Agt., Prov. Land,	50 00
J. A. West Repairs to Alms House,	13 43
Freeman & Hilliard Decoration Soldiers Mon't,	1 00
Robert Knowles Police services,	15 00
" " Care of Town Tomb,	15 00
" " Returns 50 Deaths,	20 00
A. L. Putnam & Co., School Books for Poor,	102 68
Selectmen laying out roads, 1874,	54 00
B. F. Hutchinson, Fees, Writing, etc., for Year,	40 00
Jesse Small, Jr., for winding Clock and care,	46 50
David Smith, labor West Burial Ground,	1 07
Robert Knowles, 4 Stones, etc., for Vine Street,	15 00

TOWN OFFICERS.

Paid Selectmen and Assessors,	\$981 00
Overscers of the Poor,	375 00
H. W. Cowing collecting Taxes,	567 00
Seth Smith services as Treasurer,	250 00
" Recording 81 Deaths,	16 15
" " 130 Births,	65 00
" " and returning 50 Marriages,	7 50
" attending Meetings and Recording,	32 25
" " " at Truro,	8 00
J. H. Dearbon, services as Truant Officer,	10 75
Daniel F. Lewis " " " "	8 00
John W. Beatty, " " " "	8 50
H. W. Cowing Sealer of Weights and Measures,	20 00
Elkanah Paine, Grass Committee,	5 00
Henry Atkins, "	5 00
Robert G. Alexander, "	5 00

Paid Henry Atkins, Fence Viewer,	\$5 00
Joseph Weeks, " "	5 00
R. D. Baxter, Constable and Police services,	30 61
E. J. Kilburn, " " "	14 80
John M. Carnes, " " "	17 35
Jonathan Cook, " " "	10 00
James Emery services as Truant officer 1873,	10 00

TOWN OFFICE.

Paid Freeman & Hilliard for Fuel,	\$9 01
W. H. H. Weston care and repair of Stove,	2 00
Seth Smith Books, Stationery, Stamps, etc.,	26 30
M. N. Gifford Check Book,	21 00
A. L. Putnam & Co., Books, etc.,	3 00

PRINTING.

Paid Goss & Richards Town & School Reports 1873,	\$172 50
" " Board of Health Notices,	2 00
" " Bill heads, Tax Bills, etc.,	15 00
" " Committee on Manufactories,	12 50
" " Selectmen's Notices, etc,	31 25

TOWN LIBRARY.

Paid Salome A. Gifford as Librarian,	\$110 00
Freeman & Hilliard Fuel,	19 67
James Gifford Insurance,	26 00
Isaiah Gifford, Lights and Cleaning rooms,	14 87
Jonathan Hill Building Fires and Sweeping,	10 30

HEARSE AND HOUSE.

Paid J. A. West one skein of Cord,	\$2 20
W. H. H. Weston 1 Water Pot,	1 50
Robert Knowles Oil,	50

HEALTH DEPARTMENT.

Paid David Smith Labor, abating nuisance,	\$12 85
Health Officers Labor and Notices, abating nuisance,	46 83

PRESIDENT'S RECEPTION.

Paid C. B. Snow Sundries,	\$4 00
P. C. Young Expenses Cornet Band,	19 70
George T. Gross Labor on Flag Staffs,	43 00
Wm. Clark Notice of Committee Meeting,	1 00
A. Paine Police Equipments,	7 58
E. M. Dyer Telegrams,	2 70
Samuel Knowles Carriage Hire, Labor, etc.,	137 00

Paid Crocker & Atwood Teaming,	\$6 30
Goss & Richards Printing,	6 00
Nathaniel Hopkins Flag Staffs,	13 03
Hiram J. Snow Carriage Hire,	2 00
John D. Hilliard Expenses Special Committee,	7 50
Robt. M. Lavender " Decoration "	30 29
Whiton Brothers & Co., 1 Flag,	21 00
Town Appropriation,	\$4000 00
Deficiency,	191 08
	<hr/>
	\$4191 08
	<hr/>
	\$4191 08

Town House Debt.

Paid State Treasurer on Loan of 1854,	\$500 00
Amt. loan of State unpaid Dec. 31, '73, \$1100 00	
Balance unpaid Dec. 31, 1874,	600 00
	<hr/>
	\$1100 00

Town Debt.

Paid Individuals, demand loans,	\$7120 00
Demand loans unpaid Dec. 31, '73, \$36252 00	
" " " Dec. 31, '74,	29132 00
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	\$36252 00

Railroad Loan

Of 1st, Nat'l Bank of Prov. due Dec. 26, '77, \$50000 00	
Seamen's Savings Bank, due Aug. 1st, '78, 48300 00	
Estimate Value 727 shares O. C. Railroad stock,	\$80000 00
Amount required to balance,	18300 00
	<hr/>
	\$98300 00
	<hr/>
	\$98300 00

Interest, Railroad Loan.

Paid 1st, Nat'l Bank of Prov. Interest \$50000. 1 year,	\$3500 00
Seamen's Savings Bank, " 48300. " "	3391 00
Town Appropriation,	\$2000 00
Rec'd of O. C. Railroad Co., Int. of '73,	\$861 09
Rec'd ditto Div. 727 shares stock '74,	5089 00
Balance in Treasury,	1059 09
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	\$7950 09
	<hr/>
	\$7950 09

21498

We would recommend that there be raised and appropriated the sum of \$1800. for interest on Railroad loan, in addition to any dividends due or to become due the Town from the Old Colony Railroad Company the ensuing year.

Interest, Demand Loans.

Paid Individuals and Banks,		\$2577 96
Town Appropriation,	\$2500 00	
Deficiency,	77 96	
	\$2577 96	

We recommend that there be raised and appropriated the sum of \$2500. for interest on Town debt, (in addition to amount required for Railroad Loan), the ensuing year.

Bank Tax of Non-residents.

Paid State Treasurer, Tax of 1874,		\$2266 09
Amount Tax Collected, ditto,	\$2503 50	
Balance in Treasury,		237 41
		\$2503 50

Treasurer's Account for the year ending December 31, 1874.

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,		\$249 53
County Treasurer, Dog Fund,		57 97
Overseers of Poor on account of Paupers,		90 35
Town of Truro on account of Bridge 1873,		46 45
Junk Licenses issued,		10 00
Rent of Keys to Cupola,		4 00
Old Colony Railroad Company for Interest,	861 09	
" " " Dividends,	5,089 00	
State on account of Pauper transportation,		17 25
" " " Contagious Diseases,		599 19
" " " Paupers,		10 00
" " " Corporation Tax of 1873,		19 62
" " " Aid in 1873,		685 60
O. D. Witherell Tax of 1872,		6 02

Sale of Old Material, Western School House,	\$18 00
State for Corporation Tax of 1874,	1,637 26
State for National Bank Tax of 1874,	1,132 03
Collector of Taxes 1874,	41,237 28
Cash in the Treasury Dec. 31, 1873,	19,002 92
	\$70,773 56

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

Support of the Poor,	\$3173 83
Schools,	7793 34
Fire Department,	2096 28
Roads and Sidewalks,	3294 99
Bridge,	142 73
Parallel road and Vine street,	1013 50
East Cross Road,	612 25
Painting the Alms House,	125 00
Small Pox burial ground,	140 80
Public Library,	2352 22
Western School House,	4344 88
Town House, Hill and Fence,	111 68
Night Watch and Police,	1240 20
State Aid,	624 00
Abatement of Taxes,	509 37
State and County Taxes,	5110 90
Discount on Taxes,	1323 37
Town Loan of 1854,	500 00
Demand Loans,	7120 00
Interest on Demand Loans,	2577 96
Interest on Railroad Loans,	6881 00
Incidental Expenses,	4191 08
School Houses,	858 74
Awards on Roads,	92 00
Bank Tax of Non-residents,	2266 09
Cash in the Treasury Dec. 31st, 1874,	12277 35
	\$70,773 56

LIABILITIES OF THE TOWN.

Individuals and Banks,	\$29132 00
Town House Loan of 1854,	600 00
Public Schools,	2982 16

Awards on Roads,	\$346 50
A. L. Putnam & Co., School Books,	28 75

\$33,089 41

The following are reported as the assets of the Town :

Due from State for Aid of 1874,	\$624 00
“ “ Owners of Sch. Louisa A. small pox,	281 77
“ “ Lewis A. Smith “ “	146 74
City of New Bedford on account Paupers,	14 67
Town of Dennis on account Poor,	2 45
Town of Truro “ “ “	108 87
“ “ “ “ “ Bridge,	39 37
Cash in the Treasury,	12,277 35
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	\$13,495 22
Town debt Dec. 31, '74, (not including Railroad loan,)	\$19594 19
Town debt Dec, 31, '73,	20223 63
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Decrease the past year,	\$629 44

Respectfully submitted.

ARTEMAS PAINE,	} Selectmen of Provincetown.
SILAS S. YOUNG,	
JOHN SWIFT,	

Provincetown, January 16, 1875.

REPORT OF THE OVERSEERS OF THE POOR.

The Overseers of the Poor of the Town of Provincetown submit the following Report for the year ending Dec. 31, 1874 :

Support of Poor in the Alms House.

Paid Salary of Superintendent,	\$260 71
Groceries and Provisions,	886 18
Fuel and Lights,	149 92
Clothing, Bedding, etc.,	96 19
Boots and Shoes,	43 69
House furniture and fixtures,	34 18
Stoves and repairs,	49 47
Assistance and Watching,	79 00
Medical attendance and medicine,	52 40
Funeral Expenses,	17 25
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	\$1668 99

Statistics of the Alms House.

Whole number supported the past year,	24
Admitted the past year,	6
Discharged “ year,	13
Remaining in the House Jan. 1st, 1875,	11

WHEN ADMITTED, AND AGE AT THIS DATE.

Zillah Howe,	April 1851.	Age 45 years.
Joseph Ghen,	“ 1861.	“ 50 “
Lucy Hill,	“ 1851.	“ 59 “
Geo. W. Newcomb,	July 1870.	“ 45 “
Lydia Nickerson,	September 1870.	“ 67 “
Rebecca Hill,	December 1869.	“ 28 “
Michael Whelding,	January 1871.	“ 87 “
Willie C. Curren,	May 1873.	“ 10 “
Laura A. Hooton,	“ 1873.	“ 35 “

Sarena Hooton,	May 1873.	Age 11 years.
Robert	" "	" 9 "
Laura	" "	" 6 "
Joseph	" "	" 5 "
Albert	" "	" 2 "
Hitty Snow,	November 1873.	" 78 "
Reuben A. Smith,	December "	" 25 "
Humphrey Winslow,	" "	" 60 "
Eliza S. Peach,	July 1874.	" 15 "
Mary E. Peach,	" "	" 13 "
Sarah L. "	" "	" 11 "
John	" "	" 6 "
Freddie	" "	" 3 "
Ardella	" "	" 1 "
Joseph A. Hill,	October 1873.	" 2 "

Support of Poor out of Alms House.

William G. Smith,	\$72 00
Hannah G. Holway,	23 38
Ida Newcomb,	30 00
Lucy J. Bill, settlement in Truro,	47 75
Hannah Brown, settlement in Truro,	56 12
Francis Wareham,	93 09
Priscilly Bush,	62 95
Humphrey Winslow,	273 19
Mary Allen and Children,	57 32
John Pierce,	36 75
Pamelia Nickerson,	11 38
Julia Powers,	15 75
Phœbe Franzen and Children,	34 38
Laura A. Hooton and Children,	108 00
Patrick Wall,	5 66
Mrs. Geo. S. Peach and Children,	28 75
Mrs. S. S. Gross and Children at Gloucester,	36 00
S. S. Gross at Taunton Hospital,	251 01
H. Oliver and Children at New Bedford,	27 74
Newcomb Children at Barnstable,	3 77
Mary Brady and Children at Boston,	20 81
John King at Boston,	58 38
Martha G. Curren at Boston,	4 13
Martha Bailey at Boston,	16 50
Mrs. Geo. H. Terry and Children at Dennis,	15 00

Jane W. Eaton, settlement at Dennis,	\$2 45
Jonathan E. Smith,	39 00
Ziba Ellis, settlement in New Bedford,	14 67
Benj. Pierce and family, settlement in Truro,	5 00
Four Travellers,	6 25
Medicine and Medical Attendance,	47 50
	<hr/>
	\$1504 68

The total amount paid on account of the Poor the past year was \$3173 83, from this amount should be deducted \$125 89 now due for supplies furnished to the Poor of other towns, leaving \$3047 78 as the amount expended on account of the Poor of this town.

We would recommend that there be raised and appropriated the sum of \$3000. for support of the Poor the ensuing year.

Respectfully,

SILAS S. YOUNG, } Overseers of the Poor
ARTEMAS PAINE, } of the
JOHN SWIFT. } Town of Provincetown.

Provincetown, January 16, 1875.

REPORT OF ROAD SURVEYORS,

The Road Surveyors of the Town of Provincetown respectfully submit the following Report for the year ending Dec. 31, 1874.

<i>Roads.</i>	
Paid for material, labor and teaming,	\$1758 29
Asa Atkins labor with team,	180 00
John M. Carnes labor with team,	175 00
James S. Dyer " "	190 00
	\$2303 29
<i>Sidewalk.</i>	
Paid for lumber and labor,	\$761 70
Cleaning snow from Walk,	208 00
Crying auction, and auctioneer,	3 00
	972 70
Surveyor's Fees,	30 00
	3305 99
Rec'd from sale of old plank,	11 00
	\$3294 99
Appropriation for Road and Sidewalk,	3000 00
	\$294 99
<i>Bridge.</i>	
Bill paid by Town of Provincetown,	\$150 83
" " " Truro,	74 00
	\$224 83
Less Plank sold by Provincetown,	\$8 10
" " " Truro,	10 00
	18 10
	\$206 73

TOTAL EXPENSES.

Provincetown pays one half,	\$103 36
Truro pays half,	103 37
	\$206 73
Appropriation for Bridge,	\$400 00
Nett cost of Repairs to Town of Provincetown,	103 36
	\$296 64
Balance in Town Treasury,	\$296 64

During the last few years there has been added over two miles of Roads which require more or less repairs. For this work and the necessary repairs to the old Road and Sidewalk, we respectfully ask for an appropriation of \$4000.

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

REPORT OF THE FIRE DEPARTMENT.

Expenditures.

SALARIES 1 YEAR TO MAY 1, 1874.

Engineers,		\$85 00
230 Officers and Members	\$5 00 each.	1150 00
4 Stewards	50 00 "	200 00
2 "	20 00 "	40 00
Total Salaries,		\$1475 00
The following bills paid to Dec. 31st, 1874.		
Repairing Houses,		\$49 26
" Engines,		132 48
" Flags,		27 12
" and Clearing Reservoirs,		54 82
Raising Engine House No. 5,		52 21
Fuel and Lights,		77 60
Printing,		15 00
Incidental Expenses,		212 79
		\$2096 28
Appropriation,	\$2500 00	
Balance in Town Treasury,	403 72	
		\$2096 28

Fires.

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

June 25. A partial alarm at fifteen minutes past twelve, caused by the burning of a portion of the roof of Store owned by Benj. Snow situated near the Eastern School House, Extinguished by Engine No. 1. Damage \$25 00. This fire caught from sparks from the chimney. The School House bell was rung but no notice was taken of it by those who heard it and

were out of sight. The School House bells are to be used to give alarms for fires in their vicinity.

July 16. Alarm at five minutes past five P.M., caused by burning of Tar in kettle near Joseph Mayo's store; no damage. This last may have been a needless calling out of the firemen, yet it is better to give an alarm for all fires, however small, and have the Department on the way, rather than after fruitless attempts to extinguish, call the firemen.

All persons are hereby instructed, on discovering a fire, however small it may seem, to give an alarm and use all possible means at hand for extinguishing it, then if not successful the firemen are at hand and can prevent any disastrous results. Better to start out the Department a hundred times and not use them, than run any risk or wait until a fire is well underway and then call for help.

There is no town in the State that can rally its Firemen any quicker than we can. Our only safeguard from a destructive conflagration such as have visited many cities and towns is by being vigilant and prompt.

Three fires have been discovered and extinguished by citizens without giving any alarm.

Houses.

The Houses are in very good order but need painting, which is proposed to have done the coming season. Engine House No. 5 was raised the past year, new studded, underpinned with boards, and a new platform built.

Engines.

The Engines are in good order for fire duty, needing only the ordinary repairs necessary to keep them in order.

Engine No. 2, whose air chamber has occasioned considerable trouble, has been made good by a new one furnished by the builder at his own expense.

Hose.

In this particular item we have not a sufficient quantity for the use of five engines, to say nothing of the relief engine that we might have occasion to use.

The bursting of the Cotton Hose, which will not pay to repair, has reduced the supply.

We have on hand :

2250 feet Linen Hose used by Engines No's 1, 2, 3, 4.

650 " Cotton Hose not to be relied upon.

500 " Leather Hose.

An addition of at least seven hundred feet is necessary.

Ladders.

There has been contracted for two light roof ladders each twenty two feet long.

We would call the attention of the proprietors of all the churches to the benefit, to them, of permanent roof ladders on their buildings.

Appropriations.

For the payment of salaries, painting engine house, new hose and other necessary expenses of the department we would respectfully ask for an appropriation of \$3000 00.

All of which is respectfully submitted.

J. D. HILLIARD,	} Engineers of the Fire Department.
JONA. COOK,	
CHAS. A. COOK,	
AMASA TAYLOR,	
L. N. PAINE,	
ENOS N. YOUNG,	

REPORT OF THE BOARD OF HEALTH.

The Board of Health of the Town of Provincetown submit their Annual Report for the year ending Dec. 31, 1874 :

The Board would report that the sanitary condition of our town the past year will compare favorably with that of former years. We have not been visited by any contagious disease during the present year.

There have been a number of cases where your Board have been called where negligence on the part of individuals allowed filth to accumulate on their premises during the warm season of the year, but as a general rule we have found the inhabitants willing to comply with the rules and regulations of your Board. Agreeable to the vote of the town last year to improve the Small-pox ground in the rear of the old pest-house, we have cleared the same from brush, and re-sodded the graves, marked, and numbered them with stones, built a new fence around the same, and otherwise improved the ground. The Board would report the Small-Pox house as being in as good condition as usual. They would recommend the places where other Small-Pox persons are buried to be fenced, and otherwise improved.

Appropriation for Small-Pox ground,	\$150.00
Expenditures,	140.80

Balance in Town Treasury,	\$9.20
To labor, burying filth, &c.,	\$44.68
To services of Board,	15.00

Total,	\$59.68
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DAVID SMITH,	} Board of Health.
ALEXANDER MANUEL,	
JONATHAN COOK,	

gress, and for detailed account of expenses, your attention is directed to the following financial part of the report:

Financial Statement.

Paid Benj. Lancy Lumber and Brick,	\$533	42
Loring Rogers "	45	01
L. Lovejoy & Co., 2100 ft. sheathing boards,	100	83
J. F. Paul & Co., 6300 ft. floor boards, 3 columns,	341	26
Stetson & Pope 780 ft. steps and finish,	41	40
Atkins & Small stair rails, posts and banisters,	107	17
L. W. Pickens 1100 ft. mouldings,	25	75
L. Bowles & Son 4 outside and 2 inside doors,	33	50
J. A. West hook, locks, knobs, sashes, etc., etc.,	77	87
Union Wharf Co., nails, tarred paper and sundries,	91	10
R. E. & A. Nickerson & Co., nails,	4	40
J. & L. N. Paine nails,	4	39
B. H. Dyer window weights,	7	66
Sparrow & Snow lead, lead pipe and receivers,	5	01
J. L. Hammett liquid slating and brush,	32	25
James Fuller material and labor, (mason work,)	325	34
Eureka Ventilation Co., 8 ventilators,	124	00
Dyer & Smith paints, painting, etc.,	222	60
J. L. Ross 120 double desks,	658	90
" " 32 settees, teachers' desk, etc.,	169	43
J. E. & G. Bowly carting sand,	3	00
Old Colony Railroad Co., freight,	32	72
Sch. Iola freight, floor boards, etc.,	24	00
N. C. Brooks carting,	17	17
J. & L. N. Paine carting,	5	45
I. G. Ward iron work and labor on well,	32	25
George T. Gross labor with tackle,	8	75
Albert F. Harding lathing,	13	00
C. H. Nickerson labor, 3 days,	6	00
R. G. Sparks " 62 1-2 "	218	75
Orin Dunham " 39 "	117	00
Charles Holway " 52 1-2 "	157	50
Joseph Snow " 54 1-2 "	163	50
George C. Hill " 56 1-2 "	169	50
Wm. H. Hedge " 53 "	159	00
J. A. West " 18 1-2 "	60	77
John Dyer labor with screws, 1-2 "	2	40
John W. and Chas. Beatty labor 63 days,	99	34
Labor, cleaning brick, moving end of building, etc.,	17	49

REPORT OF THE SPECIAL COMMITTEE

Appointed to carry into effect the alteration of the Eastern and Western Grammar School Buildings.

The Committee appointed at the last Annual Town Meeting to carry into effect the enlargement and improvement of the Eastern and Western Grammar School Buildings would respectfully report:

That having advertised for sealed proposals for furnishing labor and material in the alteration of the above buildings in accordance with certain plans and specifications prepared for the purpose, they received, and on the first day of May opened, proposals received from two of our master mechanics.

That based on the lowest estimate received, the desired change could not be made within, or for, the amount appropriated, but that this sum would be considerably overrun. On account of this fact it was considered best to report progress to the town, which was done in special town meeting, May 20th.

At this meeting, your committee were instructed by the town to enlarge and improve the Western building, only, in accordance with the previous vote of the town, and to furnish and alter it in a thorough, complete, and economical manner.

Agreeably with these instructions, the committee proceeded to make arrangements for effecting the contemplated change; and thinking that the best results would be accomplished in other way than by contract work, decided to have the changes made by day labor, accordingly the services of Mr. R. G. Sparks was engaged as superintendent. Mr. Sparks had nothing to do with furnishing material and stock, other than advisory, and what authority was given him from time to time by the committee; but had full supervision over the labor part. Under this supervision did the work begin and pro-

Paid H. A. Freeman expenses to Boston and telegram,	\$11 00	
Committee services,		75 00
Town Appropriation,	\$5500 00	
Sale of old material,	18 00	
Balance in Treasury,		1173 12
	<hr/>	
	\$5518 00	\$5518 00

The new furniture with which the house is supplied, came from the factory of Joseph L. Ross, Boston, Mass. Mr. Ross is a manufacturer of old and established reputation. For strength, durability, quality of stock, and general make up, his furniture stands best in the market. It is the result of skillful craftsmen, hired by the day, and not sham work, turned out by contract labor.

The desks are double, and made ten inches longer than usual, for the purpose of accomplishing, as far as possible, certain advantages of single desks. The chair seats are of oak, and when properly screwed, and fastened to pedestals, are firm and secure, and not continually working off, as are those of bass wood, and such soft woods. The first cost of such furniture, is always more, but again in the end.

After mature consideration, based upon the judgment of men who have given the subject of ventilation considerable thought and attention, and on our own knowledge of the principles governing a healthy change of school-room air, together with that derived from a personal examination of the Robinson, Emerson, Maine, and Eureka ventilators, we decided on the latter. Your committee chose the Eureka, because it was deemed practical and economical, and so far as they have been tried, our anticipations have been realized.

The cost in the alteration of this building has been somewhat more than was anticipated, but under the circumstances, could not very well have been otherwise. It was found, after work commenced, that it was necessary to make more extensive repairs than was calculated upon. The construction of the building was different from what was expected, causing considerable outlay of labor and material. The floors had to be straightened and studded throughout. The lathing, furring, floor timbers, and under-floors were found to be in a very poor condition, and could not, possibly, remain as they were with any degree of safety. The ceiling requiring such extensive patching and straightening, and being obliged to take off a

large part in order to make a solid foundation for blackboard, it was considered best to remove the whole of it, which was done.

To strengthen, alter and amend the above parts necessitated the expenditure of much time, labor, and material not included in the original estimate.

A school building is one receiving greater wear than any other. This building has been thus subjected for thirty years. Those having to do with the repair and alteration of old houses and vessels understand how difficult it is to estimate with any degree of accuracy as to the expense of the change. The real condition of such property, and the extent of repair, cannot be truly known until after the hidden parts are exposed to view. Again, progress on old work is necessarily slow and retarded, owing to dust and dirt, and of its having been once worked over.

All the old material was used that could be advantageously worked in.

Your committee have labored with the intention of faithfully carrying out the instructions of the town, as they understood them. They believe the building as it now stands is in a substantial condition, and for aught they can see will endure with comfortable conveniences for considerable time to come.

Respectfully submitted,

A. PAINE. }
H. A. FREEMAN, } Building Com.

Marriages.

The whole number of Marriages was	49
Married in Provincetown,	46
In other towns,	3
The whole number of Intentions of Marriages registered,	50

Deaths.

The whole number of Deaths registered for 1874 was 81.
Males, 45; Females, 38.

AGES.

Under 1 year,	22
From 1 to 20,	21
“ 20 to 40,	15
“ 40 to 60,	10
“ 60 to 80,	11
Over 80,	2

Births.

The whole number of Births registered for the year 1874 was 130. Males, 68; Females, 62.

	Males.	Females.	Total.
Number born in January,	3	4	7
February,	1	4	5
March,	6	5	11
April,	2	1	3
May,	4	2	6
June,	5	6	11
July,	7	7	14
August,	8	4	12
September,	8	5	13
October,	8	5	13
November,	10	5	15
December,	6	14	20
Both Parents American,			46
“ “ Portuguese,			54
“ “ Irish,			2
“ “ From British Provinces,			4
Father American and Mother Nova Scotian,			7
Mother “ “ Father “			7
Father French and Mother Irish,			1
“ Portuguese “ “			2
“ Irish and “ American,			1
Mother Scotch and Father Nova Scotian,			1

FINAL REPORT FOR SCHOOL YEAR 1873.

RESPECTED MEMBERS OF THE BOARD OF SCHOOL COMMITTEE :

In closing the report of the school under my care for the past year, permit me to congratulate you on the full attendance, the general good order, and the zeal and interest manifested by both teachers and pupils during the term just closed. The per cent. of attendance I think is better than in any former winter term, consequently the progress of the several schools has been greater and more uniform. The whole number of scholars in the Primary schools during the last term was three hundred and seventy-three. The average number in attendance was three hundred and sixteen and eighty-six hundredths. The per cent. of attendance was eighty-four, and ninety-four hundredths. The whole number belonging to the Intermediate schools was one hundred and sixty-nine. The average attendance was one hundred and forty-nine. The per cent. of attendance was eighty-eight and one-tenth. The whole number attending the Higher Intermediate schools was one hundred and twenty-eight. The average attendance was one hundred and fourteen and six-tenths. The per cent. of attendance eighty-nine. The whole number attending the Grammar school was fifty-eight. The average number was fifty-five and sixty-eight hundredths. The per cent. of attendance was ninety-six. The whole number in the High school was forty-nine. The average attendance was forty-six, and the per cent. of attendance was ninety-three and eighty-seven hundredths. The whole number in the winter school was seventy-nine. The average attendance was sixty and sixty-seven hundredths, and the per cent. of attendance was seventy-six and sixty-five hundredths. The whole number belonging to all the schools during the term was eight hundred and fifty-six. The average number of attendance was seven hundred and forty-two and twenty-one hundredths, and the

per cent. of attendance was eighty-six and seven-tenths. The number of scholars over fifteen years of age, was one hundred and thirty-eight. The whole number of different scholars that have been members of any of the schools at any time during the year is nine hundred and eleven. The average attendance for each half day during the year is six hundred and ninety-six and eighty-two hundredths. The per cent. of attendance was seventy-six and thirty-seven hundredths. There have been seven hundred and seventy-three scholars between the ages of five and fifteen years, making forty-five that have not been in school at any one time. One might have supposed the number to have been much greater. Facts are always better than guessing, and it proves so in this instance.

There was no material change in the character of any one of the schools between the time of my last report and the close of the term, which call for special comment. The winter school which was doing good work in several ways, was very suddenly brought to a close by the teacher being called away to attend on sick friends, so that we fail to get a just and true idea of what was being done for the improvement of his pupils by the teacher. In estimating the benefit of this school, due allowance should be made for frequent interruptions by sickness on the part of the teacher, and the irregularity of attendance on the part of the pupils. The per cent. of attendance is much lower than of any other school in town, whereas it ought to be the highest.

From several causes, the expenses of the term just closed have been considerably less than the estimate, as will appear by the following statement;

Balance in the Treasury, Jan. 1st, 1874,		\$2926 00
Paid for teaching,	\$2301 50	
Fires, sweeping, &c.,	195 17	
One quarter's salary of Supt.,	100 00	
	<hr/>	\$2596 67

Prudential Account.

Balance in Treasury,	\$329 33
Paid Hiram Holmes for stoves for Centre School	\$28 50
Repairs at Eastern School	1 60
Rent to Jeremiah Stone, M. D.,	54 00
J. P. Dearborn & Co., use of tables, &c.,	20 00
Jesse Small, Jr.,	45

Paid R. Hopkins for sundries at E. House	7 55
Jonathan Hill " " at Johnson St. Primary	5 00
Ambrose Knowles for repairs	4 15
	<hr/>
	\$121 25

Dr. J. Stone has an unsettled account for rent, which is all that remains unpaid to my knowledge that have accrued and are chargeable to the schools during the past year. I cheerfully surrender to your possession all the school property intrusted to my care, and the duty of superintending the several schools. I am confident that you will let no interest suffer through neglect, and that your devotion to duty will increase with your responsibilities, and that the cause of public education will continue to be advanced by your labors in the future as it has been in the past. I extend to you my cordial thanks for the kindness you have ever shown me, and the assistance you have so cheerfully granted me under serious difficulties. I would also, through you, extend my thanks to the teachers of the Town for that respect and kindness they have ever manifested towards me, even when in the discharge of my duty I was obliged to correct what was thought to be errors, and whose friendship I shall ever cherish as one of the richest legacies I ever expect to receive. Finally I cannot be unmindful of the favor and confidence of my fellow citizens whose good will I appreciate, and whose interest I have ever sought to forward as I would my own. With a willingness and a desire to assist you whenever my services may be considered of value by you, in the discharge of your duties, I leave the care of the schools in your charge.

B. F. HUTCHINSON, Supt.

Provincetown, March 21, 1874.

Organization of the School Committee for 1874.

HORACE A. FREEMAN, *Chairman,*

MRS. ANNA J. HUTCHINSON, *Secretary.*

COMMITTEE ON HIGH SCHOOL :

H. A. FREEMAN, MRS. ANNA J. HUTCHINSON,
MRS. MERCY M. LEWIS.

COMMITTEE ON GRAMMAR SCHOOL :

JOSEPH S. ATWOOD, LUTHER NICKERSON,
MRS. HARRIET F. MITCHELL.

COMMITTEE ON HIGHER INTERMEDIATE :

MRS. M. M. LEWIS, H. A. FREEMAN.

COMMITTEE ON LOWER INTERMEDIATE :

MRS. H. F. MITCHELL, J. S. ATWOOD.

COMMITTEE ON PRIMARY DEPARTMENT :

MRS. A. J. HUTCHINSON, LUTHER NICKERSON.

Present Corps of Teachers :

 HIGH SCHOOL :

A. F. BLAISDELL, A. M., *Principal*
SARA A. HAMLIN, *Assistant*

GRAMMAR SCHOOL :

H. A. FREEMAN, *Principal,*
M. ELLA EMERY, *Assistant.*

HIGHER INTERMEDIATE :

REBECCA F. SPARKS, *Eastern,*
LIZZIE W. CLARK, *Center,*
LIZZIE H. KENNEY, *Western.*

LOWER INTERMEDIATE :

LIZZIE P. CHAPMAN, *Eastern,*
EMMA M. HOLMES, *Center,*
ELLA A. SMALL, *Western.*

PRIMARY DEPARTMENT :

MARY E. RYDER, *Eastern,*
J. FANNIE KEEFE, *Center No. 2.*
ABBIE C. SPARKS, *Center No. 1*
LIZZIE P. SWEETSER, *Western No. 2*
LIZZIE STARR, *Western No. 1,*
TILLIE EMERY, *Western No. 3,*
J. FANNIE JOSEPH, *Center No. 2, Assist.*

WINTER SCHOOL FOR BOYS :

FRANK S. BLACK,

least one publication bearing directly upon their profession, they are not worthy the name of "teacher."

COURSE OF STUDY.

No man in this life really succeeds without a definite aim. There are more failures resulting from indecision, rather than from wrong decision. Very little can be accomplished on the part of a mechanic without a plan of work: without knowing what he is expected to do, and in a great measure, how it is to be done. Business men would not prosper if they had no definite object in view. Without this purpose much time is lost, and much energy wasted. The principle applies with no less force to the business of teaching than to any other occupation. This fact is recognized by the General Statutes, for they require committees to prescribe a course of studies. In fact there can be no true organization of schools without such a course. One implies the other. The benefit derived in having something definite to work for is evident to anyone. The principle holds true in all positions of life. The advantages of a programme of studies relative to schools, are a definite aim on the part of the teacher, unity and harmony of effort on the part of teacher and pupil, uniformity of work in schools of the same grade, some standard of attainment for promoting scholars. With such an instrument, teachers know what is required of them; parents have some definite conceptions of what their children are expected to learn, and committees are familiar with some standard of excellence. Such a course prevents the selection of studies according to the taste and whim of child and parent. Its substance and arrangement must of course be based on the common necessities of men, in an educational point of view, and the natural development of his faculties; and not point to any particular trade or profession. An instrument of this character economises time, saves energy, and thus enables teachers and scholars to accomplish more. Last April the Committee adopted a course of studies for our schools. Of course it was not expected that this first plan of work would be practical in all its features. It has not so proved, but on the whole has been promotive of very good results indeed. It has been revised to a certain extent, but needs further change before doing its best. Such a change the committee are about to make, having meditated for some time a thorough revision.

SCHOOL ATTENDANCE.

Irregularity of attendance is one of the greatest evils inflicting the public schools of this country. It is an evil that has called forth more discussion, complaint and entreaty on the part of school authorities, than, perhaps, any other. If our school registers are examined we shall find but very few pupils present every day in the term. Some are absent half the number of school days; others three-quarters; and others still, attend just long enough to become members, i. e. ten days. Now is it reasonable to suppose there can be any substantial progress on the part of a scholar who is in school one day and out the next! A child that is absent one day loses all, or a part of the lessons of the following day. Not only does this absence injure the child himself, but it keeps back the class, and breaks the progress of the whole school. It takes valuable time of the teacher, and often discourages the child to such an extent that he loses all interest in study and school. On its account teachers are often obliged to put scholars back into lower classes; and on its account, too, the child sometimes loses his entire schooling by being taken out of school altogether by the parent.

Parents are responsible, mostly, for this absence. If every parent should say that their children must and shall attend school every day, would there be much irregularity of attendance? We think not. There would of course be some cases of absence on account of sickness; and some few on account of the poverty of parents requiring the help of their children. But this would be all, with the exception of some few cases of truancy, perhaps. There are cases when it is absolutely necessary for scholars to be absent. Against these we have nothing to say. But for most cases, however, the reasons are flimsy indeed.

Children know how to manage when having a strong desire to be out of school. They are as cunning as a fox. Did you ever notice them? They never liked father or mother so well before. They will do anything if they can only be absent this once. What promises they make! Sometimes the child has a sudden fit of sickness until after the beginning of school, when he is well again. The parent says "No," at first; but the child perseveres and usually wins.

It frequently happens that children in this way succeed in escaping recitations and punishments after school. Such ac-

tion on the part of parents encourages the child to practice deceit.

But the trouble is, parents do not appreciate the evil influences of absence. If they did it is unreasonable to suppose they would encourage it so. Parents should not be led into wrong action by the likes and dislikes of the child. Few children like to attend school. This is no reason why they should not go, however. Parents are governed too much by the child in this respect. If a child likes his school he is generally present, if he dislikes it he is absent much of the time. In fact, society itself, is governed more by likes and dislikes, than by duty. This ought not so to be. If the duty is disagreeable, make it pleasant, if possible, but don't discard it altogether.

IRREGULARITY AND NON-ATTENDANCE.

The average attendance of all the children in the State between the ages of five and fifteen for the years '72 and '73, was seventy-one hundredths. This would seem to show that about thirty per cent. of all school children were out of school altogether. This is not the case, however; for statistics show that not far from ninety-five per cent. of these children were in school a part of the year, leaving about five per cent. absent during the entire year. This fact proves that it is *irregularity of attendance*, and not *non-attendance*, with which school authorities and the people generally are to grapple. This is true of our own community. The number of children between the ages of five and fifteen on the 1st day of May, 1874, as reported by the assessors, was 808. Up to the 1st day of January 1875, there were connected with our schools even more than this number of different pupils between five and fifteen. Making all allowances for children overlooked by the assessors, and those moved into town, it yet remains true that only a small part are out altogether.

ILLITERACY.

According to the last U. S. census, there were in this State 97,742 persons unable to write. Of these 7912 were native, and 89,830 foreign. There were 4,418 between 10 and 15; 7630 between 15 and 21, and the balance over 21 years of age. Most of them were females.

In Barnstable county the number was 718. Of these 166 were native, and 552 foreign. There were 41 between 10

and 15; 57 between 15 and 21, and the balance were over 21.

It will be noticed that the native illiterates were a very small percentage, being only about one-half of one per cent.; which "by the way" as the Secretary of the Board says, "is a less percentage of illiterate than was found in the Prussian contingent of the German army operating against France, which was stated to be one and one-half per cent."

Notice, also, the small percentage between 10, 15, and 21 years of age.

TOO YOUNG.

Children are sent to school too young. They are not mature enough at five. Young children cannot study, and it is preposterous to keep them in our school-room so many hours in the day without the exercise of those powers so active in childhood. To put such little ones in a school-room is like putting them in a tight jacket. On this account they soon lose all interest in school, and actually hate going. We notice those children make the best scholars that enter when six, seven and eight years old.

The school-room is looked upon too much as a nursery. Many send their children to school to get them out of their way. They are too much trouble at home, therefore they are sent to school. Such action on the part of parents seem to indicate that they desire to throw off care and responsibility for which they alone are accountable. Too many of our children instead of being brought up, grow up; and this too, under most contaminating influences; and the reason of this is the neglect of parents. Is such action reasonable, or just?

This low age of attendance, besides exerting an evil influence on the school, modifies very much the average attendance. Pupils so young cannot attend regularly. Sickness and inclement weather keep them absent more than any other class. The attendance is, consequently, poorer in the lower grades than in the higher. In some places the committee do not allow children under six years of age to attend the public schools.

ATTENDANCE THE PAST YEAR.

The per cent. of attendance the past year has been better than it was last year, although it was then better than years previously. This is nothing more than what should have been. In addition to the well working of our present system, we account for this good attendance in no small degree to our

TRUANT OFFICERS.

The efficiency of these officers, and the faithfulness with which they have attended to their oft-times unpleasant duty is worthy of praise. They have all been willing and interested workers: carrying out the instructions of the committee, and co-operating with them to such an extent as to cause fear and trembling on the part of the truant. We have a list of the names of truants brought to the school, up to the first of January. As is generally the case much the larger part were of foreign element.

LAW RELATIVE TO TRUANCY.

All the laws relative to truants have of late been thoroughly revised, and a law passed which is definite, and probably more practicable than any previous one. Towns are obliged to adopt By Laws in harmony with this Statute. It is to be hoped our own town will not be backward in this respect. Our schools are not so much troubled with runaways as formerly, yet the number can be made beautifully less.

LAW PERTAINING TO ATTENDANCE.

By Statute, parents are obliged to send their children to some public day school at least twenty weeks in the year, (i. e. children between 8 and 12 years); provided they are not exempt as by law. For neglect of duty a fine not exceeding twenty dollars shall be imposed. We should like to see this Statute carried into effect. In fact your committee intend so to do as far as is within their power. There are parents, it is believed, who wickedly neglect to send their children (who are within proper age, and not exempt), even less than half the number of weeks prescribed by law. Such parents should be fined.

BEARING OF SCHOOL CONVENIENCES ON ATTENDANCE.

It is believed that if our school accommodations were made healthy and more attractive, there would be less absence. Every thing about a school-room should be agreeable and pleasant. Going to school should be less a task and more a pleasure.

REGISTRY OF NAMES, ETC.

Ascertaining the number of school children has been recently taken from the hands of assessors, and placed into the hands of school committees, where it was formerly, and of right ought to be.

As was suggested by Superintendent Hutchinson last year the names and ages of all children should be registered every year, and placed on file for future reference and use. We would add their place of residence also.

The committee should have easy access to the name, age and residence of every child, because then they can tell what children are absent from school all the time, and thus apply the law. The town should be districted. The committee will doubtless give this matter thoughtful consideration in the future.

COMPULSORY ATTENDANCE.

This question of attendance is getting to be a very serious one. There is such indifference and wicked neglect manifest on the part of some parents, that it looks as if the State would take the matter in hand, and pass a compulsory attendance law. There are strong considerations arguing such a course. New York has already started on this course. Parents are under moral obligation to give their children an education. Ignorance is one of the most prolific sources of crime. 'Tis ignorance that fills the alms house, crowds the jail, and overflows the house of correction. 'Tis ignorance that pours into the asylum the orphan and the lunatic. 'Tis ignorance that squanders our money, and wastes our energy. 'Tis ignorance that overburdens us with taxes, and that clogs the wheels of progression the world over. Ignorance is the principal source of all our suffering, individually and collectively. No State or Nation can live based on the weak foundation of ignorance. Nations are recognizing this fact, and as such, are taking active measures for educating its citizens.

It is argued that every citizen of a State should be educated; that this education should be provided during childhood, and since parents neglect it, the State should step in and provide. It is argued that this is the only effective means for staying the evil influences originating from irregular and non-attendance. We are inclined to think so, and would therefore vote for such a law.

SCHOOL ACCOMMODATIONS.

Our school conveniences, in large part, are dishonorable to an enlightened community; and as long as they remain as such we cannot conscientiously refrain from protestation. We believe every intelligent citizen in our town would demand a change if things were seen as they are.

HEALTH.

We protest as a matter of health. The greatest legacy that can be left to a child is a good, strong, healthy constitution. We believe every parent is under obligation to give this; to the best of his ability. No one is called upon to do more than he is able. And by able, we do not mean financial ability. Instead of building up the constitutions of our children our present conveniences are shattering it to pieces. There are a very large number of children of our town who enter the school-room with rosy cheek and healthy frame, and come out pale, and thin, and weak. We believe there are cases where the child is ruined for life; and cases, also, where children have been laid in the dark and silent tomb by diseases originating in these miserable rooms.

Are we to ruin the health of numbers more; still further increase the doctor's bill; dig a few more graves, and add to suffering humanity before making a change of base? Let time tell. We protest as a matter of

EDUCATION.

The public schools are for the benefit of the whole, and not a particular class. The necessity of good health and good education is greater to-day than ever before. No one is equipped to fight the stern battle of life without them. It is folly to attempt argument against the great benefit of an education to every human soul. Society and the Nation demand it equally with the individual. All success based on ignorance is exceptional, and argues nothing against the power of knowledge. Such success simply illustrates the power of energy and persistent effort.

Under the influence of many of our school conveniences our children cannot be well educated, nor thoroughly developed. The influence is often degrading, physically, intellectually, and morally.

VENTILATION.

Pure air is necessary for the sustenance of life. Its object is to purify the blood. There cannot be good health with impure blood; neither can there be pure blood while breathing impure air.

Most public buildings are deficient in proper means for purifying the air within. In none is this truer than in our school buildings; and in none is pure air more essential. In these

houses the young are crowded often beyond comfortable seating; and here they remain for hours, breathing over and over atmosphere contaminated by the exhalation from the bodies and clothing of sixty, seventy and eighty children, many of them very unclean, to say the least. Most certainly is this true in the lower grades; and would be more so in the higher, if the children lived long enough to enter them. The poisoning elements of the school-room kill them before they have this opportunity.

Look for a moment into our primary schools, and see what a class of beings there are. There are fifty, say. The foreign element predominating. This element is not remarkable for its cleanliness; do not come from homes especially clean, neat and tidy. Their little bodies feel not the healthy effect of warm water and soap oftener than did the Irishman's feet; who said he washed them twice a year, whether they needed it or not. The clothing is no less soiled than the body, but more so. In some cases it is a mass of uncleanness. The gathering of excretion from the body, and dust and dirt from the earth, which has been collecting for weeks, months, and perhaps years. The air within is foul. There is no means for changing it except by window. It has been breathed over and over again, till its life-saving property is nearly gone. Still it passes into the lungs of Irish, Portuguese and American, and is converted more thoroughly into carbonic acid gas, which is a poison. In coming from the lungs this air is circulated around the room, and made more deadly by the excretions of various skin diseases, and the most disagreeable odors from heated and perspiring bodies, and steaming clothing.

The condition of the air in some of these rooms is most offensive; it is awful; and how scholars are enabled to accomplish anything is almost beyond conjecture. It is true that teachers are responsible for this state of the atmosphere to a certain extent, but it is very limited. The trouble principally is want of proper means of ventilation.

Is it strange that under such circumstances (with others almost as bad) so many of our children die young, or grow up with broken-down constitutions? Is it remarkable that there should be so much stupidity, languor, restlessness, and headache among scholars? Not at all. The wonder is that children are as healthy as they are, and live as long as they do!

This matter of ventilation cannot receive too much attention. It has been neglected already too long—probably through false economy. What kind of economy is this that saves a foot on this end and loses a mile on the other?

LIGHTING AND HEATING.

The rooms are as deficient in these particulars as in ventilation. The location of the stoves is necessarily such as to be too near the scholars. This is owing to ill-shaped and small-sized rooms. Ventilation and heating go together, and with our present means it is impossible to obtain that uniform temperature requisite for good work. It is generally too hot or too cold. Again, it is no uncommon thing for many of the rooms to be filled with smoke and coal gas, owing to the bad draft, or location of chimneys. The lighting of some of the rooms is very bad, being such as to keep out the genial sunlight, and make them dismal places indeed. It is often so dark in some of these rooms as to be difficult for scholars to see to study, even as early as the middle of the afternoon, without a very severe and dangerous strain upon the eyes. The principal effect of ill-light is on the eyes. Isn't this organ worthy of care? It is considered the most important sense we have. The construction of our school houses, however, seem to indicate this sense of no value whatever.

Notice the increasing number called upon to use glasses among the young. Diseases of the eye seem to be increasing. We believe this is in part a result of our school-room light, and if this organ is not used under more favorable circumstances, we shall be taxed for additional blind asylums.

SCHOOL FURNITURE.

The furniture of a school-room has much to do with the health of pupils. Obliging them to sit on seats that are low, narrow, straight back, and not at all fitting the body, is deleterious in several ways. If they were to occupy these seats but a few minutes in the day, instead of several hours, the case would be different. The seat should fit the body, and give the child an easy and natural position. Many of the present seats compel the body to be cramped and bent; and the result is round shoulders, narrow chests, weak backs, and bended forms.

Again, the desks are unhandy and inconvenient, and are a source of a great deal of trouble in the pursuit of the several

branches of study. They are inconvenient about locating the books; unhandy while writing and drawing; in the way of a comfortable and healthy posture; and interfere with a scholar's rising, or leaving his seat. The true position for study and writing cannot be taken with such seats and desks. The desks are too cumbersome, and being double limit the pupil for room.

SINGLE DESKS AND CHAIRS.

School-rooms should be furnished with single desk and chair. By them the scholar is made to depend more upon himself; is not interrupted by a school-mate; does not waste so much time; can work better and accomplish more; is not cramped for room; is not troubled with an unpleasant seat-mate, and is not so liable to catch disease. The discipline of the school is much easier; the scholars being further apart, and have not so much an opportunity for mischief. In fact every argument is in favor of single desks.

Other things equal, we believe a pupil will progress and develop one-third faster by having single desks than double. The difference lies principally from a more concentrated application and a saving of time on the part of scholar, and easier management and more time on the part of the teacher. If any one doubts any of the above statements, let him visit schools provided with single and double desks, and see for himself. It is a serious mistake,—this furnishing school-rooms with double desks. Nothing but single desks should be used. In fact there are ten single ones sold to one double. Our larger cities and towns discard the double altogether.

DUST.

Many of the floors are of soft wood. The upper boards are worn through, and are therefore loose and springy. It is impossible to sweep away all the dust and dirt that lodges in the crevices. The dust is continually gathering, notwithstanding the faithful efforts of the sweepers to thrust it from the rooms by open windows, etc. We should like for some of the parents to step into these school-rooms while they are being swept out. It would doubtless remind them of house-cleaning time, for the dust is so thick that one is unable often to see across the room. This dust is raised by the continual passage of scholars, and during school-hours is in the atmosphere of the room. Now, dust is very healthy, indeed, es-

pecially after it has been brought in on shoe leather and oily clothing, and breathed over by all classes hundreds of times. It is doubly healthy by being confined within the walls of a close, heated, damp and dismal room; for then is added the disagreeable odors of sweaty bodies and saturated clothing. Strange, Strange, Strange! that things of this character should be permitted. Some philosophers think that dust particles spread epidemic diseases. They think that many of these particles are but the seeds of disease. We think it very reasonable.

SCHOOL-YARDS.

There is a difficulty here. The houses are too low, and the play-grounds are such as to receive the drainage of surrounding lands. We noticed in one of these yards during a late storm, that the water extended across both yards, and was over six inches deep in parts. Scholars were unable to visit the outhouses without wetting their feet. Again, children like to run into mud and water, thus wetting their feet and clothing, which often results in sickness and death. Our school-yards do not afford our children sufficient opportunity for the recreation, relaxation and exercise needed. Should they be blamed for not wishing to remain in such yards? Not at all. They have reason to find fault, and probably will do so until a change is made. Something should be done to make them better.

SCHOOL APPARATUS.

For the sad deficiency in apparatus for illustrating, etc., our school committees have been most to blame. Without such things the child's education will be narrow and vague. Arithmetic cannot be taught clearly and comprehensibly without the use of blackboards; nor History and Geography without maps and globes. Nor can any study be well understood and taught without proper illustrative apparatus.

Now, in consideration of the above facts is it anything strange that so many of our scholars are of enfeebled health; that their mental and moral development is slow! Is it remarkable that our schools are a source of trouble; that the young do not like to attend them, and that there are so many cases of punishment? Not at all; and we may talk and talk, the same results will be reaped till something is done. A school-room should be well lighted, heated and ventilated;

supplied with agreeable seats and convenient desks; provided with necessary apparatus; of sufficient capacity to allow ample recitation room, and free passage; high in the walls, and furnished with such articles of decoration and ornament as will cultivate the taste and elevate the character of the child. The houses should be properly located, having yards of sufficient capacity and dryness.

THE WESTERN GRAMMAR SCHOOL BUILDING.

The alteration of this building which took place last summer supplies us with four very good school-rooms indeed. By the change we are enabled to accommodate more scholars by the addition of another primary department in this part of the town. The rooms are pleasant, airy, commodious, well heated, lighted, and ventilated. It is thought a very serious mistake is made by having double instead of single desks. Although the change in this building generally meets with our approbation, yet there are one or two improvements which we venture to suggest. First, the raising of the building sufficiently high as to have afforded a play-ground in the basement. Play-grounds of this character exist in quite large numbers, and are increasing. The advantage is in having a dry place in which scholars can play when the weather is wet and stormy. Second, if there had been a kind of vestibule, or porch, built at the entrance, it would have afforded more entry room, and kept the entries drier and warmer. We do not make these remarks criticisingly, but as suggestive in case similar changes were made with the other buildings.

FREE TEXT-BOOKS.

The text-book question is a very serious one; being a source of a great deal of trouble in schools. Books are the instruments with which the teacher works, and are as necessary as are the instruments of a mechanic. Scholars cannot be expected to progress to any great extent unless supplied with these things. It is often the case that children are kept back in their studies, and also kept out of school altogether, for the want of proper text-books. We believe this question prevents a considerable number from taking the High School course. The cost of books requisite for taking a course of study, beginning with the Primary, and ending with the High School is not a small sum. To a great number of our people the sum is more than they can well afford. Many

parents would desire their children to remain at school, but expense forbids it. It may be argued that an education is worth anything. But this is not true. There is, and must be, a limit. For instance, health must not be sacrificed for it; neither must the family starve, and the children go naked. There are two sides to the question,—one on the part of the teacher and pupil, and the other on the side of the parent. Both sides must be considered in the solution. It is not necessary to take extreme measures in either case. It is wrong for the school to take the food, clothing, and health of the family to supply the scholar with material for school work. It is equally wrong for the parents to retard the progress of their children by refusing to provide these most essential articles. It is impossible for pupils to keep along if they have not pens, pencils, paper, rubber, etc. These things, although trifling in themselves, exert wonderful influence in the advancement of a school. The cost is also small; yet parents, sometimes, absolutely refuse to provide them. It costs more for books, yet the child must have them. If parents are unable to purchase, the town provides. We wish that persons would look at this question differently. Here is a child, for instance, without a book, or is in want of paper or pencil. The parent is notified, but fails to procure them. Now, who receives the injury? The child, of course. The school is kept back some, but the child the most. Don't you see that it is for the welfare of your own boys and girls that you should supply these things? Then why stand in your own light? We admit that the cost of these things is in some cases, considerable. But is this sufficient reason why they should not be had? Certainly not. They are indispensable, and every scholar must have them. If they cannot be obtained in one way, they must in another. Think a moment, ye that complain of the expense; don't you think you spend for unnecessary articles, almost every week, money enough to provide everything needed by the child? We think you do. In fact we are all about alike in this respect. Ten cents in one direction, (although for good) looks very much larger than a dollar in another, although for bad. All of us need a little curbing here.

This question is meeting with considerable attention at present. If parents are to be the purchasers, everything used by the pupil should be supplied at cost. If this was the case,

the cost to the child would not be half so great. Some think that the question would be solved, if all books, etc., were provided by the town; said books to be owned by the town, but used by the scholar, gratis. This method has been tried, and is now in practice in some towns. To the present time it is said to have been a success. It is claimed that all children, rich and poor, are alike provided. That the changes in the text-books are not so frequent; that a very large percentage is saved in the cost of the books. It is also claimed that the attendance is more regular, and that children continue their schooling longer. It may be further claimed that the advancement of scholars is promoted. It is said, too, that the books last longer, being thus a saving in expense. These are strong reasons, and argue powerfully for the experiment. But free text-books in general use, would be a perfect failure in a town with imperfect supervision, and unsettled grade of schools. This is our position, precisely. If our school authority is such (and it never has been otherwise) that it cannot properly care for what little property is within its charge, it seems folly to increase its quantity to the extent of free text-books. If the superintendence has not been faulty, the school system has leaked somewhere. If the superintendence is not one of obligation, and one that exerts an influence over all subordinates as to make them feel their responsibility, there would be a very large percentage of these books lost every year. Although we do not favor a general adoption of this method, yet we do think it would work successfully in our High School; from the fact that a greater number would be induced to take the course.

We are not so conservative as some people express themselves, relative to changing text-books. It is not necessary to go to the extreme either way. A change is indispensable, sometimes. Our teachers and pupils should have the best books. A good book to a school is like a sharp tool to a mechanic. More work and better can be accomplished. We want the best books, we say; books that are clear in explanation, systematic in arrangement, and practical and comprehensive in subject matter; books that are made for use, and bound to wear; books that develop the mind naturally, and that give the child the greatest knowledge in the least possible time and expense.

Committees make serious mistakes often in changing books.

It is an abuse of the privilege. No change should be made until after mature consideration and thorough examination of the various editions. Not much confidence can be placed in agents. They blow their own horns; are misrepresenting and intriguing. It is a perplexing matter to decide on the best book.

STATE BOARD.

It seems to us this text-book question could be solved to a certain extent, if there was a State Board of some kind whose authority should be to examine into the various text-books and recommend a list (two or three of each kind) of books adapted for school purposes, from which committees could choose. This would ensure a less frequent change, and greater uniformity on the part of the State. Parents moving from one town to another are often called upon to purchase entire sets of new books for their children; those on hand, although recently bought, not being used in the town to which they moved. This is too severe a tax, and should be remedied, and we think the above method would to a certain extent. Of course free text-books would.

This text-book question is a troublesome one, and if there is any practical and efficient means of solving it, with justice to all parties, we would heartily endorse it.

MUSIC.

No State in this country stands so high in musical attainments as does the "Old Bay State," and we, as a community of this noble Commonwealth, occupy a very low seat in this respect. This is evident from the fact that very few of our people understand to any great extent the theory of music, together with an exact and ready application of it. We refer more especially to vocal music. The singing in our churches, although fair, is by no means what it might and ought to be. The same is true in the Sabbath School, and as seen in the various entertainments given by our people. Where is the trouble? Is it because we have no talent in this direction? No, indeed. This power, with few exceptions, is universal; and we believe we possess as much of it as any other town of equal population in the State. Why is it, then, that we occupy this low seat? Our answer is, that the power lies latent. That it is want of opportunity, together with the lack of some stimulating influence to arouse it from its sleep-

ing condition. We need more singing-schools, and an interest on the part of the people as will tend to make the schools successful. Thanks to the musical scholars and veterans who have labored that we should attain an honorable position in this field of art! Their efforts have not meted the consideration demanded.

We say we have this talent, because, we see it almost every day, shining through adverse circumstances and indifference. We have heard boys on the street, and girls at the social evening gatherings with voices for vocalizing that would do them great honor if they were but cultivated. We have heard our children in the school-room sing with a precision and force, and impressiveness that makes one's heart rejoice. In our primary schools the boys can sing equally well with the girls, and in some cases better. As we ascend the school of grades, however, the boys lose their interest, become indifferent, or willful, and remain silent listeners; the most of them thinking that singing is not an element of manhood. If any one doubts that boys have the talent for good singers, almost, if not equal to that of girls, let them visit those schools where music is taught as a regular study, and they will be convicted at once. Every one likes the true harmony of the voice and instrument when he can appreciate it, and one's appreciation depends upon his natural or acquired attainment. Who can measure the power of music to its fullest? None. Estimate its value in the church, in the family circle, at the social gathering, on the battle-field, in the school-room, and on board ship, if you please, and who can count it? What a source of pleasure to the individual as well as to those around him!

But we desire to call your attention to music in the school-room. We are in favor of having it taught there. Our school-room work is too much that of drudgery, both on the part of teachers and pupils. It is too much study, study, study. They need more genuine recreation. The idea that children are developed into true manhood and womanhood by obliging them to go to school, shove their head into a dry, technical and abstract book, and keep it there till four o'clock, P. M., without suitable relaxation, is perfect folly. There are not opportunities enough, nor of sufficient variety and kind, to cheer, encourage, stimulate and inspire the discouraged and exhausted mind, and to quell the angry passions that rise in

their natures. There should be greater facilities for recreation. In fact we are in favor of a gymnasium being attached to every school. Now, music is one of the greatest of relaxations to the scholar. It has a most beneficial effect upon the tired or passionate mind. It is amazing, sometimes, to see the effect produced on a school by simply singing a song. It makes a new school of it; gives more vim, more cheerfulness, a new life, inspiration almost; and the pupils bend themselves down to new and greater effort. Music has a favorable bearing upon the subject of reading. Vocal music cultivates the voice, develops the organs of speech; and hence affords the child greater power of enunciation. Teachers find it difficult to make pupils speak up loud, clear and distinct. Singing helps this. It is difficult for teachers to cause scholars to present the piece in tones natural to the characters represented. Vocal music is one of the greatest auxiliaries in this respect.

Music has great power in the discipline of a school. "Music hath charms to soothe the savage breast" is a no less true than familiar saying. It cultivates habits of order, obedience and union. In a moral point of view it is inestimable.

We speak this much that whatever the committee do towards the introduction of this subject as a regular study in our schools, may meet with the approval of parents and guardians. The General Statute leaves the subject at the discretion of school committees, and as far as is practicable it should be a required study in all the schools. We are aware that few teachers are qualified for teaching it. But if it is made a qualification teachers will prepare themselves. In fact we believe there are persons in town of sufficient knowledge and ability who would, for a consideration become music teacher in one or more of our public schools. Let the experiment be tried. It is believed that ere a great while music will be a study required by Statute law.

DRAWING.

There appears to have been a misunderstanding on the part of some of our people relative to the subject of Drawing. It is not a notion of the teacher, nor of the committee. The law says that Drawing shall be "required to be taught in the public schools." It is therefore a Statute requirement, and is not left to the judgment of the committee whether it shall be taught or not. We deem the law a wise one, because we con-

sider Drawing a very beneficial and practical study; and as producing results gained in no other way. The ability to draw, like the ability to read, to write, and to cipher, is inherent in all. All do not have a genius for it, of course, but every one in a normal state has an eye and a hand. Drawing is chiefly cultivating the eye to see, and the hand to do. In proof of the universality of this faculty, refer to the child. They delight in the use of a pencil, and if paper and slate are not handy, why, books, furniture and partitions have to suffer. Look at the school-books of the child and see how they are marked up with houses, vessels, images of men, and animals, and objects of interest to the pupil. This marking of books is true of all young scholars, unless brought under restraint by parent or teacher; and even then it is difficult to prevent them from a wrong exercise of this power. Notice how all scholars, boys and girls alike, enjoy the use of the slate and pencil in the lower grades of our schools; and also the pleasure experienced in going to the blackboard and marking with chalk. Mental arithmetic is generally a bore with scholars; they do not like it. They are very anxious to get into the Practical,—and why? Because they can use the slate. The principle of drawing is embodied in this fact.

Drawing is a practical study. The faculty is called into play, to a greater or less extent, in all trades or professions. The reason why Drawing is not used to a greater extent, is because we are ignorant of its principles. Because a thing is not used, does not argue that it is not practical; and because a man does not exercise a certain faculty does not prove that he hasn't that faculty. Drawing is of especial benefit to the mechanic; and no mechanic is to-day a skillful craftsman who is ignorant of it. Mechanics from abroad have commanded indispensable services in the factories of this country, almost wholly on account of their skill in Drawing. It was the great deficiency of our mechanics in this direction that led to the inauguration of this study in our public schools. In Europe this study has been a regular branch in the schools for years, and hence the proficiency of the foreign tradesmen. "Yes, but our boys don't learn a trade, they go to sea," says one. Isn't it essential for the eye and hand of a sailor to be cultivated? Certainly. We believe every boy should have a trade or a profession; and if he does not it is so much the worse for him. And is it true that all, or most of the boys

go to sea? We think not. At least if they start they do not end there. Besides, what do the girls do? Do they make sailors? Our schools are not doing enough towards encouraging young people to learn a trade. It is the other way, rather. Our education gives the possessor too much the idea that he is above work. The graduate of the High School is too often one who thinks a mechanic is of a low order of beings, and that labor is degrading. Drawing, it seems to us, has a tendency to correct such ideas, because of its practical utility in all trades. Drawing is a method of communicating ideas. It is a language, and as such is universally used to the extent of our knowledge of it. How often is it that we are unable to describe plainly in words a very simple object, whereas a few strokes of the pencil make the thing perfectly clear. And what an awkward piece of work a man makes, sometimes, in drawing a very simple apparatus. The same man may have, and does have, a clear conception of the thing in his own mind, but being ignorant of the simple principle of drawing, and not having accustomed his hand to such work, he makes a bungling matter of it, and conveys wrong impressions. In order to draw well, the hand is to be taught as well as the eye. There is no better way of getting a true idea of an object than by studying the object itself; and the next best thing to the object is a drawing of it. This is evident to any one.

This picture-language is very effective. Notice its power as used by the lecturer. We had an example of this as given by one of the lecturers, last winter. A five-minute drawing often conveys to the beholder a clearer and truer conception than half an hour of words. Also notice the power of drawings as represented in the various pictorial papers of the day. Who will gainsay their influence! Alas, the influence is too often degrading! Who so foolish as to say that Thomas Nast has no power in the political arena of to-day! And what is Nast without his pencil? Everybody likes to look upon drawing or pictures, and to make them themselves only needs practice. We do not say that all can become equally expert in this art. This is false, of course. We do mean, however, that take the geniuses away, and there is not much difference between men in their ability to draw. Drawing aids in the teaching of other subjects taught in the school-room. It helps a scholar in his penmanship. The drawing of maps affords a

better understanding of geography. Representing objects spoken of in various problems in Arithmetic, gives pupils clearer ideas of those problems. What is Philosophy, and Geometry and the several sciences of the school-room without the knowledge of Drawing? Mere confused ideas, to say the least. Scholars learn easier and remember longer when Drawing can be brought in connection with the subject taught. Even abstract subjects, such as Psychology, Language and History, are becoming to be presented in object form. As cultivating the power of observation, drawing is of advantage in the school. What a difference there is between men in this regard! Some men while looking at an object will see more in five minutes than others will in five hours, and this, too, simply because they have acquired habits of observing qualities and proportions as they come to view. Most of us, though we have eyes, see not, and though objects pass before our views in abundance, and impressions are made upon the brain, yet the knowledge derived is but vague; and mostly because the faculty has not been cultivated; or if it has been, it was after our school days were over.

Drawing cultivates the taste because it calls our attention to differences in the qualities of objects and teaches us to discriminate between contrasts. By it we are enabled to study the objects of nature more closely, appreciate their beauties and derive greater blessings from them. It is said that to one of his pupils Agassiz gave a fish, and when asked what to do with it, was told to look at it, and find out what he could see. The pupil thought this a very simple thing, and went with exultation to tell the Professor what he had learned. But Agassiz told him he had not seen anything as yet. The pupil grew discouraged. The sight of that fish began to be very tedious and monotonous, and he was only encouraged by Agassiz's "look, look." Finally, however, after turning that fish over and over, and viewing it for three long days he was enabled to see that it had two symmetrical halves,—a fact very evident after one is told. This fact was what the Professor wanted the pupil to see. The truth is, the pupil was lacking in the true power of observing. What a source of trouble is the deficiency of habits of observation in the world! How often it is that people get to arguing, sometimes with feelings beyond their control, concerning some quality or characteristic of something they have seen, and when the

truth is known, neither of them is correct. They were sure that they knew. But, alas, how ignorant!

SCHOOL REGISTERS.

The Law is quite stringent as regards the keeping of school Registers by teachers. Yet the neglect of committees in its enforcement has given rise to a loose, careless, and indifferent manner on the part of teachers in making out their Registers, resulting in a false record of statistics. We have been looking over some of our school registers for years past, and must confess our astonishment at the neglect and looseness displayed in their keeping. We do not believe there is one register in fifty throughout the Commonwealth that is made out in full, and that reports the truth. The school attendance in the State, and in every town in the State, falls considerably short of the percentage reported. The Secretary of the Board of Education makes out his statistics from those received from school committees. School committees get their facts from the teachers' registers. Hence, if the teacher's report is false, that of the committee and Secretary must also be.

It is a very easy matter for teachers to render in false accounts of attendance. This is often done intentionally, especially when teachers are competing for the best attendance. One of the registers we looked over represented the attendance for the winter term as ninety-eight per cent. According to this account there was no scholar tardy; all were there the first day of school and kept up their attendance till the last day. Is there a man in this town familiar with its schools that believes this story? No, not one. The account is a falsehood, on the face of it. The probability is the attendance was nearer seventy-five than ninety-eight per cent. The winter term referred to was of one of our Grammar schools as they existed several years ago.

School committees also have opportunity of rendering in false accounts to the Secretary. It is often done, we believe, and for no other purpose than to have the record of the schools while under their supervision compare favorably with those of other towns. There ought to be a reformation in the keeping of registers, and the making out of reports from them. They should be kept neat and clean, and above all, accurate; and this, too, to the fullest extent. We think it an excellent

idea if the registers were bound every year, and deposited in the town library for future reference. The tendency would be to have them receive the attention requisite on the part of teachers.

MAKE ALL COMPLAINTS KNOWN TO THE RIGHT SOURCE.

There is a lack of intercourse between parent and teacher. They are often great strangers; look upon each other as foreign. They do not understand each other, hence they misjudge. Teacher and parent ought to be on terms of friendship, for they have the same responsible duties to perform,—the development of the child. The same is true relative to committees. It isn't to be supposed that a teacher having charge of sixty pupils, can know all the weak and strong points of each individual nature. This is impossible, of course. Parents should, therefore, step in and lend a helping hand. Some have already done this with most encouraging results. We thank them for it, and hope to see more follow their example. If there is anything in the management of your child at school that you know or think, to be injurious to its best interests, the proper way is to speak to the committee or teacher, about it; not in a fault-finding way, but in kind spirit, and as presenting something before unknown by the teacher relative to the nature of the child. For instance, perhaps your child may have some physical weakness, a tendency to organic trouble, it may be. If so, make it known to the teacher and committee. It is your duty, otherwise the child may be made to suffer, unconsciously on the part of the teacher.

It is just as essential for a teacher to know the physical weaknesses of children under their control, as it is for the parent; and the teacher cannot know of these weaknesses (most of them) unless instructed by the parent. Therefore, we appeal to you in the name of the child, the teacher, the school, yourself, and all concerned, make these things known to the proper source, either by writing, or personal interview.

CORPORAL PUNISHMENT.

We are very happy to see that for several years past the number of cases of corporal punishment has gradually diminished, and that during the past year teachers have resorted to it less than previously. We have requested our teachers not to use it when they can get along successfully without it; but

when they feel called upon to apply it, to do so in such a manner as not to abuse the child. Now, we hope and believe that the time will come when this means of correcting the evil acts of the school-room will be done away with altogether. But that golden morn has not dawned upon us yet. Certain conditions are to be fulfilled before the abolition proclamation can be proclaimed. Society is to meet with reform. The influence of the family circle is to be different. Homes are to be something besides places in which to eat and sleep. The education derived from the street, the shop-room, and the idler's stand is to be more elevating; the people are to be less ignorant, less superstitious; and the better phrases of human nature are to be more highly developed before the golden age dawns upon us. Our school system also is to be nearer perfection, and our teachers are to have preparation and tact for doing their work.

In proof that the time has not yet come for its abolition we have only to refer to those towns that have abolished its use altogether. In every case it has been restored. If we are to do away with this punishment, we must substitute something equally effective. This has never been done yet in the schools of the Grammar grade. There are several cases of its abolition in High Schools, and a few cases of its restricted use in those of lower grades. A High School is one of the easiest schools to manage, as teachers can depend more upon the honor of the pupils, for they have more of the character of ladies and gentlemen. There is very much depending on the teacher. In one sense everything. Perhaps there are teachers that can manage any school, no matter how bad the pupils, or how inconvenient the school accommodations. If there are any, they are few and far between. We know there are people who say that this method of punishment is unnecessary even to-day in our schools. But this is merely a statement made mostly by men who know nothing of the teacher's profession by experience. Very few teachers believe in its abolition; but a great many know its use can, and ought to be restricted. This is the position we take,—restrict its use, but not abolish it, for the time is not at hand. Let us work for its abolition, and to this end we would suggest the following:

1st,—Parents should exert a better influence at home. They should command a willing obedience on the part of the child,

both to the teacher and themselves. Scholars that are brought up well at home cause very little trouble at school.

2d,—Parents should not encourage the child to commit wrong deeds in the school-room or anywhere else. This may be done either by telling the child to resist the teacher; by speaking against the teacher and school in the presence of the child, either at home, on the street, or in the store; or by the more extraordinary proceeding of rushing into the school-room, interrupting the school, and censuring the teacher with threatening language before the whole school.

3d,—Children cry before they are hurt. Parents should not be led away by the child in this respect. There are always two sides to a question. If the parent thinks his child is injured by the teacher, he should go to the teacher or the committee, or both, see where the fault lies, and thus have the thing remedied. But how often have our schools been retarded, and seriously interrupted by parents circulating exaggerated stories of their injuries, often using threatening language, interspersed with wicked oaths; and this, too, without any knowledge of the facts in the case. Every one knows what little confidence is to be placed in the story of a child under these circumstances. Wait till all sides are heard before giving a decision. Otherwise the child is injured more.

4th,—Parents should see that their children are not led on to wrong doing by the influence of street education. This can be done by keeping them at home evenings, or in such company as tends to elevate and not degrade.

5th,—Provide more suitable accommodations. The condition of school-rooms, and the style of furniture have much to do with the discipline of a school; because if disagreeable, the pupils are made very uneasy and mischievous. Nothing about a school-room should be of degrading influence.

STATISTICS OF FALL TERM.

For our own gratification we have collected the following statistics of the Fall term of the present year, and thinking they might be of interest to some of our people, and have a beneficial influence in the future control of our schools, we present them in our Report:

Number of Scholars registered,			812
" " belonging,			784
" Boys,	373.	Per cent. of attendance,	.88
" Girls,	411.	" " "	.89

Number of American,	459.	Per cent. of attendance,	.91
“ Portuguese,	186.	“ “	.82
“ Nova Scotia,	71.	“ “	.89
“ Irish,	68.	“ “	.80
“ Foreign Element, (40 per cent.)			325
“ Scholars admitted after 1st week,			106
“ “ left before close of term,			46
“ Tardy Marks,			779
“ Scholars over 15 years,			56
“ “ between 5 and 15 years,			728
“ “ 6 years and under,			157

PRIMARY DEPARTMENT.

Number of Scholars registered,			368
“ “ belonging,			355
“ Boys,	190.	Per cent. of attendance,	.88
“ Girls,	164.	“ “	.84
“ American,	153.	“ “	.89
“ Portuguese,	135.	“ “	.84
“ Nova Scotia,	32.	“ “	.86
“ Irish,	34.	“ “	.84
“ Foreign Element, (57 per cent.)			201

LOWER INTERMEDIATE DEPARTMENT.

Number of Scholars registered,			177
“ “ belonging,			168
“ Boys,	78.	Per cent. of attendance,	.86
“ Girls,	90.	“ “	.87
“ American,	105.	“ “	.87
“ Portuguese,	36.	“ “	.76
“ Nova Scotia,	17.	“ “	.84
“ Irish,	10.	“ “	.85
“ Foreign Element, (38 per cent.)			63

HIGHER INTERMEDIATE DEPARTMENT.

Number of Scholars registered,			137
“ “ belonging,			134
“ Boys,	62.	Per cent. of attendance,	.87
“ Girls,	72.	“ “	.92
“ American,	104.	“ “	.95
“ Portuguese,	11.	“ “	.87
“ Nova Scotia,	8.	“ “	.85
“ Irish,	11.	“ “	.76
“ Foreign Element, (22 per cent.)			30

GRAMMAR DEPARTMENT.

Number of Scholars registered,			74
“ “ belonging,			73

Number of Boys,	26.	Per cent. of attendance,	.85
“ Girls,	47.	“ “	.90
“ American,	53.	“ “	.92
“ Portuguese,	2.	“ “	.68
“ Nova Scotia,	8.	“ “	.90
“ Irish,	10.	“ “	.76
“ Foreign Element, (27 per cent.)			20

HIGH SCHOOL.

Number of Scholars registered,			56
“ “ belonging,			55
“ Boys,	17.	Per cent. of attendance,	.93
“ Girls,	38.	“ “	.90
“ American,	44.	“ “	.90
“ Portuguese,	2.	“ “	.93
“ Nova Scotia,	6.	“ “	.97
“ Irish,	3.	“ “	.78
“ Foreign Element, (20 per cent.)			11

The above statistics are for one term only, hence we cannot draw conclusions resulting only from those of several terms. There are certain facts that are obtainable, however, and which we notice as follows:

First,—Large falling off in Grammar and High Schools. Second,—Large falling off on the part of the boys. Third,—Large falling off in foreign element; Portuguese greatest, Irish next. Fourth,—Poorest attendance on the part of Portuguese and Irish. Fifth,—Preponderance of foreign element in Primary Department. Sixth,—Still an interruption by scholars entering after the term begins, and closing before it ends. Seventh,—Great lack of attention relative to punctuality. Eighth,—The per cent. of attendance of boys and girls nearly equal. Ninth,—Large percentage at 6 years, and under.

PRIMARY DEPARTMENT.

At the commencement of the year there were five Primary Schools in town, under the care of five Principals and two Assistant teachers. During the Fall term an additional room was provided, and another independent school was instituted; consequently at the close of the year we have six Primary schools, with six Principals and one Assistant teacher. At the commencement of the year two of these schools contained over eighty pupils each; about one-half being children of foreign parentage; several of the last named not able to speak the English language.

And now, kind friends, let us introduce you into one of these school-rooms. Before you are seated eighty or ninety small children, a large portion of whom have no knowledge of the alphabet, and have been sent from their homes, where they have been allowed unlimited freedom for exercising their limbs and voice, had innumerable toys and games for amusement, and are in themselves mischief afoot. Remember no two of these children are alike in disposition and character. Consider for a moment these elements! Who of you can enter into the thoughts and feelings of these children? Who govern all this sensitive, restless, buoyant life with mathematical precision? Impossible task! Yet parents, guardians, and too often committees expect the teacher to keep those children, from five to six hours of the day in a quiet, orderly manner, with nothing to do but repeat once or twice during the day, the a, b, c, or spell words which are abstract, and to them meaningless. It is impossible for any teacher of small children, having seven or eight classes, to keep them in perfect order and teach at the same time, and we seriously question if it is right to expect them so to do.—It is not in the nature of the child to keep still; it will be active in some direction, unless it is sick or idiotic.

We would recommend that the Western school, which has now two Primaries, be divided into first and second grades; the first to consist of the a b c, and primer classes. These classes to be taught by the oral method and simultaneously, securing the attention of the whole school, and holding it for the time being, which should not exceed ten minutes at any one time. Whatever is taught in this school should be tangible and real. The many little things which must be sometime learned can be taught by general exercises. These exercises can be so varied that the time not given to oral and object teaching, can be occupied in drawing pictures, and copying the various forms and figures from the charts furnished by the town. Thus the eye and hand would be educated to correct expression, and the child has a work to perform suited to its years and capacity. This school should be on the Kindergarten system. It would then be both pleasant and attractive by its varied exercises of instruction and amusements, resulting in a healthy development of the faculties of childhood. The advantages of such a division are obvious. In the Second

where the children are more mature, more perfect discipline could be maintained; the number of classes could be lessened and the teacher would have ample time for all.

During the past year two of our more successful Primary teachers have been transferred to higher grades, and their places filled by graduates from the High School. We much regret this practice of not retaining our Primary teachers who have proved so successful. It would be better to increase the salary as they improve by experience and in efficiency, so that they would be willing to remain. We look upon the Primary schools as the foundation or basis of all education. And are they not the most important schools in town? Here the first impressions are made, the first moulding of character begun. The mind of the child is elastic and susceptible of enduring impressions. It is not clay or marble that perishes, but an immortal structure which they help to fashion; and when teachers look upon their efforts in this light and understand their true positions, their labors will be no longer to them or insignificant.

During the past year slates and pencils have been furnished to all the pupils in these schools. The course prescribed by the committee has been carried out with a good degree of success. The order as good, under the circumstances, as could be expected. The teachers have manifested an interest in their work, and reading and spelling have been well taught.

The whole number of pupils during the Spring term was three hundred and nine. Average attendance, two hundred and fifty-eight and four-tenths. Per cent. of attendance eighty-three and sixty-two hundredths. Over fifteen years of age, none. Fall term,—whole number, three hundred and fifty-five. Average attendance, three hundred and four and one-tenth. Per cent. of attendance, eighty-five and sixty-six hundredths. Over fifteen years, none. Present term, whole number on Jan. 1st, 1875, three hundred and fifty. Over fifteen years, one.

LOWER INTERMEDIATE.

Whole number of scholars connected with the Lower intermediate Schools during the Spring term, one hundred seventy six; average number, one hundred fifty-one, and five tenths; per cent. of attendance, eighty-six, and seven one hundredths.

Fall term,—whole number one hundred and sixty-eight; average number one hundred and forty-three, and nine-tenths.

Per cent. of attendance, eighty-five, and sixty-five one hundredths. The number of scholars belonging to this grade of schools, Jan. 1st, 1875, was one hundred and seventy.

There has been no scholar connected with these schools over fifteen years of age. The course of study is so arranged that the teachers have to prepare the work for only two classes, and although the classes are large, each teacher can do better work than if they were otherwise divided.

At the Spring term there were some changes made in textbooks, and we think the schools have been greatly benefited. The Duntonian Writing Primer, and Swinton's Speller have been used with very good results. Also, a new Geography, ("Our World", by Miss Hall,) combining the Historical and Physical with the Geographical, giving the scholars a better idea of the world in which we live. Hagar's Elementary Arithmetic was introduced for the second class at the beginning of the Winter term.

The plan of the committee has been to make these changes when there had to be new books of some kind bought, furnishing those that we deemed an improvement on those previously used. Both teachers and scholars have done their work faithfully the past year.

HIGHER INTERMEDIATE.

The whole number of scholars belonging to this department during the Spring term was 150; average attendance, one hundred and twenty-nine, and four-tenths; per cent. of attendance eighty-six and twenty-six hundredths; number over fifteen, one. In the Fall term the whole number belonging was one hundred and thirty-four; average attendance, one hundred and twenty-one and five hundredths; per cent. of attendance, ninety, and sixty-seven hundredths; none over fifteen. The present term the number belonging on the 1st day of January was one hundred and fifty.

This department has met with several changes relative to teachers; there having been one in the Eastern, and two in the Center. Miss Lucia N. Cook, teacher of the Center, resigned her position at the close of the Spring term, to take upon herself the responsibility of matrimonial tie. Miss Cook has been one of our most successful instructors for several years past. Miss Hattie F. Weeks tendered her resignation as teacher of the Eastern, at the close of the Fall term. Miss Weeks has been a very faithful teacher in several of

our schools, and is now taking an advanced course at Dean Academy.

The work of this department, as a whole, has been quite satisfactory. A certain part of the year results were not all that could have been desired in all the schools. Teachers, however, have been generally faithful, and with few exceptions the scholars have been obedient to the rules of the school. This grade is doubtless the hardest to discipline of any taught by female teachers.

The progress of this department is still hindered by the National Elementary Speller, and Cornell's Geography. The former will be replaced in part next term by Swinton's (the best speller out), and we hope soon to see Cornell's Geography supplanted by something better.

Drawing has not been so successful as could have been expected. It has recently taken a start, however, and with Smith's books, the prospect is quite flattering. One's proficiency in writing and drawing has to be represented on paper. We are thus enabled to estimate very closely one's knowledge of them. This is not the case with the other studies. If it were we would be completely astonished at the deficiency and ignorance. We see this to a certain extent in written examinations. Teachers in some instances have gone beyond what was prescribed in the course of studies. This is a liberty given to teachers, but not to the neglect of thoroughness and understanding. Whatever is gone over must be clearly understood by the scholar. Thoroughness must not be sacrificed for anything. Teach one thing at a time, and don't leave it till pupils can apply it with facility, and understanding. Teach the subject and not the book. A child's proficiency cannot be accurately estimated by the number of pages gone over. A person can go through a book the same as he can go through a museum—without much idea of its contents. The course of study is based on the average ability of a class, and is not to be overlapped, excepting when what is marked out is thoroughly understood.

GRAMMAR SCHOOL.

Spring term,—whole number of scholars, eighty-three; average attendance seventy-five, and three tenths; per cent. of attendance, ninety and seventy-two hundredths; over fifteen, eight.

Fall term,—whole number seventy-three; average attend-

ance sixty-four, and eight-tenths; per cent. of attendance, eighty-eight, and seventy-six hundredths; over fifteen, seven. Whole number of scholars belonging to the school Jan. 1st, 1875, seventy-one.

In looking at the work that has been accomplished the past year in this school, we have come to the conclusion that the result will be equal to any in former years. We think the pupils have been brought to rely on their own efforts, and not look over another's shoulder to steal their answers. They have not been confined to text-books, but have been taught the practical application of their several studies. Let us say a few words on the subject of grammar; as previously taught the scholar when he left the school at night did not know much more of the correct use of words than if he had never seen a text-book; but since the introduction of Swinton's Language Lessons there has been a decided improvement, and we think the results will be seen in the examination papers for admission to the High School. With this text-book as a guide, we think no teacher need fail to see good effects from their teaching, unless it be with those scholars who will always be in the background; and we are sorry to add that a few such can be found in every school. Drawing has been carried on throughout the year, and although not particularly agreeable to some, in most cases the progress is good. We think that the class that is about to graduate from the school is equal to any that ever left the school, and in some of their studies they are in advance. We shall look for good work from them in the High School, as we think they have just begun to learn to study.

The second class being made up from three schools, it took some time for them to start in their work, but they seem to be doing well now, and will, no doubt, show their ability in the future to do all that will be required of them. The general attendance has never been so good as it has been the past year. The parents that have visited the school have been few in number. We wish they would go in and see the working of the school for themselves, and not depend upon hearsay for their knowledge.

HIGH SCHOOL.

The whole number of scholars belonging to this school during the Spring term was sixty-three; average attendance, fifty-five; per cent. of attendance, eighty-seven and three

tenths; over fifteen years of age, forty-five. In the Fall term the whole number belonging was fifty-four; average attendance, forty-nine; per cent. of attendance, ninety and seventy-four hundredths; over fifteen years of age, forty-nine. The present term the whole number belonging on the 1st day of January was 53.

It will be noticed that quite a number of scholars have fallen out; not more than usual, however. We regret to see this. More ought to improve the opportunity of this school. A High school has great influence in a community. Its influence on pupils of lower grades, giving them a worthy object for which to work, is quite powerful. We should like to see such provision made as would induce a larger number to take its course. The number that graduate is very small indeed; too small by far, especially among the boys. We believe the location of this school prevents some from taking its course. We grant that the location is pleasant a part of the year, giving a beautiful prospect. But this prospect soon becomes unattractive, and it is preposterous to subject scholars to the exposure necessary in climbing this hill a large part of the year, simply for the prospect. Taking the year as a whole, it is no place for such a school, and ought to be removed. There are other considerations arguing removal, which we will not stop to notice now.

The qualifications for admission into this school are greater than ever before; yet scholars enter too young. They cannot possibly comprehend the subjects taught. If they were a year or two older they would really learn more in six months than they now do in one year. Parents must not be led into false pride by their children being the youngest in the class or school. We have seen too many scholars injured beyond recovery, almost, by being pushed and crowded beyond maturity. Parents, don't be led astray in this particular! Don't impede the progress of your child's development by too rapid movements. Don't estimate your child's education by class-membership, books studied, or pages gone over, and this alone, for it is a false balance; you are only cheating yourself and child!

This school is sadly deficient in apparatus, and also books of reference, which ought to be provided.

A year ago our High school occupied a very high position; greater than ever before. This standard has been very well

kept up during the year. There will be no graduation at the close of the present year,—the senior class not having been in school the required length of time. Teachers, and scholars generally have labored with faithfulness and zeal. We have been much pleased with the methods of teaching pursued by the teachers. The topical method is the only true method, especially for a High school.

We depend very much on our High school for teachers, consequently its interests should be kept up. We think greater facilities for the preparation of teaching should be afforded by this school.

WINTER SCHOOL.

This school started with a small attendance; which has thus far been the case every second year. The number has gradually increased to sixty. On the first day of January there were fifty-two belonging. The school has been under the instruction of Mr. Frank S. Black, a member of the senior class of Dartmouth College. He is an experienced teacher. He controls with a gentle, yet firm hand, and his methods of teaching are such as to interest and hold the attention of his pupils. He has had the willing obedience and co-operative efforts of his scholars from the first. There has not been the slightest case, we think, of insubordination. The teacher is faithful in the discharge of his duty, and the scholars interested and industrious in their labors. The attendance, thus far, is very regular.

This school was organized for the benefit of a certain class of boys. Attendance is more of a privilege than a duty. Too many, in times past, attended for almost any other purpose than to learn. It was stated by the committee that no scholar would be allowed to remain otherwise than those attending for the benefit derived. We are happy to say there has been no cause for expulsion. This success is very gratifying indeed.

WRITING.

We are very much pleased with the proficiency made in Penmanship on the part of the several schools. We attribute this progress to the school system,—teachers being able to devote more time and better attention to the subject. The subject of Drawing has been a help. The introduction of the Writing Primer into the Lower Intermediate department, to-

gether with the influence of Swinton's Speller, has advanced pupils two years in their penmanship. The prospect for an excellent hand-writing on the part of all our scholars is quite flattering. There are a few points, however, that need a little more attention from teachers. We refer to the position of the hand and body while writing. Pupils get their fingers into most awkward and cramped positions, and the position of the body is too often favorable to making one round-shouldered and near-sighted. It is not well to be arbitrary in this respect; yet there is a best way for holding the pen, and a best way of sitting at the desk; and these best ways are what we desire scholars to take. It is a difficult thing to succeed in getting children to take these positions, but there is very little progress without them. There is much against our teachers in giving instruction on this subject, for the reason that the desks and seats prevent taking the true position.

FINANCIAL.

The prudential expenses the past year have been about what they were last, there being several items on the School Fund Account that properly belong to the Prudential. The expenses for Prudentials will, doubtless, be much larger than they otherwise would, if our school accommodations were on a more substantial basis. There will be a balance in the Treasury of \$597 69.

Deducting the Superintendent's salary, which was appropriated and included in the estimate, as such, the balance will be \$197 69.

If all teachers should receive full pay the coming year, we would estimate expenses as follows:

For teaching,	
fuel,	\$6600
fire and sweeping,	500
Winter school,	500
Superintendent,	350
	400
	<hr/>
	\$8350

State School Fund, estimated,	\$250 00
Balance in Treasury,	197 69
	<hr/>
	\$447 69

To be supplied by town appropriation,

\$7902 31

FINANCIAL STATEMENT FOR THE YEAR 1874.

	Dr.
School Department to the Town,	
To balance in the Town Treasury, Jan. 1st, 1874,	\$2926 00
Town appropriation for 1874,	7600 00
Massachusetts School Fund,	249 53
Total	<u>\$10.775 53</u>
Cr. by cash paid for teaching Winter Term,	\$2301 50
" " " " Spring "	2177 00
" " " " Fall "	1796 25
" " " " Present "	200 00
Total for teaching,	<u>\$6474 75</u>
Superintendent's salary for one quarter,	\$100 00
Cash paid for fires, sweeping, and care of houses,	\$396 17
For fuel, paid Freeman & Hilliard,	445 95
" charcoal paid Uriah Small,	39 20
Paid R. E. & A. Nickerson, for carting,	3 10
Jesse Small, Jr., work on coal,	4 25
W. H. H. Weston, charcoal,	5 00
Total	<u>\$497 50</u>
Paid A. L. P. & Co., for books, maps, charts, etc.,	\$224 92
Dr. brought down,	10.775 53
Total expenditures,	<u>7693 34</u>
Balance in Treasury, Jan. 1st, 1875,	\$3082 19
Liabilities for present term, as estimated ;	
For teaching,	\$2155 50
care of houses,	329 00
	<u>\$2484 50</u>
Balance in Town Treasury, Jan. 1st, 1875,	\$3082 19
Deducting expense, teaching. etc.,	2484 50
	<u>\$597 69</u>
Deducting expense of Superintendent,	400 00
Balance in Treasury,	<u>\$197 69</u>

Town School Book Account, Jan. 1st, 1875 :	
Dr.	Jan. 1st, 1874.
To Books and Case,	\$353 85
Cash due A. L. Putnam & Co.,	18 56
Cr.	Jan. 1st, 1875.
By Books and Case,	364 04
last year's stock,	<u>335 29</u>
Due A. L. Putnam & Co.,	<u>\$28 75</u>
Prudential Expense Account for 1874 :	
As by Superintendent's Report,	\$121 25
Paid James F. Lecount, for labor,	2 00
Oliver B. Conant, repairs on E. school house,	8 10
Mrs. Havender for cleaning Center school house,	21 25
" Smith " " Eastern " "	21 25
" Ellis " " High " "	17 75
" Ryder " " Primary No. 2,	10 00
Samuel Taylor, cleaning school house, and labor,	18 80
Goss & Richards, for printing,	3 75
Dr. Stone, rent of school room,	56 00
Wm. R. Lavender, labor and material,	34 66
J. W. Snow, Center, Johnson & East'n school y'ds,	50 91
James F. Lecount for labor,	2 00
J. H. Dearborn, services as Truant Officer,	10 75
D. F. Lewis, services as Truant Officer and labor,	9 95
J. & L. N. Paine, for brooms and brushes,	3 20
A. Hamlen, labor and material for High school,	5 20
Dyer & Smith, labor, locks, etc.,	1 30
Sparrow & Snow, labor and pipe,	2 55
" " " " stoves for W. school,	254 84
Hiram Holmes, Center school,	26 85
" " High " "	32 56
" " Winter " and Town Hall,	4 30
A. D. Knowles, labor and material, Conant St. school	4 20
" " " setting glass, care of W. school house,	6 40
W. H. H. Weston, repairs Dr. Stone's building,	2 00
" " Center school, repairs, etc.,	1 25
" " E. " material and labor,	35 60
" " Prim'y " No. 1, " " "	10 96
J. A. West, Winter school, labor and material,	54 29
" " Western " " "	31 85
" " Prim'y " "	<u>78</u>

J. A. West, repairs Dr. Stone's building,	\$1 60
“ “ “ Johnson St. Primary,	6 50
“ “ Eastern,	14 76
“ “ Center,	19 10
“ “ High,	49 21
A. L. Putnam & Co., books for poor children,	102 68
John W. Beatty, services as Truant Officer,	8 50
Goss & Richards, printing,	11 00

Total, \$1079 90

RECOMMENDATIONS.

Your Committee would recommend :

1st,—The Town's having a Superintendent of Public schools.

2d,—The alteration of the Eastern Grammar School building in a similar manner to the Western. The land between the school yard and Parallel St. should be purchased; the building moved back, and raised sufficiently high as to afford a playground in the basement. The building should be eight or ten feet longer than the Western, and should have a kind of vestibule or porch at the entrance.

3d,—The purchase of lot and erection of a building of sufficient capacity to accommodate a Grammar school of one hundred pupils, and a High school of eighty, having two capacious recitation rooms. The house should be three stories high, having a large hall in the upper story, for exhibitions, examinations, etc.

4th,—One large building for all the Center schools would work well, perhaps. It is a question if as good conveniences could be obtained in this way as by previous plan, and whether the expense would not be greater.

5th,—A special appropriation for ventilation of the new Primary buildings.

6th,—A special appropriation for furnishing necessary apparatus for the several schools.

7th—We would emphatically recommend that whatever is done in the alteration of present school arrangements, be done in a thorough and modern style. If we can't alter and provide a building as it should be, we had better not touch it. Five hundred dollars spent in such a way as to save one hundred to the sacrifice of necessary conveniences, we believe to be an extravagant expenditure. If a thing is worth doing, it is worth doing well.

8th,—An appropriation by the town of eight thousand dollars, in addition to balance in Treasury, to defray expenses the coming year.

CLOSING.

In conclusion, we would say that the report is already longer than was anticipated. There is a good deal to say, however, relative to the schools of this town. We intended to remark upon the quarter-mill tax, which we are inclined to favor; also on methods of teaching; both in general and in particular; and on the duties of teacher and committee, etc., but time does not permit.

Our labors the past year have been prompted by motives of interest for the welfare of our schools. We are very much gratified with what progress and advancement has been made. There is much to be done, however, and it is to be hoped that we will all be led by our better judgment. Right is right, the opinion of the world to the contrary, notwithstanding.

Respectively submitted :

HORACE A. FREEMAN,
 JOSEPH S. ATWOOD,
 LUTHER NICKERSON,
 MRS. A. J. HUTCHINSON,
 MRS. MERCY M. LEWIS,
 MRS. HARRIET F. MITCHELL.