

# ANNUAL REPORT

OF THE

## TOWN OF PELHAM, N. H.,

SHOWING THE

RECEIPTS AND EXPENDITURES

TOGETHER WITH THE

Report of Superintending School Committee,

FOR THE YEAR ENDING MARCH 1, 1886.

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LOWELL, MASS.

MORNING MAIL PRINT; No. 18 JACKSON STREET.  
1886.

# TOWN OFFICERS, 1885.

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**SELECTMEN, ASSESSORS AND OVERSEERS OF THE POOR.**

**CHARLES L. SEAVEY, SAMUEL KELLEY,  
O. W. SPAULDING.**

**TOWN CLERK.**

**DANIEL P. ATWOOD.**

**TOWN TREASURER.**

**DAVID A. GREELEY.**

**COLLECTOR.**

**CHARLES W. SPEAR.**

**SUPERINTENDING SCHOOL COMMITTEE.**

**AUGUSTUS BERRY.**

**AUDITORS.**

**CHARLES W. HOBBS, GEORGE S. BUTLER,  
JAMES O. TITCOMB.**

**SUPERVISORS.**

**FREDERIC A. CUTTER, GEORGE S. BUTLER,  
JONATHAN M. ATWOOD**

**FENCE VIEWERS.**

**CHARLES L. SEAVEY, C. W. HOBBS,  
R. B. HILLMAN.**

**SEXTON.**

**KIMBALL J. CHAPLIN.**

# SELECTMEN'S REPORT.

## VITAL STATISTICS.

THE Town Clerk and Registrar respectfully submits the following report of the Vital Statistics of the Town of Pelham for the year ending December 31, 1885:

### MARRIAGES.

Whole number of marriage certificates issued during the year 6

### BIRTHS.

Whole number of births returned for the year, of which 8 were male and 4 were female children..... 12

### DEATHS.

Whole number of deaths returned during the year for which burial permits were issued..... 22  
Number of bodies removed from town and interred in other places ..... 5  
Brought from other places and interred in this town..... 10

DANIEL P. ATWOOD,

*Town Clerk and Registrar.*

## VALUATION OF THE TOWN, APRIL 1, 1885.

Number of polls, 288.....	\$ 28,800
Real Estate, resident.....	886,224
Personal Estate, resident.....	94,198
Real and Personal Estate, non-resident.....	78,892
	<hr/>
	\$582,009

		Av. pr hd.
Number of horses, 249.....	\$16,841	\$67 62
Number of oxen, 21.....	1,486	70 76
Number of cows, 656.....	17,912	27 30
Number of neat stock, 64.....	952	14 87
Number of sheep, 88.....	229	2 60
Number of hogs, 47.....	274	5 83
Number of carriages taxable, 16.....	1,145	71 56
Money at interest.....	83,472	
Stock in trade.....	9,382	
Value of stock in banks in this State.....	2,600	

### TAXES ASSESSED AND COMMITTED TO COLLECTOR FOR 1885.

State tax.....	\$1,116 00
County tax.....	812 34
For schools.....	1,400 00
For new road.....	500 00
Non-resident highway tax.....	272 65
Dog tax.....	115 00
Overlayings.....	184 95
	<hr/>
	\$4,350 94
Rate of taxation, including highways, \$10.50 on \$1000.	

### SCHOOL MONEY.

Whole amount in treasury March 1, 1885, exclusive of dog tax and literary fund.....	\$813 33
Whole amount in treasury March 1, 1886, including \$108.58 literary fund, \$116 dog fund ..	1,252 95
Balance due District No. 1, March, 1885.....	\$222 36
Town appropriation of 1885.....	264 71
Dog fund of 1884.....	13 00
Literary fund of 1884.....	18 83
	<hr/>
	\$518 90
Paid Wm. A. Couilliard, for summer term.....	\$89 42
"    "    for fall term.....	80 00
"    "    for winter term.....	114 72
	<hr/>
	284 14
Balance due District No. 1, March 1, 1886.....	\$284 76
Balance due District No. 2, March 1, 1885.....	\$124 64
Town appropriation of 1885.....	264 71
	<hr/>
Amount carried forward.....	\$889 35

<i>Amount brought forward</i> .....	\$389 35	
Dog fund of 1884.....	17 00	
Literary fund of 1884.....	20 55	
	<hr/>	\$426 90
Paid F. A. Cutter, prudential committee for summer term.....	\$72 00	
F. A. Cutter, for fall term.....	82 99	
F. A. Cutter, for winter term.....	127 00	
	<hr/>	281 99
Balance due District No. 2, March 1, 1886.....		\$144 91
Balance due District No. 3, March 1, 1885.....	\$163 08	
Town appropriation of 1885.....	264 71	
Dog fund of 1884.....	27 00	
Literary fund of 1884.....	18 70	
	<hr/>	\$468 49
Paid Rei Hills, prudential committee, for sum- mer term.....	\$76 00	
Rei Hills, fall term.....	76 50	
Rei Hills, winter term.....	96 00	
	<hr/>	248 50
Balance due District No. 3, March 1, 1886.....		\$219 99
Balance due District No. 4, March 1, 1885.....	\$184 57	
Town appropriation of 1885.....	264 71	
Dog fund of 1884.....	26 00	
Literary fund of 1884.....	14 27	
	<hr/>	\$489 55
Paid Samuel Kelley, prudential committee, for summer term.....	\$75 00	
Samuel Kelley, fall term.....	75 00	
Samuel Kelley, winter term.....	182 00	
	<hr/>	282 00
Balance due District No. 4, March 1, 1886.....		\$157 55
Balance due District No. 5, March 1, 1885.....	\$126 09	
Town appropriation of 1885.....	264 71	
Dog fund of 1884.....	17 00	
Literary fund of 1884.....	17 00	
	<hr/>	\$425 49
Paid G. B. Currier, prudential committee, for summer term.....	\$60 00	
G. B. Currier, fall term.....	85 00	
	<hr/>	
<i>Amounts carried forward</i> .....	\$145 00	\$425 49

<i>Amounts brought forward</i> .....	\$145 00	\$425 49
Paid G. B. Currier wages of teacher, winter term, 12 weeks.....	96 00	
Committee, for incidental charges.....	18 80	
	<hr/>	259 80
Balance due District No. 5, March 1, 1886.....		\$165 69
Balance due District No. 6, March 1, 1885....	\$42 58	
Town appropriation of 1885.....	64 61	
Literary fund of 1884.....	2 28	
	<hr/>	\$109 47
Paid Gardner W. Sherburn, for tuition of scholars sent to School District No. 2.....		4 00
		<hr/>
Balance due District No. 6, March 1, 1886.....		\$105 47
Whole amount expended for schools, for the year ending March 1, 1886.....		\$1,360 48

**PAID TOWN OFFICERS.**

Paid C. W. Hobbs, for services as Superintending School Committee for the year ending March, 1885.....	\$40 00
Chas. W. Spear, Collector for the year ending March, 1885.....	70 00
Nathan Gage, for services as Supervisor for two years ending November, 1882.....	15 00
David A. Greeley, for services as Town Treasurer for the year ending March, 1885.....	40 00
D. P. Atwood, for services as Town Clerk for the year ending March, 1885.....	30 00
D. P. Atwood, for postage and express.....	1 86
C. L. Seavey, for services as Selectman for the year ending March, 1885.....	75 00
*Town Clerk, for recording births and deaths for the year ending March, 1885.....	4 20
E. B. Hillman, for services as Selectman for the year ending March, 1885.....	32 00
Samuel Kelley, for services as Selectman for the year ending March, 1885.....	32 00
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	\$840 06

**ROAD COMMISSIONERS.**

Paid Dwellay E. Simpson, balance due District No. 1....	\$14 17
David A. Greeley, " " " 2....	52 71
	<hr/>
<i>Amount carried forward</i> .....	\$66 88

<i>Amount brought forward</i> .....	\$66 88
Paid O. W. Spaulding, part balance due District No. 3...	39 75
Samuel Kelley, " " " 4...	45 82
Warren Sherburn, " " " 6...	83 52
	<hr/>
	\$185 97

Balance due District No. 3, now in treasury, \$88.13.

### SCHOOL HOUSE TAX—District No. 1.

Paid cash collected on school-house tax in School District No. 1.....	\$84 87
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### WOODCHUCK BOUNTIES.

Paid bounties on 291 woodchucks.....	\$29 10
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### ROADS AND BRIDGES.

Paid expenses of repairing Hutchinson's bridge.....	\$28 32
expenses of repairing Golden Brook bridge.....	46 28
Charles H. Wyman, for railing bridge over Beaver brook and highways in Districts Nos. 4 and 5, and furnishing rails and posts.....	48 58
Dwellely E. Simpson, for labor in School District No. 1, above appropriation.....	36 18
David A. Greeley, for labor in School District No. 1, near new road, above appropriation.....	14 20
Samuel Kelley, for labor on highways in School District No. 4, above appropriation.....	6 12
Samuel Kelley, for covering-stone for bridges, and repairs on road machine.....	8 20
	<hr/>
	\$182 86

### TOWN PAUPER EXPENSE.

Paid for board of Frederic Titcomb at N. H. Insane Asylum, from Jan. 1, 1885 to Jan. 1, 1886.....	\$144 38
on money orders sending the same.....	1 30
County Commissioners, for board of Lizzie A. Roney at County Farm, from Sept. 2, 1884 to Sept. 15, 1885, at \$2.50 per week.....	185 00
for board of Mrs. Sarah Carlton to Mar. 1, 1886.....	59 41
County Commissioners, to balance accounts.....	4 49
	<hr/>
	\$344 58

**COUNTY PAUPERS.**

Received of County Commissioners for aid furnished county paupers:	
For aid furnished John T. Wright, in fall of 1884 . . . .	\$9 00
aid furnished Winthrop Center, from April 13 to October 15, 1885 . . . . .	80 87
aid furnished Mary E. Hansell, from February 27 to March 10, 1885 . . . . .	29 64

**MISCELLANEOUS.**

Paid James E. Butler, for keeping public watering trough for the years 1884 and 1885 . . . . .	\$6 00
C. L. Seavey, for keeping tramps in 1884 . . . . .	2 75
for printing town reports of 1884 . . . . .	24 00
for road machine blades and freight . . . . .	12 60
D. P. Atwood, for help in finding bounds of School District No. 1 . . . . .	1 00
Amos Bachelder, for returning births and deaths . .	2 75
Mary Jane Tinker, for public watering place, 1884,	3 00
Judge Parker, for advice on fish law . . . . .	1 00
Oscar Armstrong, for damage received on high-ways of said town of Pelham . . . . .	2 00
for books and stationery . . . . .	17 43
C. W. Spear, Collector, taxes collected for school house in District No. 1 . . . . .	84 87
F. H. Hillman, note and interest . . . . .	565 83
E. J. Chaplin, digging graves and driving hearse,	59 00
K. J. Chaplin, for labor on the Gorrill Lot* . . . .	1 00
T. M. Woodbury, for keeping public watering trough for the year ending March 1, 1886 . . . .	3 00
Samuel Kelley for keeping tramps for three year ending March 1, 1886 . . . . .	8 00
for money orders and postage in paying board of Frederic Titcomb at N. H. Insane Asylum . . .	64
W. W. Butler, for keeping public watering trough for two years ending March 1, 1886 . . . . .	6 00
for painting and placing guideboards in said town in 1885 . . . . .	4 00
Wm. A. Couilliard, Feb. 27, 1886, for repairs on road machine in 1885, in full to date . . . . .	1 10
	<hr/>
	\$805 97

**PROCEEDS OF TOWN FESTIVAL.**

Whole amount received . . . . .	\$63 25
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\*This amount now due the town from a fund now in Nashua Savings Bank.



Paid Lovell Coburn.....	\$1 00	
F. M. Woodbury.....	1 92	
George Woods.....	2 00	
Nellie Hardy.....	4 40	
Mrs. O. G. Spear.....	2 50	
C. L. Seavey, for knives, forks and plates .	1 66	
F. A. Cutter, for bills and posting.....	2 00	
E. M. Marsh, to procure dishes for hall...	47 77	
	<hr/>	\$63 25

### GUMPUS CEMETERY.

Cash paid for labor clearing Gumpus Cemetery.....	\$32 50
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### COMPLAINTS.

Paid C. H. Burns, Counsel, in complaint of Lowell Road  
by Daniel Gage:—

For one day examining road in Pelham.....	\$15 00
For term fee at September term, 1888.....	6 00
For term fee at March term, 1884.....	8 00
For term fee at September term, 1884.....	6 00
For other services in case.....	12 00
	<hr/>
	\$47 00

NOTE.— This case is now taken from court.

Paid C. H. Burns, in Prescott and Emerson case:—

For consultation.....	\$10 00
For examination of place of accident.....	15 00
For term fees in Emerson case.....	16 00
For term fees in Prescott case.....	16 00
For expense of court.....	100 00
For Burbank's help in case, taking depositions.....	15 00
	<hr/>
	\$172 00

Paid witness fees and other expenses, in Prescott and  
Emerson case.....

Emerson case.....	\$123 64
Nancy S. Emerson, damage and interest.....	1,025 19
Samuel L. Prescott, damage to horse, wagon, harness, and expenses.....	66 25
	<hr/>
	\$1,215 08

Total cost in Prescott and Emerson case.....	\$1,887 08
Total cost in Daniel Gage indicting the town.....	47 00

**TOWN HALL.**

Paid Mrs. O. G. Spear, for cleaning hall.....	\$2 00
insurance on Town House.....	3 00
Chas. L. Seavey, for repairs on settees.....	2 25
Edwin Atwood, for opening hall, for wood, and wash- ing floors and table cloths.....	55 98
F. M. Woodbury, for articles furnished Town Hall...	16 84
	<hr/>
	\$79 52
Received of Edwin Atwood, for use of Town Hall, \$98 50	79 52
	<hr/>
Net income of hall .....	\$18 98

**OPENING ROADS.**

Clearing ice-bound trees.....	\$8 66
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**COST OF REPAIRS ON TOWN HALL.**

Paid C. B. Coburn, for oil, paint, &c.....	\$55 46
Kendall, for oil, &c.....	1 00
Taylor's bill for hardware.....	5 08
F. M. Woodbury's bill.....	46
A. D. Greeley's bill for labor.....	40 46
Orandel Burt and others, for painting.....	57 00
S. W. Fletcher, work on blinds.....	7 00
T. R. Garity, for soapstone sink and fittings.....	15 75
A. L. Brooks & Co., for lumber.....	15 82
R. B. Hillman, 4 days work.....	8 00
“ “ 330 feet pine lumber.....	3 45
Wm. Kelley & Son.....	3 55
Wallingford & Callaghan, for stove.....	10 00
“ “ for funnel, tank, zinc, &c..	3 81
Chas. M. Hardy, for help in setting up stove.....	25
	<hr/>
Total cost outside and inside.....	\$227 04

**LIABILITIES.**

Amount due County Commissioners for board of town pau- pers to March 1, 1886.....	\$62 50
Amount now in treasury and in hands of Collector due the several schools, including \$115.00 Dog Fund and \$108.58 Literary Fund.....	1,251 92
	<hr/>
Amount carried forward.....	\$1,314 42

<i>Amount brought forward</i> .....	\$1,814 42
Amount due highways in School District No. 3—taxes of 1884.....	88 13
Estimated amount due town officers of 1885.....	350 00
	<hr/>
	\$1,702 55

**ASSETS.**

Amount of cash in hands of Collector above abatements, so far as known at this date, of 1884 list.....	\$124 70
Amount due Treasurer—taxes uncollected of 1885.....	953 09
Amount of cash in treasury March 1, 1886.....	809 86
Amount due the town from James McKissock, rent of the Caleb Carlton farm from Nov. 1, 1885, to March 1, 1886.....	25 00
Amount due the town from the "Gorrel Fund," so called, now in the Savings Bank at Nashua, for labor done on the Gorrel lot in the cemetery of said town.....	1 00
	<hr/>
	\$1,913 65
Liabilities.....	1,702 55
	<hr/>
Estimated amount of available money in treasury March 1, 1886.....	\$211 10

**RECAPITULATION.**

Paid State tax.....	\$1,116 00
County tax.....	812 34
School money.....	1,360 43
Town officers.....	340 06
Cash collected for No. 1 school-house.....	84 87
Road Commissioners.....	185 97
Woodchuck bounties.....	29 10
Roads and bridges.....	182 86
Town paupers.....	844 58
Miscellaneous.....	805 97
Proceeds of festival.....	63 25
Gumpus cemetery.....	82 50
Prescott & Emerson, suit and damage.....	1,387 08
Daniel Gage, indictment.....	47 00
Town hall.....	53 93
Repairs on town house.....	227 04
Opening roads.....	3 65
	<hr/>
	\$7,076 63

# TREASURER'S REPORT.

DAVID A. GREELEY, Treasurer, in account with the town of Pelham.

Dr.

To amount of cash in treasury, including literary and dog fund, March 1, 1886.....	\$1,133 66
cash received of County Commissioner for aid furnished to County paupers.....	69 51
cash received from Collector, amount collected of school house tax in School District No. 1.....	84 87
cash received of Selectmen for bridge stringer tree tops....	2 00
cash received of State Treasurer, woodchuck bounty.....	29 40
cash received from State Treasurer, railroad tax.....	132 56
“ “ “ “ “ savings bank tax.....	597 94
“ “ “ “ “ as literary fund.....	106 58
cash received of Selectmen, from the First Congregational Society of said town.....	800 00
cash received of Selectmen, from Daniel Marshall.....	600 00
“ “ “ “ “ proceeds of a town festival....	68 25
cash received of K. J. Chaplin, Sexton, for use of hearse and the sale of lots in the cemetery.....	6 00
cash received of Edwin Atwood, collected for the use of town hall.....	98 50
cash received of Collector of 1884 tax list.....	\$758 39
interest on the same.....	8 94
cash received of Collector of 1885 tax list.....	8,897 89
Total amount received from Collector.....	4,165 22
Total amount received from all sources.....	\$7,886 49

Cr.

By cash paid on sundry orders issued by the Selectmen.....	\$7,076 68
Leaving amount of cash in treasury, including \$108.58 literary fund, and \$115.00 dog fund, March 1, 1886.....	\$809 86
Amount of Taxes uncollected and in hands of Col- lector of 1884 tax, March 1, 1886.....	\$208 58
Amount of taxes uncollected and in hands of Col- lector of 1885 tax, March 1, 1886.....	953 05
Total amount in treasury and hands of Collector.....	\$1,161 68
Total amount in treasury and hands of Collector.....	\$1,971 49

## AMOUNT OF THE TOWN'S INDEBTEDNESS.

Amount due F. H. Hillman.....	\$500 00
First Congregational Society.....	500 00
Daniel Marshall.....	600 00
Total.....	\$1,600 00

DAVID A. GREELEY, Treasurer.

# AUDITORS' REPORT.

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PELHAM, Feb. 27, 1886.

We, the undersigned, a Committee to examine the accounts of the Selectmen and Treasurer of the Town of Pelham, for the year ending March 1, 1886, find the Selectmen have issued orders to the amount of \$7,076.63, and said orders were properly receipted. And we find that the Town Treasurer has received \$7,886.49, and has paid the above mentioned orders of the Selectmen to the amount of \$7,076.63, leaving a balance in the treasury to the amount of \$809.86.

GEO. S. BUTLER,

CHARLES W. HOBBS,

*Auditors.*

**REPORT**  
**OF THE**  
**Superintending School Committee,**  
**FOR THE**  
**Year Ending March 1, 1886.**

# REPORT

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THE right presentation of any cause or interest depends upon a correct understanding of its purpose. Hence, the true end of the Common School should be distinctly in view at the outset of a School Report, and any notion that the Common School is primarily and chiefly to qualify children to get a living should be dissipated.

Men and women will get a living if there are no schools. The amount of schooling needful to merely get a living is very small. But the real object of the Common School is culture — the nurture and discipline of mind, the development of manhood and womanhood; and the best methods for this end should be sought and used.

Concerning methods and studies there are two things that it is of the first importance to consider: First and always, the effect on the mental powers; and secondly, will these methods and studies the best furnish the mind. Many a child's mental powers have been fatally impaired by injudicious methods and ill-adapted studies. The child is often kept on studies that have no value apart from discipline, when he might have been pursuing others that would have yielded the same discipline, and at the same time have been furnishing the mind.

## NEW METHODS.

The work of Education has its problems to solve. One of these is how to attain the largest results with the least waste and loss. The thoughtful person stands aghast at the great waste in connection with all work in this world, and one of the things that progressive science is concerned with, is how to lessen this waste.

The discoveries of the age are not merely unknown forces and instruments for their use, but methods of a better adaptation and more economical. It is to be noticed that howsoever excellent were many of the methods of the past, it is not only impracticable but impossible to use them now. Suppose the methods of life a century ago were better than those of this day, everything is so changed that there can be no return to them. But while those methods were good, it may be excellent, still the present are better.

This is true in regard to the implements for all kinds of labor. The scythe and snath have performed excellent service in the past, in gathering the hay-crop of New England, but because of this no one would say, away with the mowing machines of this day. The carpenter's fore-plane has done excellent service in the past, but he would not be wise to cling to this and forego the planing machine of this day. So there are text-books that have been very useful in the past generations, that have done invaluable service, but is it wise to ignore the better ones of this day and cling to those of the past because of the merit they then had?

It is to be observed that there must be a preparation for the use of new implements. The farmer must prepare his fields for the mower, or he had better continue to use the scythe and snath. He must learn to use the new machine, or he had better retain the old. But



in a matter of the importance of the Common School, the new methods should at once be recognized and used.

#### THE TEACHER.

Perfection cannot be found in humanity. But the teacher should be as near this as possible. It is very desirable that the teacher have that rare make-up that is pleasing to both parents and pupils. But this should not be the prime consideration in estimating the teacher's value. The supreme thing, the essential test, is, the work done, the influence exerted. Is the school pure? Are the tastes of the pupils becoming more refined? Is there real study, thorough intellectual work in the school? If these ends are secured, then other criticism should not prejudice the teacher.

#### THE SUPREME IMPORTANCE OF THE SCHOOL.

There is a fearful loss from a failure to recognize this. In some instances it is nearly one hundred *per cent.*, almost a total loss. Outside influences are permitted to take the life out of the school and *the pupils*. Not merely intellectual life, but everything in the true charm of youthful life. Such influences not merely distract the school, but they destroy it. And, besides, they lay their rude hands upon all that is beautiful in youthful simplicity and freshness, and most sadly mar it.

#### SCHOOL SUPERVISION.

In considering the subject of public education, the first inquiry that presents itself is, who are the competent directors of it? How can it be managed the best?

In all departments of business and industry, experience and skill are considered indispensable. Anything else conducted as the schools are, would be an absolute failure. And the schools, in comparison with what they might be, are such a failure. Apart from a competent teacher, they need a constant and thorough supervision. This is a subject that has been considered by the Massachusetts Board of Education, and a bill has been drafted, providing for and making provision for a superintendent of the schools in the small towns. The schools ought to be visited by the superintendent at least once in two weeks. Aside from the correction of any faults that may exist in the schools, he can make helpful suggestions to any teacher; indeed, the better the teacher, the more helpful he can be. In other things it is the most for your money. The most for the school money cannot be secured without such supervision.

#### CLASSIFICATION.

This is of great importance in the welfare of the schools. There should be a course of study of such a nature that pupils of mixed attainments may be brought together in classes. The notion that a pupil's best progress consists in his going over all in a book, in the order of the book, is a mistake. In most text-books there are certain portions that the pupil may skip for the purposes of classification, and make these up at some subsequent time, with no detriment to himself. In a wise management of the schools, pupils of a similar age may be carried along together through a course of study. These studies should be wisely selected and arranged by the school authorities, and the several classes of children expected to pursue them in their course.

## BOOKS.

The matter of text-books embarrasses the schools very much. Some children find it difficult to conform to the classification because of the expense of books. The committee hesitates to make changes because of the hardship it would be to some parents, and thus the question is raised, if it would not be better for the town to furnish the books. There are arguments upon both sides of this question. Much of the waste in the schools could be remedied by this method, and the absolute results increased many fold. Many parents would prefer that their children should own their books. In the case of others, it should be understood, that the books are the property of the town, and should be in the possession of the scholars only during the term of school, and some place should be provided for their safe keeping.

There is a great defect in connection with the course of reading, that needs correction. A pupil reads through one grade of the series of reading books. He is familiar with these selections, and needs some fresh reading. It is very rare that he is qualified for the next series—though as the system now is, he goes into it—but, instead of this he should take another reader of the same grade. If the schools were supplied with different readers of the same grades, it would greatly facilitate the progress of the reading classes.

## WRITING.

Not merely the mechanical part, but the expression of thought, is of great importance in the simplest educational course, and an attainment that ought to be made in the Common School. The pupil in the Common School should learn to put his thoughts on paper with

the same facility that he can utter them in conversation. It does not take the child long to get Arithmetic sufficient for the common duties of life, such as to compute one's earnings, and make change in the ordinary purchases of the necessaries of life. But to have so learned to put one's thoughts upon paper that one can readily communicate in this way, is an attainment not only possible in the Common School, but which should be made. This, and the ability to read, are the most essential educational acquisitions for human happiness and social welfare.

#### THE NEW EDUCATION.

Education is the live question of the age and day. There is not a school, college, or literary institution of any importance in the land, where methods are not undergoing revision, and courses of study are subjected to constant discussion. Many things are acknowledged faulty, others false, and others, though true and good, it is conceded must be modified to have practical value in this age. There are improvements that all acknowledge. There are changes that there are scarcely any who do not admit that they are beneficial. The exclamation of parents is common — "If there only had been such things in my school-days!" This age, though utilitarian in spirit, is waking to the fact that education is not a utilitarian matter, in the ordinary acceptation of the term.— something for a mere end — but something that relates to one's personality, the growth of all one's powers, the influence that shall set every faculty free, that shall give character the most complete development, something that regards the tastes and sensibilities, the conscience and the moral nature, and while fitting one for the largest and truest life, will also fit

him for all the possibilities and opportunities of his future.

Education is not altogether in the books studied, but from people with whom intercourse is held; hence the importance of the character of teachers and associates. Observation and attention to contemporaneous events are most efficient and invaluable agencies in a true education. President Porter says this has been a characteristic in education at Yale. But it is as necessary and may be made as efficient in the most Primary Schools.

A difficult thing in education is to instruct the mind and not weaken it. To pour information into the mind and not crack it, — though it is questioned if it be possible to put information into any mind, — the true educator will create mental wants and lead the pupil *himself* to satisfy them. A great fault in the schools is that the teacher carries the scholars instead of insisting that they must go *themselves*. The state of the public sentiment on education rather compels this. A teacher could hardly retain his position who should refuse to carry the scholars and should insist that they go alone. But there can be no real scholarship, no genuine advance in any study, only as the pupil is made to go alone and do the work himself. And there is no more reason why the teacher should be continually performing the pupil's questions in Arithmetic, finding his answers for him in Geography, and parsing his sentences in Grammar, than there would be for him to do the pupil's play at recess.

#### MECHANICAL EDUCATION.

The methods and notions of the schools in the past may, to a large degree, be designated as mechanical. Mind has been treated more as if it were inert matter,

than a thing of life, with energies to be called forth. In the case of pupils of scholarly ability, it did not make so much difference, though it was a damage to *such*. From this cause the faculty of memory, though of great importance, has not received its best culture. This is attained only in union with the habit of association. But the two studies in which this method has been the most disastrous, are Arithmetic and Grammar. In the case of pupils with an aptitude for these studies, the evil is not so apparent. Pupils of a mathematical turn of mind will, by a kind of intuition, learn the combinations of numbers and processes to facilitate their use. But those, the cast of whose minds is not mathematical — and this probably includes the majority — will be only tortured and mentally damaged by the mechanical process. Ordinarily pupils should not be put to the task of memorizing tables, *only* as they have made them, and the whole should grow up in their minds from the combination of numbers in the simplest and most elementary forms. Those who have given the subject the most thought, and who have had the largest experience, are convinced that the best development of children in intellectual arithmetic, is when the pupil thinks upon his feet. The mind attains the most strength and discipline by being put to its highest tension, by questions wisely framed and given in an exercise of a few minutes. And the minds of an ordinary class in Arithmetic are stultified rather than quickened, by brooding an hour over mental arithmetic. The true course is to let the written arithmetic have the larger portion of the time — in the case of young pupils — after they are familiar with the elementary combinations of numbers, giving them mental exercises on their feet, when for the time they are compelled to their best mental effort, so that the pro-

cesses of complicated mental work shall come after more attainment in the written.

In Grammar the mechanical course is very damaging. It creates a distaste for the study, stultifies the powers of mind, and utterly fails to compass the end of a most interesting and invaluable science. Instead of being taught to find the golden chains and trace the silken threads, in which thought is linked and woven into sentences and paragraphs, and thus get their own minds absorbed in their own operations, and brought into a delightful experience of their own mental activities, they have no higher views of this delightful study than the mechanical application of certain definitions and rules, unintelligible to themselves and void of all beauty.

#### THE ESSENTIAL THING IN EDUCATION

Is that the pupil learns to think clearly. This is the first in the process. This should be the prime aim and purpose of the teacher. Thus, and thus only, will the pupil be educated for the necessities of life, for its duties, for citizenship, for happiness, and his best welfare. The Hon. Edward Atkinson recently said "that a man may have gained more out of what he has forgotten, than out of what he has remembered of his school instruction, if in the process of instruction he has learned to use his own faculties."

#### THE PAST YEAR.

The schools have maintained their average standing. Some of them have been favored with the instruction of experience and progressive thought. The ripening fruit of the same instruction continued from year to year is very manifest, beautiful and rich. In some instances

good instruction has failed of its end because of obstacles that ought not to have been in its way.

And while in the comparison of the schools of the town with the schools of the state one must be convinced that they rank well, still one shrinks from the contemplation of the great waste, from the faulty methods that the best teachers have to conform to because of a public sentiment not sufficiently advanced. Many of the causes of this waste have been noticed in the reports of past years. Things needed—absolutely needed—in school appliances, have been named again and again. Every friend of the young, every lover of the cause of education, can but earnestly desire an increase of intelligence in the popular mind, upon the true welfare of the Common School. For with an enlightened and united public sentiment, there is no limit to the excellence that the Common School may attain.

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### ROLL OF HONOR.

The following scholars were not absent or tardy during the year :

CARRIE E. FARNHAM,  
BLANCHE CARLTON,  
MARY A. CUTTER,  
PAUL R. CUTTER,

ALBERT L. JONES,  
FREDERIC H. SMITH,  
WALTER SPALDING,  
FRANK M. CARLTON.

Not absent for two successive terms :

ALICE G. STICKNEY,  
LILLIE L. GILES,  
ELLA F. CURRIER,  
LIZZIE M. COBURN,  
EMMA L. COBURN,  
BESSIE F. JONES,  
BERTHA M. SMITH,

CLARENCE A. STICKNEY,  
EDDIE FARNHAM,  
HARPER B. GILES,  
NORMAN MANSUR,  
OSCAR E. MANSUR,  
OTIS W. BUTLER.



## STATISTICS.

DISTRICT No. 1.—WILLIAM A. COUILLIARD, Prudential Committee. Miss Susan M. Smith, teacher for the year. Number weeks of school, 31. Length of first term 9 weeks, second term 10, third term 12. Number of different pupils, first term 33, second term 34, third term 32, for the year 40, average attendance for the year 25, boys 17, girls 23. Wages of teacher, first and second terms \$32, third term \$36. Miscellaneous expenses, \$19.17. The whole school attended to reading and spelling, 26 to penmanship, 27 to arithmetic and geography, 12 to grammar, 9 to history, 20 to composition and drawing, 1 to Child's Book of Nature, 4 to physiology, 1 to book-keeping, 4 to algebra, 1 to geometry, 2 to botany. Number visits by the Superintendent 14, by others 30.

DISTRICT No. 2.—F. A. CUTTER, Prudential Committee. Miss M. Amanda Cloyd, teacher for the year. Number weeks of school, 31. First and second terms 9 weeks, third term 13 weeks. Number different pupils, first term 29, second term 27, third term 32, for the year 38, average attendance for the year 26, boys 24, girls 14. Wages of teacher, first and second terms \$32, third term \$40. Miscellaneous expenses, \$11.99. The whole school attended to reading, spelling, arithmetic, grammar, composition and vocal music, 14 to history, 11 to physiology, 3 to algebra. Number visits by Superintendent 11, by Prudential Committee 6, by others 24.

DISTRICT No. 3.—REI HILLS, Prudential Committee. Miss Annie J. Blanchard, of Windham, teacher for the year. Number weeks of school, 32. First and second terms 10 weeks each, third term 12. Number of different pupils, first term 17, second term 20, third term 21, for the year 23, average 15, 5 came from an adjoining town, from this town 18, boys 10, girls 8. Wages of teacher, first term \$28, second term \$30, third term \$32. Miscellaneous expenses, \$7.50. The whole school attended to reading and spelling, 19 to penmanship, arithmetic and geography, 11 to grammar, 3 to history, 6 to composition, 4 to drawing, 2 to physiology, 2 to book-keeping. Number visits by Superintendent 10, by Prudential Committee 4, by others 57.

DISTRICT No. 4.—SAMUEL KELLEY, Prudential Committee. Miss Alice E. Wilder, of Keene, teacher for the year. Number weeks of school, 30. First and second terms 9 weeks each, third term 12. Number of different pupils, first term 24, second term 25, third term 19, for the year 31, average attendance for the year 19, boys 12, girls 19. Wages of teacher, first and second terms \$32, third term \$36. Miscellaneous expenses, \$30. The whole school attended to reading and spelling, 29 to penmanship, 26 to arithmetic, 20 to geography, 14 to grammar, 1 to history, 21 to composition, 1 to physiology, 4 to algebra, 24 to botany. Number visits by Superintendent 11, by Prudential Committee 6, by others 96.

DISTRICT No. 5.—GRANVILLE B. CURRIER, Prudential Committee. Miss Mary A. Taylor, of Salem, teacher of first term. Miss

Georgietta W. Knight, of Londonderry, teacher of second and third terms. Number of weeks of school, 30. First term 8 weeks, second term 10, third term 12. Number of different pupils, first term 29, second and third terms 31, for the year 35. Average attendance for the year 26, boys 19, girls 16. Wages of teacher, first and second terms \$30, third term \$32. Miscellaneous expenses \$28.80. The whole school attended to reading and spelling, 25 to penmanship, 21 to arithmetic, 17 to geography, 12 to grammar, 4 to history, 15 to composition, 3 to physiology, 2 to philosophy, 2 to Child's Book of Nature. Number of visits by the Superintendent 14, by others 70.

District No. 6. — There has been no school.

The wages of teachers are per month, and include board. The whole number of scholars is the number of different scholars of the district that have attended the school the past year. Number of children in town, between the ages of 5 and 15, as appears by the school registers, is 153. The number that has been in the schools the past year is 162; 23 of these were over 15, 82 boys and 80 girls.

The amount expended for schools, including wages for teachers and miscellaneous expenses, is \$1,356.46, as appears by the report of Selectmen, of orders drawn by Prudential Committees, viz: —

District No. 1, for 31 weeks of school . . . . .	\$284 17
District No. 2, for 31 weeks of school . . . . .	281 99
District No. 3, for 32 weeks of school . . . . .	248 50
District No. 4, for 30 weeks of school . . . . .	282 00
District No. 5, for 30 weeks of school . . . . .	259 80

In three of the districts the amount of the orders drawn correspond exactly with the report of expenses as they appear in the registers. In two of the districts there are discrepancies. In one instance of \$5, in the other of \$4. In one instance against the district, in the other in favor of the district. The expense per scholar is \$8.37.

AUGUSTUS BERRY,

*Superintending School Committee.*

PELHAM, March 1, 1886.