REPORTS

OF THE

SELECTMEN, TREASURER,

AND

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF ANDOVER

FOR THE

YEAR ENDING MARCH 1, 1875.

CONCORD, N. H.:
THE PEOPLE STEAM PRESS.
1875.
REPORT OF G. J. SWETT, TREASURER,

After settlement to March 10, 1874.

1874.

March 1. Cash on hand at time of settlement, $1,239.84

1874. Paid—

March 1. N. Woodbury, Jr., auditor, $1.50
2. E. G. Emery, keeping transient paupers, 2.75
   G. J. Swett, cash paid transient paupers, 1.00
   C. J. White, work on highway and snowing bridge, 10.15
   S. M. Cilley; services after settlement in 1873, 3.00
   Daniel Davis, breaking roads and cutting bushes, 2.50
   J. A. Rowe, breaking roads, 2.75
   G. J. Swett, for stationery, .25
3. J. M. Comins, work on Pierce and Brown road in 1873, 29.00
6. Ezekiel Bartlett, damage to sleigh, 3.00
   Frank Tucker, breaking roads, 1.80
7. Clark Durgin, goods del'd to H. M. Buswell, (small-pox case), 18.04
   E. G. Emery, getting reports printed, 3.78
   E. G. Emery, services after settlement, 5.75
   Geo. J. Swett, services after settlement, 6.75
9. Eben Currier, Jr., for keeping Electa Mitchell to date, 22.00
   Eben Currier, Jr., wood for Mrs. Bartlett, 5.75
10. Ziba Severance, breaking roads, 17.90
    A. C. Thompson, breaking roads, 12.20
    J. W. Elkins, drawing stone for Cilleysville bridge, 5.00
    Joseph Rayne, breaking roads, 4.50
    Oliver Rayne, breaking roads, 3.15
    E. C. Merrill, breaking roads, 4.35

Leaving balance in treasury, $1,072.97

G. J. SWETT, Treasurer.
The Selectmen credit the town for the year ending March 1, 1875, as follows:

1874.

March 16. By cash in treasury, $1,072.97
list of taxes assessed April 1, 1874, 5,779.76
June 25. cash of R. C. Carr, Collector for 1873, 400.00
Nov. 19. savings bank tax, 1,068.64
railroad tax, 973.94
literary fund, 126.28
U. S. bounty, 32.00
Dec. 19. cash of R. C. Carr, for 1873, 200.00
20. cash received of J. G. Eastman for old bridge plank, 1.00

1875.

Feb. 8. cash received of county for support of county paupers, 345.17
17. cash received of R. C. Carr, Collector for 1873, 455.41
cash received in abatements, 69.59
19. cash of C. W. Bartlett, Collector for 1870, 6.41
cash in abatements, 29.75

$10,561.02

DISBURSEMENTS.

1874. Paid—
Nov. 19. State tax, $1,308.00
Aug. 18. County tax, 1,135.78

SCHOOL TAX.

Dist. No. 1. Silas V. Bean, $28.00
2. Eben C. Cilley, 111.57
3. John E. Babbitt, 109.63
4. George H. Morrill, 234.25
5. C. E. Currier, 94.17
7. Jos. D. Philbrick, 134.43
8. C. J. White, 90.35
9. John D. Aikin, $8 26
10. H. M. Putney and C. A. argin, 26 6 10
11. Frank Tucker, 34.89
District 12. W. A. Emery, 72.17
13. Geo. F. Shaw, 56.54
15. W. S. Howard, 10.60
15. W. S. Howard, for 1873, 12.14

$1,313.19

Due Dist. No. 1, $14.82
Due Dist. No. 10, 5.74
Due Dist. No. 14, (no school), 5.14

$25.70

SCHOOL-HOUSE TAXES.

Paid—
Nov. 5. Gerry Morgan, Dist. No. 4, 400.00
Dec. 15. Gerry Morgan, Dist. No. 4, 226.91
Nov. 27. E. C. Keniston, Dist. No. 5, 25.00
Dec. 17. C. J. White, Dist. No. 8, 8.00
Oct. 26. W. J. Cilley, Dist. No. 1, 12.00
1875.
Feb. 19. E. C. Keniston, Dist. No. 5, 25.00

$956.91

Due Dist. No. 4,

TOWN PAUPERS.

1874. Paid—
April 24. Eben Currier, Jr., for keeping Electa Mitchell from May 9 to April 27, $28.00
May 25. Eben Currier, Jr., for keeping Electa Mitchell from April 27 to May 25, 16.00
Aug. 8. Eben Currier, Jr., for board, nursing and funeral expenses of E. Mitchell, 44.57
Nov. 18. H. A. Weymouth, medical attendance on Electa Mitchell, 2.25
1875.
Jan. 15. C. G. Pevare, goods delivered to Aaron White Sept. 22, 8.23
C. G. Pevare, goods for E. Mitchell, 2.18
18. Quimby & Keniston, goods for Edwin Eastman, 18.59
Feb.  1.  C. W. Cole, robe for Electa Mitchell,  2.65  
       A. L. Greaves, coffin for E. Mitchell,       8.50  
20.  C. E. Currier, for boarding Edwin Eastman  103.62  
       from April 22, 1874, to date,  
       C. E. Currier, 1 pair shoes,       2.00  
       C. E. Currier, making pair sheets,       .50  

$242.09

COUNTY PAUPERS.

1874.  Paid—

Mar.  21.  Proctor Mills, for goods delivered to family of  
           O. S. D. Flanders,  $2.95  

April  4.  R. M. Rowe, coffin and robe for Mrs. Flanders,  16.00  
           Rev. J. Granville, attending funeral of Mrs.  
           Flanders,  2.50  
       24.  C. W. Woodbury, cash paid transient paupers,  1.50  
       25.  W. D. Tuttle, aid to transient pauper,  2.10  

May  1.  J. H. Tucker, keeping Mrs. E. G. Sargent  
           12 5-7 weeks to date,  9.54  
       6.  A. K. Decatur, keeping Matilda Hardy 13  
            weeks to May 3,  13.00  
       23.  H. A. Weymouth, medical attendance for  
            Mrs. Flanders,  36.50  
       30.  A. K. Decatur, keeping Matilda Hardy 3 1-2  
            weeks,  3.50  

July  1.  Wm. Gordon, keeping 8 transient paupers,  7.92  
       31.  J. H. Tucker, keeping Mrs. E. G. Sargent  
            from May 1 to July 31,  9.75  
            E. G. Sargent, for keeping George W. Ripley  
            two weeks,  2.00  

Aug.  25.  Hervey Elkins, keeping Hannah Kimball  
            from February to August 30,  30.00  

Nov.  3.  J. H. Tucker, keeping Mrs. E. G. Sargent,  9.96  
       18.  H. A. Weymouth, medical attendance for  
            Mrs. J. Bartlett,  3.25  
            H. A. Weymouth, medical attendance for  
            Frank Keniston,  11.35
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Dec. 8</td>
<td>W. D. Tuttle, aid rendered transient pauper</td>
<td>1.00</td>
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<tr>
<td>19</td>
<td>Daniel Downs, wood for Mrs. Bartlett</td>
<td>6.00</td>
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<tr>
<td>26</td>
<td>Hervey Elkins, keeping Hannah Kimball</td>
<td>22.00</td>
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<tr>
<td>1875</td>
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<td>Jan. 1</td>
<td>W. D. Tuttle, aid rendered transient paupers</td>
<td>.80</td>
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<td>15</td>
<td>C. G. Pevare, goods for Frank Keniston</td>
<td>2.48</td>
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<td>23</td>
<td>J. H. Tucker, keeping Mrs. E. G. Sargent</td>
<td>9.85</td>
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<td>25</td>
<td>W. D. Tuttle, aid rendered transient paupers, O. E. Eastman, for boarding Mrs. Scribner 10 days while sick in 1873</td>
<td>1.50</td>
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<tr>
<td></td>
<td>H. W. Kilburn, 1-2 cord wood delivered to Frank Keniston</td>
<td>2.00</td>
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<td></td>
<td>H. W. Kilburn, keeping transient paupers</td>
<td>2.00</td>
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<td>30</td>
<td>A. K. Decatur, keeping Matilda Hardy</td>
<td>35.00</td>
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<td></td>
<td>H. A. Weymouth, medical attendance on M. Hardy</td>
<td>.65</td>
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<td>Feb. 1</td>
<td>C. E. Currier, keeping David Gardner twelve days</td>
<td>6.00</td>
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<td>Clark Durgin, goods delivered to Mrs. J. Bartlett</td>
<td>40.67</td>
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<td>Clark Durgin, goods delivered to Daniel Ordway from March 11 to December 7, 1874</td>
<td>28.07</td>
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<td>Clark Durgin, goods delivered to Frank Keniston</td>
<td>8.29</td>
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<td></td>
<td>Clark Durgin, keeping transient paupers</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Albert F. Hale, digging grave for Mrs. O. S. D. Flanders</td>
<td>3.00</td>
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<tr>
<td></td>
<td>W. D. Tuttle, aid rendered transient paupers</td>
<td>1.00</td>
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<tr>
<td></td>
<td>Otis R. Conner, wood, pork, and potatoes for Mrs. Bartlett</td>
<td>16.81</td>
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<tr>
<td></td>
<td>C. W. Woodbury, for aid rendered transient paupers</td>
<td>1.70</td>
</tr>
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**EXTRA HIGHWAY.**

| 1874 | Paid— | $363.94 |
| Mar. 16 | Alfred Weare, breaking roads | $1.20 |
| 30 | H. W. Kilburn, breaking roads | 5.23 |
| May 6 | Alfred Weare, work on road in March and April | 3.30 |
May  6.  James Sullivan, breaking roads,                  3.07
June 23.  R. R. Emery, work on road,                   10.00
          W. J. Cilley, 210 hours' work on road,       40.00
          W. J. Cilley, 995 ft. planks for Finney bridge, 10.00
27.  Jos. A. Rowe, work on road,                      5.00
July 10.  R. R. Emery, work on road,                   8.90
Aug. 26.  C. W. Woodbury, 3 days' work on Seavey bridge, 6.00
          Wm. D. Woodbury, 2 1-2 days' work on Seavey bridge, 5.90
          Geo. W. Cilley, work on Seavey bridge,          .75
          Proctor Mills, building abutment, and new bridge at Cillessville, 310.00
          Proctor Mills, 1270 ft. bridge planks,          15.24
Sept.  1.  Jacob Rowe, work on road,                    20.00
          Jos. A. Rowe, work on road,                     7.00
Oct.  29.  Samuel Swett, work on road,                  5.85
          Jos. A. Rowe, work on road,                     2.25
Nov.  3.  J. H. Tucker, work on road,                   3.20
12.  John R. Emery, working non-resident highway taxes, 12.42
19.  Proctor Mills, 1965 ft. bridge planks and stringers, 27.51
          Proctor Mills, for 57 days' work on Bog bridge, and wing of abutment at Cillessville, 76.59
          Proctor Mills, for use of derrick,              8.00
          Proctor Mills, extra pay of John Buzzell,       4.00
          Proctor Mills, 33 days' work on fill,           49.50
23.  J. H. Emerson, 4 days' work on bridge at E. Andover, 6.00
26.  Nehemiah Emerson, 3 3-4 days' work on bridge at E. Andover, 5.75
          J. G. Eastman, 10 1-2 hours work on road, winter of 1873, 1.57
Dec. 19.  Daniel Downes, work on road, and 334 feet planks, 58.08
21.  C. H. Merrill, work on bridge at Hame Factory,     6.00
1875.

Jan. 13. Peter Bythraw, cutting and hewing stringers for bridge at E. Andover, 2.50
14. Jacob Rowe, in full for work on roads, 5.68
15. C. G. Pevare, nails and spikes for bridge at E. Andover, 1.74
23. James Seules, work on Seavey bridge, 2.00

Feb. 13. B. E. Swett, labor and material on bridge, in June, 14.60
A. S. Edmunds, work on road in June, 11.00
R. R. Emery, breaking road in Jona. Emery's Dist., 16.50
R. R. Emery, breaking road in his Dist., 17.08
15. G. F. Shaw, breaking roads 157 hours, 26.16
W. D. Tuttle for labor $3.80; and 3031 ft. of plank, $42.48, 46.23
W. D. Tuttle, labor and material for bridge at East Andover, 64.95
16. Robert Dawes, work on road, 4.50
W. S. Howard, work on road, 3.00
C. W. Woodbury, work on bridges, 3.15
C. M. Wiggin, breaking road, 12.50
C. M. Wiggin, breaking road in R. R. Emery's district, 2.00
17. J. D. Philbrick, plank, August, 1873, .57
C. J. White, breaking roads and snowing bridges, 20.65
John Batchelder, breaking roads, $2.67; work on road in 1873, $1.00, 3.67
J. A. Rowe, breaking roads, 18.33
Eben Bennett, breaking roads in 1873-74, 12.90
Ziba Severance, breaking roads, 11.02
Ziba Severance, extra work on road, 12.20
E. C. Merrill, breaking roads, 13.00
W. S. Marston, 1250 ft. oak stringers, $25.00; work on road, $5.00, 30.00
Wm. H. Weare, breaking road, 8.00
H. W. Kilburn, breaking road and work on road, 52.40
Feb. 17. C. W. Cole, spikes for bridge at E. Andover, 1.50
18. A. A. Weare, work on Philbrick road, $7.20;
   breaking road, $13.56,
   John E. Babbitt, working out non-resident
   highway tax on Alexander pasture, 2.73
   Wm. H. Edmunds, breaking roads, 8.67
   Wm. H. Edmunds, breaking roads, 1.50
   J. D. Philbrick, breaking road, 23.85
   Wm. Greaves, breaking road, 15.00
   Samuel Swett, breaking road, 16.14
   John Batchelder, breaking road, 2.12
20. O. E. Eastman, breaking road, 11.88
   O. E. Eastman, work on road, 23.58
   J. G. Eastman, breaking road, 8.66
   A. B. Durgin, breaking road, 5.50
   Joseph Brown, breaking road, .83
   Geo. H. Haley, breaking road, 12.82
   W. B. Emery, breaking road, 6.00
   J. M. Mitchell, breaking road, 2.17
22. Daniel Downs, breaking road, 50.15
   Daniel Downs, work on road, 2.50
   C. H. Merrill, breaking roads, 25.61
   Michael Loveton, .90

$1,376.52

LAWYERS' AND WITNESSES' FEES.

1874. Paid—
Sept. 5. John M. Shirley, services in Morrison v. Andover, 1872–3, $64.00
   John M. Shirley, services in Webster v. Andover, 1872–3, 26.00
   John M. Shirley, services in Buzzell v. Andover, 24.00
Nov. 15. John M. Shirley, services in Spaulding v. Andover, 81.72
1875.
Jan. 22. James Scales, witness fees, Andover v. Wilmot, 1.54
   M. F. Moody, witness fees, Andover v. Wilmot, 1.01
   G. J. Swett, witness fees, Andover v. Wilmot, 1.90
Jan. 22. C. E. Currier, witness fees, Andover v. Wilmot, 1.90
Thomas Haley, witness fees, Andover v. Wilmot, 2.02
Ziba Severance, witness fees, Andover v. Wilmot,
Sam'l Swett, witness fees, Andover v. Wilmot, 1.90
W. H. Edmunds, witness fees, Andover v. Wilmot,
J. A. Rowe, witness fees, Andover v. Wilmot, 2.26
Watson Dickerson, witness fees, Andover v. Wilmot,
W. B. Emery, witness fees, Andover v. Wilmot, 1.73
James Scales, getting witnesses, 2.00
Feb. 12. James Scales, fees as witness, Andover v. Wilmot, 1.30

$218.69

CURRENT EXPENSES.

1874. Paid—
Nov. 17. David Merrill for warming and cleaning hall, $2.00
April 1. Quimby & Keniston, 3 inventory books, 1.11
Henry N. Bent, 3 dinners while taking invoice, 1.20
Wm. Gordon, board and lodging while taking invoice,

2. W. J. Cilley, dinner and horse baiting while taking invoice,
H. P. Gile, 2 dinners, .50
Calvin Campbell, dinner and horse baiting, .75
7. Samuel Morrill, horse baiting, .50
15. C. W. Cole, stationery, .50
E. C. & G. G. Bailey, printing reports for 1873, 60.00
24. C. W. Woodbury, car fare and board while taking inventory, 3.15
August 2. 5 per cent. on $27.83, tax paid before Aug. 1, 139.15
26. Wm. Gordon, 2 dinners and horse baiting, 1.50
M. J. Leavensworth, damage to sled in April, near Dyer’s crossing, 5.00
Oct. 22. H. H. Harriman, perambulating line between Andover and Warner, 1.50
### Oct. 22.
Horse baiting and two dinners, perambulating line, 1.50
26. John Proctor, public watering place, 3.00
   John Proctor, use of hall, 1874, 10.00

**1875.**

### Jan. 15.
C. G. Pevare, stationery and postage stamps, 3.43
18. C. G. Pevare, 2.25
23. Wm. Gordon, hotel bill, trial Andover v. Wilmot, 9.61
   Wm. Gordon, use of hall, 6.00

### Feb. 16.
W. D. Tuttle, 2 car fares to Concord and Potter Place, and expenses, 6.50
Daniel C. Durgin, setting guide-posts, self and team, 4.50
17. Quimby & Keniston, stationery, 1.20
Urial Rollins, over tax in 1871, 14.54
Geo. M. Stevens, over tax in 1871, 14.54
R. C. Carr, in abatements for 1873, 60.59
18. B. W. Sanborn & Co., books and stationery, 7.52
Zachariah Scribner, damage to wagon in 1873, 25.00
Clark Durgin, public watering place, 3.00
J. F. Kenerson, in part payment for guideboards, 17.64
Clark Durgin, Collector's fees, 60.00
Clark Durgin, in abatements, 12.01
Wm. H. Edmunds, damage on wagon, Apr. 21, 1873, 4.00
Samuel Swett, services in pauper case, 1.00
C. W. Bartlett, in abatements, 29.75
C. W. Bartlett, Collector's fees in full, 1.36
Clark Durgin, in abatements, 3.56

22. W. D. Tuttle, services after settlement in 1874, 6.00
   W. D. Tuttle, services as selectman for 1874 to date, 91.50
   W. D. Tuttle, horse hire, 21.50
   W. D. Tuttle, Treasurer's fees, 25.00
   W. D. Tuttle, board and horse keeping while making taxes and reports, 26.50
   C. W. Woodbury, services as selectman, 74.00
C. W. Woodbury, use of team, 8.00
George M. Stearns, services as selectman and use of team, 58.00

1874.
Dec. 19. Frank W. Proctor, in part for services as S. School Committee, 50.00

1875.
Feb. 18. Geo. H. Morrill, services as Town Clerk, 45.92
17. R. C. Carr, Collector's fees on $1,100, 11.00
22. F. W. Proctor, in full for services as Superintending School Committee, 25.00

$973.23

**DOG TAX.**

Whole amount dog tax received, $90.00

**PAID OUT.**

Feb. 20. C. S. Greeley, damage to sheep, $7.50
Susan Cilley, 6.00
Madison Heywood, 20.00
W. H. Weare, 4.00
John Batchelder, 12.00
J. D. Philbrick, 20.00
C. J. White, 5.00
John Wadleigh, 4.33
Wm. Greaves, 8.00
Jonathan Cilley, 3.17

$90.00

**RECAPITULATION.**

Whole amount received, $10,561.02

Paid—

State tax, $1,303.00
County tax, 1,135.78
School tax, 1,313.19
School-house tax, 956.91
Town paupers, 242.09
County paupers, 363.94
Extra highway, 1,376.52
Lawyers' and witnesses, fees, 218.69
Current expenses, 973.28
Sheep killed by dogs, 90.00

$7,978.40

Cash on hand, 1,670.77
Due from Clark Durgin, Collector, 911.85

$10,561.02

**LIABILITIES.**

Due School Dist. No. 1, $14.82
Due School Dist. No. 10, 5.74
Due School Dist. No. 14, (no school), 5.14
Due School Dist. No. 4, school-house tax, 223.09

$248.79

**DEBTS DUE THE TOWN.**

Due from W. S. Murston, on note, $139.28
R. C. Carr, Collector, 1873, 1,100.00
Clark Durgin, Collector, 911.85
Cash on hand, 1,670.77

$3,821.90

All of which is respectfully submitted,

Weare D. Tuttle, Selectmen
C. W. Woodbury, of
GEO. M. Stevens, Andover.

Having examined the foregoing accounts, I find the same correctly cast and properly vouched.

Henry M. Bosworth, Auditor.

Andover, March 1st, 1875.

There are in the State treasury bonds amounting to $9,091.67, and interest thereon since Jan. 1, 1872, as reported last year, which, as has been decided by the Supreme Court, belong to the town. The State tax for 1875 will be the same as last year,—$1,308.
REPORT

OF THE

Superintending School Committee.

In accordance with an old custom, a school report is annually submitted.

Several pages of small type are usually devoted to the exposure of the defects in the school system, and as many more are filled with suggestions of beneficial remedies. Every year the same story has been repeated; not always in the same language, but with little or no change of ideas.

When the report has been written, and the law complied with, the good citizen is satisfied. It is probably read by a majority of the voters in town, commented upon for a moment, and then consigned to the waste-basket.

The subject is then forgotten until the next annual report appears, and goes the way of its predecessor.

The long and complete report of the Superintendent of Public Instruction is distributed annually, containing miles of statistical tables, collected and printed at considerable expense, showing us how many square yards of blackboards our neighbors have in their school-houses, and other items, ad infinitum, pertaining to the schools. Valuable suggestions are offered to the town committees, whereby the schools may be benefitted.

Numberless Teachers' Institutes have been held throughout the State, for the purpose of discussing the educational problem in all its bearings, methods of instruction, and the respective advantages of different text-books have been dwelt upon at length.

Thus we work, trying to improve the common schools, and seeking to discover some patent process whereby our children can be educated without study, without teachers, without school-houses, and without school money.
We have no need to go so far from home to discover the faults of our school system. It is not necessary to look into some speculative theory to find a remedy. We have only to open our eyes to what is going on about us.

Let us take one of our own schools and examine its machinery: First, we must find a teacher. The prudential committee, in pursuance of his duty, hires a thing at ridiculously low wages, hunts up a boarding place for it, lastly sends it to the school committee for a certificate, and considers his duty done. A bundle of certificates, from various committees, showing a good character and sufficient educational acquirements, is usually produced. An examination fails to discover the necessary qualifications for a teacher, and we must try again. Another is tried with the same success. The prudential committee gets discouraged and loses his patience, but finally makes another trial. This time he gives the candidates fair warning, beforehand, that they will not, probably, be able to pass the required examination, and states for their edification that already two or three of his applicants have been rejected. Finally a sufficiently courageous candidate is found, and a certificate, authorizing the possessor to teach in a certain district, granted. It does not, however, state that he is well qualified to instruct youth.

The school opens. Into a dilapidated building, metaphorically called the school-house, come the scholars. Some of the little ones trudge along with their arms full of books, scarcely smaller than themselves. Each one insists on studying his book, perhaps unlike any other in school, and is determined to be in a class by himself. If the teacher remonstrates, reference is immediately made to the heads of the family at home, with a suggestion by the pupil, that he will not attend school unless he can have his own way.

After partial order has been brought out of chaos, the term progresses. A final examination discloses the fact that the scholars have been studying books too far advanced and beyond their comprehension, and that they have learned little or nothing.

The illustration we have taken is not a fair sample of the
schools in town, but it is too much like some of them. It may, however, teach us a lesson in school keeping.

The amount of school money annually raised is so small, that it is almost impossible to hire good teachers. Five districts in town have had only one term each, this year. Higher prices, paid for teachers in our neighboring States, have drawn away our best talent, and we can ill afford to lose it.

Teachers there are, in abundance—or, rather, those who pretend to be such. But money is worse than thrown away if expended in hiring them. In every other vocation in life, some especial aptitude, and a thorough preparation, are necessary to make a skillful workman. But for teaching nothing of the sort seems to be required. Any one who has graduated at our common schools—and many who have not—thinks himself capable of instructing youth.

Parents readily entrust the education of their children to such persons, seeming only anxious to keep them out of mischief at home. Occasionally we find good teachers, but, on account of small wages, they only remain here temporarily, and until another situation can be obtained.

Our school-houses, with a few exceptions, are structures worthy only to cover cattle, and, with their furniture, only to be compared with the instruments of torture of the old Inquisition.

Not one school in ten has a thermometer, whereby the temperature of the room may be regulated. One day it is as hot as a furnace, and the next as cold as the north polar regions. Sudden changes of the temperature in the school room produce coughs and colds, which beget consumption. With a thermometer and proper heating apparatus, a uniform temperature can be produced, and these evils avoided. In some of the school-houses a heat-measurer would be of no use, for the temperature in winter is never high enough to be measured on an ordinary thermometer. These houses are a disgrace to civilization.

Only a few districts have a globe or any wall maps; yet, with them, more geography can be learned in one term, than in years by the text-books alone.

There has been one notable example of this during the past
year. With these aids I believe one of our schools learned more about geography than all the other schools in town, together.

The hard labors of the teachers often times amount to nothing, through the interference of parents with their duties. This is oftenest seen in the selection of books for the pupils, which should be left entirely to the discretion of the teacher. He alone can tell what books each scholar can study with the most benefit.

Too often it happens if a scholar get corrected for any fault that the parent tells him he may not attend school any more.

In case any issue arise between teacher and scholar the former should be consulted, and implicit confidence not be placed in the word of the child, who, in a majority of times will misrepresent the facts.

Teachers complain of this as the most troublesome element in the schools, and in almost every case where there has been a want of success it has been assigned as the principal reason. In their remarks in the school registers this has been noticed by several teachers.

The efficiency of many schools is destroyed by a want of thorough and complete classification of the scholars. With thirty pupils and more it is impossible for any teacher to give each one proper attention, unless they are so classified that several can be instructed together. With only six hours in a school session there must be few classes. This cannot be done unless there be a uniformity in the text-books. It is a difficult matter to arrange scholars into a few classes, so that each one may have his proper place, and attempts of this kind invariably raise a question between parent and teacher.

Every one, naturally enough, thinks he knows the proficiency of his own child, and what books should be used. When we have many such minds confusion must follow. The cooperation of the citizens in this matter is especially needed. If this whole matter were referred to the teachers the beneficial effects resulting therefrom would be immeasurable. It may seem wrong for a scholar of acknowledged ability to go back into a class with others, not his equals; but, when we remember that unless this is done absolutely nothing can be
accomplished by the school, the wisdom of such a course is apparent.

Two of our larger schools have been graded into departments, with good results, and perhaps another might be benefited by such a measure.

There has been a tendency on the part of some of the teachers to hurry over a great deal of matter without thoroughly mastering it. "Haste makes waste" in school as well as out. Superficial cropping gives no lasting benefit, and things learned in a haste are quickly forgotten. Scholars have been studying the same subjects year after year with little apparent improvement. Once a subject thoroughly learned it can be left and the attention directed to something else. There is no reason why nothing but the three R's can be studied in our common schools.

It seems idle to repeat such ideas. They are to be found in every school report since the Flood. The trouble is not that people do not understand these things, but that they make no determined stand for a change. Every teacher will tell the same story, and then go on with his duties, entirely oblivious of its truth. They preach it fluently, but fail to put it into actual practice. One reason is, that scholars, as a rule, have a great desire to get through their books; parents, proud of their seeming proficiency, urge them along, forgetting that quality is of more avail than quantity.

It is not very rare to find a pupil entirely obscured by a book of huge dimensions, and in the end it rarely fails to eclipse his intellect. In one school I found a whole class of primer scholars reading—or trying to—in the fourth reader. I asked why they had these books, and received this answer: "The parents bought the books, and I did not wish to make trouble in the district by refusing to have them used." To my question, whether she was of the opinion that they might as well have no books, she gave an affirmative reply.

Too much attention is often paid to book definitions and words, and the scholar gets no idea of the meaning of the subject. This is a capital way to make poll-parrots. It seems to me, the folly of such a course is too palpable for argument; and yet, I find this method quite extensively practiced in acad-
emies, seminaries, and even colleges. The fruits of such training have been seen in the examination of applicants for teachers' certificates, and in our schools. Book questions are rarely missed, and sometimes, with a hint for a start, entire chapters of a text book can be given almost verbatim; but the simplest question, requiring only a sprinkling of common sense and a moment's reflection, are missed. It is astonishing to hear some of the answers brought out by such questions.

I know of no better way to characterize this system, than by the remark of one of our learned judges, who speaks of the fine print on the back of insurance policies as "devoted to the suppression of knowledge."

Let us educate our young scholars, who will sometime be teachers, so that facts shall be considered of more importance than words.

The State Normal School has been established for the purpose of educating teachers, properly and substantially, for our common schools. Especial attention is paid to their instruction with a view to their future vocation. The purpose of the school is commendable, and it should be an institution of which every citizen in the State would be proud. That it can be made a grand success, is fully exemplified by referring to similar institutions in neighboring States. Having had little opportunity to become acquainted with the school and its methods, I cannot justly criticise it. I desire, however, to call the attention of the State Superintendent to a few facts gathered in talk with teachers who have graduated there. I was told that "reciting by topic"—a kind of "parroting"—is a part of their system; that graduates are advised that they are not within the jurisdiction of town committees where they teach; and are instructed in what their duties, as teachers, consist, regardless of them.

Although considering the Normal School an essential part of our school system, I protest against its abrogating to itself the entire charge and management of the schools in the State.

I wish also to call the attention of parents to the fact that a majority of the scholars in town are using books too far advanced for them. It should not be forgotten that when a pupil takes an advanced text-book, it is only apparent progress.
It sounds nicely, but too often nothing is learned thereby, and valuable time is lost. A moment's reflection will convince every one of the fallacy of such a course. It is one of the principal reasons given by teachers for the lack of progress with their scholars, and a healthy interest in their lessons. No child can become interested in a subject which is beyond his comprehension.

One change has been made in the text-books during the year. I am aware that this power has been abused by committees, and perhaps always will be. In general, the opposition of citizens to changes of this kind is a wholesome restraint upon committees, but the feeling can be carried too far. When a book ceases to be valuable, having become out of date, it should be replaced by a better one. Improvements are being made in books every day, as well as in agricultural implements. My only reason for making a change was that the reading-books in use were absolutely worthless. I am confident I shall be sustained in this course by every one who will carefully compare the old books with the new ones.

Since many of our scholars, after leaving the public schools, will attend the academy in town, it is desirable to have our text-books, as far as practicable, like those used in that institution.

I have been somewhat embarrassed in affairs concerning school hearings, &c., on account of a want of proper legislation concerning them. In certain cases, as the law now is, it is a very difficult matter to serve notices in school districts. A bill was introduced at the last session of the Legislature, to remedy some of these defects, but it failed to become a law.

In the special reports I have endeavored to do justice to every teacher. It is a difficult matter to write such reports, without making some mistakes; but if any unfairness appear, it is owing to a want of appreciation, and not to prejudice. It has been my purpose to give credit only where it is due.

Finally, let me urge upon the citizens the necessity of their hearty co-operation with teachers, prudential and superintending committees. Sympathy with the school officers will incite them to greater efforts, while apathy and hostility will materially injure the schools.
No. 1.—Kearsarge.

One term, taught by Miss A. J. Hadley, a graduate of the New London Institution and a fine scholar. All of the classes showed good training, and have made progress in their studies. Some of the larger scholars who studied arithmetic seemed to be a little beyond their depth. The words in the book were rather large for their comprehension, and words were learned instead of ideas. Miss Hadley is a good teacher, and in my visits to her school I noticed only one fault in her system of instruction. She has apparently been taught that reciting by topic is the correct method. She has taken pains to teach the small scholars many things outside of the text-books. Considerable attention has been paid to writing, and the books are neat, free from blots, and show a marked improvement. I think they are the best looking writing-books I have found in the schools. Reading has been well taught. The analysis of words into their elementary sounds was well done by some of the large scholars. I would recommend this plan as a valuable one to other teachers in town.

Three scholars have a clean score—neither absent nor tardy during the term: Etta C. Seavey, Luella Bean, and Mary L. Seavey.

Register completely and neatly filled out. Length of term, eight weeks.

No. 2.—Cilleyville.

Taught by Miss Ada M. Farwell. On my first visit to this school I found a pandemonium of noise and disorder. The recitations were all poor, and only a very few minutes were devoted to each one. Questions were continually being put to the teacher, at all times during the recitations. There was no thermometer in the room, and it was so hot that well disposed scholars would not have kept quiet. On subsequent visits I found some improvement in the order and discipline of the school. How much of this was owing to my presence I
cannot say. At the final examination the primer class showed marked improvement, and some of the recitations in geography were quite good. But a majority of the classes made utter failures.

I hardly know what to say to do justice to this teacher. She took a demoralized school of thirty-seven scholars—more than one teacher could attend to. The first half of the term the school was as noisy as Bedlam, and more like it than a school. In such confusion no one could teach well. That the teacher worked hard, faithfully, and conscientiously, I have every reason to believe. She is a good scholar, and in most of the studies has good methods of instruction, particularly in reading, viz.: The phonic or sound method. I do not believe in the "topic method" of reciting, which she told me she learned at the Normal School. With many good qualities for teaching she lacks force, which alone would have enabled her to subjugate an unruly school. She says she had not the sympathy of the citizens of the district, and was not sustained by them in her efforts to improve the school. Register neat, clean, and correctly filled out.

A good teacher should be obtained for this school who has the energy, and moral and physical force, to infuse discipline into it, and then it will prosper.

The tops of the desks, which are now hung on hinges, should be fastened down, and holes cut underneath for the books. They are now used as playthings, by the scholars, and cause an immense amount of unnecessary noise.

Martha Swain, Lottie Durgin, Jennie Emerson, Abbie Emerson, Charles Cilley, and Frank Cilley, had neither absent, tardy, nor dismissal marks. Length of term, eleven and one-half weeks.

No. 3.—West Andover.

Miss Lilla Babcock, teacher, first term. At my first visit I did not form a favorable opinion of the school. The scholars were noisy and inattentive. On examination, however, the recitations were good, and the progress of the scholars quite satisfactory. The school was not as quiet as desirable, but the
scholars were all small, and perhaps kept as quiet as could be expected. This teacher had a very great interest in the welfare of the school, and deserves commendation for her efforts with the little ones, in teaching them many things outside of their lessons.

The register was filled out correctly. To one of the questions proposed in the register, she says "the house is well ventilated." I commend this answer to the consideration of the citizens of the district.

Length of term, ten weeks. Annie A. Howe and Sheldon Tewksbury were neither tardy nor absent during the term.

The winter term of nine weeks was taught by Miss Ellen Bailey. Notwithstanding the request of the teacher, several scholars persisted in bringing their old readers. The school was not as orderly and quiet as it should have been. Some of the larger scholars were communicating and gossiping, when they should have been studying their lessons. The recitations, as a whole, were poor.

Not receiving notice of the close of the school in due season, I failed to visit it a second time. Number of scholars, 21; average attendance, 15.5. If parents don't send their children more regularly than this, little progress can be made.

Register imperfect and not filled out with care. Edward C. Babbitt and S. E. Tewksbury were neither tardy nor absent.

No. 4.—Mooseum.

Two terms, taught by Miss Emma Merrill; the first of ten weeks, and the second of twelve. I made several visits to this school, and always found good order prevailing. In a school of forty-seven scholars, one seldom finds it as quiet as this was. The recitations were quite good, and everything promised a successful examination. But at the end of the term I found that much less progress had been made than I anticipated. I think this was owing to a lack of interest, on the part of the teacher, in the school; for she showed, whenever I was present, that she knew how to teach.

The second term there was an evident trial to improve upon the previous term's work, and its effects were seen at the final
examination. The reading was good, and would have been uncommonly so, had not a few of the scholars used books too far advanced for them.

It was the best drilled school in geography in town. This was no doubt owing to the judicious use of a fine series of outline maps, and every district in town should have something similar. Miss Luella Scales showed a marked proficiency in designating the principal divisions and locations on the maps. A fine globe had apparently been entirely overlooked by the teacher. A few questions regarding it, to one of the advanced classes in geography, showed a lamentable ignorance concerning it. It was not their fault, but that of the teacher. The examination of some of the other classes gave poor results, but on the whole there was a marked improvement on the previous term.

A part of the second term, one of the large scholars heard the recitations of the little ones in reading and spelling, giving the teacher more time for the other classes. There are too many scholars in this school for one teacher. With so many classes, and a short time for each, little can be done. If the same amount of money had been expended in hiring two teachers, much more would have been accomplished, and a better report given of this school.

Register imperfect. Allie H. Smith, Carrie M. Bridgman, Nellie E. Crosby, and Nellie A. Morrill, were neither tardy nor absent the first term.

No. 5.—BEECH HILL.

First term of six weeks taught by Miss E. L. Whitaker. The examination of the school did not show satisfactory progress. The school-room, at both of my visits, was quiet and the scholars orderly. The seats in this school-house are instruments of torture. On trial I found that I could not possibly sit quiet on one of them for any length of time. They should be replaced by something more comfortable. Register completely filled out, but not neatly done.

Miss Anna H. Eastman taught the second term. This was an improvement on the first term, and the recitations reflected
credit on teacher and scholar. Little, if any, improvement was made by the classes in the third and fourth readers. Each one should go back one book. The recitations in Colburn's were very good. The edition of "Cornell's Primary Geography" used here has no map of the United States.

Rosanna Currier, Freddie Eastman, and John Merrill, were neither absent nor tardy. Register correctly filled out. Length of term ten weeks.

No. 7.—Taunton Hill.

A pleasant little school of twelve scholars, taught by Mrs. Ruth Clark. The scholars moved about the room, to and from the classes, quietly and with some system. The recitations were very good. Some of the small scholars showed uncommon proficiency in their studies. Examination day nearly all the time was devoted to literary exercises. The labors of the teacher were quite satisfactory.

Register very neat and complete. Length of school eight weeks.

Second term. Some minutes taken at each of my visits on comparison seem paradoxical. At the first one everything was satisfactory; at the second I found that a majority of the scholars had left to attend the academy at Andover Centre. The examination of the balance of the school hardly gave sufficient data to fairly judge the merits of the teacher. It did not reflect credit on either teacher or scholars. The reading was poor, and the recitations in grammar and geography showed that the scholars did not comprehend what they had passed over during the term. This must have been due to a want of proper instruction, or of sufficient application on the part of the pupils.

The examination of Mr. Keneston, for a certificate, showed him well qualified for the position. The order and discipline of the school were excellent. The term was only six weeks and three days in length, and as much work could not possibly be done as in a long term.

Register complete. Mary A. Graves, Lucy A. Graves,

No. 8.—Boston Hill.

Miss L. A. Severance, teacher. The scholars evidently had little fear of the teacher. There was a very apparent lack of system in the recitations and school discipline. Three or four scholars were reciting at the same time, and the whole school were continually asking questions, taking the attention of the teacher from the classes.

Something seemed to have a remarkably somniferous effect on the scholars. Three little ones were with difficulty kept from falling asleep. At last the committee got drowsy. On the whole, this was a very sleepy school. Register perfect.

The second term was commenced by Charles A. Greene. After a session of five weeks, I found that the services of the teacher were no longer profitable to the district, and the term was ended prematurely. Register imperfect.

Mr. Luther M. Keneston was hired to finish this term, but unfortunately was taken sick, and only remained a week. I found that he had brought order out of chaos. The school was in good condition, with prospects of a happy termination to the unfortunate commencement.

Miss Lucy Connor was engaged to take Keneston's place. I have been unable, on account of the inclemency of the weather and the condition of the roads, to visit the school since she took charge of it. I have, however, heard good reports from the school. Miss Connor has taught in town before, and her schools have had favorable notice in the town reports.

No. 9.—Flaghole.

This school commenced with favorable prospects, with Mrs. Lucy J. Aiken as teacher, who passed a good examination. I was, however, disappointed at the examination of the school. The recitations were nearly all poor, and some of them wretchedly so. It is but fair to state that a majority of the pupils were of foreign descent, and of course could not study with
the same advantage as English speaking scholars. One boy, who was studying a very large geography, was unable to tell the latitude and longitude of any place on the map. Considerable attention was paid to writing, and a marked improvement made.

Register correct. Frank, Henry, and William Rayvo were neither tardy nor absent. Length of term, ten weeks.

No. 10.—East Andover.

First division taught by Miss E. A. Sargent. A thorough examination and review in all the studies showed application and good instruction. Excellent order was maintained, and the teacher well deserves a reputation, earned heretofore and fully sustained this term. I believe this to have been the best school in town, and any school will do well to secure the valuable services of Miss Sargent in the future. Writing was well attended to, and good progress made. The copy books were kept neat and clean. Some of the higher classes in arithmetic used books too large for their understanding.

Register very carefully and correctly filled out. Length of term, nine weeks. Cora B. Durgin, Ervina Flanders, Hattie D. French, Orren S. Hall, and Joseph Judkins, had no absent or tardy marks.

Miss F. D. Bowker, in the primary department, evidently tried hard to teach the little ones, and with good success. The classes in reading, primary arithmetic, and geography made good recitations. The school was as quiet and orderly as could be expected from such little ones. Register perfect.

Miss Abbie F. Gay succeeded Miss Sargent in the first department. On examination the reading was good, and the advanced class in arithmetic showed good drill; the other classes in arithmetic not as well. On the whole good progress was made in geography. One very small girl recited pages of a primary geography verbatim, but could hardly tell the map of Europe from that of South America. Here was an evident want of proper instruction. The grammar classes did not show very well. The order was as good as could be with those inconvenient seats. Register imperfect.
Miss Nettie A. Martin taught the smaller scholars. They were not well trained. There was too much talking to the teacher during recitations, and walking about the room.

The reading classes—which were essentially all there were,—on account of having such a high grade of books, could not have learned by the best of teaching. The method of instruction was very good. The teacher should have insisted that the scholars have proper books. The incongruity between the size of the scholars and that of the text-books is the greatest fault with all the schools in town.

Register very neat and correctly filled. Length of term, seven weeks.

No. 11.—Tucker Mountain.

One term, taught by Miss Flora F. Cilley. Progress of the school not satisfactory. Miss Cilley's educational qualifications are, no doubt, sufficient to teach a school of this grade, but the other characteristics, essential to a successful teacher, are wanting.

Register very neat and perfect. Mary E. Tucker, Julia F. Tucker, and Wm. H. Tucker, were neither absent nor tardy.

No. 13.—Emery Road.

One term, taught by Miss Ella M. Hersey. I examined this school about a week before the end of the term. Coming unexpectedly, there had been no review of the studies, or preparation for examination. At both visits I found the school in perfect order. All of the recitations, except two, entitle the teacher to great credit.

Miss Hersey has been one of the very few teachers in town who have kept the scholars on one lesson until they had mastered it, before turning over to the next. Had the same course been taken with the two classes in written arithmetic, the examination would have been the best of all the schools in town. I found not a single blot in the writing-books. If the success achieved in this small school is a true indication of her abili-
ties, the town will do well to secure her services again.
Register perfect. Albert and Luvie Keniston were neither absent nor tardy.

No schools in Nos. 14 and 15.

FRANK W. PROCTOR,

School Committee of Andover.
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<th>Number of Districts</th>
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<th>No. weeks first term</th>
<th>No. weeks second term</th>
<th>No. scholars first term</th>
<th>No. scholars second term</th>
<th>Average attendance second term</th>
<th>No. between 1 and 4 years of age not attending school</th>
<th>No. between 4 and 8 years of age not attending school</th>
<th>No. between 8 and 14 years of age not attending school</th>
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<th>No. of scholars in Arithmetic</th>
<th>No. of scholars in Grammar</th>
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