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SCHOOL

AND

FINANCIAL REPORTS,

FOR THE

TOWN OF DUBLIN,

For the year ending March, 1864.

PETERBORO:

PRINTED AT THE TRANSCRIPT OFFICE, K. C. SCOTT, PROPRIETOR.

1864.

University of New Hampshire
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REPORT OF S. S. COMMITTEE.

IN discharging their duty the past year, your Committee could not fail to receive a deeper impression of the value of our Common Schools, of the debt of gratitude due to those teachers who have labored faithfully and conscientiously to educate our children, and of the claims which our schools have upon the enlightened interest and constantly fostering care of the whole community. Especially have we been frequently reminded of the intimate connection between a proper government and training of children at home, and that measure of success which our Town ought to expect and does expect from the management of our schools. This is a matter of so much importance that we know we shall be pardoned for recurring to it again at the close of the report.

Without farther preamble, we proceed to consider such topics and to make such suggestions as the welfare of our schools seem to us to demand.

PRUDENTIAL COMMITTEES.

These officers have generally, we believe, discharged their duties, particularly the important ones connected with the employment of teachers, considerately and faithfully. The restricted supply, especially of male teachers, during the past year, has made their work one of more than usual responsibility and difficulty. This fact has given new force to what we regard as the important suggestions made on the second and third pages of the report of year before last, which sugges-

tions were referred to last year, concerning the advantage of more confidential relations between the General and the District Committees. It also leads us to remark that a female teacher of the first rank will be likely to be of more service to any one of our District Schools than a passably good male teacher—and certainly she will not cost the District more. We wish also to suggest that if it is deemed desirable, as, often, it may reasonably be, to go out of town to secure teachers, it will be well either to look for teachers in such places as afford opportunities for the candidates to learn improved methods of instruction and management, or to be sure, if the candidates come from less fortunate neighborhoods than our own, that they have had the advantage of learning those improved methods by study or under suitable training.

The following gentlemen served as Agents during the past year:

District No. 1.	Joseph W. Powers.
“ “ 2.	Malachi Richardson.
“ “ 3.	Horatio Greenwood.
“ “ 4.	Charles W. Pierce.
“ “ 5.	Silas P. Frost.
“ “ 6.	Lambert Howe.
“ “ 7.	Ira P. Smith.
“ “ 8.	Amos Page.
“ “ 9.	Winslow Royce.
“ “ 10.	Harvey J. Ware.

TEACHERS AND SCHOOLS.

It would be very difficult, perhaps impossible, to compare correctly the services rendered by our teachers during the past year, with those of previous years. Certainly this is true with regard to the Winter Schools. Perhaps the remark applies also to those of the Summer. We are compelled however to say that the general character of our Summer Schools was not as high as it should have been. We had three or four very good Schools; others stood fair; no School was a failure. It would probably be harsh and untrue to charge a single teacher with lack of fidelity. All seemed anxious to acquit themselves well and to be of service. Indeed, it was much the most disagreeable and painful part of our year's duty to withhold com-

commendation and imply or even express, not censure, but regret for a lack of that measure of success, which was expected of the teacher, and at which she aimed, but was unable to accomplish. Is not the interest which we citizens take in our schools bestowed too partially upon those of the Winter term? Do we not make *comparatively* too much of the importance of securing well qualified instructors for these? But as for our Summer Schools, are we not over cautious about paying too highly for skill and intelligent patience, and winning ways and ardent devotion to a calling whose responsibilities are recognized and whose satisfying pleasures are experienced? It may be that not the same qualities are needed in teachers of our young children with those required for our older scholars. But at least equal fitness is as rare and as needed in the more important work of laying the *first* foundation of an intellectual training and of carrying on that moral culture, which should be begun in every nursery at home. These large-hearted, patient qualities we look for in woman alone. We all recognize that a man would be out of his place in our Summer Schools. A measure of these qualities we do, indeed, find in almost every young woman; and with regard to our smaller Summer Schools we have but little inducement to offer those eminently endowed with a good teacher's attributes. But in our larger Schools, as good, at least, a teacher of her kind, without regard to price, should be as carefully sought for the Summer as for the Winter term. Carry our boys and girls carefully through their twelfth or thirteenth year. Teach them, till then, to be docile, and respectful, and industrious. Above all, give them habits of thoroughness and as far as possible of self reliance, and the knowledge *how* to study, so as not to need the teacher's too frequent aid to understand the lesson. Attend to their manners and to their morals till then. Will they be likely afterwards to need so much a teacher of distinguished administrative ability, or one who will be obliged to take up too large a portion of the time in minute explanations.

To bring forward and permanently benefit the children of the Seventh District, for example, we need a series of such Summer Schools as only a woman of high natural and acquired qualifications could conduct. Such a woman might in a few

years do so large and enduring a work, that as the younger scholars grew to an age for which we think most when we are looking out for our Winter teachers, they would have power to help a quite ordinary teacher maintain a School of well nigh perfect success.

And these remarks apply to some extent to other Districts. But in regard to No. 7 School, we take this occasion to speak again of the need of larger and better School accommodations. Such accommodations, finally resulting in the division of the School into two distinct departments, are indispensable for an economical and profitable use of the School money. As this matter has been frequently referred to, and was brought before the town, lately, by the County Commissioner, we may be excused from doing more than just alluding to a need so evident.

Several of our Winter Schools were managed by intelligent, energetic, faithful instructors, and were very successful. We regret to make a single exception to what seemed to be the otherwise universal industry and engagedness of our teachers. But we are glad to say that we think that only a single exception is to be made. Fortunately this exception did, we think, less mischief, than would otherwise have resulted because many scholars in the School had learned to instruct and be a law to themselves. We should be doing injustice to the rest to leave the matter here did we not feel confident that no District will be likely to misapply the censure to its own teacher.

A comparison of the statistics of this year with the last does not throw an unfavorable light upon their tendency in most respects. There has been about the same amount of schooling given to our children in each of the two years. Our Summer terms have been longer—our Winter terms shorter. There was no Summer School in No. 5 District, and only eight scholars, all boys, in the Winter School. The percentage of attendance in the Summer Schools of the two years was almost precisely the same. There were 120 tardy marks this year against 102 last. 145 pupils not late against 120. 121 dismissals against 91. 38 constant and in season against 36. 437 visits by citizens against 522.

In the Winter the average attendance was 87 against 89. 159 tardy marks against 178. 143 dismissals against 137. 174 were neither late nor absent against 80, and there were 516 visits of citizens *including children*, against 676.

Thoroughness is out of all proportion the most important requisite in the instruction and in the study of our children. We want them *early* to acquire habits of thoroughness which shall stand them in stead in after life; and we want the foundations of their knowledge so accurately and carefully laid that they may with more confidence, ease and speed, build upon them. We do not wish them when they have reached manhood and womanhood to be adrift and uncertain concerning the first principles. But this is one of the most difficult things to secure and preserve—difficult for their teacher, implying constant energy, art in putting questions, patience at the dulness of some pupils and the impatience of others, and skill in giving lucid illustrations and clear explanations; and difficult for the pupil—demanding fatiguing attention, hard study, disagreeable repetition, and the exercise of those mental faculties which require of *us* an effort to which we are not always inclined, although we have come to maturity and have learned how to use them and have acquired some skill in their exercise. Cause, this—for large sympathy for our scholars, forbidding us to urge them too fast, or to find fault with them too much, or to lose our patience with them. But for their sakes let it not lead us to relax our efforts nor fail in our purpose to keep them from a superficiality which will make their education afford them comparatively little service.

We make the third out of the four characteristics of a good teacher to be an intimate acquaintance with and thorough understanding of the branches to be taught. We repeat that to help the teacher to be ready in imparting what he knows, he can hardly be himself too thoroughly intimate with what he has to teach. And it seems absurd to suppose a teacher can have too large a culture. Every thing almost that he thoroughly knows he can make tell upon his usefulness. Moreover, there is hardly a more painful thought than that an ill informed teacher may in a few moments teach for truth an error which it may take a child years to unlearn, and a life time to outgrow its effects. We do not speak extravagantly, but according to the experience of many a person. Yet, after all, *culture, education, training*, are the most valuable results of our schools, not the increase of knowledge. And your Committee, during an experience of several years, have had occasion

But do not let your children think that you regard it of primary importance that they should be pleased with their teacher. Do not think so yourself. The incident just given forcibly illustrates a fact of no uncommon occurrence in our schools, that the most popular teachers have not always been the most profitable, serviceable instructors of our children. Sometimes their popularity is acquired by improper indulgence, either in instructions failing to be thorough, or in discipline failing to be strict. A short lived popularity it may be—but long enough to do much harm to the School and to the mental training of their charge.

Thoroughness we make to be one of the most important attributes of a good school. Teachers seem sometimes to suppose that they shall manifest this quality if they do not take their pupils over too much ground in the course of the term. This by no means follows. Often scholars that have had short and comparatively easy lessons assigned them have been less thorough on that very account—they have supposed their lessons already so well understood as to require little study and they have accordingly studied them too little. Some of our classes during the past year, who have gone over the most ground, have sustained the best examination. A class of young scholars in Adams' Arithmetic in one school who had scarcely gone beyond simple division during the term could not, most of them solve all the problems in multiplication. Some pupils in another school who at the beginning of the term were not much farther advanced than these, at the close of the term sustained a better examination in the multiplication of decimals than could many a pupil who boasts of the number of times he has been through the book.

The rule seems to be, the easier the lesson given, the closer should be the questioning of the teacher when the class comes out to recite. And then apply the proverbs "Haste makes waste." "Make haste slowly." A single page made the matter for study day after day, may prepare the pupil to go over much more ground than he could otherwise do during the succeeding fortnight or month. Principles may be thus mastered and the science understood and a result of good thus secured to the pupil which in his hurry he would have failed to grasp.

studies do what he can to attach these pupils to himself. But let him by all means avoid the great error of making it a matter of first thought and of indispensable necessity to secure the good will of his charge, else he may fail even in this respect. For children are not happy when they are allowed to do as they please. Determine their work for them and make them perceive that there is no escape from its performance, and they are generally content to do it, and when the work is finished they will ever after associate the pleasure and advantage thence resultant with more or less grateful and affectionate thoughts of the one under whose guidance and impulse it was done if only these thoughts are not poisoned by some impression of harshness or partiality or passion indulged in by the instructor. Not so well at the time may they like the strict teacher who prefers their permanent profit to their immediate good will; but afterwards they will come to appreciate more fairly his services and to cherish for him grateful memories, and honor him all the more for the self denial which will not swerve from duty for the favor of scholar or parent.

“Which teacher did you like the best,” asked a gentleman a few weeks since of a lad belonging to one of our out-lying District Schools. “O, I liked the Summer teacher,” was the prompt and hearty reply. “But under which teacher did you learn the most?” “Under the Winter teacher,” came the answer with equal confidence and promptness. We need not ask which was the more profitable teacher for that boy; nor which has left the more enduring as well as benefitting mark; nor even which will claim from him more grateful thoughts when he has grown to manhood.

Do not some of our parents make too much of the idea of securing a teacher who shall be liked by the children? Do not the children hear too much said with regard to the impossibility of learning or getting along well under a teacher whom they do not like. Censure, in a proper time, place and way, as severely as you will, all ungracious, ungentlemanly, unjust conduct and ways on the part of teachers, and commend as warmly the opposite qualities both for their good effect by way of example in the education of your children and because they make them attached to their teacher, and enable him thus to benefit them more by acquiring more influence over them.

Although the whole number of scholars in our Schools was larger by eight in the Summer term and by two in the Winter last year, yet there were fourteen more scholars belonging to our town this year than last.

INSTRUCTION AND GOVERNMENT.

It is required of a good teacher that he be "apt to teach" and industrious, that he be able to govern, that he have an intimate acquaintance with and thorough understanding of the branches to be taught, and that he have those qualities and manners which shall avail to attach his charge to himself. Now, though in order to any tolerable degree of success, a teacher must have to some extent all these four qualifications, and though some good measure of the third qualification is absolutely essential, and we can hardly dwell too much upon the importance of our teachers' having at their tongue's end what they have to impart; yet it may be that we have stated above in the order of their relative importance the four essentials of a good teacher.

First of all he must be apt to teach, else all knowledge will be of little service to him in his calling; and one great reason why we urge greater familiarity with the school studies upon teachers, so that they may make but little use of the text book in their classes, is that they may thus become more ready and skilful in imparting knowledge. Let a teacher but possess a large measure of this aptness at setting forth clearly what the pupil is to learn, this readiness in devising and carrying out expedients to interest pupils in their studies, and what a hold he secures upon them to attach them to their work and to himself; what a more effective means than any rod to preserve good order. And yet, for the government of his school, a teacher cannot rely solely upon his ability to impart knowledge, and to interest his pupils, however great that ability may be. So long as labor of any sort requires effort, and hard study demands severe effort, and children, especially, must *learn* to study, and are very fond of play—which play often takes the name and does the office of mischief—so long a teacher must make it a very important part of his work to maintain order and studious habits in his school. Let him use what means he can to aid in this. Let him for this end, and to interest his pupils in their

frequently to observe that some of our best schools have been taught by teachers who with difficulty passed examination. Let no poorly qualified teacher take too much comfort from this—these same teachers would have taught much better schools if they had been much better scholars. Our conclusion is that no qualification of any sort can supply the place of intellectual vitality, good natural gifts, and energy.

STUDIES.

Comparatively few of our scholars have attended to the higher branches of an English education. With the exceptions about to be given, we do not know that any branch of study has been slighted. There seems to be no good excuse for the entire neglect of WRITING in the Winter school in No. 2 District, and what amounts to little less than its entire neglect in No. 10. The schools were small and we regard this as one of the indispensable branches in a common school, every term, unless other opportunities *equally good*, at least, are open to all the pupils. With these two exceptions we believe the teachers have given fair attention to writing, and some of the scholars in the Winter schools are particularly to be commended for carefulness and for improvement.

In some of our schools COLBURN'S ARITHMETIC has not been sufficiently used. The scholars have given it up too early and those who have studied it have not been drilled enough and with sufficient care, by the teacher. A scholar should not drop this "only faultless school book that we have" till he completely understands, as well as can do, all its sums.

Reading, spelling, and writing are the fundamental studies of a school. Well drilled in these a scholar *can* acquire all other knowledge for himself. We think our teachers have done well generally, by the two former branches, except that some have too much neglected the defining of words in connection with reading. This is an old complaint; but so long as it is so much neglected as it is apt to be, and so long as it can be said that a "CORRECT USE OF LANGUAGE IS THE SUREST SIGN OF CULTURE," we must urge farther attention to it on the part of teacher and pupils. *Teachers* need to bestow much study upon the reading exercises, that they may see to it that an exact and well defined as well as a correct definition is given to the more difficult words. Richly will they be themselves rewarded for this study. Emphatically true is it in this matter, as it is generally true, that they cannot by study benefit and contribute to the education of their pupils without receiving much larger returns to themselves. The several Districts with but one exception, which we trust will not long remain such, are now all supplied with a sufficiently copious and full Dictionary which

we trust will contribute very largely, by its judicious and frequent use, to the education of the whole community. We are glad to know it already has been used to advantage, not only by our scholars, but by our citizens. May the money spent for these books by the several Districts, and from the Appleton Fund, give us large returns in the new interest and pains taken by teachers and pupils in the richly rewarding study of language.

But a large number of our scholars are too young to use any, even the smallest Dictionary to advantage, and for these we earnestly speak a good word. Learning to read is a very dry and hard task for a little child, do as much to lessen the difficulty as you will. The teacher should see to it that the reading be made as interesting as the child's clear understanding of its meaning will make it. The child should be thus saved from the pernicious habit from which it will be extremely difficult to rid him when once it has fixed its hold upon him of reading without paying much heed to the sense—cause, in good part we make this habit to be of much of the skimming through books with a very inadequate acquaintance with their contents to which many adult readers are prone.

So important do we regard the understanding of their reading lessons from the moment children begin to read, that urgently as we advise teachers to see that the older scholars make full use of their dictionaries, we should prefer to have them neglect questioning them as to the meaning of words, taking it for granted that they will look out to a certain degree their definitions themselves—than that they should fail of their duty to their younger pupils. The Committee too frequently find, however, that these younger pupils are too much neglected. The Ninth District are much indebted to their teacher of the last two years, for her fidelity to her young scholars in this respect.

There are two parts in the study of Arithmetic and the other mathematical branches. Sometimes the pupils would recite quite glibly and correctly to the questions in the book, who were much less ready and successful in working out the problems. Sometimes the reverse of this was true. Sometimes we were gratified by equally ready and correct answers from pupils to questions upon theory and in practice. These last had most profitably pursued the study of Arithmetic. In general we made the most of the solution, or explanation of problems—and found somewhat less proficiency in that respect.

GEOGRAPHY has received considerable attention in most of our schools. But on the whole hardly its fair share. Map drawing was neglected by some. We were sorry to find that our scholars had many of them, in almost every District, too inadequate a knowledge of our own country. It did not sur-

prise us that places not down in the map—but now of historic importance were unknown land to most of our pupils, though we could not but regret that more of the teachers did not prepare their pupils to take a more intelligent interest in events which one day they will wish they had known more about when they were transpiring, by fixing in their minds the situation of such places as Antietam and Manassas, as they might easily have done at the expense of 25 cents for a map and the study of a few hours. But it did startle us that they who had studied the map of the United States through a good part of the term could not tell where Gettysburg and Chattanooga, and Vicksburg and Jackson, and the Peninsula were, and were ready to put Murfreesborough in Kentucky, or Charleston with its doubly historic fame and infamy in North Carolina.

In most of the Winter schools the scholars kept up the praiseworthy practice of writing for the school papers. These papers we think should rarely receive contributions except from actual pupils and never without naming the exception.

TEXT BOOKS.

The only law of general importance concerning schools made during the last two years was one passed during the last session of the Legislature enacting that any town may decide at a regular meeting, called for the purpose, that all text books in use in any school shall continue in use in said school for three years and all hereafter introduced shall continue in use three years from their introduction unless the town sooner vote to change; and imposing a fine of ten dollars on a Committee or other person violating the act. As a check upon the frequent change of books or their unauthorized or injudicious introduction, such a law may be of advantage to our schools. It seems to us that a greater part of the trouble arising from a variety of text books comes from their unauthorized introduction by teachers. Each teacher has his or her favorite. Often the real ground for the preference will be found to be a more intimate acquaintance with the book recommended than with that found in use. A good teacher, well grounded in any study can more profitably teach from the most faulty book in general use, where all use that book, than from the best where a variety of books are found in a class.

We have thought it best to state what books are now in use or recommended by the Committee. Those in use are Sargent's Readers, Colburn's Mental Arithmetic, Adams' Arithmetic, Colton & Fitch's Geography, Tower's Grammar, Goodrich's History, Wells' Philosophy and Chemistry, Cutter's Physiology, Payson, Dunton & Scribner's Writing Books.

Sargent's Readers have been in use seven years. If any District is tired of them the Committee would recommend that

Hillard's Series in part or wholly be used in their stead. His First Class Reader is already recommended and in use for most of our first classes.

Mr. Adams made, we think, a mistake in publishing a revised edition of his Arithmetic. In most respects we think the old edition preferable. But the work, so long in use and of great service, has had its day. We think there are better books now to be had, and as the two editions cannot profitably be used together, we should be glad to see a general change. On the whole, after long deliberation, we have little doubt that Eaton's Common School Arithmetic is the most desirable book to be put in its place, and would recommend, if a new book is desired, that *that*, and no other should be procured.

FALL SCHOOL.

A very successful Fall school with two distinct departments, was established by the trustees of the Appleton Fund. Perhaps no school of late years has given so general satisfaction as has been expressed for this, or has done better service to the town. As a majority of the trustees belonged to the town Committee, it was thought best by the whole board thus to make our brief report to the town.

TO THE PARENTS.

In conclusion, your Committee commend to the regard of the whole community the welfare of our schools. Its enlightened and thoughtful interest—constantly, prudently shown, has made our schools what they are. Especially we commend to the parents increased attention to the whole subject of the general education of their children, and a continuation and an increase of that hearty co-operation with the teacher which shall make our schools more abundant, more effective instruments for good and keep them from exerting any untoward influence upon our children. To this end, greater attention should be paid to the MORAL CULTURE of our children given under a sense of religious obligation. All too briefly must we hint at this need. We wished to urge this claim which common sense and the law give us a right to make upon the teachers. By the manifestation of a consistent manly or womanly character, and by what chance word or lesson they can present, they should do what they can to mould the disposition and form the character of our young. Some large, positive result for good in this respect ought to come from their being under their care during so large a part of each five or six days in seven, for months in succession. And yet we know that the great nursery of virtue and piety should be the home, and the most efficient teacher the father, and above all, the mother.

PARENTS! By all your love for Dublin, and pride in its good name; by all your interest in the welfare of our schools and desire that it may be continued; by all your desire for a good intellectual training of your children; by all your wishes for their success in life; by all your regard for their true weal; if you wish them to be an honor to you and a comfort to your declining years; if you would not regret their birth; we pray you be efficient and valuable coadjutors of their teachers by attending to their moral and religious education. Especially, as you would prepare them for intellectual culture, nurture in them a scrupulous regard for the truth, even as the truth is the object of all science. Especially, mothers, as you would not blush at the thought of what they are, teach them to turn with intense loathing and disgust from every impure word, suggestion, and thought. Would you preserve in them the uplifting, enlarging, ennobling feeling of reverence, imbue in them a deep sense of the folly of vulgarity and profaneness, and their degrading influence. Thus secure for them as did your fathers for you—only do it, if possible, in yet fuller measure, the stable foundation for a sound mental culture, and insure to them a character without which intellectual culture is certainly shorn of its glory by being deprived of its highest office and use—if it be not turned into a doubtful good.

WILLIAM F. BRIDGE,	} Superintending	
HENRY C. PIPER,		School
JOHN HUNT,		Committee.

Dublin, Feb. 20, 1864.

SUMMER SCHOOLS.

TEACHERS' NAMES.	No. of school weeks.	Children in Dis. Apr. 63	Whole No. different scholars for the year.	Whole No. of scholars.	Average Attendance.	Percentage of attendance.	Tardy marks.	Pupils not late.	No. of dismissals.	Not absent or late.	No. visits of citizens.	No. by Prud. Committee.	No. by Sch ^l . Com.	Wages of teachers per month.	Money to each Dis. per year.		
1 Kate E. Perry, Jaffrey.	11	48	47	37	35.5	96	7	34	0	19	17	100	0	6	16.40	133.32	
2 M. Maria Bond, Dublin.	10	34	27	12	10	88	1-3	8	7	1	6	2	36	1	4	16.00	114.85
3 M. Louisa Hardy, Marlboro'.	11	51	49	29	26	90	14	10	2	4	4	45	0	2	16.00	137.28	
4 Susan Marvin, Dublin.	11	36	25	12	10	87	1-2	1	11	0	3	3	55	1	3	13.00	117.49
5 No Summer School.		15	8														89.79
6 Arabella S. Fisk, Dublin.	10	24	15	9	8	4.5	98	0	0	0	5	5	35	0	2	14.00	101.67
7 Harriet H. Willard, Dublin.	16	84	73	59	23	2-3	80	23	49	85	2	2	30	1	6	16.00	180.82
8 Zilpha Kendall, Dunstable, Ms.	19	45	40	24	18	75	14	24	0	14	0	85	2	8	24.50	129.37	
9 Emily A. Mattoon, Ashb'ham, Ms.	12	22	19	15	13	2-3	91	1	1	14	0	4	37	2	4	12.00	99.02
10 Marietta Tarbox, Peterboro'.	10	20	29	18	15	83	1-3	52	9	19	1	1	14	2	2	14.00	96.39
Total or average.	122	379	332	215	160	87	2-3	120	145	121	54	38	437	9	37	15.77	1200.

Fall School—Established by the Trustees of the Appleton Fund.

Chas. C. Hall, Dartmouth Col.	8			44	41	93	7	37	0	17	?	4	4	4	50.00
Chas. H. Smith, Dublin.	10			42	35.5	85	14	30	0	9	42	5	5	5	26.00
Total or average.	9			86	76½	89	21	67	0	?	?	9	9	9	38.00

WINTER SCHOOLS.

No. of Dis.	TEACHER'S NAMES.	No. of School weeks.	Scholar's over 16 yrs. of age.	Whole No. of Scholars.	Average Attendance	Percentage of Attendance	Tardy marks	Pupils not late.	No. of dis-missions.	Not absent.	Not absent or late.	Visits of citizens.	Visits of Prud. Com.	Visits of School Com.	Teachers' wages.	Money applied to each scholar.
1	Henry C. Piper. 1	*	1	43	39	90	4	39	0	11	11	91	2	4	\$25.00	\$2.78
2	Clinton D. Eaton. 2	9	7	28	22.8	82	3	16	15	5	5	40	2	3	30.00	3.37½
3	Sarah E. Robbins. 3	12	6	44	40.5	91	36	23	—	4	4	71	1	3	28.00	2.70
4	{ H. Amelia Morse. 1 Willis L. Ames. 4	10	0	22	19	86.4	8	14	2	4	2	43	1	3	22.00	3.26
5	Sarah E. Frost. 4	12	0	8	7.7	95	4	6	4	1	1	29	1	3	18.00	5.99
6	Charles H. Smith. 1	10	3	14	12.6	90	0	14	4	5	5	51	2	3	25.00	4.24
7	M. D. Collesler. 5	10	6	57	45.1	80	46	35	107	8	8	40	2	4	39.00	2.15
8	Emeline M. Dickinson. 6	10	0	21	14.1	67	35	7	0	0	0	41	1	5	25.00	2.87
9	Mrs. Emily A. Mattoon. 7	12	3	13	11.2	86	5	10	0	4	4	70	3	7	20.00	4.50
10	Cyrus H. Hayward. 8	10	4	18	15.2	85	18	10	11	1	0	40	3	2	28.20	4.82
	Total or average,	†	30	268	227.2	87	159	174	143	43	40	516	18	37	26.02	

1, Dublin; 2, Corinth, Vt.; 3, Jaffrey; 4, Peterboro'; 5, Middlebury College; 6, Mass.; 7, Ashburnham; 8, Hancock. *11 7-11 †106 7-11

REPORT OF THE TOWN AGENTS.

THE undersigned, a Committee chosen by the Town of Dublin to audit the accounts of the Agents having in charge the School, Ministerial, and Appleton Funds, find in their hands the following amount in Notes and Securities:—

Amount loaned, exclusive of Appleton Fund,	\$17768 80
Amount of interest received since the last settlement,	1098 37
Which has been disposed of as follows :	
Paid to Agent of Selectmen,	711 98
Treasurer of Trinitarian Congregational Society,	13 15
Treasurer of Baptist Society,	13 15
Methodist Society,	8 77
William F. Bridge,	351 32
	<hr/>
Which equals the amount received,	1098 37
<hr/>	
The Appleton Fund in the hands of the Agent and loaned to the town, is	1000 00
Interest in the hands of the Agent last settlement, including \$8 85 Dictionary money, unexpended,	195 92
Interest received since last settlement,	75 46
	<hr/>
Whole amount of interest.	271 38
Which has been disposed of as follows :	
Amount paid for the High School,	192 06
Paid per order for Dictionaries,	60 00
Amount in the hands of the Agent,	19 32
	<hr/>
Which equals the amount received,	271 38

We have examined the Notes and Securities in the hands of the Agents, and believe that the securities are good and the accounts correct.

CALVIN MASON, } Auditing
JACOB GLEASON, } Committee.

Dublin, Feb. 13, 1864.

REPORT OF OVERSEER OF THE POOR.

Inventory of Capital invested at Town Farm, as appraised by the Committee of appraisals, made Feb. 16, 1863.

Appraisal of Real Estate, Feb. 16, 1863,	\$2175 00
One year's interest on the same,	130 50
Inventory of Personal Property, Feb. 16, 1863,	977 18
One year's interest on the same,	58 63
Total,	\$3341 31
Appraisal of Real Estate, Feb. 15, 1864,	2175 00
Appraisal of Personal Property,	1018 26
Total,	3193 26

Balance against farm, as per appraisal, 148 05

Overseer's account of all money received from March 31, 1863, till Feb. 16, 1864.

March 31st, received of Town Treasurer,	\$300 00
March 31st, of Luke Tarbox, money in his hands at settlement,	130 48
April 14, rec'd of selectmen for support of Mrs. Eastman,	2 00
“ 28, of County for support of County paupers,	188 55
June 22, of Superintendent of farm for stock sold,	100 00
Oct. 29, of County for support of County paupers,	208 64
Nov. 20, of Treasurer,	100 00
Total,	1029 67

Overseer's Receipts.

March 31, paid Luke Tarbox one year's services as Superintendent of Town Farm,	300 00
April 2, paid Horatio Greenwood, for the board of Esther Brooks till March 1, 1863,	23 12
April 2, paid into the town treasury,	86 36
“ 7, paid heirs of Noah Hardy for support of Roxy Bowers from Sept. 16, 1862, to April 1, 1863,	21 00
“ 24, paid Otis Fuller, for one cow,	24 00
“ 29, paid Samuel Smith, for the support of Anna Angier, 26 weeks, county pauper,	45 50
“ 29, paid Rufus Piper, for coffin for Mrs. Eastman,	6 50
“ 30, paid into the town treasury,	100 00
May 17, paid J. G. Parker, for medical attendance upon county paupers,	11 19
“ 17, Dr. Parker, for attendance upon Mrs. Eastman,	2 17
Aug. 4, paid J. French for cotton cloth for Esther Brooks,	1 10
Oct. 25, paid Dexter Mason,	1 00
June 22, '63, paid into the town treasury,	100 00
Oct. 31, paid Samuel Smith for the support of Anna Angier 26 weeks, county pauper,	45 50
Nov. 7, paid Horatio Greenwood for the board of Esther Brooks, from Mar. 1st, '63, till Oct. 22, '63,	25 07

Nov., paid J. G. Parker for medical attendance upon county paupers,	4 25
“ 20, paid Nathaniel Morrison money drawn from treasury per order,	100 00
Dec. 5, paid G. W. Gleason for goods for Esther Brooks	3 50
Feb. 10, '64, paid Thomas Fiske for affidavit in the case of Hannah Mason,	43
Nov. 2, '63, paid into town treasury,	139 00
Feb. 16, paid Joseph Morse for one pair of shoes for Esther Brooks,	1 25
Total,	<hr/> 1040 94
Amount of money received,	1029 67

Which deducted from money paid out leaves a balance against the Farm of	11 27
Services of overseer for the year 1863-4,	25 00
Taxes abated for the year '63,	23 86
Due the town March 1, '64, from the county, for the support of county paupers,	125 68
Also due from the county, or the town of Marlboro' (against which a suit is now pending), for the support of Huldah Russell,	151 31
For articles of clothing,	3 38
Due for medical attendance upon county paupers,	36 15
Funeral expenses for Anna Angier and Polly Dunton,	20 50
Due from Aaron Oliver, for timber,	30 00
“ balance in the hands of the superintendent,	10 47
Total amount due the town,	<hr/> 377 49

Liabilities March 1st, '64.

Due Samuel Smith for support of Anna Angier,	5 25
“ Lyman Russell “ “ Hannah Mason,	6 50
“ Horatio Greenwood for board of Esther Brooks,	14 25
“ Rufus Piper for coffins for Anna Angier and Polly Dunton,	15 50
“ J. G. Parker for medical attendance upon county paupers,	36 15
“ overseer of the poor for cash paid more than rec'd,	11 27
Total liabilities of Farm over and above superintendent's wages for the year 1863,	<hr/> 88 92

Total amount due the town,	288 57
Will also be due Nathaniel Morrison April 1st, '64, one year's services as superintendent,	250 00
Total amount due the town over and above liabilities,	288 57
From which may be deducted the excess of appraisals and interest of '63 over '64,	148 05
To which may be added, (recommended by the committee of appraisals for painting house)	50 00
Services of overseer,	25 00
Taxes abated for the year '63,	23 86
Total amount,	<hr/> 246 91
Which deducted from amount due the Farm leaves a balance in favor of the same of	41 66
Receipts at Town Farm from the sale of stock, produce and manufactured articles for the year 1863 are	554 27

Expenditures at the Town Farm for stock, hay, groceries, &c., for the year '63, are 543 80

Now in the hands of superintendent, 10 47

Number of paupers at the Farm, 8. Number of paupers away from the Farm, 2. Three have been added to the Farm within the past year; 2 have died.

Number of county paupers at the Farm, 6. Number of county paupers away from the Farm, 1. Lillburn Brooks has been removed from the Farm.

The committee of appraisal have not altered the valuation of the Farm since 1861, but would recommend an outlay of fifty dollars, or over, in paints, &c., to make it equal to its appraisal.

NATHAN WHITNEY, *Overseer of the Poor.*

Dublin, February 18, 1864.

This certifies that I have examined the foregoing accounts of the Overseer of the Poor, and find them properly vouched and correctly cast.

JESSE WARREN, *Auditor.*

Dublin, February 19, 1864.

REPORT OF THE LIQUOR AGENT.

Cash received from the sale of liquors since Feb. 19, '63,	\$116 28	
“ “ “ 2 casks,	1 60	
Total receipts,	117 88	
Cash paid for liquors since Feb. 19, '63,	87 21	
“ “ U. S. licenses,	34 66	
	121 87	
Value of liquors on hand Feb. 19, '63,	28 24	
Cash “ “ “	29 49	
Total capital invested,	57 73	
Value of liquors on hand Feb. 16, '64,	32 35	
Cash “ “ “	30 04	
Casks and measures, value,	5 27	
	67 66	

The license for the sale of liquors expires May 1st, 1864.

The undersigned having examined the books and papers of the Agent find the payments properly vouched and correctly cast.

AARON SMITH, } *Selectmen*
DEXTER MASON, } *of*
HENRY C. PIPER, } *Dublin.*

Dublin, Feb. 16, 1864.

AUDITOR'S REPORT.

Money in the Treasury at settlement Feb. 20, 1863,	\$392 35
Money received of the town Agents, interest on school funds,	711 98
“ “ from the sale of ten copies of Dublin Histories,	12 50
“ “ “ Overseer of the Poor,	429 36
“ “ “ State, Literary Fund and R. R. Tax,	92 88
“ “ “ State, aid to soldiers' families,	650 62
“ “ “ Selectmen, borrowed,	7195 00
“ “ “ Aaron Smith, bounties to volunteers,	1100 00
“ “ “ Aaron Smith, recruiting fees, above ex- penses,	74 84
Money received from Daniel Fiske, amount of note for town house,	74 25
Money received from Jesse Morse, for grass on common,	4 75
“ “ “ H. C. Piper, over payment for State aid,	7 20
“ “ “ Nathan Whitney, interest on unpaid taxes,	14 15
“ “ “ Collector of taxes in full for 1860,	13 60
“ “ “ “ “ in full for 1861,	54 93
“ “ “ “ “ in part for 1862,	447 98
“ “ “ G. W. Gleason, collector in part for 1863,	2867 35
	\$14139 74

Money paid to Town Officers.

Aaron Smith, services as selectman,	\$37 90
Dexter Mason “ “	26 36
Henry C. Piper, “ “	24 77
William F. Bridge, services as S. S. Committee,	22 50
Henry C. Piper, “ “ “	14 37
John Hunt, “ “ “	13 00
Warren L. Fiske, “ Town Treasurer,	25 00
Warren L. Fiske, “ Town Clerk,	13 00
Nathan Whitney, “ Overseer of the Poor,	25 00
Joseph Morse, “ Sexton,	38 75
John Piper, “ Liquor Agent,	15 00
Thomas Fiske, “ Town Agent,	18 00
Thomas Fiske, “ agent of Appleton fund,	3 00
Rufus Piper, “ town agent,	6 00
Jacob Gleason, “ auditor of town funds, 1864,	1 00
Jacob Gleason, “ appraiser at Town Farm,	1 00
Dexter Derby, “ auditor, 1863,	2 00
Thaddeus Morse, “ auditor, 1863,	1 00
Nathan Whitney, “ collector, 1861,	31 75
	\$319 40

Notes and Interest paid.

Savings Bank at Keene, note and interest,	\$531 08
W. W. Greenwood, “ “	152 25
Interest on unpaid notes,	439 90
	\$1123 23

Town Farm.

Paid Nathan Whitney, Overseer of Poor, \$400 00

Labor and Material for repairing Highways and Bridges.

John A. Bruce,	\$7 10
S. F. Townsend,	1 00
S. P. Frost,	4 35
Aaron Smith,	4 95
Henry Heard,	1 00
Alvah Kendall,	8 81
Almira M. Wheeler,	2 26
Ivory Perry,	1 50
George Wood,	2 50
John Gilchrist,	21 01
Elliot Powers,	6 00
Ebenezer Burpee, (1862)	3 00
Hervey Learned,	7 68
Calvin Learned,	12 75
Franklin Bond,	3 08
Aaron Smith,	1 67
L. E. Priest,	2 72
	<hr/>
	\$91 18

Non-Resident Highway Taxes worked out.

To various individuals, 29 72

Breaking Roads.

Geo. M. Towne, (1861-2)	\$3 00	James Allison, (1863)	1 50
J. S. Mann, (1862-3)	7 75	Sylvester Doyle, "	1 60
Mirick Ross, (1863)	2 00		<hr/>
C. Learned, "	2 00		\$21 35
H. Learned, "	3 50		

Paid out school house tax, No. 9, 40 00

For Support of Schools.

To District No. 1, having 48 scholars,	\$133 32
" " 2, " 34 "	114 85
" " 3, " 51 "	137 28
" " 4, " 36 "	117 49
" " 5, " 15 "	89 79
" " 6, " 24 "	101 67
" " 7, " 84 "	180 82
" " 8, " 45 "	129 37
" " 9, " 22 "	99 02
" " 10, " 20 "	96 39
	<hr/>
	\$1200 00

Soldiers' Bounty.

Paid drafted men for their substitutes, (\$300 each) \$2400 00
 " C. E. Eastland, volunteer, 30 00

Paid W. H. Coy, volunteer,	30 00
“ Mark Horrop, “	30 00
“ C. E. Eastland, re-enlistment, volunteer,	50 00
“ 11 volunteers to fill the quota under the call of Oct. 17, '63,	5700 00
	<hr/>
	\$8240 00

State Aid for Soldiers' Families.

Mary Doyle,	\$137 60	Lydia A. Knowlton,	53 06
Eleanor Eastman,	98 93	Helen E. Morey,	36 93
Charlotte L. Robbins,	36 00	Maria L. Coy,	93 15
Mary G. Wetherbee,	11 74	Moses Cragin,	32 93
Almira Cogswell,	11 20		<hr/>
Ellen W. Smith,	46 67		\$558 21

Abatement of Taxes.

For the year 1860,	\$4 90	For the year 1863,	56 26
“ “ 1861,	6 03		<hr/>
“ “ 1862,	32 28		\$99 47

Miscellaneous.

James E. Lewis, over-assessment of taxes, 1862,	\$0 60
Horace O. Lewis “ “ “ “	60
David Appleton, maintaining watering trough,	1 50
Asa Taft, for Sexton's services,	2 00
Aaron Smith, for blank books and blanks, and for extra returns from Savings Bank,	2 32
Aaron Smith, for cash paid Judge Vose for counsel,	2 00
1st Congregational Society, for use of vestry,	22 00
G & G. H. Tilden, for blank record book for the use of town clerk,	5 00
K. C. Scott, for printing annual reports,	24 50
Levi W. Fiske, for over-assessment of taxes, 1862,	36
Jonas Cutter, for damages to team near J. A. Upton's,	35 00
D. W. Baker, “ “ “ “ west of Harrisville,	18 50
Amos E. Perry, abatement of taxes on his mill destroyed by fire,	13 20
Franklin Bond, for setting up guide posts,	33
Aaron Smith, for cash paid Wheeler and Faulkner for counsel,	2 00
Rev. W. F. Bridge, for postage and stationery for S. S. Committee,	30
Henry C. Piper, for books for indigent children,	1 75
Warren L. Fiske, for stamps and stationery for treasurer,	1 50
Warren L. Fiske, for “ postage and stationery for town clerk,	1 60
Jesse Morse, for cutting grass, &c., in burying ground,	1 75
	<hr/>
	\$136 81

Recapitulation.

Balance in treasury Feb. 20, 1863,	\$392 35
Received of the outstanding taxes, 1860, (in full)	13 60
“ “ “ “ 1861, “	54 93
“ “ “ “ 1862, (in part)	447 98
“ “ “ “ 1863, “	2867 35
“ “ “ town agents, interest on school funds,	711 98
“ “ Daniel Fiske, amount of note for the old town house,	74 25

Rec'd from the sale of 10 copies of the History of Dublin,	12 50
“ of Jesse Morse, for grass cut on the common,	4 75
“ from the State treasurer, claim for aid to soldiers' families,	650 62
“ “ Aaron Smith bounties rec'd from the State for vols.,	1100 00
“ “ Nathan Whitney, overseer of the poor,	425 36
“ “ H. C. Piper, over-payment of State aid,	7 20
“ “ the State, rail road tax, and literary fund,	92 88
“ “ selectmen; money borrowed,	7195 00
“ “ Nathan Whitney, interest on taxes,	14 15
“ “ Aaron Smith, balance of fees over and above expenses of recruiting,	74 84
	<hr/>
	\$14189 74

Cash paid out.

For soldiers' bounties,	\$5840 00
To drafted men for substitutes,	2400 00
For aid to soldiers' families,	558 21
“ school house tax, No. 9,	40 00
“ support of schools,	1200 00
“ various purposes,	2222 16
	<hr/>
	\$12260 37

Balance in the treasury after deducting non-resident highway receipts to the amount of \$26 83,	\$1852 54
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Town Liabilities.

Notes against the town, held by town agents and others,	\$16071 28
Due John Piper, liquor agent, May 1, 1864,	15 00
“ superintendent of town Farm, April 1, 1864,	250 00
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Total,	\$16336 28

Town Assets are as follows:

Money in the treasury,	\$1852 54
Outstanding taxes for 1862,	71 97
“ “ “ 1863,	591 98
45 copies of the History of Dublin,	56 25
Due from the State for aid to soldiers' families,	404 00
“ “ “ U. S. as per assignments of vols.,	3300 00
	<hr/>
	6276 74
Balance against the town,	\$10059 54
State tax for the past year,	\$1053 00
County “ “ “ “ “	803 62

This certifies that we have examined the foregoing accounts of the Treasurer, and find them correctly cast and properly vouched.

DEXTER DERBY, *Auditing Committee.*

Dublin, Feb. 17, 1864.

