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dup.

ACCOUNT

OF THE

RECEIPTS AND EXPENDITURES

OF THE

TOWN OF MONT VERNON,

TOGETHER WITH THE

SCHOOL REPORT,

FOR THE

YEAR ENDING MARCH 1, 1876.

NASHUA :
WHITTEMORES' PRESS,
1876.

NEW HAMPSHIRE
STATE LIBRARY

SELECTMEN'S REPORT.

SELECTMEN OF MONT VERNON IN ACCOUNT WITH SAID TOWN.

DR.	
To Cash in treasury, Feb. 20th, 1875,	\$960 80
“ Amount of taxes assessed,	3356 17
“ Cash received from State,	478 43
“ Bonds sold,	4000 00
“ Cash for sale of lot in cemetery,	3 50
	\$8,798 90

CR.

By cash paid out as follows :

“ State tax, \$720, County tax, \$370.81, \$1090 81	\$1090 81
Paid C. Green, note and interest,	248 78
H. E. Kittredge, note and interest,	125 29
P. Smith, “ “	1800 46
B. Trow,	334 00
S. Underwood,	296 52
A. Trow,	104 91
J. Perkins,	243 56
R. D. Upton,	282 06
A. Upton,	426 47
N. R. Batchelder,	671 62
	\$5,624 48
Selling State bonds and taking up	
town notes,	8 00
Town clerk, \$20.00; treasurer, \$25,	45 00
Printing town reports and watering	
place,	21 00

Paid Town officers, collectors and surveyors' books,	5 75	
A. Travis, moderator, \$2; A. Travis, Wm. G. Bruce, auditors, \$3,	5 00	
Donation to McCollom Institute,	300 00	
For support of paupers,	154 58	
A. H. Bruce, damage to sleigh,	3 00	
Wadleigh and Wallace for counsel,	5 00	
Repairing cemetery gate,	8 70	
Dr. Bunton, reporting births and deaths,	2 50	
Collector, \$50; constable, \$2,	52 00	
B. F. Marden, digging graves,	26 71	
Town meeting warrants, stationery, postage,	3 61	
J. Smith, tolling bell,	4 50	
Non-resident highway receipts,	70 33	\$715 68
	<hr/>	\$6340 16

ABATEMENT OF TAXES.

H. M. Fairfield,	\$30 27	
Abatement for 1874,	5 44	
Overtax, E. Batchelder,	4 41	
J. Hartshorn, \$6.30; H. C. Dodge, \$6.30,	12 60	
	<hr/>	\$52 72

SUPPORT OF SCHOOLS.

Centre dist., \$325; South dist., \$145,	\$470 00	
East dist., \$115; North dist., \$100,	215 00	
West dist., \$80; Amherst, \$20,	100 00	
Superintending school committee,	33 18	
	<hr/>	\$818 18

EXTRA REPAIRS ON HIGHWAYS.

Dist. No. 3, \$14.90; No. 4, \$10.50; No. 5, \$41; No. 8, \$20; No. 10, \$12.32; No. 11, \$51.75; No. 12, \$62.75; total,	\$213 22
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BREAKING ROADS.

Dist. No. 3, \$5; No. 4, \$15.75; No. 5, \$21; No. 6, \$7.20; No. 7, \$10; No. 8, \$16.40; No. 9, \$6.20; No. 10, \$14.98; No. 11, \$12; No. 13, 48.75; No. 14, \$10.90; No. 16, \$10.95; No. 17, \$23.27; total,	\$202 90
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SELECTMEN'S SERVICES.

D. A. Stiles, \$31; J. R. Wilkins, \$35.37;		
G. W. Averill, \$86; total,		\$152 37
		<hr/>
Whole amount of claims against the town,		\$7,779 55
Amount of Dr. from first page,	\$8,798 90	
“ Claims,	7,779 55	
		<hr/>
Balance in favor of the town,	\$1,019 35	

GEORGE W. AVERILL, } *Selectmen of*
 JESSE R. WILKINS, } *Mont Vernon.*

MARCH 2D, 1876.

Examined the above report and find the same correctly cast and properly vouched.

ALONZO TRAVIS, *Auditor.*

TREASURER'S REPORT.

The Treasurer of the Town of Mont Vernon, submits the following Report :

DR.

To cash in Treasury, March, 1875,	\$79 80	
Note for uncollected taxes for 1873,	81 00	
" " " 1874,	800 00	
State <i>Bonds</i> on hand,	4,000 00	
Cash received from State, on Banks, Railroads, &c.,	478 43	
Cash received of B. F. Marden, for <i>Lot</i> sold in <i>Cemetery</i> ,	3 50	
Cash received of Collector for 1875,	2,756 17	
Note for uncollected taxes for 1875,	600 00	
	<hr/>	\$8,798 90

CR.

By paying the following :

By paying the <i>State</i> tax,	\$720 00	
" " <i>County</i> tax,	370 81	
Paying (81) orders of <i>Selectmen</i> .	6,688 74	
Note for uncollected taxes for 1873,	41 00	
" " " 1875,	600 00	
	<hr/>	\$8,420 55

Whole amount of receipts,	\$8,798 90
" " bills paid,	8,420 55
	<hr/>

Balance in the treasury,	378 35
All of which is submitted :	

D. R. BAKER, *Town Treasurer.*

MARCH 2D, 1876.

This day examined the above report and find the same correctly cast and properly vouched.

ALONZO TRAVIS, *Auditor.*

REPORT OF THE OVERSEER OF THE POOR,
From Feb. 23d, 1875, to March 1st, 1876.

DR.

To cash received from town treasurer, \$154 58

CR.

Credit by cash paid out as follows :

Paid Board of Levi Averill from April 1, 1875, to August 13, 1875,	\$25 75	
Clothing for Levi Averill,	12 83	
Board of C. Farnum from Feb. 23, 1875, to May 16, 1875,	24 00	
T. B. Dearborn, for medical attend- ance on C. Farnum,	7 50	
for coffin and robe for C. Farnum,	21 00	
Board of Lucy J. Wallace, from Feb. 1st, 1875, to Aug. 1, 1875,	45 50	
Expenses of transient paupers,	3 00	
Overseer's services,	15 00	
		\$154 58.

There are no town paupers at this date.

GEORGE W. AVERILL, *Overseer of Poor.*

MARCH 2D, 1876.

Examined the above report and find the same correctly cast
and properly vouched.

ALONZO TRAVIS, *Auditor.*

REPORT OF SCHOOL COMMITTEE.

PREFACE.

FELLOW CITIZENS:—Your committee has attended to the schools the past year with as much frequency and minuteness as the needs of each school seemed to demand. Visits to each school are required twice each term. They often do much good, and render the work of an inexperienced teacher much more effectual, but, however well timed and conducted, cannot, alone, make a good school. The subjects to be named in a school report are very numerous. The following are selected as most important just now. Matters in this report, touching the needs and interests of our schools, are not based on impressions or memory alone, for copious notes were taken at each visit.

GENERAL CONDITION OF DISTRICT SCHOOLS.

We wish we could report our schools this year as well as last; but we cannot; facts forbid. As compared with last year, we have, this year, just about two thirds the number of visits by citizens—nineteen less weeks of school—four more different teachers—full as much tardiness, although the East District does not report a single one in summer—seven per cent. less in average attendance.

At the opening of the spring terms, every applicant for certificate was from abroad. We have plenty of home talent, and that of no mean quality. We passed that by as unworthy of consideration. We have several young ladies in town of suitable age, ability, judgment, and unquestioned scholarship to manage at least the smaller schools. Some of them have proved their capacity by presenting some of the best managed schools to be found. This town pays \$300 per year to aid a school capable of qualifying young ladies for earnest and thorough work in our schools. Is it good policy to let these young ladies remain idle, and send off for teachers who have

employed no better advantages, if, indeed, as good? We have paid out above \$750 the past year for District schools. We have had eleven terms of school. Eight of the eleven have been managed by ladies out of town. That proportion of the money has been carried away. Is this good policy, financially? The true policy to pursue is this: Employ home talent and home skill, make everything at home as attractive as possible, and attract every dollar possible into town. We utterly disclaim the slightest intention to cast any reflection on the young ladies from abroad who have taught in our schools. If we were in their places we would get schools where we could, and the highest price. But, at the same time, we do believe, *other things being equal*, it is the best policy to give employment to home talent.

TEACHER'S POSITION

Is one that has many joys—but it has many sorrows, too.—The teacher of 25 pupils must *please* those pupils if he would gain favor. The popularity of a teacher among students, and not the earnest effort to repress wrong and inculcate right principle, is far too often the measure of the man. To *please* a school for the time being simply, is one of the easiest tasks set for any shrewd man to do. The teacher must not only please those 25 pupils, but 50 parents or guardians, besides brothers and sisters. With the varied natural tastes, prejudices and wills of mankind, old or young, this is a positive impossibility. Often a jury cannot decide on one fact.

The man guilty of treason, arson, forgery, piracy, murder, or other high crimes, professes to believe the gallows and tate prison to be institutions too barbarous for modern civilization. The grog seller, the drunkard, the gambler, the libertine and the prostitute, all claim the liberty to do as they please without molestation. Touch one of them in habit or practice, and opposition rises instantly. Ask from one of them material aid, influence, or vote, to form and execute an honest moral code, and you will receive, every time, a cold refusal.

Now the elements of human nature are the same in childhood as in riper years. There is a difference in degree of development. Our schools often contain the embryo criminal, as well as the firm supporter of unbending rectitude. Human nature will out, whether in a bogus Charlie Ross, or the boy who scorns to do a mean act.

Place 25 children in the school room, differing in almost every respect, and a teacher to instruct, guide, direct, and en-

force obedience. Some disobey, and deliberately break wholesome rules. Penalties follow. They must follow, for laws without inflicted penalties are dead letters. Sometimes, be it said as a well deserved commentary on the influence of christian training at home, the pupil carries home a truthful report of cause and result. But far too often false reports are made, having not even the shadow of truth as a basis. Parental sympathy is enlisted, the pupil sustained, and the teacher blamed. The subject is talked over at home in presence of the children. They go back to school and report to each other what "my father says," and what "my mother says." Rings are formed bound together by community of sympathy and interest—not as extensive as the Tweed ring, or the Whiskey ring, but resting on no better moral basis,—disorder reigns, progress becomes impossible, and so the school must close.—Many a delicate and sensitive nature has retired from the teacher's vocation, and many such an one has shrunk from entering it, because of discouragements, sharp and groundless criticisms, and high aims and earnest purposes neutralized.

A little christian sympathy, a few friendly words, a little genuine encouragement in time of trial, would save excellent ability in the school-room, and do much toward enlisting more.

QUESTION FOR CANDID CONSIDERATION.

Has a teacher a right to compel one pupil to witness against another?

Carry the question into a court of justice, and the decision would be in the affirmative every time. When crime is to be brought to light by justice, according to our laws, one man must bear witness against another, or be himself punished for contempt of court.

If courts had no power to do this, all the laws of the land would be nearly a dead letter—all sorts of criminals would go unpunished, because no one would be obliged to testify against them—the criminal code might be repealed. This right of a court is one of the great powers in the execution of law.

Now a school is a government on a small scale, subjected to laws, to rules and regulations. It has its legislative, judicial, and its executive departments.

The non-execution of its laws would be as disastrous to the school, as if it were a great nation. A pupil may not break into a bank, but we have known him to break into a fellow's dinner pail, or into his room and do mischief. The student may not forge a note, but we have known him to forge mon-

strous lies, greatly to his teacher's perplexity, and his own dishonor.

The mischiefs, deceptions, and crimes pertaining to the school-room, are all of a nature so sacred, that the pupil professes to believe it to be dishonorable to expose it; for if a teacher asks a supposed witness, "Who was it?" or, "Do you know anything about it?" he is pretty sure to receive the answer, "I don't know." Or, if he is convinced his teacher knows him to be a witness, the reply is, "I don't want to bring the one out." If the teacher inflicts any sort of penalty for not testifying (for contempt of court,) there are always a plenty to cry, "Injustice. It is none of his business. He ought not to be sustained."

The idea is very prevalent among students that it is dishonorable for one to criminate another. Yet we know no man who, in any legal action, civil or criminal, believes it to be dishonorable to gather testimony in any way he can, and to compel the attendance of witnesses.

Now we do not see by what kinking or twisting of the great principles of justice a person is exempt from exposing iniquity because it was perpetrated in a town school, or academy, instead of on the highway, or at the dead of night. Manage a State on the principle of this false honor in the school room, and it would soon be in a sadly chaotic condition. Where there is to be order there must be law; and laws to be effectual must be executed. In order to execute them, offenders must be discovered and transgressors punished.

All fair means taken to identify the law-breaker is perfectly honorable—the opinion of students to the contrary notwithstanding. If all citizens, and parents especially, could take this view of the case, and strive to impress upon the rising generation, that it is not dishonorable to testify to the misdeeds of others, it would be much gained for the good of schools, of communities; and no real harm could accrue to any one.

REFUSING CERTIFICATES.

School Committees have this power; but to exercise it is an embarrassing duty, and always attended with much annoyance to the committee, and often with injury, for the time being, to the schools. It is not a pleasant thing to subject a morally worthy young man, or woman, to the mortification of a refusal, when arrangements have been made, pay agreed upon, word gone out that they are to teach in a given district, and the school is waiting to commence. Still harder is a refusal in case of those who have taught before, and who present certifi-

icates of ability and success in other places, and to whom perhaps the avocation is their only means of support, and of future improvement.

In cases of refusal it nearly always happens that personal friends will intercede, relatives will regard it as a personal indignity, and the outside public, who know nothing of the real merits of the case, will remonstrate; and that wretched argument is always urged, that a person of meagre attainments will study and keep ahead of the needs of the school, or will do well enough for the wants of a small and backward school.—The reasoning is supremely fallacious, for a teacher should lead and not follow or keep pace with his school; and it requires a far higher order of ability to instruct and interest a backward school, than an advanced one. Very often, too, if a candidate be refused, the people of the district will take sides in such a way that he who does have the school, let him be possessed of every necessary acquirement, will have increased difficulties to meet, and the result, for one term at least, be worse than if a less competent person received the committee's sanction. Induced by these and other similar considerations, your committee has granted some certificates of approbation against his better judgment.

TEXT BOOKS.

This town suffers from the great variety and old age of text books. Your committee has endeavored, as far as possible, without extra expense, to have the same books in the district schools as in the Institute; but has not deemed it advisable to make any general change.

Whoever our Representative to the Legislature may be, he could not do the State a greater service than to engineer a bill through that body, providing for a commission to fix upon a list of the most desirable text books for use in the public schools of the State, and rendering it illegal to use any others for the space of five years, at least.

UNION OF DISTRICTS.

By existing laws, adjoining districts may change their lines, separate, divide, and re-unite at pleasure, by concurrent vote. A majority of selectmen, and of school committee may change lines of adjoining districts, upon petition, and hearing, and also constitute new districts, or unite the whole or part of any district to an adjoining district. Would it not be for the interest of some of our small districts so to unite?

NON ATTENDANTS.

There are a few young people in town who have either not been to school at all during the past year, or but very little—far less than the law requires. The law requires 12 weeks' attendance during the year—6 of which shall be consecutive. A failure so to do subjects the parent or guardian to a penalty of \$10 for the first offence, and \$20 for each subsequent offence. Should a single tax payer now serve a written notice upon your committee, stating by whom, when and how such penalty has been incurred, he would be compelled, under a penalty of \$20 and costs, to bring suit against each delinquent within ten days after service of such notice.

The law has wrought a good work in this State in a short time. It ought to be executed in every town in the State.

THE INSTITUTE.

Much as we have written, we do not think we ought to close this report without a few words upon this school.

The Institute is enjoying a degree of prosperity unknown to it for many years. We think we hazard nothing in saying that no other school in this section enjoys a higher degree of popularity at home and abroad than does the McCollom Institute. Hard work and liberal expense have raised it to its present rank. The same, judiciously applied, will keep the school where it is. Add to these ways and means never yet brought to bear, and the Institute can be rendered mere prosperous and useful than now. Its friends, officers and teachers may make mistakes. Who does not make them? Imperfection is the common attribute of our common humanity. The enemies of the Institute—and it has them—may disparage and belittle it, but still it has gone on prospering, and we trust will continue to retain its standing as one of *the* educational institutions of the State.

During the last four years the State Legislature has appropriated \$21,000 to the Normal School at Plymouth; and yet that school cannot show so large an average attendance for 36 weeks per year as McCollom Institute. Give us one half the average annual sum appropriated to that school, and we would like to enter the lists for the State championship. During the past *three* years 729 students have been present one term.—The board at \$3,50 per week amounts to \$30,618,—the tuition at \$6 amounts to \$4,374,—making a total of \$34,992—an average of \$11664 per year either saved in town, or actually brought into town. What if so much of the hard earnings of

our citizens went out of town every year? Add to this sum the increased value of trade, of a home market, and of real estate, and we can realize somewhat the worth of the school to the town. Let the building go as the hotel went, then take a look at the Selectmen's invoice book, count up the empty tenements, go into the church or Sunday school, or into the chapel to a social meeting, and note the difference. The community would suffer,—all interests, both secular and religious, would suffer.

The school-houses in a town are the best bonds a property holder can have. A successful school is his best and safest policy of insurance for the continued and increasing valuation of his estate. Hence, from the lowest and most mercenary motives, our schools should receive the patronage and the fostering care of property holders.

But we cannot look upon our young people as the representatives of gold, or silver, or houses, or land, or merchandise.

We would rather consider them as human beings, having immortal destinies, capable of doing much good or harm—of enjoying supreme happiness or suffering untold misery, and of contributing largely to the advancement of virtue or vice.—Therefore we might reason with a force a myriad times more momentous and consequential for a generous and earnest support of our schools.

Every parent, teacher, and citizen ought to make it a self-imposed duty to aid in spreading intelligence, cultivating conscience, and inculcating virtue in the minds and souls of the young, both by precept and by example; for everything to which we can attach great value in a community, must be measured by the intelligence and virtue of its citizens. We do not ignore the influence of religious institutions in giving stability to society. We do consider the church and the school substantially one. They are inseparable, and will survive or perish together. A free church and a free school: Our fathers, fresh from the hotbed of persecution, planted them side by side. As the price of blood and treasure they left them a rich legacy to us to enjoy and perfect. At once our glory and our pride, we must transmit them unimpaired to the next generation.

CENTRE SCHOOL.

Miss Martha R. Wilder, of Peterboro', teacher, three terms. Order and deportment of pupils, both in doors and out, commendable. Progress, good. A good school and teacher.

NORTH DISTRICT.

Summer term, Miss Clara F. Dodge, of Francestown, teacher. A superior scholar, teacher, and school.

Fall term, Miss Emma F. Wyman, of Mont Vernon, teacher. School like summer term. Best reading of any school in town. A fortunate district, this year.

SOUTH DISTRICT.

Summer term, Miss Katie S. Curtis, of Lyndeboro', teacher.

Fall term, Miss Clara A. Curtis, of Lyndeboro', teacher.—Miss Clara kept a better school than we expected. Her class of three beginners in written arithmetic was the best we have witnessed.

EAST DISTRICT.

Summer term, Miss Ida M. Fox, of New Boston, teacher.

Fall term, Miss Addie L. Wyman, of Mont Vernon, teacher. A teacher possessed of a finely cultivated mind, excellent scholarship and superior literary taste.

WEST DISTRICT.

Summer term, Miss A. Viola Eaton, of Wilton, teacher.

Fall term, Miss Hattie J. Carson, of Mont Vernon, teacher. Always successful in school—more than that, this time.

We might criticise the real or fancied errors of every teacher in town, but we fail to see what good would result. Teachers' faults are not always all their faults, and for these reasons we decline to spread them out in this report.

DISTRICT.	Summer, Fall and Winter terms.	No. of weeks.	Wages per month.	No. of scholars.	Average.	Times tardy.	Reading.	Spelling.	Arithmetic.	Geography.	Grammar.	Penmanship.	History.	Algebra.	Composition.
Center, }	S.	10	\$30.00	30	27	40	30	30	26	23	10	20	2	1	0
	F.	11	\$32.00	29	24.5	23	29	29	22	15	5	16	1	0	0
	W.	8	\$32.00	24	21	15	24	24	21	11	6	12	0	1	0
South, }	S.	9	\$21.00	7	6	14	7	7	7	2	0	3	0	0	0
	F.	11	\$29.00	16	11.5	23	16	16	16	11	1	13	0	0	0
West, }	S.	8	\$18.00	6	4.5	4	5	6	6	3	2	3	1	0	0
	F.	9	\$29.00	9	7.5	28	8	9	9	4	4	6	2	0	0
East, }	S.	7	\$22.00	23	20	0	23	23	18	9	4	10	1	0	0
	F.	7	\$30.00	26	20	7	26	26	25	11	6	21	0	0	4
North, }	S.	12	\$26.00	9	6.5	8	9	9	7	5	5	6	0	0	6
	F.	13	\$24.00	8	6	6	8	8	7	3	6	6	2	0	6

Amount of money raised by the town, including
Literary Fund, \$785 00

Amount allotted Center District,	\$325 00
“ “ South “	145 00
“ “ East “	115 00
“ “ North “	100 00
“ “ West “	80 00
“ “ 8th Dist. in Amherst,	20 00

Fall Term—No. of students at Institute, 68
Winter, “ “ “ “ “ 102

GEO. W. TODD,

*Superintending School Committee,
and Principal of the McCollom Institute.*