

REPORT OF THE SCHOOL BOARD,

OF THE

Town of Chichester,

FOR THE YEAR ENDING

MARCH 1, 1888.

CONCORD, N. H.:

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In presenting this annual report, it is our purpose to place before you the actual condition of our schools with such suggestions and recommendations as will, if followed, result in placing them on a higher plane, and thereby greatly increase their usefulness.

The fine school system of our country is yet in its infancy, and no one of us has probably any idea of the improvements which are not only possible but which are certain to be ere long engrafted upon it, nay even, which are absolutely necessary in order that it may be just what it was intended to be, namely, such a system as should offer to every child, high or low, rich or poor, equal opportunities and facilities for gaining a thorough rudimentary education. Under our present system of supplying text books very many pupils are not fully supplied, or if apparently so, yet it becomes evident that the book they may have is often not the one which would be put in their hands by any competent and careful authority. Such cases can be remedied under our present system, somewhat, though rarely without giving offence to both children and parents, the former being indignant at being held back, as they call it, and the latter objecting, not without reason, to the extra expense. Having thus briefly outlined this difficulty, which is both

real and far-reaching, allow us to suggest the remedy, which is at once effective and eventually practicable.

We have had a state law for years allowing towns to buy and furnish free text books for all their school children. But as most of our country communities are so conservative as to be slow to adopt even a real improvement, as yet only a few towns in New Hampshire have made the change. This being known to be the case, the friends of educational progress caused a bill to be introduced in the last legislature *requiring* all towns to furnish free text books for all their scholars who attend school. This bill passed the House by a large majority, only to be killed in the Senate and how? It was openly alleged and even printed in several of the most prominent New Hampshire newspapers that the school book publishers (mostly from other states) sent a lobby of several able men, whose efforts in the Senate were successful and the bill was killed because the book makers wanted it killed; and why? simply because in every place, large or small, where the experiment has been tried it was found that less books were required. This was bad for the publishers, so of course they combine to prevent any further action in this direction. This fact being undisputed, it seems that no further effort to prove its economy is needed. Much has been said and written about the compulsion in recent school legislation, about making a town do this or that, as if it were a new and objectionable principle. We hear that a town or even a district should be allowed to manage its affairs in its own way, etc., and that our schools, especially, should be entirely subject to the petty caprices and prejudices of any community where they may chance to be situated.

A moment's calm consideration will be sufficient to show the shallowness of all such claims. In regard to almost any subject we have laws of three kinds, viz: Laws permissive, that is, you may use your own judgment about doing or leaving undone those things which are permitted.

Then come laws mandatory, by these we are commanded to do, even if our intelligence, interests, or prejudices would lead us to refuse to do the thing commanded. In the third division come laws prohibitory, Thou shalt not do. No right-minded person complains of either of these kinds of law, whenever they are based on justice and common sense, and are evidently designed to secure the greatest good to the greatest number. For years past our school money has been raised under a law *commanding* that a certain amount shall be raised, and permitting the raising of more. Towns or districts cannot do as they please about it unless they are pleased to raise more than the law requires. Where were these grumblers during all these years? Why didn't we hear about the legislature foisting oppressive laws upon the defenceless people?

Our system of representative government rests on the supposition that the people will choose their law makers as well as other leaders, from the most intelligent and progressive to be found in their ranks. If this supposition is true, does it not necessarily follow that the laws made by such selected persons will be in advance of the mass of the people?

Especially would this be true of acts affecting our educational interests; for on these questions men are permitted to vote in exact accordance with their judgment after mature deliberation, in which both sides are fully heard, and partizanship is rightfully ignored. Laws passed under such conditions, and in spite of paid lobbies, may safely be depended upon as being timely and worthy of confidence and respect. In the upper branch of the last legislature, the law requiring towns to supply free text books was defeated solely by the combined pressure of school book publishers.

This measure will come up again and cannot be killed by any such tactics; so if the good people of Chichester (or other towns) wish to take a step upwards without

being compelled to do so, it will probably need to be attended to before the next legislative session. But aside from any such considerations be assured that the sooner such action is taken the better school and scholars we shall have.

Our school-houses also need some kindly criticism, which we hope will lead to ultimate improvement. None of them have any adequate provision for ventilation. When we consider that each pupil needs fifteen hundred cubic feet of pure air per hour, in order to maintain health, the query is most natural, How do any of our pupils live through a winter term?—when we know that our largest school-room (provided it were air-tight) does not contain air enough to maintain life in four adult persons for six hours. It is, no doubt, true that in our ill-ventilated school-rooms the vitiated air is alone the cause of most of the sickness which interferes with our schools. At any rate, we know that in many of our school-rooms, with doors and windows closed, the air becomes totally unfit for breathing in half an hour after each session opens; of course, if we let in more air we must use more fuel to warm it. Still, for all that, we believe it should be done and at the earliest possible time; and while on this subject of improvements it seems impossible to forbear mentioning our old-fashioned plank seats and desks—our children deserve something better (we ought to be ashamed of ourselves for not making them comfortable, if they do not). It may not be best to attempt all these things at once; still, let us remember that if it were necessary to hire the money to accomplish these improvements, the interest account would not amount to more than fifty dollars per annum. Can we not make up our minds that “what ought to be done, shall be done,” and without unnecessary delay?

To the casual observer it would doubtless seem that our schools were going on, year after year, following about the same routine, and accomplishing about the same results as

in years long since past. As in climbing a mountain each step appears insignificant, so that we would hardly know we were rising at all, yet, having reached some position favorably situated for a survey of the route we have traversed, all at once it dawns upon us that we are "aloft;" and if we are at all just we realize that each humble step (though taken in weariness and pain) has been an essential factor in our progress. So with our schools. As the years roll on, if we are not only willing but determined to take each successive step in the onward and upward march—in other words, to do our whole duty in relation to our schools and scholars, as fast and as far as it is made plain to us—we shall not have long to wait for such results as ever reward "patient continuance in well-doing."

From a careful inspection of the various Registers, as well as from our own observations, we conclude that the schools of our town have, without notable exception, satisfied the reasonable expectations of our people. Absences are still too numerous, though caused in most cases by sickness, or inclement weather. But, on the other hand, in some schools the number who have neither been tardy nor absent has greatly increased. In one school (No. 8) five scholars are reported as not having whispered during the winter term. Deeming this fidelity worthy at least of honorable mention, we include their names in the hope that others may be led by their example to adopt the same course: Della Fullonton, Clara Sanders, Mabel Kingsbury, Elzora Ordway, Stella Carpenter. Others who tried but failed in this particular are encouraged to try again, remembering that the path to the highest success always leads through temptations and difficulties; were there nothing to conquer, there could be no victors.

In the No. 4 school the teacher of the winter term was obliged by serious illness to relinquish her charge. But as there were also several members of the school unable to attend (by reason of sickness) it was thought best to have

a few weeks' vacation. Meanwhile, the school-house was damaged quite extensively by fire, but has been repaired, and now the school is in session, so that we are unable to complete its statistical record.

The number of children between five and fifteen years of age is reported by the selectmen as follows: boys, 45; girls, 58—total, 103. The whole number of different scholars for the year is 155. Each school will have had almost exactly 27 weeks of term.

Of our teachers we may say that, in our judgment, all have entered into their work heartily, and have tried to do their duty without fear or favor. To say that they had succeeded in pleasing every one—that is, both parents and children—would not be true, and if true, would hardly be to their credit.

Differences have arisen between teachers and pupils, in many cases slight and easily adjusted, in others allowed to result in withdrawal of pupils from school. All such instances we deeply deplore, because of the almost inevitable injury resulting to the scholar and to the school. It would be as well, as a rule, that parents never take sides in any such differences, unless their unbiased purpose is to probe the matter to the very bottom, learn all the facts having a bearing on the case, and then, and not before, come to a decision. Now, we submit, that when parents, having done this, become satisfied that a teacher is unfit, for any reason, to instruct *their* children,—of course it would necessarily follow that they were equally unfit to be intrusted with any one's children,—they should place all the facts coming to their knowledge frankly and openly before the school board for their investigation and consequent decision. It seems to us that a failure to do so justifies the suspicion that in all such cases the parents must be quite sure that the evidence would not support their view of the case, or else that the teacher would have the advantage in such an investigation, a supposition which we have very little idea has

ever been entertained, and which certainly has no foundation in fact.

No space would have been given in this report to this matter but for the fact that the evil is growing, several cases having occurred during the year. We hope that sound common sense will lead all concerned to avoid such differences in the future. But if they are still to occur, let's have the sentence pronounced by the court instead of by the plaintiff or defendant.

ROLL OF HONOR.

This list contains the names of all pupils who are reported by their teachers as having been neither absent nor tardy during their respective terms.

No. 1 SCHOOL.

SUMMER TERM.	FALL TERM.	WINTER TERM.
Edward C. Batchelder.	Edward C. Batchelder.	Daisy B. Clough.
Ernest E. Lane.	Ralph A. Warren.	Grace E. Marston.
	Leroy J. Marston.	Ernest E. Lane.
	Johnnie Marston.	Stephen C. Perkins.
	Walter C. Owen.	Harlow C. Perry.
	Grace E. Marston.	Clifton D. Perry.
	Emma J. Bennett.	Arthur C. Warren.
	Ira F. Bennett.	Ralph A. Warren.
		Dennis A. Plock.

No. 2.

John L. T. Shaw.	John L. T. Shaw.	Walter Batchelder.
	Minnie A. Towle.	
	Katie N. Towle.	

No. 4.

Abbie A. Lane.

No. 5.

Josie P. French.
Lila M. Phillips.
Leona G. Newell.

No. 6.

Elbertha L. Call.	Elbertha L. Call.
Lottie M. Call.	Georgia M. Currier.
Annie M. Doyen.	Loren A. Currier.
	Eugene C. Call.

No. 8.

SUMMER.
 Walter S. Dow.
 Courtland L. Ordway.
 Lew T. Fullonton.
 Elzora Ordway.
 Rosa J. Ordway.
 Gracie Fullonton.

FALL.
 Elzora Ordway.
 Rosa J. Ordway.
 James T. Davis.
 Lew T. Fullonton.
 Walter S. Dow.
 Courtland L. Ordway.

WINTER.
 Walter S. Dow.
 Lew T. Fullonton.
 Courtland L. Ordway.

In conclusion let us urge that no backward step be taken; having gained one point let us press on to the accomplishment of other worthy aims, deeming nothing difficult which ought to be done, nor anything which affects the welfare of our children as unimportant or unworthy of self-sacrificing, persistent effort. So shall we earn, and ere long receive, the gratitude of an intelligent posterity.

All of which is respectfully submitted,

S. A. KENDALL,
 OTIS T. MAXFIELD.
 G. W. LAKE,

School Board.

Statistical Table.

No. of School.	Summer, Fall or Winter.	Teachers.	No. of Weeks of School.	Whole No. of Scholars.											No. between 5 and 15 not in school.	No. between 14 and 21 cannot read and write.	
				No. in Reading and Spelling.	No. in Penmanship.	No. in Arithmetic.	No. in Geography.	No. in Grammar.	No. in History.	No. in Physiology.	No. in Book-keeping.	No. in Algebra.	No. over 5 years old in school 2 weeks.	No. over 5 years old in school.			
1	Summer.	Miss Josie B. Shaw.	9	18	18	8	14	2	6	7	8						
	Fall.	" Fannie A. Ham.	9	20	18	12	12	7	9	7	6						
2	Summer.	Mr. J. L. Perkins.	9	18	18	8	17	8	11	4	4			28			
	Fall.	Miss Lilla A. Merrill.	8	11	11	2	7	5	4	1	3						
4	Summer.	Mr. G. W. Lake.	9	10	10	7	6	6	6	2	2			14			
	Winter.	" " "	10	9	9	5	6	6	6	1							
5	Summer.	Miss Winifred M. Brown.	8	17	17	11	11	11	3	3							
	Fall.	" " "	9	17	17	15	11	11	7	5							
6	Summer.	" Susie Lane.	6	12	12	12	12	11	8	2			4				
	Fall.	" Nellie C. Robinson.	10	12	12	12	12	9	12	9			2				
8	Summer.	" Hattie M. Hook.	10.8	13	12	12	12	8	12				16	2			
	Fall.	Mr. John P. Brown.	9	32	32	7	28	9	9			14					
8	Summer.	" " "	9	34	34	5	30	10	9			12					
	Fall.	" " "	9	34	34	5	30	10	9			14	8	46	3		
8	Summer.	Miss Maude W. Conant.	9	29	29	18	25	5	13			15					
	Fall.	" Josie B. Shaw.	9	30	30	13	25	14	13	4	15	2	6				
	Winter.	" " "	9	28	28	8	24	13	13	3	14	1	6				

TREASURER'S REPORT.

GEORGE W. LAKE, treasurer of the School District of Chichester in account with said district for the year ending March 1, 1888.

RECEIPTS.

To cash received of former treasurer,	40.47
“ “ town treasurer,	1,239.78
“ “ board of education of Loudon for tuition of scholar,	3.00
“ “ board of education of Pittsfield for tuition of scholars,	15.00
“ “ board of education of Epsom for tuition of scholars,	25.80
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Amount of receipts,	\$1,324.05

EXPENDITURES.

Paid expenses for the several schools as follows:

No. 1.	\$224.22
2.	199.89
4.	145.55
5.	180.45
6.	266.58
8.	193.71

Paid Loudon school board for tuition of scholar in Pleasant Street school,	3.00
For conveying scholars from New Dover district to Center district,	43.50
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Amount of expenditures, \$1,256.90

Amount of receipts,	\$1,324.05
Amount of expenditures,	1,256.90
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Cash in hands of treasurer,	\$67.15

GEORGE W. LAKE,
Treasurer.

We hereby certify that we have this day examined the accounts of the Treasurer of the Board of Education of the town of Chichester for the year ending March 1st, 1888, and find them correctly cast and supported by proper vouchers.

D. T. BROWN,
C. C. SHAW,
Town Auditors.

CHICHESTER, Feb. 28, 1888.