ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

FOR THE

Town of Amherst,

For 1868-69.

AMHERST:
STORRS & MCLOUD, PRINTERS.
1869.
The School Committee take great pleasure in presenting to their fellow citizens the full and satisfactory report of the Superintendent of Schools, Mr. H. L. Read.

We submit the report with but a word or two of our own, as it seems unnecessary that we should enter into any extended discussion upon the same subject matter, so well presented by the Superintendent.

No one pretends, at this late day, to deny the great advantages which the graded system of schools possesses over all others. Theoretically correct as it is, yet sometimes it practically fails to accomplish its legitimate end. Whenever the graded system does thus fail, we shall always find, if we trace back, that its decline began in the want of one directing mind to carefully superintend all of its affairs. We say one directing mind, for the very obvious reason that where we have more than one, as for instance, where the General School Committee divide up the Superintendency of the schools into as many districts as there are members of the Board, there will be as many different methods of carrying out the system as there are different minds. The effect of this would virtually be to revive the old District system, from the fact that each one would look after the interests of his own schools, caring little for those of his colleagues.

We also feel that it is very necessary that the Superintendent should not be one of the General School Committee chosen by the town at its annual meeting. This is of course an open question, and
one to be decided by each succeeding Committee for itself. But we
certainly feel that when one of the Committee acts as Superintendent,
there will necessarily be wanting that freedom of criticism on
the part of the others which is always productive of good when
rightly used.

As to appropriations for the maintenance of the schools the ensu­
ing year, we think the amount appropriated for last year will be suf­

stantial.

STATISTICAL ITEMS, 1868.

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of the town</td>
<td>3,600</td>
</tr>
<tr>
<td>Number of persons between 5 and 15</td>
<td>625</td>
</tr>
<tr>
<td>years of age</td>
<td></td>
</tr>
<tr>
<td>Total valuation of the town</td>
<td>$248,798.81</td>
</tr>
<tr>
<td>Total appropriations for schools</td>
<td>8,000</td>
</tr>
<tr>
<td>Tax on a thousand dollars valuation</td>
<td>3.20</td>
</tr>
<tr>
<td>for schools</td>
<td></td>
</tr>
<tr>
<td>Sum appropriated for each child</td>
<td>12.08</td>
</tr>
<tr>
<td>between 5 and 15 years of age</td>
<td></td>
</tr>
</tbody>
</table>

Respectfully submitted,

M. B. CUSHMAN, \\
R. B. BRIDGMAN, \\
of the \\
School Committee.

Amherst, Feb. 25, 1869.

Superintendent’s Report.

Gentlemen of the School Committee:

At the commencement of the year, you wisely directed that at its

close, “The Superintendent should make a report of the condition of
the schools, to be incorporated and published with the Annual
Report of the School Committee.” To that pleasant task I now ad­
dress myself. It has been a year of general, not to say marked,
prosperity. The schools have been silently, but at the same time
efficiently performing their beneficent work. The lives of all our

teachers have been mercifully preserved, and good health liberally
awarded them. A few have been forced to seek brief respite from
the labors of the school-room; two only, to bid them a regretful
adieu. The lives and health of pupils have been spared to a re­
markable degree. To the Giver of all Good, we would render our
grateful acknowledgements for these tokens of His favor.

OBSTACLES AND STEPS PREPARATORY TO THE

MAIN WORK.

In rendering you an account of my labors with the schools during
the year, it seems not inappropriate to state, somewhat in detail,
some of the hindrances, which barred my way to their successful
supervision, and the means used to remove them. When, in March,
I assumed their superintendence, the schools were on vacation, and
soon to reopen. With the exception of the High School, none were
provided with teachers for the approaching term. Those who had
taught and those who aspired to teach, were alike entire strangers.
The peculiarities of condition and special necessities of the several
schools, in respect to instruction and management, were in the main
to be learned by observation. The Chairman of the Board was ab­
sent, and thereby I lost the valuable suggestions which his recent
supervision of the schools could have supplied. To other members of the Board I was much indebted for timely aid and advice in preparing for, and getting them into operation.

As soon as the schools opened, it became my duty to learn their condition, as a preliminary to efforts for their improvement. A round of visits was at once made for this purpose. As, in addition to the oversight of the schools themselves, you had charged me with the "general care of all the school property of the town," I aimed to make myself thoroughly familiar with this important department of my duties. Hence, the condition of the school buildings, and their premises generally, received careful attention. The instruction and discipline of the different teachers were closely scrutinized, and the animus of the several school-rooms eagerly studied. In a word, all information, from whatever source, which promised to reveal the true condition and wants of the schools, was industriously sought and noted for future use.

SCHOOL BUILDINGS.

These, for the most part, were found to be in a good state of repair. Rough usage within, and the elements without, had been, or still were, dealing harshly with a few. Decks and seats were broken or loosened, chairs and settees gone or in the last stages of departure, blackboards rudimentary, and the blind fastenings removed, locks, and door-kitches, conveniences of the past, and outbuildings, in a few instances, dilapidated and filthy in the extreme. In several of the rooms, there was a deficiency of the appliances and apparatus needful for the schools. The dictionaries originally furnished, in several cases were entirely gone, or if remnants still remained, they were of little practical use. There were some very good outline maps, but a great lack of globes. Two small ones, only, were found in the whole circuit of the schools. A single school had a set of school tables; none a set of geometrical forms, or a numeral frame. Additional and better blackboards were essential to the success of several. These were the exceptions, not the rule. The schools of higher grade were most of them respectively furnished, either in whole, or in part, with the common articles for school use.

REPAIRS AND SUPPLIES.

To put the buildings all in good condition, and keep them so, and also to supply all existing deficiencies in apparatus, I saw, at once, would be impossible, even had the appropriation for this purpose contemplated so much, as it obviously did not. Keeping this in mind, I have aimed to make only such repairs and alterations of the buildings as seemed to be imperatively demanded to protect the property of the town. The largest single outlay of this kind was made at East Street. Unfortunately in its site, that fine school-house had, from the action of frost and imperfect drainage, combined with neglect, sustained considerable injury, and was demanding immediate care. Other larger items of expense for repairs were incurred for securing to protect the basement windows at the High School building, a measure of wise economy, which has already more than paid its cost in the saving of glass for shingling at the Mill Valley and South West Primaries, and renewing blackboards at the South Grammar and North Intermediate Rooms.

Of apparatus and school furniture little has been bought beyond what was necessary to meet the lack occasioned by wear and breakage. These, with the many other little items of expense which will unavoidably arise from time to time among so many schools, have swollen the cost of repairs to more than $460. The balance charged to that account is made up of rent paid in April and-, for the use of the school premises on Pleasant street, with some outstanding bills of 1867. I cannot resist the conviction that it was an oversight that so large an item as $210 of the appropriation for repairs was thus diverted from that purpose. Several of the school buildings will soon demand no considerable outlay, if uncurbed for. It would be economy to anticipate their hastening decay.

CONDITION OF THE SCHOOLS.

My first acquaintance with the schools revealed a wide diversity in their character and condition. The lower grades, generally, seemed decidedly inferior to the higher, and, as was to have been expected, the more marked defects existed in those whose classification was least perfect. The High and First Grammar, not to name others, in which the pupils were chained with much exactness on the only sure basis of actual attainments, appeared to be truly excellent.
and models of their kind, as, in fact, they were and are. Others less fortunate in this respect were relatively good or respectable, according to circumstances. As a whole, the schools would compare very favorably with those of the larger towns of the Commonwealth. Than some of them, few towns or cities even, could show better. And yet others, now as then, especially those of an elementary type, are wanting in positive excellence. They are not accomplishing, as they should, their important mission. As lights guiding the young to truth and virtue, they are not sufficiently luminous. Affording the means and instruments of instruction, they are not in fact, insuring to the children in them the certain benefits of a sound, practical and comprehensive education.

CAUSE OF INEQUALITY AND ITS REMEDY.

The prime source of the diversity in condition, noticed above, has been indicated in what was said of the comparative merits of the graded and partially graded schools. Classification alone, in its direct and indirect influences, will account for it, in full, and were it possible and practicable to enforce it in all the schools, its great efficiency for good would be seen and admitted by all. A school well graded is a vastly more inviting field of labor than its opposite, and therefore is much more readily furnished with one trained and qualified to till it. Few truly efficient teachers, in these times of direct and comprehensive education. Without the means and instruments of instruction, they should, their important mission. As lights guiding the young to truth and virtue, they are not sufficiently luminous. Affording the means and instruments of instruction, they are not in fact, insuring to the children in them the certain benefits of a sound, practical and comprehensive education.

EFFORTS TO REMEDY DEFECTS.

So far as these arise from imperfect classification or the inexperience and change of teachers, the remedy has, in part, been within my hands. The want of suitable school accommodations at the Centre, now nearly supplied, and the disadvantages incident to all communities in which the population is scattered, as in some parts of the town, have necessarily prevented any material improvement in those schools. In most of the remaining schools, an advance in this respect has been made. In the selection of teachers, if I have not always done what I deemed the best economy, I have made the nearest approach to it possible under the circumstances. It had been directed by the Board that, "The schools should be kept for as many weeks," and the teachers receive "the same compensation as on previous years." Hence, it only remained for me to accept the situation as I found it, and do my best with the means afforded me. Neither teachers of Normal training, nor those of successful experience without it, could for the salaries paid, be secured for more than a part of the school. Of course the others must be intrusted to the inexperience or to
those whose experience had been limited. Impressed with the conviction that most of the teachers were trying to do their best, that they were interested in and faithful to their duties, and anxious to improve, I have felt that they should be retained, and aid and encouragement extended to them in their efforts to qualify themselves more fully for their work. Accordingly, I have, on my visits to the schools, and at other times, availed myself of the many facilities afforded me to assist and benefit them. I have aimed to win their confidence as a friend and adviser, to whom they might frankly suggest and to remedy their defects, and from whom they might receive and benefit. I have felt that they should be retained, and aid and encouragement extended to them in their efforts to qualify themselves more fully for their work. Accordingly, I have, on my visits to the schools, and at other times, availed myself of the many facilities afforded me to assist and benefit them. I have aimed to win their confidence as a friend and adviser, to whom they might freely seek counsel or sympathy. According to them the largest liberty in chosen methods of instruction or discipline, when not thought radically faulty, I have, on the other hand, felt that the responsibilities of my position, as well as their own good, sanctioned a close scrutiny and even criticism of the errors or defects observable in them or their work, if offered in a truly kind and friendly spirit. According to them the largest liberty in chosen methods of instruction or discipline, when not thought radically faulty, I have, on the other hand, felt that the responsibilities of my position, as well as their own good, sanctioned a close scrutiny and even criticism of the errors or defects observable in them or their work, if offered in a truly kind and friendly spirit. Also, by propounding suggestive questions to test the thoroughness of their pupils, personally conducting an exercise, wholly or in part, the vocal drill of a class in reading, illustrating some principle or process upon the blackboard, and in other ways, many and various, have I sought to suggest and to remedy their defects, and thereby to elevate the character of the schools.

Up to the present time, I have made during the year, three hundred and ninety-three visits to the schools and ninety-one calls. Scattered and remote as many of them are, this has required much time and travel. With the frequent examinations of pupils by classes or singly, examinations of teachers, procuring supplies, over-looking repairs, and countless other matters, requiring time and thought, I have always found enough and more than enough to do.” Some of these visits have been extended through an entire session, others were an hour in length, or less, according to seeming necessity, or engagements elsewhere. All, however, were long enough to mark the spirit of the school-room, and the character of one or more of its exercises. They have been made under all the different conditions of day, hour, and climate, and have often been purposely timed to take the teachers by surprise, and thus to reveal in distinct outline all the varying phases of their personal bearing and school management.

RESULTS.

In pursuing the course indicated, I have been encouraged by the ever-growing conviction that my efforts were not in vain. These visits have afforded me much pleasure; they have seemed also to be anticipated with interest by both teachers and pupils. Rarely, if ever, have I had the least occasion to suspect my presence was viewed as an intrusion, or that my questionings, hints or counsel were not cordially welcomed. Suggestions in regard to all the details of school management have more often been solicited by the teachers, and when given, been kindly received and brought to a practical test. An earnest, inquisitive desire to gain a true ideal of what a good school is, and the precise means and methods necessary to make their own such, has seemed to possess me so fully, as to disarm criticism even, when delicately and kindly offered.

Under the stimulus of these various influences the teachers generally, began to exhibit better results. They became more methodical, their discipline improved, their instruction was more thorough. New life and vivacity were infused into many of the schools. In some respects the change was particularly gratifying. Suggestions offered in regard to what I deemed a scientific method of teaching Reading, were at once adopted, and with the happiest results. The exercise was elevated from a mere worthless routine to the rank of an accomplishment, and a source of culture to the intellect, the taste and the feelings. This of course applies to schools of Grammar, or Intermediate grade. But in the Primaries also, the vocal drill, now required daily, is accomplishing much. By the frequent practice of enunciating the vowel and consonant sounds, together with various syllabic combinations, as also, by spelling by sound, the voice is strengthened and made flexible, and the pupil unconsciously acquires the habit of correct and distinct utterance.

Not to speak of others, in Mental Arithmetic, and thereby indirectly in Writing,—an improvement has been made in method of instruction. In no branch, perhaps, is greater care necessary on the part of a teacher, than in this. Without it, errors in statement, ungrammatical language and defective analysis are sure to occur, and the best part of its advantages are worse than lost. The most methodical and vigilant the teacher, other things being equal, the
better it will be taught. The town has those in its service who decidedly excel.

SCHOOL ACCOMMODATIONS.

The speedy completion of the new building on Amity street will constitute an epoch in the history of our schools. Much credit is due the Committee charged with its erection, for the manner in which they have discharged their trust. They have given to the town, at a moderate cost for the time, a building at once substantial and ornamental without, and commodious, inviting and convenient within. If I mistake not, it will prove, in most respects, if not all, a model house of its kind. Ample provision has been made for ventilation, a point in which many of the school-rooms are sadly deficient. The importance of having pure air to breathe at all times and in all places cannot be over-estimated. Nowhere is the want of it so seriously felt as in the schools. Much of the lack of vigor, feeble health, and even serious sickness of pupils, so much charged in these times to over-working the brain, as also, the premature exhaustion and decay of the vital forces in teachers, may justly be ascribed to this cause.

The new building will afford sitting in its four rooms for two hundred and sixteen pupils. Judging from present indications, the three schools to be transferred to it, increased by the children in Private Schools, will at once crowd three of the rooms to their utmost capacity. By this arrangement the fourth room will remain unoccupied, except as used in Winter by the Ungraded School. But it will soon become a question, if it is not now, whether an additional school should not be formed and placed in it. There is a pressure, present and prospective, at the Second Grammar Room, which will demand early relief. This room originally designed, I am told, for thirty-six sitting, has since been crowded with fifty-two, and no space remains for more. During much of the past year the pupils have outnumbered the desks, sometimes by six or eight. Applications for admission are now pending which cannot be met, and the pressure is constantly increasing. Parents whose children were qualified for membership, have complained that they could not be received. Again, its pupils are at an age when they need to feel the direct personal contact of their teacher in each exercise and at all times. But this is absolutely impossible while the classes are so many and so large. By dividing the school, putting the lower class, or a part of each, in the vacant room, and increasing the number, if need be, by the best scholars of the Intermediate School, a very perfect grade may be obtained, and both schools would be improved.

No pressure is liable to occur immediately in any other quarter, unless at the North Amherst Primary. Fifty-five little ones, with, as an interested father has said, a prospective increase of "a dozen or so," next term, will, to say the least, test the capacity of the teacher, if not that of the room.

ATTENDANCE.

An early examination of the Registers of 1867, revealed the fact that the attendance upon the schools was far less than it should be. By actual calculation, I found the pecuniary loss to the town from this cause to range severally from 26 to 11 per cent, and to average 16 per cent in all the schools. In this was included only such non-attendance as continued through a school session of half a day. Taking into the account absence from tardiness,—of which there were nearly seven thousand cases,—and the aggregate loss was not less than 20 per cent. As it was idle to expect the schools to do their appointed work with so much of their power worse than wasted, an effort was at once made to correct the evil. Some improvement was made during the Summer Term, but far too little. With the opening of the Fall Term, I proposed to the teachers a new method of attack, and solicited their active cooperation in carrying it into effect. A system of Reports was adopted, by which each teacher was to report to the Superintendent, each month, the attendance, tardiness and truancy of their respective schools together with other information. They were informed, that, by the courteous offer of the proprietors of The Record to give such facts gratuitous publicity, an abstract of their reports would be printed. They were enjoined to look carefully after the absent and tardy—to find out, if possible, the cause of the delinquency, solicit the aid of parents in correcting it, and by all proper means, to strive to create a public sentiment in favor of regular and punctual attendance. The result, if not all that was desired, was at least encouraging. The teachers entered heartily into the plan, and an esprit du corps was at once
created in the schools, which took the form of an honorable rivalry to rank first on the next months published roll. This emulation has not flagged to the present time, and this fact certainly justifies the hope of its continued good influence, if the means which evoked it are kept up.

The actual gain in a single term, not including diminished tardiness, was five and two fifths per cent. Two schools only, the North Amherst, and South West Primaries showed a loss, and that was but trifling. The results of the present terms—at least available in the case of those schools still in session, promise to be as good, if not better than those of the Autumn.

The whole number of persons of school age, or between the ages of five and fifteen years, as returned by the Assessors, May 1st, 1868, was 665, an increase of 45 over those returned the previous year. The whole number of all ages in the public schools, the current year, by terms, is as follows: Summer 624, Fall 655, Winter 673. Deducting the number of those above and under school age, and there were in the schools in the Summer and Fall 528, and 540 pupils respectively, or 75 and 81 per cent of the whole number returned. The data of the Winter term are not yet in, but the per cent of the whole number returned, must be considerably better. But including the considerable number of pupils in Private schools, we shall still find the aggregate to be quite too low a ratio to the whole number for whose education the town has provided. Despite the strict laws, the attractions of good schools, and the preponderating sentiment of the community in their favor, there is too much waste of their working power. Irregularities, which yearly sacrifice from one fifth to one sixth of your generous appropriations for education, ought to be checked. No suspicious man of business would tolerate such waste for a month. But the injury is not one to be computed by dollars and cents. It ends not with the prime lover, the absentee himself, but it retards the progress, and thereby infringes the rights of the constant. Society suffers from its damaging influence. "As is the boy so is the man," is an accepted truism; but how many parents see, in practice, not to realize it. The habit of irregularity which they allow, perhaps encourage in their children, to-day, will not stop with the season of papillage. It will become ingrained into manhood and womanhood, and affix a blemish upon character for life.

CLASS EXAMINATIONS.

Impressed both by experience and observation with the value of this feature of school management, I have introduced it into a few of the schools the present term, and would recommend its adoption in all the grades, unless the lower Primaries be excepted. Its effect would be salutary in promoting industry, regularity and consequently thoroughness. Such examinations should be applied not only to promotions from grade to grade, but to the advance from class to class, and from study to study. They will therefore have no necessary relation to the end of a term or the end of a year, but only to the leaving of a study, and occur at any time when a class is prepared for promotion. Suppose, for example, a class is to exchange Caesar for Cicero, Arithmetic for Algebra, or any lower study for one higher in course. Obviously it is but just to both teacher and pupils that the class should be carefully examined, not for an hour, but for hours, and the fact ascertained, not whether the class as a whole, but whether each member of it has mastered the subject that he can with safety to his scholarship be allowed to advance. Teacher and Superintendent, or in his absence, the School Committee should share in conducting such an examination, since to exclude the one might work injustice to teacher and pupils, and without the other the exercise might degenerate into a mere form. If the pupil stand the test, he should be promoted; if not, he obviously should drop to the class below, there to review the study and make good his deficiency.

In another respect, this same element would work wonders. In some localities the practice is quite common of leaving school during the term, especially near its close. Now, if those who thus about themselves should be required when they re-enter, to meet an examination before they could join their classes, this evil would be greatly abated. Such excuses, often given, as, "Mary is all worn out," "Mother thinks I'm not able," "Examination always makes me sick," "Father needs me at home," valid no doubt in many instances, but the sincerest subterfuge in some, would become delightfully infrequent under the sanitary influence of such a measure. Some cost of time and labor would attend it, but I am confident the returns would much more than repay the outlay.
The High School still retains the characteristics which have long given it an enviable reputation both at home and abroad. Of its discipline nothing need be said. Its pupils seem so impressed with their responsibilities and the proprieties of the place, as to be "as law unto themselves." Its instruction is exact, and especially in the Ancient Classics unceasingly exhaustive and philosophical. Study has there seemed to be pursued as a means to an end, not as the end itself. The results in scholarship and culture to which study so pursued will inevitably lead, have been made apparent to all who have attended the examinations of the school during the year.

The number of its pupils has since July been larger than for the year previous, though less seemingly than the population and educational character of the town and its superior Grammar School facilities ought to furnish. The average number has been 94. Four young ladies completed the course, and received their diplomas in July. Sixteen pupils were promoted from the Grammar Schools in course at the opening of the Fall Term and six have been received to membership since.

The First Grammar and other schools might be mentioned in detail were it necessary to do so. Some of them have long been under the same skillful training, and with others more recently instructed to efficient teachers, are too well and too favorably known to require particular notice or praise.

The Ungraded or Apprentices' School, however, is too novel an adjunct of the school system to be dismissed without a passing remark. Its number of pupils has been about the same as during its experimental term, a year since. The Centre, South, and East have all been well represented in it; the North less so, owing in part to the fact, that an Evening School has been sustained there, through the Winter, by private means. The discipline of the school has been judicious, and well sustained. The teacher, Mr. White, has proved himself to be earnest and capable in communicating instruction and in arousing his pupils to effort. The work which this school has been doing for a less favored class of the community is a beneficent one, and should be provided for in future. Its greatest defect, in both terms of its existence, has probably arisen from irregularity in attendance. The evil is doubtless, in part, unavoidable. And yet, it will hereafter be a matter of simple duty and justice, to strive to reduce it to its minimum.

### EXPENSES.

The amount paid for salaries is $5,582 82

For fuel, care of school-houses, school-room supplies, books for the poor and salary of Superintendent, with compensation of School Committee, also outstanding bills, $1,876 00

Repairs, (including outstanding bills for ditto) and rent paid William Cutler, 768 43

Total, $8,228 25

### TABLE.

SHOWING THE COST OF Instruction Salaries of Teachers PER SCHOLAR IN EACH SCHOOL.

<table>
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<tr>
<th>Schools</th>
<th>Cost</th>
<th>Credits</th>
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<tbody>
<tr>
<td>High</td>
<td>$31 15</td>
<td>$8,000 00</td>
</tr>
<tr>
<td>Complex</td>
<td>9 82</td>
<td>192 43</td>
</tr>
<tr>
<td>Second</td>
<td>11 33</td>
<td>231 63</td>
</tr>
<tr>
<td>North</td>
<td>5 97</td>
<td>68 00</td>
</tr>
<tr>
<td>South</td>
<td>4 23</td>
<td>10 10</td>
</tr>
<tr>
<td>Ungraded</td>
<td>5 67</td>
<td>$5,582 82</td>
</tr>
<tr>
<td>Center</td>
<td>7 39</td>
<td>$8502 15</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4 36</td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>5 71</td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>9 97</td>
<td></td>
</tr>
</tbody>
</table>

It may appear from the foregoing table that the cost of tuition in the High School is large. It is not so, in fact, when compared with such schools in the larger towns. Relatively only is it high, and for the same reason as in the North and South Grammar, or the Mill Valley and South West Primary Schools,—the number of pupils is small for the number of teachers employed.
CONCLUSION.

I have endeavored to give you an account of my doings, to sketch the progress of the year, note marks of improvement, and make such suggestions as occurred to me regarding the wants of the schools. It will remain for you to recommend such appropriations to the town as you shall deem necessary to meet those wants for the ensuing year. It is certain, however, that there should be no reduction in this direction. Money generously expended for whatever will the better aid in affording the broadest and best culture for the young is always a good investment. Like choice seed in good soil, it will in due season yield a hundred fold.

In reviewing the past, I find many favors received for which to thank you. To the teachers also, I desire to express my appreciation of their generous cooperation in plans devised to promote our common cause, and the truly catholic spirit with which they have received even adverse suggestions offered with a view to the public good.

Respectfully submitted,

H. L. READ,
Supt. of Schools.

* Amherst, Feb. 23, 1869.

ANNUAL REPORT
OF THE
Selectmen and Overseers of the Poor
OF THE
Town of Amherst,
For the year ending March 1, 1870.

AMHERST:
STObES & MccLOUD, Printers, 1869.