1848

1848 Bridgewater Annual Town Report

The Town of Bridgewater

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REPORT
OF THE
SCHOOL COMMITTEE,
FOR THE YEAR 1848-9,
TOGETHER WITH AN ACCOUNT OF THE
RECEIPTS AND EXPENDITURES,
OF THE
TOWN OF BRIDGEWATER,
FROM MARCH 1848 TO MARCH 1849,
AND A LIST OF
TOWN OFFICERS.

TAUNTON,
PRINTED AT C. A. HACK'S BOOK AND JOB OFFICE.
1849.
REPORT.

The School Committee having attended to their duties, wish to present an account of their doings, and to offer to the citizens of this town some suggestions which, in their opinion, demand serious consideration.

The first business of each division of the school year is the examination of persons expecting to be employed in the schools as teachers. Soon after our appointment we gave notice that we would attend to this business every Wednesday afternoon in the month of April. This arrangement was not regarded by the persons concerned. A few of them appeared at the proper times, but others came when the Committee were not together, and when the teachers and the persons accompanying them were unwilling to wait long enough to have them called together. It appeared too that both teachers and Prudential Committee men supposed the examination to be a mere form and much impatience was manifested by them at the prospect of having to spend an hour or more in attending to it. When the time for the commencement of the Winter Schools was near, we made arrangements similar to those made in the Spring, setting apart certain Saturday afternoons for examinations. On one Saturday afternoon, the last appointed, three candidates appeared. All who had been examined before this time, came when it was convenient to themselves; and one of the teachers commenced his school before he was examined. Of this the Committee were not informed until after the school was opened. He was examined in his school room, partly by observation of his proceedings during two half days, and partly by questions put to him after school hours.

Every one must see the importance of having regular times for examinations. The Committee of examination, whether it be a sub-Committee appointed by the general Committee of superintendence, or, as in the present instance, the Committee in a body, ought to be together for the purpose of conducting examinations; and this cannot be without fixing on a time for meeting. The teachers can be
ter afford to take half a day appointed by the Committee, than the Committee can afford to give up time appropriated to other business to meet the calls of teachers, expecting to be examined in a hurry. It is due to some of the teachers to say that they failed to come at a proper time because the Prudential Committees gave them no seasonable notice, though every Prudential Committee man had notice himself, and was requested to inform his candidate of the time to be examined. Word was sometimes sent, it is true, but the word did not go where it was sent soon enough. A matter of this kind deserves a surely directed written notice.

In conducting the examinations we endeavored to be thorough. One candidate only was rejected, but had more than one candidate at a time been presented for each district, we should probably have found it our duty to prefer some other to the candidate to whom we gave a certificate. We sometimes thought it better to approve a teacher than to run the risk of exposing a stranger to the prejudice and ill feeling of a district determined to be satisfied with no one but their chosen teacher. On this subject we have a suggestion to make which we trust will be candidly considered. When a person applies for employment in a district school, we advise that the applicant should be informed that an examination will be held at a certain time, and that the school will be given to the applicant who then exhibits the best qualifications. At present the contract with a candidate is considered as final, and the unfavorable judgment of an examining committee is viewed as an outrage.

Another duty to which we have been called is the visitation of the schools. The chairman has visited every school in town at least once, with one exception; he did not visit the summer school in District No. 10, it closed sooner than he expected it to close. All the members of the Committee have made frequent visits to the schools under their respective charge. What we have said under the head of examinations shows that we have not been satisfied with all the persons employed in our schools. We can mention two teachers however, whom if we had annual schools, we should be glad to see constantly employed, we mean Mr. Whitcomb, teacher of the Winter school in District No. 1, and Mr. Thompson, teacher of the Winter school in District No. 10. We ought to say why we prefer them. We think that the duty of a teacher includes taking pains to pronounce correctly, to speak grammatically, to correct ungrammatical language when used by his scholars at any time, to endeavor
to secure good manners, and to break up all bad habits, whether of study, recitation or deportment. These gentlemen have been more attentive than all others to these subjects. We must state, however, a fact that has been observed by many, that Mr. Whitcomb in his zeal for activity and diligence in his scholars, sometimes used expressions in addressing them, which, however they may have been tolerated in old schoolmasters cannot now be allowed to pass by unreproved. Corporeal punishment in excess is very bad, but we think unguarded language is more deserving of censure. Though we could not omit to mention this fault of one whom in other respects we had reason to commend highly, we ought to add, that he gave respectful heed to admonition. It was late in the term before we heard of this fault, and we have no doubt that had he been admonished early he would have showed through the term the same circumspection in this respect, that he did for the short time after he was admonished. And now lest more may be surmised than we mean to declare, let us specify his mis-doings. He was sometimes heard to call scholars blockhead, blunderer, and to ask a scholar, who in his petulance had began to cry when detected in neglect, why he was blubbering. We fear that Mr. W. is not alone in liability to such charges as have been preferred against him, and we publish these things less on his account, than for the good of all who need to be rid of such faults.

The Summer School in District No. 1 is reported by the visitor as exhibiting proof of good discipline and instruction. The state of advancement is thought to be as good as in any other, and the improvement during the summer is considered fair. The teacher was a Miss Julia A. Bartlett.

The Summer School in District No. 2 was taught by Miss Ellen Pope. The visitor reports this school as defective in discipline and instruction in some degree. The state of advancement in this school is comparatively low. The improvement during the Summer was not remarkable.

The Summer School in District No. 3 was taught by Miss Jane A. Leonard. The visitor calls the discipline and instruction good, advancement fair, improvement during the Summer considerable.

The Summer School in District No. 4 was taught by Miss Julia H. H. Hooper. Discipline was good as to general deportment but not as to industry. Instruction not spirited. The correction of mistakes not duly noticed by the scholars. The reading in some
instances was good, but in most, spiritless. The school is not forward. The improvement during the summer was fair.

The Summer School in District No. 5 was taught by Miss Sarah Leonard. The discipline was not so strict as it ought to have been. The smaller scholars of ten years old and under were remarkably well behaved and industrious; but the older ones though not noisy, were very inattentive, and too sociable for school hours. Instruction was fair. The correction of mistakes was duly noticed. The reading by the young scholars was promising. The school is not forward. Improvement this term among the younger scholars very apparent.

The Summer School in District No. 6 was taught by Miss Eu­nice Copeland. We can say nothing in commendation of this school in any respect. The teacher was frequently reminded of things necessary to improvement, but paid no attention to them.—This is not a forward school.

The Summer School in District No. 7 was taught by Miss Lucy Brigham. The visitor represents it as well disciplined and well taught. The state of advancement here is fair. Improvement during the summer very considerable in all respects.

The Summer School in District No. 8, was taught by Miss Mariette Alden. Discipline and instruction tolerably good as reported by the visitor. The reading is good. The school is not a backward one. The general improvement here was less than it would have been but for the prevalence of whooping cough.

The Summer School in District No. 10 was taught by Miss Narcissa Y. Chace. The discipline was tolerably good. The recitations were judiciously conducted. The scholars are careless in reading. The school is a backward one. The improvement in order during the Summer was noticeable.

The Summer School in District No. 11 was taught by Miss Caroline Edson. The discipline especially as to industry was lax.—The recitations were not well conducted. The reading except in a few instances was bad. The school is backward. Towards the close of the school a little improvement in order was noticed.

The Summer School in District No. 12 was taught by Miss Isabella G. Chipman. Discipline, instruction, correction of mistakes, reading, all indicate inefficiency in the teacher. The school is now backward. It improved very little this summer.
The summer School in District No. 13, was taught by Miss Clara Eaton. The visitor reports discipline as defective, instruction rather dull, the correction of mistakes not constantly performed by the teacher, and seldom noticed by the scholars. The school is backward. There was little improvement during the summer.

The Winter School in District No. 1, was taught by Mr. D. C. Whitcomb. The discipline was good; the instruction was good; the correction of mistakes was well attended to by teacher and pupils. The reading was promising, and some instances very good. The school is as forward as any, and made good improvement in all respects this winter.

The Winter School in District No. 2 was taught by Mr. Elbridge Keith. The visitor remarks upon the popularity of Mr. Keith in the District, without particularizing his merits as a teacher; and reports Reading in his school as considerably deficient.

The Winter School in District No. 3 was taught by Miss N. Chipman. The visitor reports Miss Chipman as excelling in energy and faithfulness, and in carefulness for the morals and manners of her pupils. His report does not specify any thing concerning discipline and instruction. Advancement fair. Improvement this winter considerable.

The Winter School in District No. 4 was taught by Mr. Cyrus Morton Jr. Discipline was tolerably good. Instruction was wanting in spirit. The correction of mistakes was not uniform by the teacher, and not duly attended to by the scholars. Reading was dull. The school is not forward. Improvement this term noticeable.

The Winter School in District No. 5 was taught by Mr. Alden S. Bradford. The discipline and instruction were good. The correction of mistakes duly attended to. Reading by the younger scholars good; by most of the older ones careless. Improvement by the constant attendants, very fair.

The Winter School in District No. 6 was taught by Mr. Levi Leach Jr. The discipline was tolerably good, but did not include a business like deportment. Instruction not animated. Correction of mistakes not uniform nor confidant on the part of the teacher, and not well noticed by the scholars. The school is not generally forward. The improvement this winter is not great.

The Winter School in District No. 7 was taught by Mr. Albert W. Farnsworth. The visitor reports it as wanting in some of the
elements of discipline, as the correction of bad habits in the scholars, though it cannot be called an insubordinate school. Instruction good. Reading excellent. Due attention to the correction of mistakes. Advancement of the school fair. Improvement this term very fair.

The Winter School in District No. 8 was taught by Mr. Philander Leach. The visitor reports discipline as wanting in strictness. Instruction and correction of mistakes careful. Reading pretty good. School as forward as any in town. Improvement fair; most noticeable in Arithmetic.

The Winter School in District No. 9 was taught by Miss Mary Edson. The visitor reports discipline and instruction as wanting. Reading not good. School backward. Not much improvement this winter.

The Winter School in District No. 10 was taught by Mr. G. N. Thompson. The visitor reports this school as exhibiting superior discipline, and instruction, including correction of mistakes; good reading, a state of advancement equal to any in town; and good improvement especially noticeable in penmanship.

The Winter School in District No. 11 was taught by Miss Evelina Fobes. The discipline was defective especially as to industry. The instruction was careful but not animated. Correction of mistakes not sufficiently attended to. Reading, except in a few instances, not good. The school is not forward. Improvement this winter not great.

The School in District No. 12 was taught by Miss Juliette Warren. Discipline was not good as to order, though the scholars were not insubordinate nor disrespectful; but while they are allowed to interrupt the teacher so much, they cannot be trained in propriety of manners, and in continuity of thought. Instruction not very valuable. Correction of mistakes neglected. Reading unintelligent. School not forward now. Improvement not much this winter. It ought to be a good school. The scholars are good children.

The Winter School in District No. 13 was taught by Miss Mariette Alden. Discipline tolerably good. Instruction fair. Corrections careful. Reading not very good. School rather backward. Improvement as much as could be expected, considering the length of the school and the irregularity of attendance.

These notes need little explanation. It will be seen that in summing up our judgment of a school, we have arranged our remarks
under distinct heads—Discipline, Instruction, Correction of mistakes, Reading, State of advancement and Improvement during School time. By saying that instruction was good, we mean that the teacher appeared to understand the subjects of the lessons, to be apt to teach, to be interested in their work; and that they required an intelligent accuracy in answering such questions as were put by them to the scholars. By saying that the correction of mistakes was well or carefully attended to, we mean that the teacher noticed errors in reading and in other exercises, and that the pupils were required to do over again correctly whatever was done incorrectly. The other heads need no explanation.

In speaking of some of the schools as good in these respects, we speak comparatively. The best of our schools are only comparatively good. The school that we call the very best in town, that in No. 10, is after all only a fair school. Judged by a very reasonable standard, there is nothing remarkable about it. It is ahead of the rest in discipline and instruction it is true; but the attainments of the best scholars there are small in comparison with what ought to be expected of masters and misses of fifteen years of age and upwards in the boasted schools of Massachusetts.

In speaking of the defects of some of the teachers, we are obliged to record the facts but we may be permitted to speak of palliative circumstances. There is insubordination in No. 9 enough to distract any teacher, especially one who is making one of her first essays in teaching. Miss Edson can doubtless make a successful experiment elsewhere. Besides the intrinsic difficulties of the school, she had to contend with that arising from her being remembered as a schoolmate by some of the scholars. In No. 11, idleness has long been indulged, and the laziness of many of the scholars is like a sandy road to a teacher. Miss Fobes in our judgment ought to teach somewhere else. Her own very subdued manner needs the enlivening influence of a lively school. In No. 13, a rudeness prevails, which only the greatest energy can meet successfully. Miss Eaton was not able to resist it fully. Miss Alden did better. There is material for an improving school there, but it must be an energetic teacher to work it up. But in No. 6, and in No. 12, we find no excuse for teachers. Docile and well mannered children are in those schools, especially in No. 12.

A mode of conducting spelling exercises which we have noticed in some of our schools, and which we understand to be approved
by some reputable teachers, is in our judgment liable to objections. The mode is this: when a word is mis-spelled, no apparent notice is taken of it, either by teacher or scholars. But the next word is given out as if no error had been committed. The spelling proceeds till some one who has detected the error, spells the mis-spelled word right. Thus it happens that wagon is spelled wrong by John, and if Susan and Margaret and William and Lucy and Charles do not perceive it, they each of them spell a new word, but Joseph having detected the error, spells wagon right, though flagon may have been given him to spell. The exercise is very spirited. But a question arises whether while Joseph was watching a chance to spell wagon, he thought any thing about the five succeeding words. The teachers think this mode secures correct spelling; but we have seen in the schools where this mode of spelling prevails, some manuscripts, some of them copies, composed of a single word repeated, and some embracing phrases, sentences, and even paragraphs, written in a manner diverse from the orthography of any known language, and which could not be justified even on phonographical principles. Without argument, it is plain that this mode of spelling distracts attention from some of the words.

A better way of spelling is this:—when a word is given out, let no one know who is to spell it. Let all attend, and let the teacher say who shall spell. If the word is mis-spelled, let the teacher give it to another, and so on till it is spelled right. Let all errors be noted in a book. This book, like a merit roll, will show the rank of the pupils; and a merit roll is better than the practice of going up and down in the class, as it is called. The principle involved in this plan can be applied to all sorts of recitations.

We wish to call the attention of parents to an evil which they only can correct; we mean the practice of leaving school before school closes in the afternoon. Our schools close at 4 o'clock P. M. and in the shortest days this is early enough for the boy to do his chores, and for the girl to help her mother in domestic affairs. Even if the young people have a party arranged for the evening for singing or for any other amusement in which their friends allow them to join, it is early enough to afford time for preparation to attend it. We found that in several schools, the scholars were accustomed to go home an hour and a half before school closed, because they were going to a dancing school in the evening. When the teachers were informed that they had authority to keep the
scholars in till school was done, we were told, that if at any time they were not permitted to go home early, they would on the next dancing school day, stay out a half day. Now if the schools are worth any thing, absence at a recitation is a loss; if they are not, it is time the schools were improved.

Last year the Report of the Committee contained remarks on school-houses, and that in No 7. was distinguished among bad ones. This year a new one has taken its place. It is pleasantly situated. It has an ample playground, soon to be entirely enclosed and suitably ornamented. The convenient clothes room, wood cellar, comfortable window blinds, and general neatness of this school-house commend it to favorable notice. Still it is not a model house. The desks at the sides of the room are inconvenient to write at. The scholars that occupy them have to set elsewhere to write. The blackboards are too small. We think that as a new house is very likely to be taken for a pattern, we ought to mention these faults. We were hoping that a part of the scholars in No. 6 would join this school, and that the rest of them would go to No. 5, but the location of this new school-house makes such a change impracticable at present. We regret this, for the number of our school districts ought to be diminished.

We have been made sensible that teachers who have recently been pupils in the schools that they wish to teach, ought not to be put into such schools. We have felt too, that when teachers have taught a good many seasons without marked improvement in the schools, there ought to be a change. We have felt too, that some of our large male scholars need a male teacher, not merely for the sake of discipline but for the sake of that influence which good male teachers alone can exert, and for the want of which the best female teachers cannot make up. All who have thought for themselves on the subject, know that the society of a good male teacher is important to well grown boys, and to girls too, in the last years of their schooling.

In general we must say that our younger scholars give the best evidence of steady improvement. We have been pained to see that many who are just ready to leave school for life, have formed few good habits and acquired but little useful knowledge.

Let not our severe judgement of some of the teachers be deemed wanton or rash. We have observed carefully, and we publish our observations honestly. We wish to be plainly understood, that
many of those whom we wish to encourage to teach still longer, need to make strenuous efforts to improve; and we make no concealment of the fact that we have had some teachers, who in our opinion, ought to seek other employment than school teaching.

Should our services be required another year we shall so conduct the examinations as that no teachers unaccustomed to the use of a dictionary, unaccomplished in fair penmanship, unable to express themselves properly in writing, and to draw ordinary business papers, will find admission into our schools. Excellence in a few things, even if they are essential to the life of a school will not make up for the want of these necessary accomplishments.

We wish to see the school money well laid out, and it cannot be until we have good schools. Districts may approve teachers without reason, especially when parents do not visit the schools, and when many of them have not a good knowledge of what the children need to be taught. Many a teacher is popular because he allows the children to retain their old habits, and does not urge them to improve in study or deportment. The committee must judge in these cases and reverse the decision of the District. To do this they must visit as often at least as the law requires. We have visited frequently, more frequently than has been the custom for some years, as appears from the Registers. In our visits we have done the work of observers, and of suggestors of improvement. We trust that we have not labored in vain, in doing our work or in giving this account of it. We desire to see improvements which we fully believe can be made.

We suggest to the town the purchase of a set of outline maps for each District.

We have appointed Greenleaf's Revised Edition of the Introduction to the National Arithmetic to take the place of Emerson's second Part and Third Part. Greenleaf's one book is a complete one, contains enough for the wants of our scholars from the commencement to the close of their course in ciphering or written Arithmetic. For Emerson's First Part we have substituted First steps in Arithmetic by D. P. Colburn and G. A. Walton. The publishers of Greenleaf's books will give us a new book for an old one and twenty five cents, or new books at $4.00 a dozen. The First Steps can be obtained at about ten cents apiece. We have also appointed Wells' Grammar to take the place of all others in the schools. We have had copies of this for ten cents apiece. We have also appointed
Russell and Goldsby's American School Reader and Introduction to take the place of Porter's Rhetorical Reader and Worcester's Fourth Book; retaining as reading books, Worcester's Third Book Second Book and Primer. We would remind the citizens that Fowle's spelling book is the only one authorized to be used in the schools. We trust the coming year will present a desirable uniformity in books. Our selections we can conscientiously recommend, and we trust the expense of putting the new books into the schools will be cheerfully met; for we believe that for five years to come another change will not be necessary.

A change in Arithmetics has been asked for in several districts. We have selected Greenleaf's Arithmetic not because we disregard the complaints which many judicious teachers make of its faulty arrangement of subjects. Our eyes are fully open to this characteristic of Mr. Greenleaf's books. But we think this no reason for rejecting a book containing such peculiarly pertinent examples of the application of Arithmetical principles. The examples really exemplify the principles of the science. The author does not aim to show the quirks and crotchets of Arithmetic, but to teach Arithmetic soberly. Though there is an orderly sequence in Arithmetical principles, and though we should be glad if Mr. Greenleaf's books exhibited that sequence throughout, yet we believe that if a just arrangement exists in the teacher's mind, he can profitably use this book as a collection of examples, giving instruction in regular order. On the nature of the examples that a scholar is called to perform depends more than upon anything else in a book, the progress that he will make in arithmetical knowledge.

For the change in reading books we have a good reason in the fact that many of the districts are beginning to deserve new reading books, and we think it our duty to look out and recommend the best we can find.

For the adoption of a new Grammar we can show a reason in the numerous grammatical works now used in our schools. We find Smith's, Frie's, Goldsby's, Butler's, Weld's and some others. In some schools we find classes in each of two or three of these, some very small classes. We have introduced a competent book now; and we wish to see large grammar classes. All the children that attend school ought to learn something of Grammar, either with a class book or without one. Children do not like to be doing one thing all the time, and they ought not to spend time in doing
nothing. A little fellow who has got tired of looking at his spelling book as a spelling book may, sometimes, after being told what a noun or a verb is, be set to hunt nouns and verbs, though his reading book is better for this purpose than a spelling book. But most of the children can use a book on Grammar, and we think Weld's a good one.

The above statements and suggestions are respectfully submitted.

(Signed,) THOMAS P. RODMAN, CLAUDIUS BRADFORD, DAVID BRIGHAM.

Bridgewater, March 12, 1849.

PHILO LEACH, WILLIAM DUNBAR, EBENEZER PRATT, Selectmen of Bridgewater.
TOWN OFFICERS FOR 1849.


PRUDENTIAL SCHOOL COMMITTEES.

<table>
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<tr>
<th>School District</th>
<th>No. 1</th>
<th>Thomas P. Rodman</th>
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<td>&quot;</td>
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<td>2 Calvin Leavitt.</td>
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<td>3 Calvin Crooker.</td>
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<td>4 Benj. B. Hayward.</td>
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<td>5 Simeon W. Mitchell.</td>
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<td>6 George W. Holmes.</td>
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<td>7 Ralph Copeland, Jr.</td>
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<td>8 Franklin Leach.</td>
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<td>9 Walter Crooker.</td>
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<td>10 Daniel L. Hayward.</td>
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<td>11 Seth Wilbar.</td>
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<td>&quot;</td>
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<td>12 Horatio H. Alden.</td>
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<td>13 Florentius Wilbur.</td>
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SURVEYORS OF HIGHWAY.

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<tr>
<td>George W. Bassett</td>
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<tr>
<td>Eli Washburn</td>
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<tr>
<td>William Andrews</td>
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<td>Cromwell Alden</td>
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<td>Ebenezer Hale</td>
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<td>George Benson</td>
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<td>George W. Bates</td>
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<tr>
<td>Josiah Leonard</td>
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<tr>
<td>Cyrus Copeland</td>
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<td>75.00</td>
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<tr>
<td>Galen Conant</td>
<td>84.00</td>
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<tr>
<td>Solomon Alden</td>
<td>43.00</td>
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<td>Adin Alger</td>
<td>85.00—1500.00</td>
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Voted, To raise one thousand Dollars to be expended in labor for the support of highways, and five hundred Dollars in money for the same purpose.
APPROPRIATIONS FOR 1849.

Support of Schools $2000

" of Poor, 400

Land damage to Simeon Leonard, 50—2450.

For repair of roads,

On Petition of John J. Howard and others 469
" " " Seth Washburn " " 600
" " " Howe Keith " " 112

Road by David Hall's 50
" " Henry C. Snell's 100—1331

Incidental Expenses 400

Town Debt. 250

Repair of Highways in money, 500—1150
" " in labor, 1000

Horace Ames Collector at 1 1-8 per cent.

$5,931

SELECTMEN'S REPORT.

The Selectmen of the Town of Bridgewater for the year ending March 12, 1849, submit the following as their annual Report.

It will be seen that the following combines the receipts and expenditures of the town for the past year, so far as they have come to the knowledge of the Selectmen; but so many of the Committees of the Town who have had the oversight of large contracts and various improvements, have made no report, nor exhibited any account, we can only report such bills as have been paid on their certificates. We respectfully submit to the town whether it would not be an improvement, and in fact a proper course for every Committee to report in detail to the Selectmen on or before the last Monday in February annually so that the final report of the Selectmen can be prepared, and the several Committees' reports connected with theirs for the annual meeting. A very small proportion of the disbursements for the year are for the original contracts of the Selectmen.

March 12, 1849—State of the Treasury.

Due the Town Treasurer, $65.45

" School Districts, 1130.32

Sundry accounts as by Auditors' reports, 155.73

Collecting Taxes, 1848, 73.42

Bills unpaid for roads, 30.00

Town of Weymouth, 5.06

Poor out of House 29.22

Perkins & Hobart, bill, 18.61

Calvin B. Pratt, bill, 23.00—1530.81
East Bridgewater for bill paid at Worcester for Calvin Washburn, 37.17
Credit.
In Collector's hands, 1170.35
Interest on Edson Fund, 45.00
From Individuals, 23.19
Due from Commonwealth 61.00
Estate of Benj. Leonard, 20.00—1,391.54

Town in debt, 247.44

March 12th, 1849.
No. of Dwelling Houses in Town 350
No. of Taxable Polls 606
No. of Legal Voters, 548
Valuation of Town, 1848, $1,400,944.00
Tax 3 1/2 mills on Dollar.

PROPERTY BELONGING TO THE TOWN.
Town House and Lot, $6,000.00
Almshouse and Barn &c., 81 acres of land, 3,500.00
Stock, Tools, Furniture &c., 675.00
The right to take gravel on 20 square rods of land, bought of Zenas Crooker, now inclosed by George W. Bassett.
The right to take gravel on 20 square rods of land, bo't of Wm. Pratt.
The right to take gravel on 20 sq. rods of land, bo't of Benj. Crooker and Benj. P. Pope.
1-2 Dwelling House, Barn, and 6 acres of land occupied by Benj. Washburn.
Capt. Abram Washburn, Note for Edson School Fund, $300
Capt. Abram Washburn's note, without interest during the lifetime of Mrs. Hannah Packard. $255

CULVERT & IMPROVEMENTS IN FRONT OF THE STORES.
Bela Mitchell and others' contract, $100.84
Ira Conant, 14.70
Paschal Bassett for labor hired, 11.00
George W. Sargeant, 6.56
Bela Mitchell, 10.50
Messrs. Lazell, Perkins & Co. 43.25
Thomas Moran, 5.00
Paschal Bassett, Committee, 8.50
Total, $200.35

March 12, 1849.

EXPENSES FOR ROADS.
Expenditures of the Town in 1848 for Roads exclusive of Highway Taxes, as follows:
Turnpike to River, $787.48
Aldrich Road, 300.00
Gibb's road 676.10
Thomas Cushman's road, 40.00
By Willard Osborne's 138.03
" Kenelm Winslow's, 68.00
On petition of Geo. King and others, 1,001.37
Turnpike below Theophilus Wentworth's, 58.00
Causeway by Ebenezer Pratt's, 17.85
Price's Hill, 91.50
Chamberlain's Bridge, 4.28
William Pratt's Bridge, 35.00
Snell's Mill Bridge, 7.00—3,227.61

Paid Surveyors above their bills—Williams Latham, 5.70
" " " William Pratt, 10.00
" " " Moses L. Tillson, 9.28
" " " Jabez Harden, 10.00
" " " Sylvanus Keith, 5.51
" " " William H. Adams, 210—42.59
Shoveling Snow, 42.62
Culvert, 200.35

Total for Roads and Snow, Culvert, &c. $3,512.07.

The appropriations for roads which have been built, was $2,231.62. Exces
cess expended upon the roads above the appropriations, $1,280.45.

OVERSEERS' REPORT.

The Overseers of the Poor in the town of Bridgewater for the year end-
ing March 12th, 1849, respectfully submit the following as their annual re-
port of the expenses of the Poor at the Almshouse, viz:

DR.
Interest on the Farm for one year, $150 00
" Stock and Furniture, 50 00
Superintendent's salary, 129 00
Physician's salary, 15 00
Supplies furnished, 373 89
Inventory, April 3, 1848, 430 05
Three Pigs, 6 00
Estimated expenses from March 12th to April 1st, 1849, 30 00—1,174 94

CR.
For Beef sold, 149 49
Other articles sold, 95 24
Labor done off the Farm, 8 11
Boarding Benj. Leonard, 32 00
Inventory, March 3d, 1849, 476 17
State Pauper claim, 13 39
Farming Tools purchased, 8 00—782 40

392 54