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1882 Annual Report of the School Committee of the Town of Bridgewater

The Town of Bridgewater

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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF BRIDGEWATER

FOR 1882

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1883.
ANNUAL REPORT

REPORT

OF THE

SCHOOL COMMITTEE

In a town like ours, we cannot permit all the students of the public elementary schools and other schools to learn what they should. We cannot permit them to learn what they must. We cannot permit them to learn what they can. We cannot permit them to learn what they are.
REPORT
OF THE
SCHOOL COMMITTEE.

In a town like ours, we cannot have all the advantages of fully graded schools; and, in order to gain some of the privileges that we are enjoying, it has been found necessary to give up some of those that were possessed under the old system of district schools. That the cause of education has advanced during the last fifty years throughout our State and throughout the land, we do not doubt: and it is probably true that it has, on the whole, made progress in our midst, though our town had exceptional advantages at a very early day; in some directions it has certainly gained greatly.

In our endeavors to gain an intelligent appreciation of our schools,—of their present condition, their excellences and their defects,—we may find it helpful to view them in comparison with the schools of the past generation, and also in comparison with those schools of the present in which the system of grading is more fully carried out than it can be with us.

Graded and Ungraded.

Where the system of grading is established, the common schools are generally classed as grammar, intermediate, and primary schools. These have each its several classes. Where the system is completely carried out,
these classes are subdivided, and a teacher has charge only of those scholars of a class who are nearly equal in ability and in acquirements. Each division of a class has its own room; its members have little to do with other departments of their school, except in its general exercises.

Now, this system has its great and manifest advantages. All the scholars of a division of a class may be engaged in the same work at the same time. In the hours of study the teacher has his whole time for attention to the wants of these scholars. So far as he may find it well to do so, he can study with them, and can thus show them how to study; can guide them, while studying, by general instruction, and by illustrations from the chart and on the blackboard; can lift them over the hard places as they reach them; and can let his light shine into places that are found dark to them. In the hours of recitation the teacher’s whole time can be given to those who are reciting; there are no scholars who are not engaged in the recitation; none who must be watched, and whose wants must be supplied or neglected; his undivided attention can be given to the recitation.

It must be plain to all, that, in a graded class, the temptations to disorder are very few in comparison with those that must exist in a large, ungraded school. It is far easier to preserve what is called order in the one than in the other: the discipline can be more gentle.

And it is easy to see that more rapid progress in the pursuit of any study can be made in a class where all are nearly equal in their knowledge and their ability, and to which a teacher’s undivided attention can be given, than in any ungraded school.

And in the well-graded school the teacher’s work is more satisfactory, and there is less wear and tear to the nervous system, than in the mixed school. These advantages to the teacher are very great.

And now let us turn to our schools as they were forty
or fifty years ago. The town was divided into school-districts. Each district then taxed itself for the erection of its schoolhouse, for its furniture, supplies, and repairs. A resident of each district was chosen to be the Prudential Committee of the district, to have charge of its schoolhouse, to purchase its supplies, to give information and assistance to the School Committee of the town, and to aid them in their duties. In this town the teachers were then engaged by the Prudential Committee; but they were required to present themselves before the general Committee, and to pass a satisfactory examination, to make their engagement binding. The money raised by the town for the employment of teachers was in part assigned to the several districts in proportion to the number of their scholars: the schools were therefore in operation a longer or a shorter time, in proportion to the amount of money drawn by the districts. This varied greatly in different parts of the town. The schools were visited by members of the general Committee; but the Prudential Committees, when efficient, kept themselves well informed as to the state of the school. Fifty years ago there was no attempt at any grading, even in the most populous, central district of our town: somewhat later, the very youngest scholars of the central district were gathered in a school by themselves. In these schools were then assembled scholars of all ages and of every stage of advancement. In the smaller districts there were two or three terms in the year, perhaps of nine weeks each: in the larger districts the terms were longer. Female teachers were employed for the warm season, and, in exceptional cases, throughout the school-year: male teachers were generally employed in the winter; for in the winter large boys and young men resumed their studies, who were busily engaged in the work of the farm throughout the warm season. It was seldom found necessary to employ teachers from abroad: our good town supplied its own schools, and
also sent many valued teachers into the neighboring towns. Most of our female teachers had gained some part of their education at the Academy, which was our blessing and our pride; the younger male teachers had in many instances enjoyed the same advantages: but there were teachers of high repute, whose services were sought for, year after year, who had gained nearly all they knew from the district schools of an earlier day, and from their own private study. Some of these faithful and successful teachers, who did good service in their day and generation, still live honored in our midst. Names of some in our principal village, in Scotland, in Titicut, and in other parts of the town, come readily to the lips; but we will not speak them: they are known and loved and respected.

Some of these district schools were very large; others, very small. In winter the scholars ranged in age from five to twenty years. Female teachers were glad to earn three or four dollars a week; for the price of board was then far less than now. One dollar and seventy-five cents was a common price for the board of a female teacher for a school-week. Often, however, the engagement was made to include board. And, in order to lengthen out the school, not unfrequently several families in a district would undertake to entertain their teacher in turn, commonly without compensation, sometimes for a small return: this was the old-time “boarding round.” This was not favorable to careful preparation on the part of the teacher for daily duties; but it brought teacher and parents into direct communication, and it was conducive to a general interest in the school. Male teachers, then as now, claimed and obtained somewhat larger pay than their co-workers of the gentler sex. They did not often “board round.” Two dollars for a school-week was a common price for their board. One who is no longer young remembers, that, when he was nearly seventeen years of age, he was glad of employment as teacher of a small school at what
was then called "Cook's Corner," now our No. 13, at the very satisfactory rate of twenty-two dollars per month,—just one dollar a working-day; for schools were then in session five days and a half in a week. A salary like this did not include board. Experienced and able teachers in the larger schools were paid from twenty-five to thirty dollars a month, including board, which was sometimes farmed out to the lowest bidder. So much for the teachers, and for the composition of their schools. Now a few words as to the studies pursued, and the general management.

In these old-time schools, when large, the classes were necessarily very numerous: they did not, however, equal in number the united lists of the classes in a grammar, an intermediate, and a primary school of the present day. The recitations were necessarily brief. Little time could be given to explanations and illustrations. The inquiry "Why?" was seldom made. Steel pens had not then come into general use: there were quill pens to be made and mended. Copies were to be set by the hand of the teacher; these, however, were sometimes set on slips that could be used by many scholars in succession.

The discipline in these schools, especially in the larger ones, was necessarily somewhat despotic and summary. There was little time to spend or to waste in argument, in exhortation, or in awaiting a change of mood: often it was "a word and a blow," and all too often the blow came first. It is not improbable that the greater sternness in the family discipline of that day may have been nourished by these lessons of the schoolroom. A teacher who grew more gentle and lovable as years went on deserved some credit then: in not a few, a stern, dictatorial bearing was made habitual, and an impatience of contradiction. These were carried into the home-circle, and caused suffering there. It often took more than one baby to thaw out all the sternness.
And were there any advantages in schools like these? — any good results that are not so fully attained in the schools of the present day, and which we must strive to regain? It will not be a hard task to point out some advantages.

1. There was the advantage of having in every district, in constant association with the parents and with the teacher, one who was officially in a position to know the wants of the scholars, and the adaptation of the school to the supply of their daily wants. All this can be known, under the present system, only where there is constant and thorough supervision, — more thorough than exists in most of our towns. This knowledge cannot be easily gained by a committee whose visits are made at intervals of several weeks. Committees are now dependent for information on what they can learn by inquiry; and it sometimes does harm to ask whether a teacher’s services are satisfactory.

2. Remember that in those days nearly every school had its male teacher every winter, and that year after year young men resumed the studies which they were obliged to lay aside in the spring for the work of the farm. Such scholars now wholly leave school at too early an age. We have no present means of supplying their wants. They cannot enter well-graded classes in any school with advantage to themselves, or without injury to a class. We shall have some suggestions to offer concerning the supply of their wants presently.

It may, perhaps, be true, that those who now leave school so young carry with them as much knowledge of the common branches of study as was gained in former days by those who returned to their studies winter after winter; but they certainly do not acquire the same fixed purposes, and habits of persevering effort: and, if their knowledge is as great, it is relatively far less; for it must be compared with what those now acquire who are able to persevere to the end of a well-chosen course of study.
3. In these schools, from the necessities of the case, those who would learn were compelled to form habits of close application; they could be taught little, but they could learn much; they could form, and many did form, habits of independent study and reflection. Such habits are of more value than much mere knowledge of books, though in this they were not deficient. They helped to make them intelligent, practical men and women; they made good citizens. Many, however, failed to form these habits.

4. They gained their knowledge under difficulties. They learned to study in the midst of the confusion of class-exercises in which they had no part. This was helpful in fitting them for the battles of life in our busy age. Those who were well behaved in school made right their choice when there were greater opportunity and stronger temptation to wrong-doing than there now are in graded classes: they were "kept from the evil of the world" rather than "taken out of the world."

5. The younger scholars learned much by hearing older scholars recite: the dull learned by listening to those more intelligent than they. The bright ones were less often permitted or encouraged to work beyond their strength than they now are. By witnessing the teacher's work of adapting his instructions to the capacities of different minds, they learned much that the study of books could not give: even from the failure of their classmates, they gained much practical knowledge that enabled them, in later years, to appreciate and to meet the wants of others.

OUR SCHOOLS.

We have fourteen schools, numbered from 1 to 14, beside the High School.

No. 1 is made up of three schools, or departments,—grammar, intermediate, and primary. Each of these de-
partments is under the care of one teacher; each of them now consists of three classes; the three classes occupy one room. This school is more fully graded than any other.

No. 9 is made up of two schools, or departments, each having its teacher, and each occupying one room. The higher department includes not only the several classes of a grammar-school, but also the highest class of an intermediate school. The lower department comprises not only the several classes of a primary school, but also the lower classes of an intermediate school.

What has been said of No. 9 is applicable throughout to No. 14.

The other common schools of the town, eleven in number, are all mixed schools. Each school, with all its classes, is under the care of one teacher.

School No. 12 has been greatly reduced in numbers by removals and by the admission of several of its scholars to the High School. During the spring term its few remaining scholars were conveyed to No. 6. Their own school was re-opened in September, and continued in operation through the term. But during the Thanksgiving holidays, in compliance with the wish of the parents, permission to send the scholars of No. 12 to the school at North Middleborough was obtained from the School Committee of Middleborough. Four of our scholars are now conveyed daily to that school; one, more advanced than they, attends the Pratt Free School. A member of our Committee has visited the school of North Middleborough, and was pleased with all that he saw of it.

Our partially graded schools, Nos. 1, 9, and 14, have in their measure the advantages of schools that are more fully graded. The scholars that are under the care of one teacher do not differ so widely as in mixed schools in their stage of progress. General instruction is more easily adapted to the whole school. The so-called grammar-
schools, however, have the defect of all our schools. Under the present system of grading and of classes, there is no longer a place well adapted to the needs of young men who must work a great part of the year: any prolonged absence must necessarily be followed by a fall into a lower class. Such young men now seldom seek for admission into any of our schools.

These three schools, Nos. 1, 9, and 14, have each a male teacher in charge of their higher departments. No other male teachers are now employed, excepting these and the principal of the High School. The lower departments of these schools, and all our mixed schools, are taught by women.

The chief differences between our mixed schools and the district schools of old are these: the mixed schools are under the sole authority and supervision of the Committee chosen by the town; they have a uniform course of study; they are all in operation the same number of weeks, with the single exception of No. 8, which is somewhat extended from a fund bequeathed for the purpose of lengthening it; they are now taught by female teachers throughout the school-year. As the advanced scholars pass at an early age into the High School, and as young men who labor during the warm season seldom resume their studies in these schools in the winter, the average age of the scholars is less than it was in the old district schools, particularly in the winter. For the same reasons, and also from changes in the population of some parts of the town, some of the schools have a smaller attendance than they formerly had.

We have now no schools that are hard to govern, none where the discipline is severe, none where the exercise of physical force is often needed. Just now we perhaps have none that could not be governed and well taught by efficient female teachers; but we believe that some scholars, and some branches of study, can be better taught by men:
and under our present system we strive to be prepared for all, and to do what is best for all.

A great deal of good, faithful work has been done in our schools during the year. There has been little interruption from sickness. We have, however, had occasion to regret the necessity for several changes in our corps of teachers in the course of the year; but to this we are at all times liable. We regard our schools as now in a generally satisfactory condition,—doing well, and trying to do better. A good degree of interest has been shown in some of them by the frequent visits of parents and friends. Such visits would be found helpful in all the schools: we hope that they will become still more frequent.

The High School.

This school has the same teachers that have had charge of it for several years. The principal and the first assistant are constantly engaged in their work: the second assistant teaches in the afternoon of every day. Fourteen graduated last June. Twenty-eight joined in August. Six others have since joined some of the classes: some of these are graduates.

While its work has become more and more satisfactory to the Committee year by year, they have reason to believe that changes can be made which will make the school better adapted to the needs of some of its scholars, and more useful to the whole community.

There are many who pass through the course of study prescribed for our grammar-schools without becoming thorough scholars in all the branches taught in them. Some gain knowledge with less ease than others; some are not physically able to study hard; the attendance of some is necessarily irregular; some are less faithful to duty than others. Those who are found very deficient have the privilege of remaining longer in the grammar-school, that they may review the studies of their class.
But there are some every year who gain admittance to the High School, who are found not well prepared for its present course of study, and who cannot be kept longer in the grammar-schools without discouragement and loss. There are others, also, who enter honorably and well fitted, who are so situated that they cannot pursue the studies of the High School for more than a year or two.

There has at times been complaint, and the Committee cannot say that it has been without a real foundation, that the High-school course is not well adapted to some of those who enter it; and not unfrequently scholars leave the school, even during their first year. The Committee are now considering this whole matter, and they are striving to make the school more useful to all.

Heretofore, all have been required to study Latin their first year at least, if they enter upon any one of the regular courses. The value of a knowledge of Latin to one who would gain a thorough knowledge of English can hardly be estimated too highly: the mental discipline acquired by its critical study is of the highest importance. But your Committee have come to the unanimous opinion that the study of Latin for a single year is not the most useful way for all to spend their time, whatever may be their ability, their taste, their degree of proficiency in other studies, their probable occupation in life, and the duration of their school-course. Some knowledge of what our language derives from the Latin can be given in a shorter way; and mental discipline, perhaps as valuable, can be gained in studies of more direct practical usefulness. And what has now been said of Latin could probably be said with equal truth of some other studies now required of all who pursue a regular course in our school.

In the opinion of your Committee, no one ought to leave school, except in cases of absolute necessity, before he has gained the ability to read and spell well, till he can write well, and till he has a thorough knowledge of arithmetic.
All these are branches that are pursued in our common schools: they are now reviewed more or less, directly or indirectly, in the High School; but some pass through their whole course without a sufficient knowledge of them.

It is not practicable to prolong the course in the grammar-schools another year. Even now, those who are to pursue a liberal course of study take up the languages too late for the best progress: they must not be kept back another year. If the deficiencies that we have pointed out are to be supplied, the work can now be done more satisfactorily, and with greater economy, in the High School than elsewhere.

It is therefore the present purpose of the Committee to have the studies that have been named thoroughly reviewed, during their first year in the High School, by all who are not proficient in them on entering. It is hoped that a further knowledge of history, and some knowledge of English literature, may be acquired, perhaps in connection with the exercises in reading. Besides these studies, the Committee are of the opinion that all should gain a knowledge of book-keeping that will enable them to keep simple accounts with accuracy; also that all should study the elements of geometry, of natural philosophy, and of physiology; and also that they should gain some knowledge of civil government. And it is the purpose of the Committee that these studies shall hereafter be pursued in the High School in the early part of its course; so that those who remain in the school but a short time may not leave without some knowledge of them. Algebra and chemistry may be added for those whose course is sufficiently prolonged. Thus we shall have a strictly English course.

Under the proposed system, the languages will commonly be studied by those only who propose to remain in the school three or four years. Such scholars will have the opportunity to begin the study of a language on enter-
ing the school; they will also have opportunity to pursue
the studies already named, so far as they may need to do
so; and several others will be added at some period of
their longer and fuller course.

A statute of the State requires that a High School shall
be kept ten months at least, exclusive of vacations, in each
year. (See Title X., chap. 44, sect. 2.) In many towns
the High School has a single session of five hours a day,
five days of the week: a month would thus comprise one
hundred hours, and the ten months required by the statute
would consist of one thousand hours. Our school is in
session six hours a day, or one hundred and twenty hours
a month. The nine months that make up our school-year
thus comprise one thousand and eighty hours,—eighty
hours more than are included in the ten months of many
other towns. If it be found that we must conform more
strictly to the letter of this law, it will become a question
for decision whether we shall not have one session a day,
instead of two. This is mentioned so that the matter may
come under the consideration of those who send scholars
to the school: the Committee would desire to regard their
preference and their convenience.

It may be that we have some option in determining the
number of weeks that our High School shall be in session;
for in another statute we find a provision that a town like
ours shall forfeit its share of the Massachusetts School
Fund if it does not maintain a High School for at least
thirty-six weeks during the year, exclusive of vacations.
(See Title X., chap. 48, sect. 5.)

Some of the scholars of the High School reside in the
remote districts of the town. It costs not only time, but
money, for these scholars to reach the school. These outer
districts are taxed in their due proportion for the support
of the school; but their privileges are less than the privi-
leges of those who live nearer the centre of the town. To
offset this, however, it may be said that the schools of the
outlying districts draw some of their support from the
taxes paid by those nearer the centre. Inquiry has been
made, in behalf of several scholars, whether conveyance
might not be granted at the expense of the town. The
Committee have not felt authorized to provide conveyance
for these scholars, and they are willing to receive instruc-
tions in the matter. In some towns conveyance is pro-
vided for scholars so situated. It is provided in Middle-
borough. An allowance is there made to every scholar
who lives more than two miles from the school,—five
cents for each mile that is travelled in going and return-
ing, in excess of the two miles and return for which no
allowance is made. Where scholars go to and from the
school in the cars, their car-fare is paid instead of other
allowance. Provision at these rates, for the twelve schol-
ars who come from the more distant districts, would have
cost the town $288.90 the current school-year of thirty-
six weeks. The number of scholars from the same dis-
tricts will probably be slightly greater next year, and the
term may, perhaps, be longer. The Committee have now
placed the matter before the town, and they will await
instructions.

The Academy building is admirably adapted to the
wants of our school. The renewal of our tenancy is
recommended.

Evening-Schools.

There are a few adults in town who do not know how
to read and write. In Massachusetts none are permitted
to vote who cannot read and write. It is the policy of our
State to extend the means of gaining such knowledge to
all within its borders; and this, in part, for its own security
and well-being.

We have already called attention to the fact that some
leave school, to go to work, too early; and that the schools
of the present day do not afford them such opportunities for
a renewal of study in the winter season as were offered in
the old district schools. The Academy, too, of former
days, was ever open to receive those who wished to resume
their studies even for a single term, or for a part of a term;
and this, whether the applicants could take their place in
classes already formed, or were under the necessity of
reciting alone. This, too, has gone, perhaps not forever.
Other schools have their own places, and do their own
good work; but none of them wholly fill the place of that
time-honored school.

If the town wishes to make provision for the classes
that have been referred to, it may be well to establish one
or two evening-schools. Such schools could be conven-
iently opened in the rooms now occupied by the grammar-
schools. Doubtless, we could secure the services of some
of our present teachers for this further work by making a
reasonable addition to their present salaries.

School of Observation.

At its last annual meeting the approval of the town was
given to the action of the Committee, in its arrange-
ments with the principal of the Normal School, looking to the
establishment of our central schools as schools of observa-
tion. There is little that is new for the Committee to
report at the present time. During the year the principal
of the Normal School has rendered his assistance in ena-
bring us to continue the services of the teacher of the gram-
mar-school. He also extended some help to the one who
has for several years done faithful service in the interme-
diate department; and, when from ill health she was com-
pelled to surrender her charge, he aided us in securing the
services of another, who held the position for a single
term, and until the former teacher was able to resume her
labors.

Throughout this year, as in the last, far more has been
done towards making the primary department a school of
observation than has been done in the other departments; but their labors proved too much for the health and strength of two of its teachers in succession, both of them able and faithful workers. Now this school has its third teacher,—one of longer experience, who has been held in high estimation in other fields of labor. It is to be hoped that she may know better than her predecessors how to use and how to save her strength.

From the funds of the town the teachers of this school have the same compensation as other teachers who have charge of similar schools. All additional expenses incurred in making this school directly useful to the Normal School are met by the State; and the advantages of the most approved methods of primary instruction, and the many appliances that are found serviceable, are now enjoyed by the scholars of this school with no additional cost to the town. Those who have passed from this to the next higher school, during the last two years, have been found admirably prepared to go on in its classes. One of the members of our Committee has not been as sanguine as his colleagues in respect to the advantages of any connection with the State school; but as we all are striving to learn what is best for our schools, we shall doubtless see alike by and by.

**OUR TEACHERS.**

The teachers of the grammar and the primary departments of No. 1, and of the grammar department of No. 9, are not residents of Bridgewater. All the other teachers, seventeen in number, including those of the High School, now have their homes here. Eleven of these have had long experience.

**SALARIES.**

The Committee would be glad to have it in their power to add to the salaries of some of the female teachers, particularly of those who have served the town long and
well. The supply of female teachers is so great in this town that it is never difficult to secure the service of those who have not had much experience, at such rates as we are accustomed to pay; but the teachers who have had long and approved experience could not be kept in our employ on present terms, if they had not their homes here.

The Committee are unanimous in the opinion that we do not pay the male teachers of our grammar-schools enough to command the continued service of able teachers. Such service as the town now has in No. 14, and such as it long had in No. 9, could not be permanently retained if the teachers were not held here by considerations apart from those of salary; nor could they support families in comfort and in their proper walk in life if they had no other resources. That some small addition may be made to the salaries of these teachers, if not to those of others, the Committee will therefore ask for a small increase in the appropriation.

Expenditures and Accounts.

So far as may be possible at the date when this report must be printed, the Financial Secretary of our Committee will present a full statement as a part of this Report. We have tried hard to expend judiciously the money intrusted to us by the town. We have probably kept within the appropriations, except in that for incidental expenses. It was found necessary to lath anew as well as replaster schoolhouses numbered 7 and 11; and a stroke of lightning caused some outlay at No. 13. Still we tried to keep within the appropriation; and so we were obliged to defer to another year several purchases that were greatly needed.

In his report our Financial Secretary has struck a balance between our expenditures for the whole financial year and the appropriations made by the town at its annual
meeting in 1882. Strictly speaking, all our expenditures made from Jan. 1, 1882, up to the time of the annual meeting, were chargeable to the appropriation made at the preceding annual meeting; and subsequent expenditures only were chargeable to the appropriation made last March. While the financial year of the town, and its school-year, do not coincide, during one portion of the financial year we are spending from the appropriation of one school-year, and, during another portion, from the appropriation made for another year. As the appropriations for different years are not always equal, there is necessarily some difficulty in showing at the end of a financial year just how our accounts stand in their relation to the appropriations. Nor do we know until very late in the school-year just what we have to spend; for the year is near its close when we learn what is put to our credit from the State and from the Dog Fund. Last March, from our own accounts we had reason to believe that we had kept within the appropriations; but, from a different stand-point (doubtless there was no real discrepancy), the Selectmen reported that we had considerably exceeded the appropriations: now, however, we are informed by the Auditors that there was to our credit on the 13th of March, 1882, an unexpended balance of $221.68.

We have no desire to urge or to propose any change in the present mode of doing the business of the town, and keeping its accounts, while the officers who have these things in charge are satisfied with the present system. We will merely say that in many places the money raised and appropriated for school purposes is made subject to the draught of the School Committee. This system has many advantages, but we will not dwell on them.

The Committee believe that they have redeemed their pledge to leave the sum of one hundred dollars unexpended, to balance the appropriation of that sum for the transportation of scholars. It was doubtful whether they
would have legal right to pay for the transportation, except from an appropriation specifically made for this purpose. If the school-year and the town's financial year coincided, so that a full account could be rendered, it would probably be found that we have nearly exhausted the appropriations.

BOOKS.

The Committee recommend the continuation of the plan that is now in operation for the supply of school-books at cost. They ask that the usual sum of a hundred dollars be appropriated to carry this into effect.

In no long time scholars lose their interest in their reading-books. They now read them over and over again; and the younger scholars soon commit the more interesting lessons to memory, and repeat rather than read. For these and for other reasons, it is regarded as useful to change the reading-books quite often. In order to avoid the great expense of a frequent change throughout our schools, your Committee would recommend that the town purchase several series of reading-books, say, two dozen of a kind. These could be placed in several of the schools, and could afterward be interchanged among them.

TRUANCY.

The Committee have had no occasion to take any action in regard to truancy the past year. They have heard that Fall River and Taunton are beginning to move in the matter of providing a truant-school under the provisions of the law.

CONCRETING.

When the town has any more concreting done, we should be glad to have some done around the Central Schoolhouse. The torrents of water that run from so large a building soon wash away the gravel. Two or three of the walks, also, might well be concreted.
Appropriations for Another Year.

The Committee ask for the following appropriations:—

For the support of common schools, $200 more than last year's appropriation . . . $6,200 00

For incidental expenses, the same as last year . 550 00

For the conveyance of scholars from one district to another, in or out of town, the same as last year . . . . . . . 100 00

To cover expenses in furnishing books at cost, the same as last year . . . . 100 00

For the support of High School, the same as last year . . . . . 2,000 00

For rent of the Academy building, the same as last year . . . . . . 300 00

For the purchase of reading-books, to be used by interchange in the several schools . . 100 00

In case the town wishes to assume the charge of conveying the scholars of the outer districts to and from the High School, the Committee would ask for the appropriation of . 300 00

In case the town wishes to establish one or more evening-schools, the Committee would ask, for the first year’s trial, for the sum of . 200 00

All of which is respectfully submitted by

the Committee,

SAMUEL H. WORCESTER.
P. D. LEONARD.
LEWIS G. LOWE.

Bridgewater, Mass.,
Feb. 6, 1883.
## FINANCIAL REPORT OF SCHOOL COMMITTEE.

### Appropriations.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Common schools</td>
<td>6,000.00</td>
</tr>
<tr>
<td>School incidentals</td>
<td>550.00</td>
</tr>
<tr>
<td>Dog Fund</td>
<td>345.00</td>
</tr>
<tr>
<td>Dyer Fund</td>
<td>340.00</td>
</tr>
<tr>
<td>Edison Fund</td>
<td>12.12</td>
</tr>
<tr>
<td>Massachusetts School Fund</td>
<td>213.63</td>
</tr>
<tr>
<td>Agent for sale of books</td>
<td>100.00</td>
</tr>
<tr>
<td>Transportation of scholars</td>
<td>100.00</td>
</tr>
<tr>
<td>Rent of academy</td>
<td>300.00</td>
</tr>
<tr>
<td>Amount available</td>
<td><strong>$9,960.75</strong></td>
</tr>
</tbody>
</table>

### Expenditures.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel</td>
<td><strong>$644.39</strong></td>
</tr>
<tr>
<td>Care of houses</td>
<td>410.66</td>
</tr>
<tr>
<td>Teachers' wages</td>
<td>7,620.33</td>
</tr>
<tr>
<td>Transportation of scholars</td>
<td>35.00</td>
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<tr>
<td>Paid for supplying books at cost</td>
<td>100.00</td>
</tr>
<tr>
<td>School incidentals</td>
<td>572.86</td>
</tr>
<tr>
<td>Rent of Academy</td>
<td>300.00</td>
</tr>
<tr>
<td>Amount expended</td>
<td><strong>$9,683.24</strong></td>
</tr>
<tr>
<td>Unexpended</td>
<td>277.51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,960.75</strong></td>
</tr>
</tbody>
</table>
SCHOOL INCIDENTALS.

Paid John B. Gifford, incidentals .... $10 25
P. D. Leonard, general repairs, and cash paid .... 9 23
T. W. Crocker, books, etc. .... 18 52
New-England School Furnishing Company, ink, crayons, etc. .... 44 10
P. D. Leonard, repairs, and cash paid, spring term .... 33 56
Jerome B. Rogers, pails, brooms, etc. .... 16 89
Thomas Todd, diplomas, etc. .... 25 50
John B. Gifford, incidentals .... 10 05
Alfred Hall, mason-work .... 87 38
Walter Waterman, mason-work .... 12 78
T. W. Crocker, supplies .... 16 60
George Hayward, lumber and labor .... 58 36
New-England School Furnishing Company, supplies .... 46 80
A. S. Lyon, lumber and labor .... 43 75
John H. Fairbanks, labor and supplies .... 17 05
P. D. Leonard, slating, and cash for repairs, Boston School Supply Company, charts and globes .... 39 87
20 00
Hooper & Clark, glass; and S. H. Leonard, grading .... 7 00
P. D. Leonard, slating, painting, and cash paid .... 49 17
E. A. Hewett, clock and repairs .... 6 00

Total expenditures .... $572 86

Appropriations for school incidentals .... $550 00
Expended in excess of appropriation .... 22 86

$572 86

P. D. LEONARD,
Financial Secretary.
LIST OF TEACHERS.

High School.—Mr. John B. Gifford, principal; Miss Lucy Breck, 1st assistant; Mrs. S. H. S. Hayward, 2d assistant.

No. 1, Grammar.—Mr. J. H. Burdett.
No. 1, Intermediate.—Miss Kate Mitchell, winter, spring, and current terms; Miss Frances B. Winslow, fall term.
No. 1, Primary.—Miss Olive A. Prescott, winter and spring terms; Miss Alzie R. Hayward, fall term; Miss Carrie E. Morse, current term.
No. 2.—Miss Flora Swift.
No. 3.—Miss Nellie Hamblin, winter term; Miss Lizzie Reed, spring, fall, and current terms.
No. 4.—Miss Lemira Benson, winter, spring, and fall terms; Miss Lizzie A. Tillson, current term.
No. 5.—Miss Lizzie Reed, winter term; Miss Mary Wentworth, spring and fall terms; Miss Lemira Benson, current term.
No. 6.—Miss Laura Jones, winter, spring, and fall terms; Miss Lillie Lawrence, current term.
No. 7.—Miss Mary L. Copeland.
No. 8.—Miss Martha A. Ames, winter term; Miss Jennie M. Jackson, spring and fall terms; Miss Mary Wentworth, current term.
No. 9, Grammar.—Mr. P. D. Leonard, winter term; Mr. W. H. Hobbs, spring, fall, and current terms.
No. 9, Primary.—Miss Carrie Sampson.
No. 10.—Miss Hattie Wilbar.
No. 11. — Miss Sarah Walker, winter and spring terms; Miss Clara Perkins, fall and current terms.

No. 12. — Miss Lizzie Sears, winter term; Miss Lillie Lawrence, fall term.

No. 13. — Mrs. Helen Harlow.

No. 14, Grammar. — Mr. L. A. Darling.

No. 14, Primary. — Miss Mary Cleare.
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<tr>
<th>WINTER TERM, 1881 AND 1882.</th>
<th>FALL TERM, 1883.</th>
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<tbody>
<tr>
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OF THE

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FOR 1865

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