1862

Statement of the Appropriations, Receipts and Expenditures, of the City of Bath, for the Financial Year, ending March 1st, 1862, with the Reports of the Superintending School Committee, Overseers of the Poor, Chief Engineer of the Fire Department, City Marshal, and Superintendent of the Burial Grounds.

Bath (Me.)

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STATEMENT

OF THE

Appropriations, Receipts and Expenditures,

OF THE

CITY OF BATH,

For the Financial Year, ending March 1st, 1862,

WITH THE REPORTS OF THE

SUPERINTENDING SCHOOL COMMITTEE, OVERSEERS OF THE POOR, CHIEF ENGINEER
OF THE FIRE DEPARTMENT, CITY MARSHAL, AND SUPERINTENDENT
OF THE BURIAL GROUNDS.

PUBLISHED BY ORDER OF CITY COUNCIL.

BATH:
AMERICAN SENTINEL PRESS, FRONT STREET.
1862.
ORDERED:—That the Mayor cause to be printed and published, as soon as may be, for the information of the inhabitants, a particular account of receipts and expenditures, and a schedule of the City property. Also, the reports of the different departments, which have been made to the City Council.

Read and passed.

In accordance with the above order of the City Council, the following Report is submitted.

I. PUTNAM, Mayor.
To the City Council of the City of Bath:

In conformity to Chapter VII., Section 3, of the City Ordinances, the Joint Standing Committee on Finance have examined the Accounts of the Treasurer and Collector, the Overseers of the Poor, the School Committee, and the Commissioner of Streets, and have found each of them to be correctly stated and cast, and properly vouched.

From these accounts it appears that the Receipts and Expenditures for the fiscal year, ending March 1st, 1862, have been as follows, to wit:

TREASURER AND COLLECTOR.

RECEIPTS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxes of 1856—cash</td>
<td>$90.67</td>
</tr>
<tr>
<td>sale of real estate</td>
<td>218.01</td>
</tr>
<tr>
<td></td>
<td>$308.68</td>
</tr>
<tr>
<td>Taxes of 1857—cash</td>
<td>$127.03</td>
</tr>
<tr>
<td>sale of real estate</td>
<td>218.44</td>
</tr>
<tr>
<td></td>
<td>345.47</td>
</tr>
<tr>
<td>Taxes of 1858—cash</td>
<td>$297.05</td>
</tr>
<tr>
<td>sale of real estate</td>
<td>393.65</td>
</tr>
<tr>
<td></td>
<td>690.70</td>
</tr>
<tr>
<td>Received from Taxes of 1859,</td>
<td>2,482.40</td>
</tr>
<tr>
<td>1860</td>
<td>2,909.55</td>
</tr>
<tr>
<td>1861</td>
<td>43,701.36</td>
</tr>
<tr>
<td>temporary loans</td>
<td>3,500.00</td>
</tr>
<tr>
<td></td>
<td>$53,938.16</td>
</tr>
</tbody>
</table>

Amount carried forward,
REPORT OF COMMITTEE ON FINANCE.

Amount brought forward, $53,938 16
Received from permanent loans, 38,785 00
" " School Fund, 1,145 77
" " Liquor Agency, 2,618 20
" for Licenses, 39 90
" from Sagadahoc County, for gas, 40 00
" for dividend of Gas Co., 180 00
" from Hay Scales, 44 38
" from Overseers of the Poor, 630 10
" School Committee—tuition, &c., 73 33
" State of Maine, for rations advanced, 1,207 50
" Davis Hatch's note, 120 00

Total Receipts, $98,822 34

EXPENDITURES.

Balance due Treasurer last year, $2,154 97
Support of Poor, 4,868 13
City expenses, 2,870 03
Fire Department, 2,891 91
City Watch, 1,202 73
Burial of dead, 173 83
Salaries, 2,953 33
Interest, 5,768 45
Liquors, 2,669 64
City debt, 24,311 88
Bull Bridge, 1,813 00
Contingencies, 947 50
Schools, 11,219 10
Highways, 3,016 59
Temporary loans, 3,500 00
State tax, 9,200 00
County tax, 3,630 10
Discount on taxes, 3,332 24
Paid in aid of soldiers' families, 11,589 84

Total expenditures, $98,113 27
OVERSEERS OF THE POOR.

RECEIPTS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received from the treasury</td>
<td>$4,088 13</td>
</tr>
<tr>
<td>&quot; other towns</td>
<td>375 07</td>
</tr>
<tr>
<td>&quot; individuals for supplies</td>
<td>83 75</td>
</tr>
<tr>
<td>&quot; sales of produce, &amp;c.</td>
<td>171 28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,718 23</strong></td>
</tr>
</tbody>
</table>

EXPENDITURES.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense at Alms House</td>
<td>$1,572 91</td>
</tr>
<tr>
<td>&quot; of our own poor out of do</td>
<td>2,477 60</td>
</tr>
<tr>
<td>&quot; of poor of other towns</td>
<td>483 98</td>
</tr>
<tr>
<td>&quot; of Farm</td>
<td>183 74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,718 23</strong></td>
</tr>
</tbody>
</table>

COMMISSIONER OF STREETS.

RECEIPTS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received from the treasury</td>
<td>$3,016 59</td>
</tr>
</tbody>
</table>

EXPENDITURES.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairs of streets and sidewalks</td>
<td>$1,648 80</td>
</tr>
<tr>
<td>Clearing snow from walks</td>
<td>1,367 79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,016 59</strong></td>
</tr>
</tbody>
</table>

SUPERINTENDENT OF SCHOOLS.

RECEIPTS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance on hand from last year</td>
<td>$305 52</td>
</tr>
<tr>
<td>Received from City Treasury</td>
<td>11,175 10</td>
</tr>
<tr>
<td>&quot; for tuition, &amp;c.</td>
<td>41 00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$11,521 62</strong></td>
</tr>
</tbody>
</table>
REPORT OF COMMITTEE ON FINANCE.

EXPENDITURES.

Salaries of teachers, $8,231.50
" of Superintendent, 400.00
Fuel, 828.03
Miscellaneous, 1,395.22
Balance to next year, 666.87

Total, $11,521.62

UNPAID TAXES.

Year 1859, $1,655.38
" 1860, 5,673.70
" 1861, 6,579.65

Total, $13,908.73

SAM’L I. ROBINSON, Committee on Finance.
WILLIAM RICE,
J. H. KIMBALL,
M. F. GANNETT,

BATH, March 15, 1862.
### MAYOR'S REPORT.

#### APPROPRIATIONS FOR 1881.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries of City Officers</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>Highways, Bridges, &amp;c.</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Support of Schools, and pay of Committee</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Support of Poor,</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>City expenses,</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Discount on taxes,</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Abatement of taxes,</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Interment of dead,</td>
<td>$200.00</td>
</tr>
<tr>
<td>City debt becoming due this year</td>
<td>$31,311.88</td>
</tr>
<tr>
<td>Interest on City debt</td>
<td>$5,827.85</td>
</tr>
<tr>
<td>Contingent fund,</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Fire Department,</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>City Watch,</td>
<td>$900.00</td>
</tr>
<tr>
<td>State tax,</td>
<td>$9,200.00</td>
</tr>
<tr>
<td>County tax,</td>
<td>$3,630.10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$79,869.83</strong></td>
</tr>
</tbody>
</table>

#### SPECIAL APPROPRIATIONS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Bull Rock Bridge</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>In aid of the families of soldiers</td>
<td>$12,500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$94,369.83</strong></td>
</tr>
</tbody>
</table>

The above sums were raised as follows:

- By assessments on polls and estates,                   | **$48,869.83** |
- By permanent loans,                                    | **$45,500.00** |

**Total**                                               | **$94,369.83** |
Moneys received by the Treasurer, during the Fiscal Year ending March 1st, 1862.

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxes of 1856</td>
<td>$308 68</td>
</tr>
<tr>
<td>1857</td>
<td>345 47</td>
</tr>
<tr>
<td>1858</td>
<td>690 70</td>
</tr>
<tr>
<td>1859</td>
<td>2,482 40</td>
</tr>
<tr>
<td>1860</td>
<td>2,909 55</td>
</tr>
<tr>
<td>1861</td>
<td>43,701 36</td>
</tr>
<tr>
<td>Temporary loans</td>
<td>3,500 00</td>
</tr>
<tr>
<td>Permanent loans</td>
<td>38,780 00</td>
</tr>
<tr>
<td>School fund</td>
<td>1,145 77</td>
</tr>
<tr>
<td>Liquor Agency</td>
<td>2,618 20</td>
</tr>
<tr>
<td>Licenses</td>
<td>39 90</td>
</tr>
<tr>
<td>Gas from Sagadahoc County</td>
<td>40 00</td>
</tr>
<tr>
<td>Dividend of Gas Co.</td>
<td>180 00</td>
</tr>
<tr>
<td>Hay Scales</td>
<td>44 38</td>
</tr>
<tr>
<td>Overseers of the Poor</td>
<td>630 10</td>
</tr>
<tr>
<td>School Committee—tuition, &amp;c.</td>
<td>73 33</td>
</tr>
<tr>
<td>State for rations advanced</td>
<td>1,207 50</td>
</tr>
<tr>
<td>Davis Hatch’s note</td>
<td>120 00</td>
</tr>
</tbody>
</table>

Total: $98,822 34
## EXPENDITURES.

### SALARIES OF CITY OFFICERS.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation</td>
<td>$2,800.00</td>
</tr>
<tr>
<td>Transferred from contingencies</td>
<td>153.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,953.33</strong></td>
</tr>
</tbody>
</table>

- Paid I. Putnam, Mayor, $400.00
- " Treas'r and Coll'r's com's, 632.26
- " P. Sprague, Street Com'r, 450.00
- " Assessors, 300.00
- " A. J. Potter, Marshal, 150.00
- " N. Longley, Messenger, 150.00
- " E. Upton, City Clerk, 125.00
- " C. Cobb, Clerk of Council, 45.00
- " N. Ham, Deputy Marshal, 370.37
- " Overseers of Poor, 150.00
- " balance Judge Smith's salary, 160.70
- " A. P. McFadden, Sup. of Cem., 20.00

**Total** $2,953.33

### SCHOOLS AND SCHOOL COMMITTEE.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Balance from last account</td>
<td>302.52</td>
</tr>
<tr>
<td>Received for tuition</td>
<td>39.00</td>
</tr>
<tr>
<td>&quot; for old furniture, &amp;c.,</td>
<td>34.33</td>
</tr>
<tr>
<td>Bank tax and school fund,</td>
<td>1,145.77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$11,521.62</strong></td>
</tr>
</tbody>
</table>
## SALARIES OF TEACHERS, &c.

### High School.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Dunton, Principal</td>
<td>$1,000</td>
</tr>
<tr>
<td>G. M. Thurlow, Assistant</td>
<td>500</td>
</tr>
<tr>
<td>Miss H. A. Putnam</td>
<td>240</td>
</tr>
<tr>
<td>&quot; J. R. Sheldon</td>
<td>240</td>
</tr>
<tr>
<td>Fuel, &amp;c.</td>
<td>176.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,156.50</strong></td>
</tr>
</tbody>
</table>

### North Grammar School.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. G. Ham, Principal</td>
<td>700</td>
</tr>
<tr>
<td>Miss A. S. Higgins, Assistant</td>
<td>240</td>
</tr>
<tr>
<td>&quot; S. M. Wells</td>
<td>160</td>
</tr>
<tr>
<td>&quot; H. A. Hatch</td>
<td>160</td>
</tr>
<tr>
<td>Fuel, &amp;c.</td>
<td>90.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,350.25</strong></td>
</tr>
</tbody>
</table>

### South Grammar School.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. P. Graves, Principal</td>
<td>700</td>
</tr>
<tr>
<td>Miss E. S. Bright, Assistant</td>
<td>240</td>
</tr>
<tr>
<td>&quot; A. L. Crooker</td>
<td>160</td>
</tr>
<tr>
<td>&quot; N. E. Anderson</td>
<td>160</td>
</tr>
<tr>
<td>Fuel, &amp;c.</td>
<td>92.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,352.50</strong></td>
</tr>
</tbody>
</table>

### Upper Grammar School.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles M. Emery, Principal</td>
<td>146.25</td>
</tr>
<tr>
<td>Miss Josephine Huston, Assistant</td>
<td>156</td>
</tr>
<tr>
<td>&quot; S. N. Philbrook</td>
<td>160</td>
</tr>
<tr>
<td>Fuel, &amp;c.</td>
<td>45.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$507.50</strong></td>
</tr>
</tbody>
</table>

### Lower Grammar School.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. C. Richards, Principal</td>
<td>$146.25</td>
</tr>
<tr>
<td>Miss L. T. Moses, Assistant</td>
<td>156</td>
</tr>
<tr>
<td>&quot; L. A. Bates, Assistant</td>
<td>160</td>
</tr>
<tr>
<td>Fuel, &amp;c.</td>
<td>54.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$516.75</strong></td>
</tr>
</tbody>
</table>
### Winnegance School.

S. O. Frye, Principal, $120
M. C. Foley, " 130
Fuel, &c., 26 86

Total, $276 86

### Ireland School.

L. Curtis, Principal, $214
Fuel, &c., 27 75

Total, $241 75

### Primary School No. 1.

S. C. Jackson, Principal, $160
A. E. Bowker, Assistant, 100
Fuel, &c., 54 50

Total, $314 50

### Primary School No. 2.

H. Campbell, Principal, $160
Fuel, &c., 16 25

Total, $176 25

### Primary School No. 3.

A. Emmons, Principal, $160
M. E. Fogg, Assistant, 100
Fuel, &c., 65 14

Total, $325 14

### Primary School No. 4.

C. K. Anderson, Principal, $160
E. R. Brooks, Assistant, 106 50
P. B. Drake, " 100
Fuel, &c., 92 50

Total, $459 00
### Primary School No. 5.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. E. Jameson, Principal</td>
<td>$160</td>
<td>100</td>
<td>$307 25</td>
</tr>
<tr>
<td>M. P. Higgins, Assistant</td>
<td>47 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$307 25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primary School No. 6.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. E. Sewall, Principal</td>
<td>$160</td>
<td>100</td>
<td>$307 25</td>
</tr>
<tr>
<td>S. E. Eaton, Assistant</td>
<td>47 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$307 25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primary School No. 7.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. A. Oliver, Principal</td>
<td>$160</td>
<td>25 50</td>
<td>$185 50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$185 50</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primary School No. 8.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. A. Kennerson, Principal</td>
<td>$160</td>
<td>100</td>
<td>$305 25</td>
</tr>
<tr>
<td>M. H. Small, Assistant</td>
<td>45 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$305 25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primer School No. 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. W. Powers,</td>
<td>$120</td>
<td>18 50</td>
<td>$138 50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$138 50</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primer School No. 2.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. B. Curtis,</td>
<td>$120</td>
<td>23 25</td>
<td>$143 25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$143 25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Primer School No. 3.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Fuel, &amp;c.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. M. Morse,</td>
<td>$110 50</td>
<td>12 20</td>
<td>$122 70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$122 70</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HIGHWAYS, BRIDGES, ETC., AND FIRE DEPARTMENT.

Paid salaries of teachers, $7,503 25
" for fuel, building fires, &c., 961 00
" repairs, and miscellaneous, 2,390 50
Balance to pay outstanding bills, 666 87

$11,521 62

HIGHWAYS, BRIDGES AND SIDEWALKS.

Appropriation, 2,500 00
Transfer from contingencies, 700 00

$3,200 00

EXPENDITURES.

Paid for clearing snow from sidewalk in March, 1861, $402 82
Expense of snow in 1862, 964 97
Repairs of streets and sidewalks, 1,648 80
Balance undrawn, 183 41

$3,200 00

FIRE DEPARTMENT.

Appropriation, $3,000 00

EXPENDITURES.

Engine Company No. 1, (Salary) $765 00
" 2, 765 00
" 3, 765 00
Sam'l L. Allen, Chief Engineer, 50 00
Reed Nichols, 2d 20 00
Wm. Ingalls, 3d 20 00
Abiel Mayers, Assistant 15 00
Solomon Reed, 15 00
Wm. Hodgdon, 15 00
N. Longley, hook & ladder man, 15 00
Wm. Scollay, 22 00
D. B. Mitchell, hauling engine, 1 00
Dudley Gilman, 3 00
A. J. Potter, ex. at W. Gilbert's fire, 3 50
J. W. Pask, hauling engine to fire, 4 00

Amount carried forward, $2,478 50
### Fire Department, and Support of Poor

#### Appropriation, brought forward, $3,000 00

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am't expenditures brought forward,</td>
<td>$2,478 50</td>
</tr>
<tr>
<td>Wm. Scollay, for wood,</td>
<td>6 00</td>
</tr>
<tr>
<td>S. L. Allen, services on reservoirs,</td>
<td>20 00</td>
</tr>
<tr>
<td>John Bosworth, oil and refreshments,</td>
<td>15 25</td>
</tr>
<tr>
<td>A. G. Page, refreshments for No. 2,</td>
<td>3 36</td>
</tr>
<tr>
<td>Wm. B. Perkins, do. for No. 3,</td>
<td>2 42</td>
</tr>
<tr>
<td>Charles Russell, oil and sundries,</td>
<td>12 80</td>
</tr>
<tr>
<td>J. L. Cook, refreshments for No. 1,</td>
<td>22 11</td>
</tr>
<tr>
<td>G. W. Medanick, do. for No. 2,</td>
<td>3 20</td>
</tr>
<tr>
<td>A. J. Savage, do. for No. 3,</td>
<td>8 04</td>
</tr>
<tr>
<td>C. S. Jenks, for coal,</td>
<td>28 64</td>
</tr>
<tr>
<td>D. B. Mitchell, hauling engine to fire,</td>
<td>2 00</td>
</tr>
<tr>
<td>Jesse Mitchell, work on engine house,</td>
<td>3 75</td>
</tr>
<tr>
<td>Pennell &amp; Gerry, repairing lantern,</td>
<td>1 00</td>
</tr>
<tr>
<td>A. Mayers, repairing engine house,</td>
<td>5 88</td>
</tr>
<tr>
<td>S. L. Allen, work on reservoirs,</td>
<td>2 73</td>
</tr>
<tr>
<td>A. R. Cahill, repairs,</td>
<td>7 93</td>
</tr>
<tr>
<td>Wm. Kelley, repairs on house No. 1,</td>
<td>2 00</td>
</tr>
<tr>
<td>Eli Cox, damage at fire,</td>
<td>3 00</td>
</tr>
<tr>
<td>Charles R. Stearns, hauling engine,</td>
<td>8 25</td>
</tr>
<tr>
<td>Wm. W. Mason, repairs,</td>
<td>7 50</td>
</tr>
<tr>
<td>C. T. Greenleaf, stove pipe, &amp;c.,</td>
<td>14 78</td>
</tr>
<tr>
<td>J. P. Welch, oil,</td>
<td>3 20</td>
</tr>
<tr>
<td>Mitchell &amp; Low, sundries,</td>
<td>1 58</td>
</tr>
<tr>
<td>S. D. Bailey, clamp-screw,</td>
<td>50</td>
</tr>
<tr>
<td>Z. Hyde &amp; Co., nails, &amp;c.,</td>
<td>1 74</td>
</tr>
<tr>
<td>B. S. Oliver, damage to well,</td>
<td>2 00</td>
</tr>
<tr>
<td>D. D. Merrill, repairing lock, &amp;c.,</td>
<td>2 75</td>
</tr>
<tr>
<td>Wm. Hogan, reservoir on High street,</td>
<td>230 00</td>
</tr>
<tr>
<td>Balance to new account,</td>
<td>108 09</td>
</tr>
</tbody>
</table>

#### Support of Poor

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation,</td>
<td>$3,000 00</td>
</tr>
<tr>
<td>Balance from last account</td>
<td>741 72</td>
</tr>
<tr>
<td>Rec'd from individuals, towns, &amp;c.,</td>
<td>630 10</td>
</tr>
<tr>
<td>Transferred from contingencies,</td>
<td>600 00</td>
</tr>
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</table>

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**Total** $8,971 82
## EXPENDITURES

Appropriation, &c., brought forward, $4,971 82

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Wakefield &amp; Co's bill of supplies, &amp; disbursements of money</td>
<td>$3,316 99</td>
</tr>
<tr>
<td>D. Hatch, Jr., boots and shoes</td>
<td>91 44</td>
</tr>
<tr>
<td>James Roberts, supplies</td>
<td>26 00</td>
</tr>
<tr>
<td>Wm. Dennett, &quot;</td>
<td>30 22</td>
</tr>
<tr>
<td>C. Plummer, harness</td>
<td>20 00</td>
</tr>
<tr>
<td>W. L. Crosby, for Bruce</td>
<td>45 00</td>
</tr>
<tr>
<td>Daniel Larrabee, dry goods</td>
<td>38 78</td>
</tr>
<tr>
<td>Insane Hospital for Harmon</td>
<td>44 44</td>
</tr>
<tr>
<td>E. Randall, execution</td>
<td>31 80</td>
</tr>
<tr>
<td>A. B. Colton, repairs alms-house, &amp;c.</td>
<td>17 12</td>
</tr>
<tr>
<td>J. O. Hunt, board of child</td>
<td>33 18</td>
</tr>
<tr>
<td>A. P. McFadden, cutting hay</td>
<td>20 00</td>
</tr>
<tr>
<td>Charles Russell, beef, &amp;c.</td>
<td>10 39</td>
</tr>
<tr>
<td>M. F. Gannett &amp; Son, tools, seed, &amp;c.</td>
<td>17 47</td>
</tr>
<tr>
<td>J. Houllelt, wood</td>
<td>166 67</td>
</tr>
<tr>
<td>J. W. Ballou, clothing</td>
<td>61 91</td>
</tr>
<tr>
<td>E. Arnold, supplies</td>
<td>31 28</td>
</tr>
<tr>
<td>Owen &amp; Co., dry goods</td>
<td>72 73</td>
</tr>
<tr>
<td>A. Sprague, salary</td>
<td>300 00</td>
</tr>
<tr>
<td>S. D. Haley, coffins, &amp;c.</td>
<td>55 50</td>
</tr>
<tr>
<td>Pennell &amp; Gerry, stove pipe, &amp;c.</td>
<td>9 57</td>
</tr>
<tr>
<td>N. Longley, supplies for lockup</td>
<td>10 00</td>
</tr>
<tr>
<td>C. S. Jenks, coal</td>
<td>16 20</td>
</tr>
<tr>
<td>T. W. Lucas, opium</td>
<td>7 50</td>
</tr>
<tr>
<td>City of Gardiner,</td>
<td>83 75</td>
</tr>
<tr>
<td>City of Hallowell,</td>
<td>26 78</td>
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<tr>
<td>Lisbon</td>
<td>15 14</td>
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<tr>
<td>Webster</td>
<td>19 43</td>
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<tr>
<td>Dr. Nourse, services</td>
<td>5 00</td>
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<tr>
<td>Salary of city physician</td>
<td>150 00</td>
</tr>
<tr>
<td>A. Sprague, sundries for house</td>
<td>93 94</td>
</tr>
<tr>
<td>Balance to new account</td>
<td>103 59</td>
</tr>
</tbody>
</table>

$$\text{Total} = 4,971 82$$

There is now due this department from other towns, for supplies furnished their paupers, $407 87.
CITY EXPENSES.

Appropriation, $2,000 00
Balance from last year, 838 44
From hay scales, 44 38
" Sag. Co., for gas used in offices, 40 00
" State, for rations advanced, 370 00
" circus, for license, 39 90
" D. Hatch's note, 120 00
" dividend of gas stock, 180 00
" transfer from account of park, 2 41

$3,635 13

EXPENDITURES.

C. T. Greenleaf, stoves, $11 63
Aaron Donnell, sealing measures, 2 77
E. Upton, paid for engraving, 8 63
C. Cobb, stationery, 3 50
L. Y. Daly, recording deeds, 1 50
Wm. P. Marston, As't Assessor, 13 87
C. A. Turner, 9 00
J. Merriot, ringing bell, 2 25
George Mitchell, powder, 22 50
Central parish, bell, 52 50
D. B. Mitchell, horse, 2 00
Nelson Ham, cash paid, 4 40
A. Nourse, medical advice, 3 00
Francis King, attendance, small pox, 17 25
Insane Hospital, for Haynes, 36 15
I. Putnam, expenses for soldiers, 6 25
J. B. Leach, rent for hall, 24 00
C. M. Plummer, hacking, 25
Frank Walker, police duty, 5 50
Daniel Fletcher, 4 00
Otis Williams, 7 50
N. Longley, repairs, &c., 35 93
Times office, advertising, 5 00
J. W. Johnson, cleaning streets, 1 50

Amount carried forward, $280 88
CITY EXPENSES.

Appropriation, &c., brought forward, $3,635 13

Am’t expenditures brought forward, $280 88
A. S. Perkins, desk for Marshal, 18 00
Gas, for street lamps, 303 75
“ “ City Hall, 183 38
A. J. Lowell, constable, 10 75
Gilmore C. Tarr, police duty, 5 50
Alfred Sprague, “ “ 9 18
Alden Sprague, “ “ 4 00
E. H. Leonard, care of clock, 14 75
A. N. Sawyer, ringing bell 4th July, 2 25
H. Smith, “ “ 2 25
A. C. Raymond, bell tower on Hall, 286 20
Central parish, use of bell, 26 25
W. V. & O. Moses, City Gray’s Ar., 100 00
Gas Co., gas for armory, 11 25
O. H. Perry, firing salute July 4th, 5 66
R. Houdlett, coal, 10 23
J. M. Lincoln, An. Reports, &c., 142 50
Times Office, printing, 15 00
“ “ 5 00
T. G. Knight, stationery, 37 84
J. H. Shaw, copying voting lists, 6 00
Samuel Eames, As’t Assessor, 10 00
Charles E. Mars, gas pipe, &c., 12 79
T. C. Jackson, blacksmithing, 1 00
N. Longley, repairs and fixtures at Hall, 29 72
W. Scollay, police duty f’m 1857 to ’62, 27 31
Lewis Totman, constable, 17 51
F. Walker, police duty, 4 00
N. Ham, expenses out of town, 5 20
A. J. Potter, telegraphing, 2 43
H. A. Partridge, ringing bell July 4th, 2 25
Universalist society, for ward room, 15 00
Samuel Eames, well on park, 5 25
Lily Vale Ice Co., for ice in tanks, 40 00
J. M. Lincoln, printing and advertising, 72 75

Amount carried forward, 1,726 03
CITY EXPENSES.

Appropriation, &c., brought forward, $3,635 13

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am’t expenditures bro’t forward</td>
<td>$1,726 03</td>
</tr>
<tr>
<td>C. A. Lambert &amp; Co., rep. st. lanterns</td>
<td>8 25</td>
</tr>
<tr>
<td>L. Y. Daly, recording deed</td>
<td>50</td>
</tr>
<tr>
<td>Wm. Williams, wood for City Hall</td>
<td>11 81</td>
</tr>
<tr>
<td>N. Longley, repair of street lamps</td>
<td>22 47</td>
</tr>
<tr>
<td>Tallman Lowell, damage on street</td>
<td>3 50</td>
</tr>
<tr>
<td>J. D. Bibber, extras on High Sc’l-house</td>
<td>92 55</td>
</tr>
<tr>
<td>J. Ellsworth, surv’g and plan of street</td>
<td>16 00</td>
</tr>
<tr>
<td>N. Longley, supl’s to lockup and repairs</td>
<td>85 78</td>
</tr>
<tr>
<td>Z. Hyde &amp; Co., flag and fixtures</td>
<td>31 75</td>
</tr>
<tr>
<td>Pennell &amp; Gerry, stove funnel, &amp;c.,</td>
<td>16 57</td>
</tr>
<tr>
<td>F. H. Fassett, plan of bridge, &amp;c.,</td>
<td>12 00</td>
</tr>
<tr>
<td>E. H. Leonard, care of clock</td>
<td>12 50</td>
</tr>
<tr>
<td>E. Colson, firing salute July 4th</td>
<td>2 00</td>
</tr>
<tr>
<td>G. Donnell, expense for Bull Bridge</td>
<td>2 00</td>
</tr>
<tr>
<td>H. A. Hyde, stationery</td>
<td>21 97</td>
</tr>
<tr>
<td>T. G. Knight,</td>
<td>15 63</td>
</tr>
<tr>
<td>Mitchell &amp; Low, sprinklers and hinges</td>
<td>5 27</td>
</tr>
<tr>
<td>C. E. Mars, repair of lamps</td>
<td>2 12</td>
</tr>
<tr>
<td>J. M. Lincoln, blanks for Mu. Court, &amp;c.,</td>
<td>4 75</td>
</tr>
<tr>
<td>G. M. Dunning, horse to funeral, &amp;c.,</td>
<td>3 00</td>
</tr>
<tr>
<td>Ledyard &amp; Palmer, cloth for cartridges</td>
<td>3 39</td>
</tr>
<tr>
<td>M. F. Gannett &amp; Son, tools for cemetry</td>
<td>3 00</td>
</tr>
<tr>
<td>C. A. Ingalls, carving on H. Sch. house</td>
<td>28 00</td>
</tr>
<tr>
<td>C. S. Jenkis, coal for City Hall</td>
<td>61 90</td>
</tr>
<tr>
<td>James Wakefield, for lime</td>
<td>1 70</td>
</tr>
<tr>
<td>J. Couillard, horses to Bull Bridge</td>
<td>2 63</td>
</tr>
<tr>
<td>Jas. Stover, watching at fire</td>
<td>1 25</td>
</tr>
<tr>
<td>Wm. Boynton,</td>
<td>1 25</td>
</tr>
<tr>
<td>T. L. Murphy,</td>
<td>1 25</td>
</tr>
<tr>
<td>H. Litchfield, constable in ward 6</td>
<td>1 00</td>
</tr>
<tr>
<td>Wm. Aderton, police duty</td>
<td>11 00</td>
</tr>
<tr>
<td>N. Winslow, constable</td>
<td>3 00</td>
</tr>
<tr>
<td>Samuel Temple, police duty</td>
<td>2 75</td>
</tr>
<tr>
<td>A. J. Potter, con’g Simpson to Hosp’l</td>
<td>10 00</td>
</tr>
<tr>
<td>D. B. Mitchell, horses to Bull Bridge</td>
<td>3 00</td>
</tr>
</tbody>
</table>

Amount carried forward, $2,243 57
CITY EXPENSES, AND DISCOUNT ON TAXES. 19

Appropriation brought forward, $3,635 13
Am't expenditures bro't forward, $2,243 57
A. J. Potter, inspecting stove pipes, 3 50
McFadden & Merrow, work in cemetery, 12 50
N. Longley, paid ringing bells Feb. 22, 3 50
J. H. Shaw, for 7 ward lists, 2 33
J. T. Gilman, copy of Ferry Act, 50
G. Moulton, use shop for soldiers' drill, 10 00
J. B. Leach, use of hall Feb. 22, 3 00
Execution, favor of F. Haynie, 109 23
F. D. Sewall, rations advanced sold'rs, 370 00
J. Regon, repairing halyards, 2 75
S. Morrison, hoisting flag on park, 2 87
A. C. Raymond, vane &c., on belfry, 7 00
R. B. Weeks, hoisting flag on park, 6 75
A. J. Potter, for damage on street, 8 00
F. Weeks, hoisting flag on park, 1 50
Wm. Scollay, services as school guard'n, 10 00
A. P. McFadden, police duty at cem'ry, 10 00
Reform school, expense of boys, 52 25
A. J. Potter, to Insane Hospital, 19 53
Repair of lamp-post, 3 25
Balance to new account, 765 10

TAXES—DISCOUNTS AND ABATEMENTS.

Tax of 1856, unpaid Mar. 1, 1861, $431 96
" 1857, " " " " 362 85
" 1858, " " " " 724 29
" " supplementary, 10 11
" 1859, unpaid Mar. 1, 1861, 4,732 12
" 1860, " " " " 8,737 26
" 1861, assessment, 50,641 64

$65,640 23
COLLECTIONS.

Taxes, dis'ts and abatements bro't forward, $65,640 23

Of tax of 1856,  
  $ 308 68
  "  1857,  
  345 47
  "  1858,  
  690 70
  "  1859,  
  2,482 40
  "  1860,  
  2,909 55
  "  1861,  
  40,369 12
Discount on taxes of 1861,  
  3,332 24

Total collected,  
  $50,438 16

ABATEMENTS.

Tax of 1856,  
  $124 90
  "  1857,  
  17 85
  "  1858,  
  41 61
  "  1859,  
  594 34
  "  1860,  
  154 01
  "  1861,  
  360 63

Total abatements,  
  1,293 34
Balance taxes uncollected,  
  13,908 73

TOTAL  
  65,640 23

CITY DEBT.

Appropriation—am't due in 1861,  
  $31,311 88
Paid of notes due,  
  $24,311 88
Am't due, not presented,  
  7,000 00

TOTAL  
  $31,311 88

INTEREST ON CITY DEBT.

Appropriation for 1861,  
  $5,827 85
Balance not paid last year,  
  371 60

TOTAL  
  $6,199 45
Paid of interest due in 1861,  
  $5,768 45
Balance not called for,  
  431 00

TOTAL  
  $6,199 45
BURIAL OF DEAD.

Appropriation, $200 00
Balance from last year, 29 25

Paid A. P. McFadden, $173 83
Balance to new account, 55 42

CONTINGENT FUND.

Appropriation, $1,000 00
Balance from last year, 1,310 64

Transfer to other appropriations, $1,913 33
Balance to new account, 397 31

CITY WATCH.

Appropriation, $900 00
Balance from last year, 182 21
Transferred from contingencies, 350 00

Paid D. Fletcher, $120 42
L. Totman, 120 42
A. Sprague, 225 43
W. Aderton, 120 42
G. C. Tarr, 308 02
F. Walker, 308 02
Balance unexpended, 229 48

AID TO FAMILIES OF VOLUNTEERS.

Appropriation, $12,500 00
Am't aid furnished to Mar. 8th, $11,589 84
Balance, 910 16

AID TO FAMILIES OF VOLUNTEERS.
**LIQUOR AGENCY.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Sales to Mar. 1, 1862</td>
<td>$2,618.11</td>
</tr>
<tr>
<td>Liquors on hand Mar. 1, 1862</td>
<td>$814.00</td>
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<tr>
<td>Sum</td>
<td>$3,432.11</td>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Amount liquors on hand Mar. 1, 1861</td>
<td>$656.43</td>
</tr>
<tr>
<td>Paid for liquors</td>
<td>$2,042.92</td>
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<tr>
<td>Salary of agent</td>
<td>$516.67</td>
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<tr>
<td>Freight and sundry expenses</td>
<td>$110.15</td>
</tr>
<tr>
<td>Balance to profit and loss</td>
<td>$106.04</td>
</tr>
<tr>
<td>Sum</td>
<td>$3,432.11</td>
</tr>
</tbody>
</table>

**STATE OF MAINE.**

Tax assessed by order of Legislature, $9,200.00
Same amount paid, $9,200.00

**COUNTY OF SAGADAHOC.**

Paid tax assessed by County Commissioners, $3,630.10

**BULL ROCK BRIDGE.**

Appropriation, $2,000.00
Paid on contract, $1,813.00
Balance to complete contract, $187.00
Sum, $2,000.00
# Recapitulation

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations and Receipts</th>
<th>Expenditures</th>
<th>Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries of city officers</td>
<td>$2,953 33</td>
<td>$2,953 33</td>
<td></td>
</tr>
<tr>
<td>Schools and Com.</td>
<td>11,521 62</td>
<td>10,854 75</td>
<td>$666 87</td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.</td>
<td>3,200 00</td>
<td>3,016 59</td>
<td>183 41</td>
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<tr>
<td>Fire Department</td>
<td>3,000 00</td>
<td>2,891 91</td>
<td>108 09</td>
</tr>
<tr>
<td>City Watch</td>
<td>1,432 21</td>
<td>1,202 73</td>
<td>229 48</td>
</tr>
<tr>
<td>Support of poor</td>
<td>4,971 82</td>
<td>4,868 23</td>
<td>103 59</td>
</tr>
<tr>
<td>City expenses</td>
<td>3,635 13</td>
<td>2,870 03</td>
<td>765 10</td>
</tr>
<tr>
<td>Discount on taxes</td>
<td>3,311 83</td>
<td>3,332 24</td>
<td></td>
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<tr>
<td>City debt</td>
<td>31,311 88</td>
<td>24,311 88</td>
<td>7,000 00</td>
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<tr>
<td>Interest</td>
<td>6,199 45</td>
<td>5,768 45</td>
<td>431 00</td>
</tr>
<tr>
<td>Burial of dead</td>
<td>229 25</td>
<td>173 83</td>
<td>55 42</td>
</tr>
<tr>
<td>Contingencies</td>
<td>2,310 64</td>
<td>1,913 33</td>
<td>397 31</td>
</tr>
<tr>
<td>Liquor agency</td>
<td>3,432 11</td>
<td>3,326 07</td>
<td>106 04</td>
</tr>
<tr>
<td>State of Maine</td>
<td>9,200 00</td>
<td>9,200 00</td>
<td></td>
</tr>
<tr>
<td>County of Sagadahoc</td>
<td>3,630 00</td>
<td>3,630 00</td>
<td></td>
</tr>
<tr>
<td>Bull bridge</td>
<td>2,000 00</td>
<td>1,813 00</td>
<td>187 00</td>
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<tr>
<td>Volunteers’ families</td>
<td>12,500 00</td>
<td>11,589 84</td>
<td>910 16</td>
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<tr>
<td>Excess of tax discount</td>
<td>20 41</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$104,859 68</strong></td>
<td><strong>$93,716 21</strong></td>
<td><strong>$11,143 47</strong></td>
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</table>
STATEMENT OF CITY DEBT SINCE 1848.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1848</td>
<td>5,963</td>
<td></td>
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<tr>
<td>1849</td>
<td>12,000</td>
<td>6,037</td>
</tr>
<tr>
<td>1850</td>
<td>16,990</td>
<td>4,990</td>
</tr>
<tr>
<td>1851</td>
<td>20,400</td>
<td>3,410</td>
</tr>
<tr>
<td>1852</td>
<td>20,825</td>
<td>425</td>
</tr>
<tr>
<td>1853</td>
<td>33,351</td>
<td>12,526</td>
</tr>
<tr>
<td>1854</td>
<td>48,301</td>
<td>14,950</td>
</tr>
<tr>
<td>1855</td>
<td>60,401</td>
<td>12,100</td>
</tr>
<tr>
<td>1856</td>
<td>66,826</td>
<td>6,425</td>
</tr>
<tr>
<td>1857</td>
<td>72,571</td>
<td>5,725</td>
</tr>
<tr>
<td>1858</td>
<td>87,399</td>
<td>14,848</td>
</tr>
<tr>
<td>1859</td>
<td>89,359</td>
<td>1,960</td>
</tr>
<tr>
<td>1860</td>
<td>90,709</td>
<td>1,350</td>
</tr>
<tr>
<td>1861</td>
<td>97,625</td>
<td>6,916</td>
</tr>
<tr>
<td>1862</td>
<td>112,125</td>
<td>14,500</td>
</tr>
</tbody>
</table>

Increase of City debt for 1861–2, as follows:

- Paid to families of volunteers, $12,500
- For Bull Rock bridge, 2,000

Total increase: $14,500

SCHEDULE OF CITY PROPERTY.

<table>
<thead>
<tr>
<th>Property Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-house and lot on High st., Ward 1</td>
<td>$100</td>
</tr>
<tr>
<td>&quot; &quot; Weeks st., grammar</td>
<td>4,000</td>
</tr>
<tr>
<td>&quot; &quot; Washington st., primary</td>
<td>500</td>
</tr>
<tr>
<td>&quot; &quot; South st., grammar</td>
<td>5,000</td>
</tr>
<tr>
<td>&quot; &quot; &quot; primary</td>
<td>1,500</td>
</tr>
<tr>
<td>&quot; &quot; Union st.</td>
<td>400</td>
</tr>
<tr>
<td>&quot; &quot; School st.</td>
<td>250</td>
</tr>
<tr>
<td>&quot; &quot; Center st.</td>
<td>1,500</td>
</tr>
</tbody>
</table>

Amount carried forward, $13,250
Schedule of city property.

Amount brought forward,  $13,250
School-house and lot on High st., primary,  800
  " " " " high school,  7,500
  " " North st., primary,  4,000
  " " Middle st., N. grammar,  5,000
  " " Wash'n st., ward 6,  500
  " " upper grammar, 3,500
  " " district No. 2,  1,050
  " " No. 3,  150
Engine-house and lot, engine and apparatus, No 1, 3,000
  " " " " No. 2, 3,000
  " " " " No. 3, 3,000
City hall and lot,  10,000
City landing, foot of Broad street,  2,000
Lot of land on Center and High streets,  250
The park, on Front, Linden and Wash'n streets,  10,000
Alms-house and 27 acres land—city farm,  10,000

Amount real estate,  $77,000
Sixty shares in Bath Gas Light Co.,  4,000
Amount invested in new high school-house,  7,916

$88,916

Two hundred and fifty-one shares in Bay bridge; 22 lamp posts and lamps; city scales; city clock; ladder carriage; ladders; fire hooks, &c.; hose carriage, with 2,100 feet leading hose; 4 reservoirs; lot of land on turnpike, formerly burying ground; Maple Grove Cemetery, 6 1-2 acres; Evergreen do., 30 acres; Dummer do; 2 hearses.
ABSTRACT OF

APPROPRIATIONS AND EXPENDITURES,

Since the organization of the City Government.

1848-'49.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries of city officers</td>
<td>$1,060</td>
<td>$1,262 21</td>
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<tr>
<td>Treas'r and Coll'r's commissions</td>
<td>300</td>
<td>263 87</td>
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<tr>
<td>City Watch</td>
<td>400</td>
<td>615 57</td>
</tr>
<tr>
<td>Highways, bridges and sidewalks</td>
<td>3,700</td>
<td>3,414 10</td>
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<tr>
<td>Fire Department</td>
<td>775</td>
<td>1,007 38</td>
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<tr>
<td>Discount and abatement on taxes</td>
<td>1,500</td>
<td>1,441 38</td>
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<tr>
<td>City expenses</td>
<td>990</td>
<td>1,435 63</td>
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<tr>
<td>Contingent</td>
<td>1,000</td>
<td></td>
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<tr>
<td>Support of poor</td>
<td>1,000</td>
<td>1,318 77</td>
</tr>
<tr>
<td>City debt</td>
<td>2,468</td>
<td>7,819 54</td>
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<tr>
<td>Schools and school-houses</td>
<td>4,500</td>
<td>4,641 89</td>
</tr>
<tr>
<td>State tax</td>
<td>4,171 80</td>
<td>2,000</td>
</tr>
<tr>
<td>County tax</td>
<td>1,840 61</td>
<td>1,840 61</td>
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<tr>
<td>Overlaid on tax bills</td>
<td>163 19</td>
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1849-'50.

<table>
<thead>
<tr>
<th>Description</th>
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<th>Expenditures</th>
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<tr>
<td>Schools, &amp;c.,</td>
<td>4,800</td>
<td>3,500 54</td>
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<tr>
<td>Highways, bridges, &amp;c.,</td>
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<td>2,282 15</td>
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<tr>
<td>New streets</td>
<td>500</td>
<td>250</td>
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<tr>
<td>Support of poor</td>
<td>1,100</td>
<td>1,281 85</td>
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<tr>
<td>City expenses and salary of city officers</td>
<td>2,370</td>
<td>2,472 95</td>
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<tr>
<td>City Watch</td>
<td>850</td>
<td>761 76</td>
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<tr>
<td>Appropriations</td>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Fire Department</strong></td>
<td><strong>$850</strong></td>
<td></td>
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<tr>
<td>Discount on taxes</td>
<td><strong>$1,931 13</strong></td>
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<tr>
<td>Abatement on taxes</td>
<td><strong>$1,465 81</strong></td>
<td></td>
</tr>
<tr>
<td>Contingencies</td>
<td><strong>$85 95</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State tax</strong></td>
<td><strong>$1,465 80</strong></td>
<td></td>
</tr>
<tr>
<td><strong>County tax</strong></td>
<td><strong>$2,161 68</strong></td>
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**SPECIAL APPROPRIATIONS.**

<table>
<thead>
<tr>
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<th>Expenditures</th>
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<tr>
<td>City debt and interest</td>
<td>7,469</td>
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<tr>
<td>Arrears of State tax</td>
<td>2,171 80</td>
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<tr>
<td>New school-houses</td>
<td>4,302 96</td>
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<tr>
<td>Celebration, 4th of July</td>
<td>200</td>
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<tr>
<td>Purchase of new burying grounds</td>
<td>1,020</td>
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<tr>
<td>Laying out above grounds</td>
<td>118 25</td>
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<tr>
<td>Purchase of school-lot on North</td>
<td>275</td>
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<tr>
<td>and Middle streets</td>
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</tr>
<tr>
<td><strong>1850-'51.</strong></td>
<td></td>
</tr>
<tr>
<td>Balance of school appropriations for 1849</td>
<td>1,519 52</td>
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<tr>
<td>Schools, &amp;c.</td>
<td>5,800</td>
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<tr>
<td>Highways, bridges and sidewalks</td>
<td>2,500</td>
</tr>
<tr>
<td>New streets</td>
<td>500</td>
</tr>
<tr>
<td>Support of poor</td>
<td>1,200</td>
</tr>
<tr>
<td>City expenses and salaries of city officers</td>
<td>3,325</td>
</tr>
<tr>
<td>City Watch</td>
<td>850</td>
</tr>
<tr>
<td>Fire Department</td>
<td>1,000</td>
</tr>
<tr>
<td>Fencing burying grounds</td>
<td>200</td>
</tr>
<tr>
<td>New school-houses</td>
<td>1,010</td>
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<tr>
<td>City debt and interest</td>
<td>6,604 40</td>
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<td>Discount on taxes</td>
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<td>State tax</td>
<td>4,171 81</td>
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<td>County tax</td>
<td>2,760 67</td>
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### 1851-'52.

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<tr>
<th>Item</th>
<th>Appropriations</th>
<th>Expenditures</th>
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<td>Schools, balance from last year</td>
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<td>$6,085.56</td>
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<td>Schools, appropriation</td>
<td>5,500</td>
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<td>Highways, &amp;c.,</td>
<td>3,000</td>
<td>1,233.33</td>
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<td>New streets</td>
<td>600</td>
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<tr>
<td>Salaries of city officers</td>
<td>1,195</td>
<td>723.75</td>
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<td>Support of poor</td>
<td>1,400</td>
<td>1,560</td>
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<td>City Watch</td>
<td>1,197</td>
<td>1,197</td>
</tr>
<tr>
<td>Fire Department</td>
<td>1,800</td>
<td>1,800</td>
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<tr>
<td>Interment of dead</td>
<td>225</td>
<td>697.05</td>
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<tr>
<td>Repair of school-houses</td>
<td>750</td>
<td>307.06</td>
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<tr>
<td>New school house on North street</td>
<td>1,000</td>
<td>1,010</td>
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<tr>
<td>Engine-house No. 1</td>
<td>1,021.25</td>
<td>1,076.75</td>
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<td>Bridge over railroad on Oak st.</td>
<td>421.25</td>
<td>443.26</td>
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<td>Interest</td>
<td>1,233.28</td>
<td>1,230.08</td>
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<td>City expenses</td>
<td>3,584.23</td>
<td>3,584.23</td>
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<td>Discount on taxes</td>
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<td>2,018.35</td>
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<td>Abatement on taxes</td>
<td>530.06</td>
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<tr>
<td>State tax</td>
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<td>5,570.31</td>
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<tr>
<td>County tax</td>
<td>4,955.92</td>
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### 1852-'53.

<table>
<thead>
<tr>
<th>Item</th>
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<th>Expenditures</th>
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<tbody>
<tr>
<td>Schools</td>
<td>5,800</td>
<td>6,866.18</td>
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<td>4,140</td>
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<td>1,400</td>
<td>1,610.65</td>
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<td>Fire Department</td>
<td>2,000</td>
<td>1,975.91</td>
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<td>1,200</td>
<td>1,099.50</td>
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<tr>
<td>Salaries of city officers</td>
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<tr>
<td>School-house on North street</td>
<td>1,851.98</td>
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<td>Interment of dead</td>
<td>220</td>
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<td>To highways.</td>
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<tr>
<td>High school-house</td>
<td>5,681.83</td>
<td>5,752.99</td>
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<tr>
<td>Maple Grove Cemetery</td>
<td>500</td>
<td>490.16</td>
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<tr>
<td>Reservoirs</td>
<td>2,500</td>
<td>1,633.66</td>
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</table>
### Appropriations, Expenditures, Etc.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of streets,</td>
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<td>$602 51</td>
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<tr>
<td>Interest</td>
<td>1,245 48</td>
<td>1,278 01</td>
</tr>
<tr>
<td>Discount on taxes,</td>
<td>2,235 32</td>
<td>2,235 32</td>
</tr>
<tr>
<td>Abatement on taxes,</td>
<td>615 79</td>
<td>615 79</td>
</tr>
<tr>
<td>Treas'r and Coll'r's commissions,</td>
<td>523 22</td>
<td>523 22</td>
</tr>
<tr>
<td>State tax</td>
<td>5,570 31</td>
<td>5,570 31</td>
</tr>
<tr>
<td>County tax</td>
<td>4,436 01</td>
<td>4,436 01</td>
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</table>

#### 1853-'54.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools, &amp;c.,</td>
<td>6,500</td>
<td>7,550 48</td>
</tr>
<tr>
<td>Highways, bridges and sidewalks, 21,000</td>
<td>20,068 86</td>
<td></td>
</tr>
<tr>
<td>Grading and fencing school-house grounds,</td>
<td>500</td>
<td>404 17</td>
</tr>
<tr>
<td>Support of poor,</td>
<td>1,500</td>
<td>2,211 18</td>
</tr>
<tr>
<td>Fire Department,</td>
<td>1,800</td>
<td>1,848 32</td>
</tr>
<tr>
<td>City Watch,</td>
<td>1,500</td>
<td>1,241 12</td>
</tr>
<tr>
<td>Salaries of city officers,</td>
<td>1,200</td>
<td>1,603 07</td>
</tr>
<tr>
<td>Burial of dead and ringing bells,</td>
<td>400</td>
<td>273 65</td>
</tr>
<tr>
<td>Improvement in Maple Grove Cemetery,</td>
<td>400</td>
<td>99</td>
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<tr>
<td>New streets,</td>
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<td>Treas'r and Coll'r's commissions,</td>
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<td>Discount on taxes,</td>
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<td>280 91</td>
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<td>City debt and interest,</td>
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</tr>
<tr>
<td>Engine-house No. 3,</td>
<td>2,000</td>
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<tr>
<td>School lot on Marshall street,</td>
<td>225</td>
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<tr>
<td>School lot near S. grammar school,</td>
<td>200</td>
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</tr>
<tr>
<td>Lot and house of engine No. 2,</td>
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<td>1,250</td>
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<td>5,570 31</td>
<td>5,570 31</td>
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<tr>
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<td>2,842 81</td>
<td>2,842 81</td>
</tr>
<tr>
<td>City expenses,</td>
<td>2,000</td>
<td>1,861 59</td>
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<td>Contingent expenses,</td>
<td>1,000</td>
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<tr>
<td>Item</td>
<td>1854-'55 Appropriations</td>
<td>1854-'55 Expenditures</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Schools</td>
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<td>$8,223 86</td>
</tr>
<tr>
<td>New school-houses</td>
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<tr>
<td>Highways</td>
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<td>19,023 82</td>
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<td>To highways.</td>
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<td>Fire Department</td>
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<td>City Watch</td>
<td>1,500</td>
<td>2,430 13</td>
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<tr>
<td>Salaries of city officers</td>
<td>1,600</td>
<td>1,706 25</td>
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<tr>
<td>Burial of dead and ringing bells</td>
<td>600</td>
<td>442 53</td>
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<tr>
<td>Support of poor</td>
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<td>2,496 89</td>
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<tr>
<td>City expenses</td>
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<td>Abatement on taxes</td>
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<td>431 95</td>
</tr>
<tr>
<td>Treas'r and Coll'r's commissions</td>
<td>700</td>
<td>668 62</td>
</tr>
<tr>
<td>State tax</td>
<td>5,570 31</td>
<td>5,570 31</td>
</tr>
<tr>
<td>City debt and interest</td>
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<td>22,100</td>
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<tr>
<td>Grading school-house grounds</td>
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<td>237 25</td>
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<tr>
<td>Contingent expenses</td>
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</tr>
<tr>
<td>County tax</td>
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<td>2,325 88</td>
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</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>1855-'56 Appropriations</th>
<th>1855-'56 Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries of city officers</td>
<td>1,161 38</td>
<td>1,737 16</td>
</tr>
<tr>
<td>Schools, repair of school houses, and for school grounds</td>
<td>10,074 46</td>
<td>10,999 73</td>
</tr>
<tr>
<td>New school-houses</td>
<td>7,583</td>
<td>8,581 53</td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.</td>
<td>10,000</td>
<td>10,402 29</td>
</tr>
<tr>
<td>New streets</td>
<td>2,000</td>
<td>1,778 54</td>
</tr>
<tr>
<td>Fire Department</td>
<td>3,347</td>
<td>2,143 59</td>
</tr>
<tr>
<td>City Watch</td>
<td>2,000</td>
<td>1,907 50</td>
</tr>
<tr>
<td>Support of poor</td>
<td>2,524</td>
<td>2,583 55</td>
</tr>
<tr>
<td>Collector's commissions</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>City expenses</td>
<td>2,000</td>
<td>2,726 25</td>
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<tr>
<td>Discount on taxes</td>
<td>3,000</td>
<td>3,402 53</td>
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<tr>
<td>Abatement on taxes</td>
<td>350</td>
<td></td>
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<tr>
<td>City debt</td>
<td>13,450</td>
<td>12,050</td>
</tr>
<tr>
<td>Interest</td>
<td>3,730</td>
<td>3,376</td>
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### APPROPRIATIONS, EXPENDITURES ETC.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burial of dead and ringing bells</td>
<td>$860</td>
<td>$459 18</td>
</tr>
<tr>
<td>Contingent expenses</td>
<td>2,000</td>
<td>127 50</td>
</tr>
<tr>
<td>City clock</td>
<td>500</td>
<td>540 81</td>
</tr>
<tr>
<td>Road damages</td>
<td>1,869</td>
<td>1,913 46</td>
</tr>
<tr>
<td>City hay scales</td>
<td>300</td>
<td>273 34</td>
</tr>
<tr>
<td>Land on Center and High streets, of John Tucker</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>State tax</td>
<td>5,629 72</td>
<td>5,629 72</td>
</tr>
<tr>
<td>County tax</td>
<td>2,917 58</td>
<td>2,917 58</td>
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</tbody>
</table>

1856-'57.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries of city officers</td>
<td>3,200</td>
<td>2,922 39</td>
</tr>
<tr>
<td>Schools and school committee</td>
<td>10,000</td>
<td>11,668 86</td>
</tr>
<tr>
<td>Grading lots and repairing school-houses</td>
<td>600</td>
<td>578 04</td>
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<tr>
<td>Highways, &amp;c.</td>
<td>10,000</td>
<td>10,849</td>
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<tr>
<td>New streets</td>
<td>2,000</td>
<td>1,151</td>
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<td>Fire Department</td>
<td>3,500</td>
<td>2,716 90</td>
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<td>City Watch</td>
<td>2,500</td>
<td>2,016 80</td>
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<tr>
<td>Support of poor</td>
<td>4,000</td>
<td>3,477 60</td>
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<td>City expenses</td>
<td>2,250</td>
<td>1,912 32</td>
</tr>
<tr>
<td>Discount on taxes</td>
<td>3,000</td>
<td>3,206 07</td>
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<td>Abatement on taxes</td>
<td>350</td>
<td>496 04</td>
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<td>24,412</td>
<td>28,112</td>
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<td>Interest</td>
<td>3,998 41</td>
<td>4,466 55</td>
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<tr>
<td>Burying dead, &amp;c.</td>
<td>380</td>
<td>441 05</td>
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<tr>
<td>Contingent expenses</td>
<td>2000</td>
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<tr>
<td>State tax</td>
<td>5,629 72</td>
<td>5,629 72</td>
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<td>County tax</td>
<td>3,895 05</td>
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### 1857-'58.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations and Receipts</th>
<th>Expenditures</th>
<th>Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries of city officers</td>
<td>$2,992.61</td>
<td>$2,344.90</td>
<td>$647</td>
</tr>
<tr>
<td>Schools and school com.</td>
<td>11,828.62</td>
<td>11,285.54</td>
<td>543.08</td>
</tr>
<tr>
<td>Grading school lots, &amp;c.</td>
<td>171.96</td>
<td>45.25</td>
<td>126.71</td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.</td>
<td>5,989.32</td>
<td>5,440.33</td>
<td>548.90</td>
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<tr>
<td>Fire Department</td>
<td>3,527.19</td>
<td>3,009.48</td>
<td>517.71</td>
</tr>
<tr>
<td>City Watch</td>
<td>2,275.70</td>
<td>1,881.22</td>
<td>394.48</td>
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<tr>
<td>Support of poor</td>
<td>6,125.70</td>
<td>5,554.55</td>
<td>571.15</td>
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<tr>
<td>City expenses</td>
<td>3,274.67</td>
<td>1,579.49</td>
<td>1,695.18</td>
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<tr>
<td>Discount on taxes,</td>
<td>3,000</td>
<td>2,639.62</td>
<td>360.38</td>
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<td>Abatement on taxes,</td>
<td>500</td>
<td>150.68</td>
<td>349.32</td>
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<tr>
<td>City debt and interest</td>
<td>19,744.52</td>
<td>19,135.15</td>
<td>609.37</td>
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<tr>
<td>Burying dead, &amp;c.</td>
<td>446.41</td>
<td>326.40</td>
<td>120.01</td>
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<td>Cemeteries, &amp;c.</td>
<td>210</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Contingencies</td>
<td>1,500</td>
<td>583</td>
<td></td>
</tr>
<tr>
<td>State tax</td>
<td>5,629.72</td>
<td>5,629.72</td>
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</tr>
<tr>
<td>County tax</td>
<td>3,164.73</td>
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### 1858-'59.

<table>
<thead>
<tr>
<th>Description</th>
<th>Appropriations and Receipts</th>
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<th>Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries city officers</td>
<td>2,647.71</td>
<td>2,577.61</td>
<td>70.10</td>
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<tr>
<td>Schools and school com.</td>
<td>12,246.04</td>
<td>10,813.44</td>
<td>1,432.60</td>
</tr>
<tr>
<td>Grading school lots</td>
<td>276.71</td>
<td>276.71</td>
<td></td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.</td>
<td>4,599.19</td>
<td>4,577.06</td>
<td>22.13</td>
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<tr>
<td>Fire Department</td>
<td>4,143.68</td>
<td>4,143.68</td>
<td></td>
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<tr>
<td>City Watch</td>
<td>1,894.48</td>
<td>1,771.12</td>
<td>123.36</td>
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<tr>
<td>Support of poor</td>
<td>5,765.17</td>
<td>4,205.26</td>
<td>1,559.91</td>
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<tr>
<td>City expenses</td>
<td>5,462.04</td>
<td>3,835.46</td>
<td>1,626.58</td>
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<tr>
<td>Discount on taxes,</td>
<td>3,360.38</td>
<td>2,690.58</td>
<td>669.80</td>
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<td>Abatement on taxes,</td>
<td>849.32</td>
<td>849.32</td>
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<tr>
<td>City debt</td>
<td>24,992.00</td>
<td>22,008.00</td>
<td>2,984</td>
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<tr>
<td>Interest on city debt</td>
<td>5,553.17</td>
<td>5,483.08</td>
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<tr>
<td>Burying dead, &amp;c.</td>
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<td>206.17</td>
<td>263.84</td>
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<td>Cemeteries</td>
<td>148</td>
<td>15</td>
<td>133</td>
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<tr>
<td>Contingencies</td>
<td>2,750</td>
<td>242.63</td>
<td>2,507.37</td>
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<tr>
<td>School-house in dis't No. 2</td>
<td>1,060</td>
<td>1,040</td>
<td>20</td>
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<td>State tax</td>
<td>5,929.72</td>
<td>5,929.72</td>
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<tr>
<td>County tax</td>
<td>3,419.45</td>
<td>3,419.45</td>
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### Appropriations, Expenditures, Etc.

**1859-'60.**

<table>
<thead>
<tr>
<th>Appropriations and Receipts</th>
<th>Expenditures.</th>
<th>Balances.</th>
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</thead>
<tbody>
<tr>
<td>Salaries city officers,</td>
<td>$2,570 10</td>
<td>$2,406 29</td>
</tr>
<tr>
<td>Schools and school com.,</td>
<td>12,562 95</td>
<td>11,800 81</td>
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<tr>
<td>Grading school lots,</td>
<td>276 71</td>
<td>276 71</td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.,</td>
<td>5,310 13</td>
<td>5,075 13</td>
</tr>
<tr>
<td>New streets,</td>
<td>70</td>
<td>70</td>
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<tr>
<td>Fire Department,</td>
<td>3,200</td>
<td>3,150 78</td>
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<tr>
<td>City Watch,</td>
<td>1,873 36</td>
<td>1,708 09</td>
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<td>Support of poor,</td>
<td>5,250 69</td>
<td>3,981 44</td>
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<tr>
<td>City expenses,</td>
<td>4,116 60</td>
<td>3,063 13</td>
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<tr>
<td>Discount on taxes,</td>
<td>3,669 80</td>
<td>2,976 97</td>
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<td>Abatement on taxes,</td>
<td>1,649 32</td>
<td>1,649 32</td>
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<td>City debt,</td>
<td>30,691 32</td>
<td>30,691 32</td>
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<tr>
<td>Interest on city debt,</td>
<td>5,570 14</td>
<td>5,209 89</td>
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<tr>
<td>Burial of dead,</td>
<td>263 84</td>
<td>205 83</td>
</tr>
<tr>
<td>The park,</td>
<td>940 70</td>
<td>773 87</td>
</tr>
<tr>
<td>Liquor agency,</td>
<td>4,129 08</td>
<td>3,683 21</td>
</tr>
<tr>
<td>Contingencies,</td>
<td>4,007 37</td>
<td>3,642 86</td>
</tr>
<tr>
<td>State tax,</td>
<td>5,629 72</td>
<td>5,629 72</td>
</tr>
<tr>
<td>County tax,</td>
<td>4,520 46</td>
<td>4,520 47</td>
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**1860-'61.**

<table>
<thead>
<tr>
<th>Appropriations and Receipts</th>
<th>Expenditures.</th>
<th>Balances.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries city officers,</td>
<td>2,755 08</td>
<td>2,755 08</td>
</tr>
<tr>
<td>Schools and school com.,</td>
<td>11,915 75</td>
<td>11,613 23</td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.,</td>
<td>4,310 37</td>
<td>4,310 37</td>
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<tr>
<td>New streets,</td>
<td>500</td>
<td>450 02</td>
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<tr>
<td>Fire Department,</td>
<td>3,711 82</td>
<td>3,711 82</td>
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<tr>
<td>City Watch,</td>
<td>1,965 27</td>
<td>1,783 06</td>
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<tr>
<td>Support of poor,</td>
<td>4,738 07</td>
<td>3,999 35</td>
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<tr>
<td>City expenses,</td>
<td>3,604 97</td>
<td>2,766 53</td>
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<tr>
<td>Discount on taxes,</td>
<td>3,692 83</td>
<td>3,381 31</td>
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<tr>
<td>City debt,</td>
<td>20,745 23</td>
<td>15,520 27</td>
</tr>
<tr>
<td>Interest on city debt,</td>
<td>5,802 77</td>
<td>5,431 17</td>
</tr>
<tr>
<td>Burial of dead,</td>
<td>258 01</td>
<td>228 76</td>
</tr>
<tr>
<td>The park,</td>
<td>175 83</td>
<td>175 42</td>
</tr>
<tr>
<td>Liquor agency,</td>
<td>3,812 05</td>
<td>3,600 51</td>
</tr>
<tr>
<td>Contingencies,</td>
<td>1,864 51</td>
<td>553 87</td>
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<td>State tax,</td>
<td>7,363 46</td>
<td>7,363 46</td>
</tr>
<tr>
<td>County tax,</td>
<td>4,750 30</td>
<td>4,750 30</td>
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<tr>
<td>New high school-house,</td>
<td>6,916 74</td>
<td>6,916 74</td>
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</table>
### Appropriations, Expenditures, Etc.

**1861-'62.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Appropriations and Receipts</th>
<th>Expenditures</th>
<th>Balances</th>
</tr>
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<tbody>
<tr>
<td>Salaries of city officers</td>
<td>$2,953 33</td>
<td>$2,953 33</td>
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</tr>
<tr>
<td>Schools and Com.</td>
<td>11,521 62</td>
<td>10,854 75</td>
<td>$666 87</td>
</tr>
<tr>
<td>Highways, bridges, &amp;c.</td>
<td>3,200 00</td>
<td>3,016 59</td>
<td>183 41</td>
</tr>
<tr>
<td>Fire Department</td>
<td>3,000 00</td>
<td>2,891 91</td>
<td>108 09</td>
</tr>
<tr>
<td>City Watch</td>
<td>1,432 21</td>
<td>1,202 73</td>
<td>229 48</td>
</tr>
<tr>
<td>Support of poor</td>
<td>4,971 82</td>
<td>4,868 23</td>
<td>103 59</td>
</tr>
<tr>
<td>City expenses</td>
<td>3,635 13</td>
<td>2,870 03</td>
<td>765 10</td>
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<tr>
<td>Discount on taxes</td>
<td>3,311 83</td>
<td>3,332 24</td>
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<td>City debt</td>
<td>31,311 88</td>
<td>24,311 88</td>
<td>7,000 00</td>
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<tr>
<td>Interest</td>
<td>6,199 45</td>
<td>5,766 45</td>
<td>431 00</td>
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<tr>
<td>Burial of dead</td>
<td>229 25</td>
<td>173 83</td>
<td>55 42</td>
</tr>
<tr>
<td>Contingencies</td>
<td>2,310 64</td>
<td>1,913 33</td>
<td>397 31</td>
</tr>
<tr>
<td>Liquor agency</td>
<td>3,432 11</td>
<td>3,326 07</td>
<td>106 04</td>
</tr>
<tr>
<td>State of Maine</td>
<td>9,200 00</td>
<td>9,200 00</td>
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</tr>
<tr>
<td>County of Sagadahoc</td>
<td>3,630 00</td>
<td>3,630 00</td>
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<tr>
<td>Bull bridge</td>
<td>2,000 00</td>
<td>1,813 00</td>
<td>187 00</td>
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<tr>
<td>Volunteers' families</td>
<td>12,500 00</td>
<td>11,589 84</td>
<td>910 16</td>
</tr>
<tr>
<td>Excess of tax discount</td>
<td>20 41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REPORT
OF THE
OVERSEERS OF THE POOR.

To the Hon. Mayor and City Council of Bath:—

GENTLEMEN: The Overseers of the Poor, beg leave to offer the following report of their labors for the municipal year of 1861:

EXPENDITURES.

Whole amount expended for the poor, $4,718 23

RECEIPTS.

Am't received from other towns, $375 07
" " " individuals, 83 75
" " " produce from farm, 56 28
" drawn on sundry requisitions, and paid A. Sprague, and credited in his account, 115 00
" rec'd from the City Treasury on our requisitions, 4,088 13

$4,718 23
DISBURSEMENTS.

Expense at the alms-house, including salary of master and mistress, $1,572.91
Our own poor out of alms-house, 2,477.60
Poor belonging to other towns, 483.98
Labor on farm, manure, seeds, blacksmithing, hay, harnesses and repairs, 138.74
Paid for bull, 45.00

$4,718.23

ASSETS.

There is now due the city from
The State of Maine, $18.68
The County of Sagadahoc, 43.72
Individuals, 89.44
Town of Wiscasset, 67.09
  " Brunswick, 38.45
  " Dresden, 64.01
  " Starks, 6.15
  " Topsham, 1.50
  " Cumberland, 10.23
  " West Gardiner, 6.25
  " Phipsburg, 2.25
  " Vassalboro', 20.00
  " Portland, 2.03
  " Phillips, 4.67
  " Pittston, 6.79
  " Woolwich, 6.00
  " Southport, 20.25

$407.87
By the foregoing statement, it will be seen that the actual cost for the support of the poor, for the year 1861, is four thousand eighty-eight dollars thirteen cents.

The board of the inmates of the alms-house, for the year, exceeds that of the year before by two years and twenty-eight days, for one person. The whole number of families assisted during the year, out of the alms-house, is one hundred and sixty, consisting of six hundred and ten persons; of which one hundred and twenty-seven families, containing four hundred and eighty-two persons, belonging to Bath, or having no settlement in the State, have been assisted at the expense of our city, and thirty-five families, containing one hundred and twenty-eight persons, having settlements in other towns, have been assisted, and the supplies furnished them have been charged to the respective towns in which they have settlements. Assistance has been rendered to nineteen families more than the previous year.

There have been purchased ninety-nine cords of wood, with twenty-one cords on hand at the commencement of the year, making in all one hundred and twenty cords for the past year; also coal sufficient for one fire at the alms-house.

The demands for wood have very largely exceeded that of the last four years, the master of the alms-house having delivered three hundred fifty-six loads, of two feet each, containing eighty-nine cords, which exceeds the amount delivered the year previous by thirty-seven cords. The wood delivered to widows and the sick, has been sawed and split by the inmates of the alms-house.

There has been much sickness among the poor the last year, which has increased our expenditures much more
than heretofore, one case of sickness at Gardiner having cost nearly one hundred dollars.

The increase of board in the alms-house of over two years, with some nineteen families additional supplied out of the alms-house, and a very large increase of wood delivered, together with the increased amount of sickness, and the severe depression of mechanical business, will account for the increase of expenditures over the last year.

We have rendered all necessary assistance in supplying the wants of the poor, and at the same time have had in view the interests of the city, and think nothing has been expended except what was absolutely necessary.

Our relations with other towns have been very satisfactory, excepting one or two cases; and such accounts as have been settled, have been amicably adjusted.

It will be seen that our expenditures exceed that of the year previous, five hundred sixty dollars sixty cents.

There is now due the city on account of the Overseers, four hundred seven dollars eighty-seven cents, all of which we consider collectable, which deducted from the amount increased over the year previous, will show the actual increase to be one hundred fifty-two dollars seventy-three cents. Our accounts were forwarded to the several towns before the close of the year, and had they been promptly paid, our drafts upon the city treasury would have been less than the amount of appropriations.

JAS. WAKEFIELD, \(\text{Overseers of Poor}\)
WM. E. PAYNE,
C. S. JENKS,

The overseers herewith transmit a schedule of certain property belonging to the poor department of the city, viz:
Farm of twenty-seven acres, together with almshouse buildings and barns,

7 tons hay, 2 scythes, 1 cart and hayrick,
2 horses, 3 snaths, 1 buffalo robe,
2 cows, 2 wheelbarrows, 1 grindstone,
1 bull, 1 axe, 1 handsaw,
15 hens, 1 crowbar, 1 chisel,
1 sleigh, 1 stone hammer, 1 bit-stock,
1 wagon, 1 crosscut saw, 4 woodsaws,
1 hay-cutter, 1 water cask, 1 double horse cart,
3 mow forks, 1 panel saw, 1 double horse sled,
4 rakes, 1 auger, 1 single horse sled,
4 hoes, 1 harrow, 1 baggage cart,
3 shovels, 1 plow, 3 single harnesses,
1 horse-rake, 2 ladders, 4 cords hard wood,
1 vice, 1 pick,
CITY MARSHAL'S REPORT.

To the Hon. Mayor and City Council of Bath:—

I submit the following report of my official doings, for the past municipal year:

There has been no instance of extraordinary infraction of law, during the year; the city has been very orderly and quiet, and nothing has occurred to render necessary any unusual police service. There have been several prosecutions for violations of the law relating to the sale of intoxicating liquors, although it is believed there has been no unusual degree of intemperance manifested, yet I am aware that there are doubtless many instances of unlawful traffic in intoxicating liquors, which cannot be reached by any evidence at the command of the Marshal, or prosecuting officer. The general difficulty in such cases is, I believe, well understood, on account of which, the utmost vigilance of the prosecuting officer, can hardly effect an entire suppression of that illegal traffic.

I would respectfully call the attention of the City Council, to the evils of truancy, although it is a matter which does not come directly within the sphere of my official duties. Yet such are the evils of truancy in our midst, and its tendency to crime, that I am convinced the City Council should avail itself of all the authority vested in cities and towns, by law, and should cause the ordinance of the city to be rigorously enforced.

I recommend that the number of the night watch be not diminished, but rather that four be employed instead...
of three, as at present. The ordinance requires that one watchman shall be constantly stationed at the watchhouse, while the extent of street patrol, requiring watchmen's service, is very great. A principal duty is to guard against a breach of order and of the peace, in those parts of the city most exposed to such outbreaks; and it must be obvious that a performance of that service, must necessarily prevent a patrol of the streets in the more remote, yet much exposed, parts of the city.

I also recommend the continued employment of the Deputy Marshal, or day policeman, as a convenient and economical arrangement.

The following is a list of all the persons taken into custody, and of prosecutions for violations of law, made under my charge, together with the disposition made of the several cases.

Whole number of persons taken into custody, arrested or otherwise, 196; of whom 113 were arrested for drunkenness. Of the above, 63 were discharged, when sober, without process. Prosecuted for being drunk, and disturbing the peace, 26—as common drunkards, 7; discharged without process, 17; sent to the house of correction, 13; fined and committed to jail for want of payment, 9; discharged on payment of fine, 11. Arrested for assault and battery, 19; of these, 7 were prosecuted and discharged for want of evidence; fined and committed to jail for non-payment, 2; appealed, 1; nol pros'd on payment of costs, 1; fined and paid, 7; discharged without process, 1. Arrested for grand larceny and burglary, 9; of whom 5 were committed for trial, for want of bail; sent to Lincoln County for trial, 3; discharged for want of evidence, 1. Arrested and committed for trial on charge of forgery, 1. Arrested for petit larceny, 6; fined
and committed for non-payment, 1; sent to reform school, 2; discharged without trial, 3. Arrested for passing counterfeit money, and committed for trial, 1. Arrested for assault upon officers, 2; fined and discharged on payment, 1; fined and appealed, 1. Arrested and prosecuted for unlawful sales of intoxicating liquors, 11; fined and discharged on payment, 9; fined and appealed, 1; discharged for want of evidence, 1. Violation of city ordinances, 8; discharged on trial, without fine, 5; fined and discharged on payment of costs, 3. Arrested for bastardy, 1; for lewdness, and sentenced to house of correction, 1; for adultery, and discharged for want of evidence, 1; for disturbing religious meetings, and discharged on payment of fine, 3; for desertion from U. S. army, and delivered up to the proper authorities, 9. Insane persons taken into custody, and sent to their homes, 2; truants, and discharged without process, 4; vagrant, 1; held for trial under the jurisdiction of the U. S., 3; charged with an assault in an adjoining town, and held for examination, 1; persons received as lodgers in lockup, 54.

A. J. POTTER, City Marshal.
CITY PHYSICIAN'S REPORT.

To the Hon. Mayor and City Council:

GENTLEMEN:—The undersigned would offer the following summary of his labors as City Physician, for the municipal year of 1861.

In the course of the year he has rendered medical aid to forty-one families; and to these several families he has made three hundred ninety-six professional visits, and six hundred seventy prescriptions. To the sick at the alms-house, he has made one hundred nineteen professional visits, and three hundred eighty-six prescriptions, while the balance of visits and prescriptions were made to the paupers out of the alms-house. Among those whom he has been called upon to render professional aid, five deaths have occurred, viz: one at the alms-house, and four out. The causes of death were, in one case, general dropsy; in two, consumption; in one, typhoid fever; and in one, diarrhea from teething.

He has also attended to three cases of small pox (varioloid) which belonged to the city.

WM. E. PAYNE, City Physician.
REPORT OF CITY WEIGHER.

To the Hon. Mayor and City Council:

Whole number of loads weighed from March 2, 1861, to March 2, 1862, 663.

368 loads, at 10 cents per load, \$36 80
100 " 14 " " 14 00
100 " 15 " " 15 00
60 " 20 " " 12 00
35 " 12 " " 4 20

663 \$82 00

Paid for raising up scales, and putting under new timbers, \$8 00
" for printing hay bills, 3 50
" fees of weigher, 32 80
Balance paid City Treasurer, 37 70

\$82 00

JOHN HARRIS, Weigher.

REPORT OF MEASURER OF WOOD AND BARK.

To the Hon. Mayor and City Council:

In compliance with the law, I hereby submit the following report:

Whole number cords wood and bark, measured by the qualified measurers, during the past year, is 1,402; of which 610 cords was hard wood; 767, soft do.; and 4 of bark.

SAM'L EAMES, Measurer of Wood and Bark.
To the Hon. Mayor and City Council:

Agreeably to section fifth of the City Ordinances, regulating the Fire Department, requiring a report of the Chief Engineer, I submit the following:

The Department has been called out the past year twelve times, by fires and false alarms, which are as follows:

April, 6, 1861,—barn of Washington Gilbert, Esq., on High street; damage about $600. Insured for $300. Supposed set on fire by children.

April 10,—blacksmith shop on Winslow street, owned by Mr. Temple; loss about $100. No insurance. Cause unknown.

April 15,—house of Mr. Mulligan, on Trufant street; damage about $50. Insured. Cause unknown.

May 25,—barn of L. W. Houghton, South street; damage trifling. Caused by an ash barrel taking fire.

June 4,—alarm caused by clothing taking fire in house of Wm. Mitchell, Center street.

June 12,—house belonging to Mrs. R. J. McMicking, Crescent street; loss $400. Insured for $400. Cause unknown.

July 4,—house belonging to S. D. Reed, on Lemont's lane; loss $500. No insurance. Cause unknown.
Aug. 9,—building on Robinson's wharf; set by sparks from steamboat. Damage trifling.

Sept. 28,—false alarm.

Nov. 20,—house of Samuel Parker, Middle street; damage trifling. Caused by sparks from chimney.

Dec. 20,—building belonging to S. D. Haley, Commercial street; damage about $300. No insurance. Cause unknown—supposed incendiary.

Dec. 28,—house of Mr. Chapman, Washington street; loss about $550. Insured for $550. Cause unknown—supposed incendiary. At the same time the fire communicated with the house of Mr. Webber, and his damage was $435. Insured for $800.

The whole amount of losses by fire the past year, as near as can be ascertained, is $3,035, of which amount $1,735 is covered by insurance. The fires in all cases but one have been confined to the buildings in which they originated. The officers and members continue to be prompt in the discharge of their duties, and the engines, hose, and other apparatus are all in good order.

Before closing, allow me to call your attention to the importance of building more reservoirs. I would recommend the building of one, the present year, near the southwest corner of the Park, as the supply of water in that locality is very poor. All of which is respectfully submitted.

S. L. ALLEN, Chief Engineer.
REPORT
OF THE
SUPERINTENDENT OF BURYING GROUNDS.

To the Hon. Mayor and City Council:

The Superintendent of Burying Grounds, asks leave to present the following report:

Whole number of deaths in the year ending March 1, 1862, is one hundred and fifty-three. Males, 74; females, 79; of whom, 128 were citizens, and 28 foreigners.

Causes, as follows: consumption, 36; fevers, 13; old age, 9; bowel complaints, 13; drowned, 3; diptheria, 2; palsy, 4; canker, 3; heart disease, 1; cancer, 1; burned to death, 1; kidney complaints, 3; congestion of the lungs, 3; dropsy, 4; child-birth, 2; diseases unknown, 52. Total, 153.

A. P. McFADDEN, Superintendent.
REPORT
OF THE
SUPERINTENDENT OF SCHOOLS.

To the Hon. Mayor and City Council:

GENTLEMEN:—In compliance with the usual custom, I herewith submit my Annual Report, in behalf of the School Committee, as Superintendent of Schools of the city of Bath, for the year 1861-'62.

Very truly,

SAMUEL F. DIKE.

Bath, March 15, 1862.
REPORT.

Our schools have continued their former wonted and successful operations, during the past year, one of the most remarkable in some respects, of any in our country's history. War has pressed heavily upon us as a people: plowshares have been converted into swords, and pruning-hooks into spears. But our city has furnished the means of providing for the education of all the children within its limits. It affords the means of mental development and moral culture, to every child of the humblest citizen, who chooses to avail himself of such a high privilege.

For a series of years to come, our taxes must indeed be heavy, but so highly do the citizens esteem the public schools of Bath, that it is believed that their interests will be the last to be deranged or weakened, by withholding from them our former liberal contributions for their support. Without intelligence and virtue diffused through education, we should indeed soon become shorn of our power and greatness as a people. It becomes us therefore to exert ourselves to the utmost of our power, to sustain the present high position of our public schools. We must not withhold money or time, or an ardent interest in their welfare; but give, according to the ability which has been given unto us. If we continue to do this in years to come, as we have done in years that are passed, our schools will improve from year to year, and when we have finished our work, we shall have the satisfaction of handing down to posterity, monuments more valuable than those of brass or stone.

MEMBERS OF SCHOOL COMMITTEE.

There is at present but one member of the School Committee, in actual service. For some time past, the schools have lost the valuable services of two members of the Com-
mittee; men whose places will not be easily supplied. For in addition to their learning, and eminent qualifications generally, for such a position, they were able to add the experience of long service. Rev. Mr. Whittlesey left our city last autumn, having been elected a professor in Bowdoin College, and Rev. Dr. Sheldon has become pastor of a society in Waterville. It is with great regret, that the remaining member of the Committee, loses the valuable counsels and advice of these two gentlemen. Here at this parting of their different pathways in life, he may be permitted to say, that nothing but kindness marked all their official association and intercourse with each other, and the kindest remembrances will ever be retained, together with the sincere and ardent wish for their success and prosperity and true welfare in the future.

TEACHERS WHO HAVE LEFT THEIR FORMER POSITION.

During the past year, Mr. H. P. Wiggin, who had been master of the South Grammar School in this city, for a period of eighteen years, resigned his situation on account of ill health. Before the close of the summer term, he was taken quite ill, and obliged to leave the school. The Committee went into the school and held the usual examination, and closed the school for the remainder of the term. Mr. W. has not yet recovered his health so as to be able to prosecute any active business, though it is much better, and gives promise of entire recovery in time. At the time of his leaving, Mr. W. was one of the oldest and most successful teachers in the city. He has done much hard work, and for a series of years past, his school has manifested, even to the transient visitor, the evidences of his labor, ability and success. It is rare indeed that one visits a more orderly or better governed school; or one where the classes make more prompt and ready recitations: at the same time the pupils indicated that they understood the lessons recited.

Mr. W. will long be remembered by his former pupils, and those connected and associated with him. It has been my pleasure to hold a relation with him as member of the
School Committee, by far the largest part of the time during which he has been connected with the school, and this relation has always been pleasant. Pupils, Committee and parents will unite in ardent desires that prosperity may attend him wherever he may spend the remaining years of his life.

Other teachers, who have been employed in our schools for much shorter terms, have left us during the past year. Mr. C. B. Chace, who spent a year in our High School, as assistant male teacher, stayed with us long enough however, to give abundant evidence of his energy, activity, and peculiar tact in instructing pupils in the natural sciences, and such other branches of study as the classes were pursuing, which came under his supervision in the High School. Mr. C. masters very thoroughly the subjects which he attempts to teach. His oral instruction is also very valuable to the attentive and studious pupil. He is clear, apt and forcible in communicating knowledge, and enthusiastic in the business of teaching. He loves the profession which he has taken, and with sufficient health, will prove a useful as well as successful laborer in the cause of education.

Miss Susan M. Knight left Primary School No. 3, where she taught for a limited period, with much acceptance, and with a good degree of success, to enter upon life’s stern realities in another town. Miss Banks left the assistant’s place in Primary School No. 1, last summer, to reside in the western country. She also gave evidence that in her new home, she is capable of making herself very useful to those around her.

These changes which are annually taking place in our schools, admonish us how soon all our places will be occupied by others. The present only is ours. We may well do what our hands find to do with all our might, knowing that our time is short.

THE CITY ONE DISTRICT.

Since North Bath has been incorporated into the Central District, we have only one district in the entire city. There is a small undistricted part in the west part of the
city, but there are few children if any at the present time, who are not able to attend some one of our schools, and who do not prefer to attend them, to going into the district schools of the neighboring towns, though the distance be less. Our own schools are regarded as preferable to any in the vicinity, and we receive more for tuition in the outskirts of the city, than we pay for our own undistricted pupils.

There are great advantages in having only one district. By this means the schools may be graded, and all the pupils come under the direction of one general agency or superintending school committee, without the intervention of school agents. All the schools are also of a uniform length, or very nearly the same length. The most sparsely settled parts of the town, have the same amount of school as the most densely settled portion. This would not be the case, if there were several districts. Each would claim their exact proportion of the amount of money raised, according to the number of pupils in the district. Thus the small districts would receive a small proportion, and the large districts, a large proportion; and the length of the school would vary according to the amount of money. But in one district, all claim an equal share. As a general rule, therefore, the schools are likely to be better, in proportion to the size of the district and number of pupils composing it.

SCHOOL BOOKS.

During the past year, we have made some changes in the school books used in the grammar and primary schools, and design to make a few further changes, the ensuing year. Some of Hillard's reading books, have been introduced in the place of Tower's, which have long been used here. One reason for introducing them, was because the old books have been read so long by the pupils, that they take less interest in the lessons, than in new selections. Another was, because uniformity in orthography, &c., was preferred, in the books used throughout the schools of the city. Dr. Worcester is preferred as authority, though both
Webster and Worcester are used to some extent by the pupils in the schools. The changes which have been made, have been adopted with reference to using Worcester entirely throughout the schools. It seems better to adopt one uniform system, and on the whole, Worcester is regarded by the Committee as preferable; though both, as lexicographers, have great merit.

The books before named, were also introduced by the publishers, without any cost to the pupils, new books being given in all cases for old ones. This was the only condition at the present time, on which the Committee would consent to the introduction of new books. We rarely change school books in this city. If we err in this matter, we err in retaining our books for too long a time. Our spelling book has now been in use, considerably upwards of twenty years. And the grammar has been in use for a period nearly as long—at least, about twenty years. It seems desirable that the spelling book should be changed. The orthography is in many cases quite out of date, and the pronunciation is also often quite different from either Webster or Worcester.

Parents sometimes suppose that we are in the habit of changing school books often in this city, because their children, quite frequently perhaps, call for new books; when the simple reasons are that they have either worn out the old ones, or are entering into higher classes, and need new books because they are about to prosecute new studies. Parents who complain of the cost of school books, might often do much more to preserve and take care of their books, than is done by some parents. I have often noticed new books at the end of a few weeks, little better than a lump of rags. Such a use or rather abuse of books is quite unnecessary.

During the last winter, the legislature passed a new law in respect to the change of school books. This law will, without doubt, prove advantageous to the public. The constant change of school books in many of the towns of the State, under the influence of publishers' agents, is detrimental to the cause of education. The new law will operate
decidedly against these frequent changes. The law is as follows, viz:

"Section forty-nine of the eleventh chapter of the Revised Statutes is amended by adding to the fourth item the following: And it shall be the duty of superintending school committees to select a uniform system of text books to be used in the schools of the town, due notice of which selection shall be given; and any text book hereafter introduced into the schools of any town shall not be changed for five years from the date of its introduction, unless by vote of the town; so that item fourth of said forty-ninth section will read as follows:—Fourth, direct the general course of instruction, and what books shall be used in the schools. And it shall be the duty of superintending school committees to select a uniform system of text books to be used in the schools of the town, due notice of which selection shall be given; and any text book hereafter introduced into the schools of any town, shall not be changed for five years from the date of its introduction, unless by vote of the town."

THE HIGH SCHOOL.

The High School has been under the same teachers the past year, with the exception of Mr. Chace, the last two terms, as the previous year. Mr. G. M. Thurlow has taken the place of Mr. Chace. This school has never been more prosperous or in better condition than at this time, since Mr. Woodbury was the Principal. Its departments are all conducted in an excellent manner. The several branches of study pursued in the school, are taught more efficiently, more thoroughly and more exactly, as well as in a more interesting and practical manner, than in previous years. This institution of learning will compare favorably with any similar school in New England. Its teachers are able, well fitted by education for their respective positions, active and faithful, and ever ready to do all in their power, for the best interests of the school.

The course of study is marked out for each class. At the same time, the studies are made optional, according to the desires of the parents and pupils, as far as is consistent with the best interests of all. German is wholly an optional study: so are Latin and Greek, and a choice is offered between some branches of English studies. It is
the intention of the Committee also to make French an optional study, as well as some others not here named, after the ensuing term.

The ancient languages of course are not expected to be pursued to much extent, except by those who intend to acquire a collegiate education, or pursue classical studies with a considerable degree of thoroughness. It is not deemed advisable for others to take Latin or Greek. Similar remarks may perhaps be made, in respect to French, and certainly, in respect to German. It is usually not worth while to study those languages, unless one intends to make himself master of the language, to a good degree at least. There is too great a tendency at the present day, to acquire a smattering knowledge of many branches, and not to become thorough in any. It has been the effort of the Committee to guard against this tendency as far as possible. We have therefore reduced the number of branches in the four years course of study, lower than in most high schools, and have given a choice between several studies; endeavoring to make the graduating pupils as thorough scholars in the branches which they have pursued, as the time and opportunity will afford.

I have requested Mr. Dunton, Principal of the High School, to furnish some remarks on subjects connected with education and our schools; and he has put into my hands the following paper, which, with great pleasure, I lay before the public; believing it will be read with great profit by all the parents and guardians of our city, as well as all the friends of education and of common schools.

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To the Superintendent of Schools:

Dear Sir:—Perhaps I cannot better comply with your request than by offering a few thoughts upon the duties of parents in the intellectual culture of their children.

It is conceded by all, I believe, in New England communities, that children ought to be educated. And I think the opinion not uncommon, that the work of edu-
eating children belongs mainly to school teachers and college professors.

It is, of course, readily admitted that professional educators have to perform an important and responsible work. But it is not admitted that the responsibility, or the work, belongs exclusively to them. On the contrary, it is believed that a portion of the work to be done in educating children, belongs of right and of necessity, to parents. In other words, it is not enough for the parent to allow his child to be educated, or to employ others for this purpose; if he does his duty, he performs a part of the work himself. And more than this, a part of the work is of such a nature that, unless performed by the parent, it cannot be performed at all.

Education, in a general sense, embraces all the influences by which Providence guides the human race to its final destiny. Platy says a good education consists in giving to body and soul all the perfection of which they are capable. Kant says there is in every man a divine ideal, the type after which he was created, the germs of a perfect person, and it is the office of education to favor and direct the growth of these germs.

In a more special and usual sense, education designates the care and instruction bestowed upon the young, as well as the effort put forth by the young themselves to direct their development. In this sense it may conveniently be divided into physical, intellectual, aesthetic, and moral education. Of course to treat of each of these topics at length, would far transcend my limits. I shall therefore confine myself to the consideration of a single one—intellectual education—only remarking in reference to the others, that the intellect can never be brought to that high state of cultivation of which it is capable, unless intellectual culture be harmoniously blended with physical and aesthetic, and always made subservient to moral.

And in contemplating the intellectual education of children, three classes of duties at once present themselves to the mind, those of the parent, the teacher, and
the child; a few reflections upon the first of which has seemed to me most appropriate for the occasion.

No man can set himself to the intellectual performance of any work, till he has in mind a tolerably clear idea of what the work is, and what are the means for its accomplishment.

I remark, then, that the parent's first duty in the intellectual culture of his child, is to set before himself a clear and well defined idea of the mind with its various faculties and capabilities, the order and manner of the developing, strengthening and perfecting of those faculties, and the means by which this work must be done.

From imperfect and erroneous ideas of the mind and of the developing of its powers, arises much of the conflict between a certain class of parents and those who direct the course of instruction in our schools; I refer to that class who think that many branches of education, forced upon their children, are useless; and who think that a child's education should, from the very first, be directed with special reference to his future profession. Persons entertaining such views, not unfrequently destroy, in large part, by their disparaging remarks, the advantage which their children would otherwise derive from the prescribed course of public instruction. If any question whether investigation and knowledge in this matter, would lead to uniformity of opinion, it is only necessary to refer them to the course of study prescribed by the principal colleges throughout the country, and ask them to learn from this course of study what the agreement of views is, among those who have so generally adopted it, and who certainly ought to be competent judges of what is needed.

But parents ought to understand the laws that govern the development of the mind, not only to secure concert of action between themselves and others who labor for the same object as themselves, but more especially to secure correctness of action when they are compelled to act alone.
Let us trace, for a moment, the mental faculties and their operations.

The mind, or thinking principle in man, seems to be endowed with a variety of capacities, and mysteriously connected to the body by the principle of life. At first, before it has received any impressions from without by means of the senses, it seems to be wholly inactive. So far as we are able to perceive, if a mind could exist in a body with no means of communicating with the world without, it would forever remain inactive. The mind in this condition has been compared to a sheet of white paper, which is a perfect blank till it receives impressions from a source foreign to itself; and again to a musical instrument, which is silent till stirred by some external power. These comparisons seem to me to present the truth so far as they represent the original blankness and inactivity of the human mind.

Now it is by means of the senses—smell, taste, hearing, touch, and sight—that the mind receives its first impressions, and is first called into action. Take as an illustration of the manner of receiving first impressions by the mind, the act of hearing. The air is made to vibrate. The vibrations are communicated by the air to the ear. By the external ear, acting like an ear trumpet, they are collected and centered upon the tympanum of the ear. By means of the internal ear, these vibrations are conveyed to the auditory nerve, which forms the connection between the ear and the brain.

So far we are able to trace the physical process of hearing. And at this point our knowledge of the process of hearing ends. But when by these means the extremity of the auditory nerve is made to vibrate, an effect is at once produced upon the mind, that we call hearing.

In like manner we may trace out a part of the process of receiving knowledge by all the senses. But we are able to trace the operation only so far as it is physical. The union of the physical with the mental, either in its time, manner, or means, we cannot trace.

Now when the mind has once been called into action
by means of these impressions received through the senses, it continues to act; and it acts not alone in the reception of knowledge of this kind, but it goes a step further, and becomes conscious of, and busies itself with its own thoughts and operations—it reflects.

At the same time, and independently of the will, the mind presents us another class of knowledge, by means of another faculty of the mind, sometimes called original suggestion. For example: a book lies upon the table before you. You leave your room and return, and the book is gone. Now the mind is so constituted that the idea of a cause at once arises in it. You could not think otherwise than that there was a cause for the removal. In this way, and by this faculty of the mind, we receive our ideas of cause and effect, time, space, beauty, right and wrong, and many others.

Again, by the agency of memory, we are able to recall and hold up before us whatever we have learned and really made our own in the past.

The power of abstraction, also, furnishes us with knowledge. We are able to consider qualities separate from the objects to which they belong, and combine them at will. We observe, for instance, the color of growing grass, and of trees; and green is not to us a quality of one or of all these objects, but an abstract idea—something to be thought of by itself unconnected with any object. And so it is in regard to any quality. And qualities thus abstracted from all objects, may be combined as we please.

But the faculties of the human mind are not limited to the power of receiving knowledge by means of the senses, of directing its observation to its own operations, of retaining and recalling ideas received in the past, and of forming abstract ideas of qualities and combinations of qualities. Were this the case, we could know nothing that we did not ourselves observe or experience. But the mind has a higher and nobler power. We are able to recognize relations existing between known truths—from which relations arise other truths different from the
first, but which without the first could never have been discovered—in a word, we can reason.

Now when we take into account the fact that the mind is possessed of all these various and distinct faculties, and that the same law of development governs them all, that however long and completely one faculty is made to act, it strengthens no other unless that too is exercised, we can come to no other conclusion, than that whoever attempts to direct the education of the human mind without first knowing its powers and the means by which they must be improved, if improved at all, cannot be faithfully discharging his duty.

But when these powers are understood, the parent's next duty is to prepare the mind as far as possible for the exercise of its powers. And I mention as the first step in the preparation for mental exercise, the ability to submit one's self to the will of another—the power of obedience. Restraint and submission we must bear through life; but we bear them fretfully and uncomfortably, unless we learn to bear them while young. It is the parent's duty, then, to exercise over his child a kind but firm restraint and government.

With those who think the old Puritanic style of governing children was too rigid and severe, I have no controversy. I think so too. But extremes are apt to follow each other; and so it has been in this case. The old Puritanic rule has been relaxed and relaxed, till in many cases there is no rule at all. The boy spends his evenings at home, or in the street; attends church and the Sabbath school on Sunday, or remains away; reads history, or romance, or does not read at all; goes to school, or "tries to find something to do;" attends parties, balls, and assemblies, when he considers himself old enough—and he is not apt to be far advanced in life at that time. In short, he follows, not his taste, for that has not yet been formed, but simply his own inclinations, good or bad.

The boy treated in this way at home, expects the same treatment at school; and hence chafes and frets, is dis-
satisfied and complains on account of wholesome re­
straint there exercised over him. And yet he must be
restrained, must be controlled, no matter what his treat­
ment at home. For it is to be borne in mind, that many
things, winked at and tacitly approved by parental indul­
gence, are comparatively innocent at home, that become
grave offences at school. A parent, for instance, has a
right to speak to a child a second or third time, and then
wait for a tardy obedience, or permit none at all; but
the same course at school is destructive of order, useful­
ness, and even the school itself. At home, too, hours
may be spent with each child every week, in explaining
the propriety of what is required of him, and in persuad­
ing him to comply; but in large schools this is impossi­
ble. The very numbers forbid. The pupils must learn
to obey, and at once, and often to perform their tasks
simply because required to do so. The excuse, “I do
not see what good this study is to do me,” cannot and
ought not to avail. It is all important to the pupil that
maturer minds direct his pursuits. If, now, the duty of
obedience has not been learned, he brings to his task
feelings wholly inconsistent with profound thought, or
rapid progress. I think it not too much to say, that the
most serious obstacle in the way of mild and at the same
time effective school government, the most fruitful source of
disaffectation with teachers on the part of scholars, and so
indirectly of loss of interest in studies, and its disastrous
train of consequences, is the fixed habit of so many chil­
dren of being their own judges of what they shall obey,
and of the proper time for obedience.

Another indispensably necessary part of a preparation
for earnest mental exercise, is the formation in the child
of a correct taste, a love for reading, for investigation,
for knowledge, for learning. And the creation of this
taste is very largely the parent’s work. I know that con­
ected with this duty is the common but fatal error,
that tastes are either born with children, or are natu­
urally developed in them. The only ground for this idea, I
understand to be this: some children are born with great­
er ability in one direction, and some in another; and when they come to exercise their talents, they are pleased with certain pursuits just in proportion to their success in them. But not only the success, the amount accomplished in a given pursuit, but also the ability to do, as well as the love of doing, depend very largely upon the closeness and duration of the application—no matter whether voluntary or forced. Now if this view be the true one—and I think all will acknowledge it to be true as a general rule—it follows that tastes are quite as much dependent upon the practices of the individual, as upon the endowments of nature. If, then, you would have your boy love reading, let him read; if you would have him love study, let him study. Suppose he does not choose to do this, what then? Let him study. No graver error can be committed than that of leaving the knowledge or ignorance, honor or disgrace, weal or woe, of the future man's whole lifetime, to the mere caprice of the child. And yet how often is this done! Why, within the last year I have heard parents talk seriously about persuading a lad of twelve or fourteen to avail himself of the excellent privileges of schooling afforded him in this city. What can be more ruinous in its consequences than this?

But a love of learning is not to be created alone by compelling study, even in those cases where compulsion is needed. It is to be produced indirectly, by removing those temptations and evil influences that tend to fill the mind with other thoughts. There has been much said within a few years, in regard to object teaching; that is, imparting a knowledge of the structure, properties and uses of objects, by means of the objects themselves. For example; the parts of a flower and their uses, are learned from an examination of a flower; the circulation of the blood is understood from a microscopical examination of the blood while circulating. Now, whether there is a tendency to push this system of instruction to excess or not, it is founded on a principle that has its origin in the structure of the human mind, namely, that children think of those things that they see, and feel, and hear. There
are, however, many branches of learning that cannot be taught in this way. Mathematics, indeed all the abstract sciences, have to be presented more or less directly to the mind, with nothing but the bald fact on which to fix the attention. Hence the great difficulty, especially in young children, of securing vigorous and protracted thought in these sciences. Whenever the child, then, is engaged in studies of this kind, he needs every encouragement, every possible help. When older and better disciplined, he can direct his thoughts more at will, but now he needs assistance. And this can best be rendered by keeping him safe from those outside influences that are directed to the senses rather than the reason. The power over the mind of a direct appeal to the senses, is seen in the case of a simple experiment in school. You may talk to a class about the constituent elements of water, and the properties of oxygen and hydrogen gases, and they will all fall asleep. But bring in before them the gases themselves, and combine them, and you have both eyes and ears, not only of the class, but of every pupil in the room. And your instruction will be thought of, and more chemical principles worked out and retained, than by days of study. And this comes from a plain experiment, designed merely to instruct. If now the appeal be made, not to the higher nature, but to those moving principles that are usually strongest in youth, with what woeful rapidity a taste is formed for pursuits that preclude the possibility of mental activity.

Another fact to be taken into account in this connection, is, that the mind continues to be engrossed with any subject, in proportion to the intensity of the effect produced. Add to this another fact in mental philosophy, that the mind can be occupied with only one thing at a time; that any thought, however trifling, excludes for the time being, every other thought, and we are prepared in some degree, to understand the great injury done to the child, by allowing him, while pursuing his studies, to be frequently occupied with exciting objects and pursuits having no connection with them. Indeed if a child is to
acquire a love of study, nothing must be allowed to interfere with his regular days and hours of study. I make the assertion, based on a careful observation running back through an experience of twelve years, that, as a general rule, a boy who is habitually absent from school one half-day in a week, will not, other things being equal, make more than half the real progress in his studies, that will be made by one who attends constantly. If, now, this habitual absence is not required but only permitted by the parent, the case is still worse. The low wit and coarse actions of a circus clown will do more in one afternoon to pervert a boy's taste, to destroy his love of study, to fill his mind with thoughts and images antagonistic to good scholarship, than the best teacher under heaven can counteract in a month. I think it not an extravagant estimate, that every visit to the circus by a boy in term time, is made at the expense of a month's time.

Another means of preserving children from evil influences, and securing for them a pure taste, is to keep them from the degrading influence of ordinary street companions in the evening. It seems to me that many parents cannot be aware of the debasing, stultifying effects of this kind of companionship. I speak not of extreme cases, but of the general effect. A boy cannot mix promiscuously with other boys in the street in the evening, and not be corrupted. Boys do and say a thousand things under cover of the darkness of night, when together, that they would blush at in open day. A boy thus passing his evenings, while attending school, may indeed hold his book through the day, but his thoughts are not on it; for foul images, low ideas, and profane words come unbidden, and it may be unwelcome, to his mind; but they come. And over these he sits and dreams away the hours. And for this blame him not. It is a necessity of his nature. Allow him to be subjected to these influences and he must feel their effects. Who does not remember how much easier it was, when young, to retain the low jest and corrupting story, than the pure truths of the pulpit. Girls are generally better scholars than boys of the same age.
This is often accounted for by the fact that boys are less ambitious than girls. But what destroys the ambition, the eager love of excelling, in the boy any more than in the girl? It is largely to be accounted for by this significant fact—girls more uniformly spend their evenings at home, or at least not in the street. If, then, you would have your boy excel, if you would have him come to the school-room in the morning clear-headed, and in a condition so that it is possible for him to fix his attention on the studies of the day, see to it that his evenings are passed at the family fireside.

Again: I mention it as a distinct duty of parents to keep their children at home till they are old enough to be profited by the exercises at school, instead of sending them to the school-room, to be shut up day after day, simply to free themselves of their noise and trouble. Children are often sent to school too young. Till a child is seven or eight years old, there is no instruction so useful as that furnished by his wheelbarrow, cart and dog—by the green grass, the sweet flowers, the blue sky, and the bright sun. The reason is obvious. His perceptive faculties are active, while his reasoning powers are as yet undeveloped. He can appreciate the beauties of a flower or dog, but not of those crooked marks that scowl at him from the primer. Then why not let nature dictate? Why not let him remain where the reason of his required duties is at least within the possibility of his comprehension? and where his physical organism may be developed, and prepared to sustain efforts of the mind in coming years?

But the time at length comes when the child is to enter the public school, and pass directly under the influence of teachers. And it is just at this point that the parent's most important duties commence. A few only of these can here be named.

When we consent to avail ourselves of the privileges of schools provided for our children at the public expense, we consent to be laid under obligation to the public providing the schools. Most of us are comparatively poor,
The blessings offered us for our children in the public schools, are blessings that we could not ourselves provide. Our children must be educated in this way or not at all. Intelligence and that liberty it guards, increased capacity of enjoyment, and all the numberless, priceless blessings of education, come to us through our public schools. In short, what is there that freemen hold dear, that does not come through them? And for all this do we owe nothing? Can we do nothing? Shall we do nothing? There is, indeed, for most of us, only one return that we can make, and that is, by using these privileges as constantly, as faithfully, and for as long a time as possible, to be prepared to give back to the same public from which we have received the blessings, sons and daughters worthy of them.

But to the school itself there are many duties we owe, many that we can perform. First of these, and among the most important, is the duty to yield the entire and absolute control of the child to the authority of the school so long as he remains under its control at all. On this point of control, of authority, of government, there is some difference of opinion, especially between parents and teachers. Indeed, a large part of all direct conflict between parent and teacher, grows out of this difference of opinion. Let us, then, inquire for a moment, what the authority of the teacher is, and how far it extends.

It has been contended, on the one hand, that the teacher has rightfully the control of the scholar from the time he leaves home to go to school till he returns home after the school has closed; and on the other, that his control is limited to the school grounds in school hours. Now, as is usually the case, the truth lies in neither extreme view.

A teacher's legal right to control his pupil, I understand to be this: In the school-house and on the school grounds, in school hours, and with reference to school duties, the teacher has precisely the same authority over his pupil, that the parent has over his child when at home and in his own house. He has the same right to admonish, the same right to censure, the same right to chastise, and to chastise
with the same degree of severity. Just what would be unreasonable, and for that cause illegal, in the one case, would be so in the other. When the parent sends his child to the public school, he surrenders to the teacher, for the time being, his own authority over the child, and all control of him whatever; so that he has no more right to demand even his person, than a stranger would have, were the child at home.

If, now, it be asked what right of redress the child has, in case the teacher abuses his authority, I reply, the same that he has when the parent abuses his authority; and at the same time he has this additional guaranty that his rights will be enforced, namely, that in case of the teacher's abuse of power, his parent, who is his natural guardian, is always interested to see that justice is done to his child.

And I do not conceive that the teacher's legal right to control his pupils, extends any farther than his moral right, nor any farther than the necessities of the case absolutely demand. I know that to the minds of many parents, there is something abhorrent in the idea of conceding to any one the absolute control of their children, even for a short time; and something more abhorrent yet in granting to another, and perhaps to a stranger, the right to decide upon the guilt or innocence of a darling child; and then, if he deems it advisable, to resort to blows. But this feeling only goes to the extent of proving that the parent is the natural protector of the child, and not that there is necessarily any thing wrong in an arrangement that makes it incumbent upon him to yield his authority for a time.

The fact is, the child, at school, as well as at home, must be under the control of somebody. Now, granting that the parent has the right to interfere, even in the smallest degree, in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct, and quite likely different notions of government and discipline. Now if you require the teacher to heed all these, you require what is beyond the power of human ability to perform. And if not, then come from parent and teacher, conflicting require-
ments of the same scholar. Then, when the parent orders one thing, and the teacher another, the very important inquiry arises, whom shall the pupil obey? And it is just as true of school as of national government, that its authority must be upheld at all hazards. This failing, its usefulness fails; and soon its very existence ceases.

No—school government must, so far as the scholars are concerned, be vested in one head. The success of teachers, the good of schools, the safety of pupils, and the peace of parents, all require it alike.

I repeat, then, that it is the parent's first duty, when he sends his child to the public school, to surrender with the child, freely and entirely, his control over him.

As to the teacher's right and duty to control his pupils out of school hours and beyond the school grounds, the case is not always so clear. It is, however, well settled that the teacher has the right to detain pupils for cause, for a reasonable time after the close of the usual school hours. But the question has been asked me, "How long and how far does the teacher's authority extend?" To this no definite answer can be given; the extent of authority depending entirely upon the circumstances of each particular case, and generally being determined by the necessities of the case. In short, it may be stated as a general principle, that just so far as the maintenance of school government, and the general good and interest of the school require that the teacher should hold pupils responsible for what is done outside of school hours and school grounds, just so far he has a right to hold them responsible. This right it is no less the duty than the interest of parents to recognize and respect.

Another parental duty, while children are educated, especially if they are educated in the public schools, is to guard against the common error of striving to have one faculty of the mind educated at the expense of the others.

I think the tendency among many parents, is to judge of a boy's education by what he remembers—by the number of distinct facts that he has been able to fix in his mind,
rather than by the strength of his mind and his knowledge of principles. But since the mind is possessed of various faculties, each having a distinct office to perform, and each dependent for its development and power, upon its own exercise, it follows that whatever exercises one faculty to the exclusion of the others, can, at most, educate only a part of the mind.

The very common notion, then, that education consists in an exercise of the memory, is fallacious. A man may commit volumes of statistics, and devour whole libraries, and yet have a mind in most respects no more educated than that of an intelligent savage.

And thus it is possible—and I regret the necessity of saying it—even common, to employ children month after month, and year after year, when a vigorous exercise of any other faculty than memory, forms not the rule, but the exception. Years of time—I speak advisedly—years of time and thousands of dollars are wasted, and worse than wasted, in our own State in this way daily.

I once knew a boy who, after two years of patient toil, had committed to memory the whole of Murray's smaller grammar, and yet could not so much as point out the relation of the article and noun; and why? Simply because in the opinion of those who directed his education, the mind was educated in proportion as it was filled. And not only the teachers of this hopeful student of English grammar, but the teachers of very many children, seem to proceed upon the principle that mind is about synonymous with memory, and that memory is constituted like a storehouse, into which facts are to be introduced and laid up for future use, to be taken down and disposed of according to the state of the market. But the memory is not the mind; it is only the faculty made use of by the mind to keep itself supplied with material on which to act. So that exercise of memory is not exercise of mind; and memorizing is not education.

As in the development of the body, food is of no use by merely being received into the stomach, but is only made available by being digested, taken into the circulation, and
so appropriated as to become a constituent part of the body itself; so in the development of the mind, the mere reception of truth is of little or no educational advantage; it is only after truth has been melted down in the crucible of thought, separated from all impurities, and so assimilated to and mingled with original ideas, as to become indistinguishable from and form part and parcel of a man's own conceptions, that it becomes of any real value. It is not receiving, but using truth, that calls the mind into action.

If, now, it be urged, that for mistakes in this direction, not parents but teachers are responsible, I reply that, though there may be some honorable exceptions, yet, as a general rule, dealers in any commodity supply just such quality as the market requires.

But the most important work of parents in reference to the schools, after all, is one that is to be directed to that for which teachers have to labor so long and so constantly—to securing the pupil's own efforts.

It is the prime object of all intellectual education, to make sharper, clearer, and stronger thinkers. And toward this, but very little can be done for any child by others, certainly not without the child's own hearty personal efforts. There is for living beings but one law of development. The plant draws its own nourishment from earth and air. Dr. Windship lifts two thousand pounds, not because the law of physical development has been carefully explained to him by others; but because he has exercised himself for years in the use of his muscles. Webster's comprehensive views of constitutional law were not imparted to him by lectures in the law school; they were the result of his own untiring thinking. So it always has been—so it always will be. The development of whatever lives, comes from within, and is effected by the action of what is to be developed. Teachers, schools, books, all the external appliances in the world, never did and never can make a single scholar. All these are useful in their way; but the real work of education they can never perform. All men that are educated at all, are self-educated. It is true a distinction is sometimes made between those educa-
And invidious comparisons are made, by which it is sought to throw discredit upon the schools themselves. But the truth is, all that are educated at all, are educated by the same means—their own personal application. If this fails, education is never secured.

And this idea, parents, it is your first, and last, and only duty to inculcate and enforce. It is never to be lost sight of for a day. You are to make your children feel that wealth, position, honor, happiness, every thing intellectual that is worth having, is dependent upon education; and that education itself is dependent upon them, and can only be secured by study—patient, earnest, constant study.

And how can you succeed in doing this? First, fully possess the idea yourselves. Dismiss as false and mischievous, the popular error that the children are overtasked in the common schools. Embrace and act upon the truth, that for every child injured by excess of application, hundreds are ruined for want of it.

And then be in earnest in the matter. Feel as you would have your children think you feel. Talk little; act much. Be patient. Be self-sacrificing. Know where your children are, and what they do. Ever be to them warm and affectionate friends and companions; but at the same time, let your authority bound their passions as flinty cliffs bound the surges of ocean billows. Be careful that they do not possess a few paltry dollars at the expense of a life of ignorance. Rather let their stay with schools, and teachers, and books, be continued as long a time as possible. Always let pecuniary yield to intellectual interests.

Thus act, and the sweetest of earthly blessings, the heartfelt thank-offerings of your grateful children, shall ever cheer you along your downward pilgrimage to the tomb.
There are four grammar schools in the city, most of which have had the same teachers for several years. The Upper and Lower Grammar Schools, have male teachers only in the winter. Mr. Charles M. Emery has taught the Upper Grammar School for three winters, with much satisfaction to parents, pupils and Committee. The order and government of his school are exceedingly good, and the pupils of his several classes are ready and prompt in their recitations. It is in all respects an excellent school.

Mr. A. C. Richards taught the Lower Grammar School, the past winter, with great success. His order and government were excellent. He wins the esteem and interest of his pupils in their studies remarkably well. He understands well the art of teaching, is clear in his explanations, and attentive to all those little but important points which show the thorough, rigid and exact teacher.

The female teachers in these two schools are also faithful teachers in their several places.

In the North Grammar School, Mr. Ham and his assistant teachers, are eminently successful. This is in all respects a superior school. In its order, discipline, recitations and general appearance, few public schools will be found to excel it. It is the largest school in the city, and of course the labor of its teachers is proportionally great. It taxes severely the strength of the physical system, to control and manage successfully such a school. Those who have not had experience in such matters, are not aware how arduous are the labors and duties of the teachers of our largest schools.

In the South Grammar School, where Mr. Wiggin has so long and so successfully acted as Principal, Mr. S. P. Graves was appointed master, last autumn. He has been laboring very closely and faithfully for two terms, endeavoring to accomplish as much as his strength and experience will enable him to do. The female teachers in this school labor with much diligence, faithfulness and success. They
have the advantage of much experience, which renders their services very valuable as assistants in the school.

INTERMEDIATE SCHOOLS.

There are two schools in the city, of such a character that they need to have primary and grammar studies taught in them, viz: the one in Winnegance and the one in North Bath. Miss Foley has taught the Winnegance school for several years, in the spring and autumn. She has been successful, and steadily improving from year to year. Mrs. L. Curtis has taught in the North Bath school, in the spring and autumn, since that school has been connected with the city district, and at the request of citizens in that vicinity, she has also taught the last winter term. A great improvement has taken place in that school under the charge and instruction of Mrs. Curtis. It is an exceedingly orderly and well conducted school. The pupils seem to be deeply interested in their school, are not unnecessarily absent, though many of them live at a great distance from the school-house, are obedient to their teacher, and appear to be making efforts to have as good a school of its character, as any in the city.

Mr. Sanford O. Frye, now a member of Bowdoin College, taught the Winnegance school during the past winter. He has applied himself to the work of teaching with much earnestness and vigor, and has proved himself capable of attaining a good position as a teacher. The Committee were not able to be present at the examination on the last day of the term, on account of a severe snow storm, but the school had been visited twice during the term, and it appeared well each time. The order was good, and the pupils were obedient and attentive. Mr. F. gives every promise of becoming a successful teacher.

The North Bath and Winnegance schools have both been doing well since they became connected with the first district. Their teachers have been faithful and laborious, and the pupils have generally sought to be diligent and at-
tentive, to yield respectful obedience to their teachers, and
to improve their increased advantages. The length of
these schools is now the same as that of the other schools
of the city, whereas if they had only their exact proportion
of money, the length of the schools would be reduced some
ten or twelve weeks in the year. This increased length,
is the result of their connection with the first district. The
advantage is wholly on their side.

During the past year, the school-house in Winnegance
has been repaired, so that it is in a better condition now
than for several years; at least, since their connection with
the city. A little upwards of fifty dollars was spent on
the house. It will answer tolerably well for temporary
use. A new house will be needed, as soon as the city
shall have the means of building new school-houses; after
it has passed through the present straightened period.

PRIMER SCHOOLS.

There are three Primer schools, where very young pu­
pils are taught the a, b, c, and to read through the primer.
One of these schools occupies the little old school-house on
Union street, which has been put in tolerable repair; another occupies the school-house near the old North
Church, which has been put in quite good repair. This
house, though old—having been built in 1794—is now quite
pleasant and comfortable, and makes a very respectable
appearance. Wherever repairs were made, and new pieces
of wood were put in to repair the old, they were of the
same form and style of architecture, so that the house re­
tains its original character. This house is well adapted to
the use of the Primer school: it is situated on high ground
and has a dry and airy play-ground. The third Primer
school, occupies the room rented on Cedar street, near
Capt. G. F. Patten's. The alphabet and primer scholars
in the other parts of the city, attend the primary schools,
and are instructed by assistant teachers in rooms adjoining
the larger rooms occupied by the pupils of the primary
schools. It would, in my opinion, be better if all the al­
phabet and primer pupils could be instructed in schools by
themselves. In such case, the government over these young pupils may be considerably relaxed; they may have a recess more frequently, at least twice each half-day, in pleasant weather, and the schools may be managed in general more in adaptation to the wants of such youthful pupils. While parents are so unwise as to send their children to the public schools, as soon as they attain the legal age, it is well to do as much as possible to prevent injurious effects arising from restraint, too long confinement, close air, &c. Where these very young children attend school, it is also better to have a single session. Half a day is quite enough for such children to be in the school room.

PRIMARY SCHOOLS.

There are eight Primary schools in the city, one of which is quite large, numbering considerably upwards of a hundred pupils; in that which occupies the old High school building. This is not so desirably located as most of the other school-houses. The house is situated too far in the north part of the section, in which most of the pupils live. In the winter, the location of the house is quite inconvenient for the smaller pupils. This is the best disposition, however, which we can make of the house at present. When a central grammar school is needed, this building is well located for such a use. Such a school will not be needed however, until the city is much larger than it is now. The house is none too large for a primary school. It is more economical to have large schools, and to reduce the number of schools as much as possible. If the house occupied by primary schools Nos. five and six, were conveniently arranged for a single school, it would be cheaper to instruct the same number of pupils under the charge of one Principal and assistants, than under the present plan. It would save at least one hundred and fifty dollars a year. The school would also be as profitable to the pupils.

The primary school-house near Wm. D. Sewall’s, is not in very good repair at present. It was a very poorly constructed house, and it is inconveniently located for small pupils, especially in winter. It is situated far from the
street, and is not accessible for teams. The fuel is of necessity carried a long distance by a man; and the house is not large enough to accommodate all the pupils in that section. The Committee have been obliged to hire a room on Cedar street, nearly opposite Capt. G. F. Patten's, for two or three years past, for the primary scholars, at an expense of forty dollars per annum. This is a convenient room, and until the city is ready to provide a better house than No. 7, there is perhaps no better course than to continue our present arrangement.

Most of the primary schools are in good condition. The teachers are generally faithful and laborious, willing to do all in their power, for the progress of the pupils under their charge. It is as desirable to have superior teachers in the primary schools, as in any grade of schools in the city. We want educated teachers. Many suppose a small amount of education is sufficient for primary school teachers. But it is not so. Well educated teachers are needed in these schools; teachers, who desire themselves to progress in knowledge, and avail themselves of every opportunity to improve in the profession which they have chosen.

DIFFICULT POSITION OF TEACHERS.

The position of the school teacher of every grade is not unfrequently hard and laborious. The pupils are often dull. They have acquired no habits of study; they are inattentive; irregular in attendance, often tardy. Such things are very discouraging. A single term, and even a year, marks but little improvement in many of the pupils. Parents take little or no interest in the schools; complain much under the influence of hear-say reports, seldom or never visit the school room, have no sympathies for the teacher, but are full of sympathy for the negligent and troublesome pupil; in this manner they unconsciously perhaps, and unintentionally, add a heavy weight to the already oppressive burden which the teacher is daily carrying on his or her shoulders.
I am satisfied from much experience, that many of the cases of difficulty, which are constantly occurring in our city, arise from a misunderstanding between the parents and teachers. If the intercourse between parents and teachers were more familiar and frequent; if teachers would visit parents, and parents would visit schools frequently, much misunderstanding would be done away, many complaints would cease, and a greatly increased mutual good feeling would exist on both sides. This would aid the teacher, lighten her burdens, make her kindly disposed, and the parents would be doing much real service to their children. If any thing could be said to induce parents and teachers in many cases, to come into more kindly states of feeling towards each other, such words would be more valuable than silver or gold.

PHYSICAL TRAINING.

A little attention has been paid to physical training and exercise in a few of the schools, the past winter. This is a subject which is just claiming the attention of educational men. It is to be hoped that much more will soon be done in this respect, in all our schools. It is both pleasant and healthful to spend a few minutes at the close of each hour of study or recitation, in physical exercises. They serve to unbend the mind, relieve the monotony of study, and afford an amusing and profitable employment to the pupils. Mr. Richards and Mr. Emery have very pleasantly interspersed such exercises, for a few moments at a time, occasionally in their schools the past winter. I hope other teachers will give attention to the same subject in coming terms.

OBJECT TEACHING.

There is an important hint thrown out under this heading, in the last Annual Report of the State Superintendent, which it would be well for our teachers to look at, and consider whether they may not make a profitable use of it. Object teaching was more fully practiced perhaps
by the famous Pestalozzi, than by any others. This mode has been received with more or less favor, since his adoption of it with such eminent success; and yet I believe much more instruction will be given in this form, in coming days. Mr. Weston says:

"A kind of school exercise somewhat new, at least under this designation, is securing much attention and favor at the present time, as a very attractive and successful means of developing the youthful powers. The teacher takes a few minutes once or twice in the day, to present to the school, or to a class, some common object of nature or of art, seeking by questioning them to bring out all their ideas upon it, and by further explanation to impart a fuller knowledge of the object. On the following day they answer the unanswered questions of the day before, and repeat what they then learned, thus fixing the whole carefully in mind. He may assign, for example, a piece of chalk, a slate pencil, a steel pen, a pane of glass, a paper, ink, iron, an apple, or any other object, for the next day, and request the children to learn all they can about it before the time for the exercise. He will find that they have learned many things about it, by observation and inquiry, and are prepared to seize and remember what he has to tell them in addition. Thus they will learn of a piece of chalk, its color, shape, size, approximate weight; its uses, crude or refined; where it comes from, what it costs, at wholesale and retail; and if they are old enough, its chemical composition, etc., etc. These lessons rivet the attention, and the knowledge thus gained is not easily lost. But better than this, their faculties of observation, comparison and memory are admirably trained by this kind of exercise for future uses. This is one of the means, moreover, by which the tedious hours of the long school-day may be enlivened, and the school room become a place of cheerful attraction, to which they gladly return at the appointed time. The time consumed by these brief exercises, is all saved—not lost. I have given but a hint of their management. Sev-
eral treatises upon this subject for the aid of teachers, have been published recently, and may be easily obtained."

TIME APPROPRIATED TO DIFFERENT STUDIES.

This is the heading of another article in the Report of the State Superintendent of Common Schools, referred to above. The whole report is an exceedingly able and interesting document. It shows the zealous and enthusiastic interest of Mr. Weston in the cause of public schools, and the subject of education. I should be glad to have every parent read it. Knowing, however, that many will not see it, I take pleasure in making a few extracts. Mr. W. says:

"One of the most important topics to be considered in connection with our public schools, is the relative amount of time properly devoted to different branches of study. I believe that the prevailing practice in this regard is in some points very erroneous. Certain studies occupy the time and attention of teachers and pupils, to an extent quite beyond their intrinsic value, and to the damage or exclusion of other branches. Let us bear in mind at the outset that every thing cannot be studied in the common school. The time and the capacities of the children are limited. But the branches which are studied should be those of the greatest value to our children, when they shall enter upon the duties of life. Bear in mind again that the value of any study consists in two things; first, the information which is derived from it, suited to the wants of practical life; and second, that discipline of the mental powers by which a man is enabled to acquire other knowledge, to remember and classify facts, to apprehend the relation of things, to reason clearly and to act promptly in all the business of life. Some studies contribute more to our practical knowledge, others to our mental discipline. Nearly all studies of course add something to both. Now the question for us to consider, is whether the ordinary studies of the public school, as com-
monly pursued, are adapted to secure these two objects in the best proportions.

Let us compare, first, the study of language and the study of numbers, as found in the schools. Every child learns something of reading and spelling. Most of the girls learn something of grammar; and a smaller number of the boys learn less of it, theoretical or practical. To composition, the most effectual means of learning the language, very little attention is given by either. Arithmetic, on the other hand, engrosses the attention of all, from the beginning of the course, at six or eight years, to the end of it. In a great majority of the schools, it is only written arithmetic; arithmetic by rule and by rote. The high ambition of each seems to be, to 'do the sums,'—to 'cipher through,' first the 'Common School,' and then the 'National;' and no young man thinks his arithmetical character fully established, until he can 'get the answers' to all father Greenleaf's questions, practical and unpractical, arithmetical, geometrical, algebraic and nondescript. It is just to say that a vast amount of improvement has been made, within a few years, in the manner of teaching arithmetic. More of the science of numbers is learned, along with the art; and as a consequence, more of both knowledge and discipline is derived from the study. Still it is true that a great part of the time spent over the slate and arithmetic, contributes to neither, so much as it ought. More of mental arithmetic should be insisted upon, with reference both to training the powers of memory and analysis, and to the practical uses of arithmetic in every day business. And written arithmetic might well be confined, in ordinary cases, to a thorough explanation of its principles, and a sufficient number of examples for illustration. Arithmetic thus studied would contribute its fair proportion to the two purposes named above. It is doubted whether the mere intellectual puzzles, the extraneous and super-arithmetic matter contained in some of our text books, are of much worth in promoting healthful and symmetrical discipline, while, as an addition to our practical knowledge, they are of none at all.
But allowing that this long dwelling upon arithmetical difficulties may add something of intellectual sharpness to our Yankee boys, would it would not add much more to their respectability as scholars and their usefulness as citizens, to spend a portion of the time thus devoted, in learning to read, and spell, and speak, and write their mother tongue with more propriety? I claim that the thorough and careful study of language may impart as much of mental discipline as the study of arithmetic; and if there is a difference in the kind of training secured by the two, it is not in favor of the latter. But when we consider the value of the two as means of practical usefulness and personal accomplishment, it falls far below that of language.

To read well is an elegant art, rarely attained by our young people. How few of them can take up an evening journal, and read the news of the day, especially from the telegraph columns, intelligently and without hesitation. This would not be so, if half the time consumed upon the less useful portions of arithmetic were given to the study of reading,—newspaper reading with the rest,—with dictionary and gazetteer in hand. Then, again, how few of our children on finishing their course at school, can express themselves with grammatical propriety in ordinary conversation; how few of our young men can present their opinions in an address or a public debate with fitness and force, simply because they have not learned the ready and accurate use of their mother tongue. Still, again, if called upon to communicate their thoughts on any subject through the press, or to draw up a business document, or a series of resolutions, or to indite an important epistle, to what "lame and impotent conclusions" do they often come, to their utter confusion. And this want of early training in the grammar and composition of the language, is felt in after life, much more seriously than any want of skill in solving arithmetical enigmas. I hope not to be misunderstood. Arithmetic is one of the most valuable and beautiful studies; beautiful in its place and season, but not when it over-
shadows and dwarfs all other branches of the tree of knowledge. Our conclusion then seems a very safe one, that as compared with reading, spelling and grammar,—arithmetic has received too large a share of attention in the common schools.

Another branch of study already admitted to a place in the schools, is History. It has not however received the attention which its importance claims for it. At this crisis in our national career it seems especially befitting that our school children should study the history of the fathers; the fathers of the Settlement, and the fathers of the Revolution. Older and younger we should trace anew the steps of the process by which they built up our temple of liberty and law, from the foundation laid in the cabin of the May Flower to the top stone which crowned it in the Constitution. We should become familiar with their labors and self-denials, their hopes and fears, their struggles and triumphs, as recorded in the pages of our marvelous history, and from the cost of our institutions, endeavor to estimate their value. In this way most effectually can the schools be taught the principles of patriotism which the statute enjoins. If in many schools there is not time for distinct recitations in this study, some properly prepared work in history might be used as a reading book, and combine the two exercises in one. The miscellaneous reading of the ordinary books has its peculiar advantages. So also would the continuous historical narrative. Perhaps for this purpose something might be subtracted from the study of geography; or rather, by the study of history along with that branch, its bleak coast-lines and desert wastes, would freshen and grow green with beauties unseen before."
COURSE OF STUDY OF THE GRAMMAR SCHOOLS.

READING.

First Year.—The fourth class use Hillard's Fourth Reader for the year.
Second Year.—The third class use Hillard's Third Reader for the year.
Third Year.—The second class use the American Comprehensive Reader.
Fourth Year.—The first class use the American Comprehensive Reader.

GEOGRAPHY.

First and second years, Colton and Fitch's; fourth class to New York; third class to Europe. Third and fourth years, Pelton's Key and the Outline Maps, or its equivalent in Cornell's High School Geography.

ARITHMETIC.

First Year.—First term, fourth class, forty pages of Colburn's Intellectual Arithmetic, sections first and second, and to Subtraction in Written Arithmetic.
First Year.—Second term, fourth class, section four, fifty-eighth page in Mental Arithmetic, and go through Subtraction.
First Year.—Third term, fourth class, seventieth page Mental Arithmetic, section sixth, and to Long Division, fiftieth page in Written Arithmetic.
Second Year.—First term, third class, section eighth, eighty-four pages Mental Arithmetic, and Reduction, eighty-second page in Written Arithmetic.
Second Year.—Second term, third class, section tenth in Mental Arithmetic, ninety-fourth page, and Addition of Compound Numbers, one hundred tenth page Written Arithmetic, and review the previous term's work.

Second Year.—Third term, third class, section twelve, one hundred sixth page in Mental Arithmetic, and Properties and Relations of Numbers, one hundred thirtieth page, section seventeen, in Written Arithmetic.

Third Year.—First term, second class, section fourteen, page one hundred eighteen in Mental Arithmetic, and Miscellaneous Examples, one hundred sixty-ninth page in Written Arithmetic.

Third Year.—Second term, second class, Miscellaneous Examples, one hundred twenty-seventh page Mental Arithmetic, Interest, one hundred ninety-sixth page in Written Arithmetic.

Third Year.—Third term, second class, one hundred fortieth page in Mental Arithmetic, Discount, two hundred sixteenth page Written Arithmetic.

Fourth Year.—First term, first class to Square Root, two hundred seventy-second page in Written Arithmetic, and through part first in Mental Arithmetic.

Fourth Year.—Second term, first class, to Miscellaneous Examples, page three hundred nineteen, Written Arithmetic, and review the book from Discount, and review Mental Arithmetic, commencing on page seventy.

Fourth Year.—Third term, first class, complete and review all Written Arithmetic, and continue the review of Mental Arithmetic.

Grammar.

Third Year.—First term, second class, commence the study of English Grammar, and learn to parse all the
parts of speech in Examples in Etymology in Brown's Grammar.

Third Year.—Second term, second class, finish all of Etymology in same book.

Third Year.—Third term, second class, learn Syntax, and Examples in Syntax, and the rules of Syntax.

Fourth Year.—First term, first class commence writing simple sentences, and continue till the class can write their thoughts grammatically on paper. Also commence Orthography, and review Etymology and Syntax, analysing and parsing till the class can analyse and parse any common English sentence.

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COURSE OF STUDY OF THE HIGH SCHOOL.

FIRST YEAR.


Second Term. Algebra continued, English Grammar continued, History and Latin continued, Rhetoric, Spelling, Composition and Declamation.

Third Term. Algebra continued, English Grammar and Reading, History and Latin continued, Rhetoric, Spelling, Composition and Declamation.

SECOND YEAR.

First Term. Algebra continued, Reading, History and Latin continued, Rhetoric, Spelling, Composition and Declamation.
Second Term. Geometry, Physical Geography and Greek; Latin and Physiology, Rhetoric, Spelling, Composition and Declamation.

Third Term. Geometry continued, Physical Geography and Greek continued, Physiology and Latin continued, Rhetoric, Spelling, Composition and Declamation.

Third Year.

First Term. Geometry continued, Study of Familiar Science and French, Greek continued, Natural Philosophy, and Latin continued, Rhetoric, Spelling, Composition and Declamation.

Second Term. Geometry completed, Study of Familiar Science, and French and Greek continued, Natural Philosophy and Latin continued, Rhetoric, Spelling, Composition and Declamation.

Third Term. Trigonometry, Chemistry, French and Greek continued, Natural Philosophy finished and Latin continued, Rhetoric, Spelling, Composition and Declamation.

Fourth Year.

First Term. Arithmetic, French and Greek continued, Chemistry and Latin continued, English Literature, Spelling, Composition and Declamation.

Second Term. Astronomy, French and Greek continued, Latin and Chemistry continued, English Literature, Spelling, Composition and Declamation.

Third Term. Astronomy continued, French and Greek, Latin and Botany; review of the Algebra, English Literature, Spelling, Composition and Declamation.
RULES AND REGULATIONS

FOR THE PUBLIC SCHOOLS OF THE CITY OF BATH.

No. 1. The school year shall begin on the last Monday of August or first Monday in September, at the discretion of the Committee, and shall be divided into three terms. The first two together shall consist of twenty-six weeks, and shall be divided by a vacation of two weeks, at the time of the annual Thanksgiving. The other vacation shall be in March, two weeks. The next vacation shall be in the summer, commencing about the fourth of July; eight weeks. Christmas day, New Year's day, Washington's birth-day, the first day of May, and Fast days, shall be holidays for all the schools.

There shall be three examinations in all the schools of the city, at the close of each of the terms, viz: the last of November, the first of March, and the last of June. The examination in June shall be the annual examination. These examinations shall be entirely under the direction of the Superintending School Committee, and shall be conducted either by themselves or by the teachers, at their discretion, in such a manner as to exhibit fairly the progress and attainments of the different classes in their respective studies.

It is to be understood to be the general wish of the School Committee, that no text books shall be used either by the pupils or teachers in the ordinary recitations of the school room, or at the examinations, except so far as may be absolutely necessary.
No. 2. The school hours for all the schools shall be from nine o'clock, A. M. till twelve, M., and from two till five, P. M.; except Wednesdays and Saturdays, when the schools shall be in session only till noon. In the short days of the winter, from the first day of December to the first day of February, the session in the afternoon, in the primary schools, shall begin at half-past one, and close at half-past four. In all the schools, there shall be a recess at each session, of half an hour.

No. 3. Three minutes at the High School, and five minutes in the Grammar Schools, shall be allowed for the pupils to get their seats, after the bell has been rung. At the expiration of this time, the doors shall be closed, and no pupil shall enter the school room during the opening exercises. In cases of tardiness and absence, satisfactory excuses from the parent or guardian shall be required.

No. 4. Every teacher shall be present in the school room, morning and afternoon, at least fifteen minutes before the hour of commencing school.

No. 5. The opening exercises of all the schools, in the morning, shall commence with the reading of the Sacred Scriptures by the teacher and pupils, or by the teacher alone, and the use of the Lord's prayer, or some other written prayer, or an extempore prayer, at the option of the teacher.

No. 6. The teachers shall exercise a careful supervision over the conduct of their pupils in school hours, and about the school-house, and at the recess. They shall make rules to be observed about the school-house, and be held responsible for any want of neatness in or about the building.

No. 7. The teachers are especially requested to give very careful attention to the ventilation and temperature
of the school room, to the position of the pupils while sitting or standing, and to all things that pertain to the physical health and comfort of the pupils.

No. 8. It shall be the duty of the teachers to maintain a firm, yet kind and parental discipline. They are not expected to administer corporal punishment, except in cases of real necessity.

No. 9. Every teacher shall keep a register of the name, age, and date of admission of every pupil, and also the time of leaving; also, of all absences and tardiness; also, of all classes formed in the school, the name of each member of the class, the date of commencing each study, an account of the progress of each pupil, and such other items of information as may be useful and interesting.

No. 10. Any pupil absent more than ten half-days,—or, if a member of the High School, and absent five half-days in any month, or, more than six half-days in any term,—shall not be re-admitted to school without a written order from the Superintendent, or a member of the School Committee; and being tardy twice shall be equivalent to a half-day's absence. No pupil shall be dismissed before the close of the session, except in case of sickness, or urgent necessity, and no permanent excuse shall be granted for dismissal, or tardiness, except by a special vote of the School Committee.

No. 11. The Principal of any school may suspend a scholar for any case of flagrant misconduct, in conformity to the laws of the State, but shall within twenty-four hours report the case to the Superintendent, or some member of the School Committee, and also to the parent or guardian of the pupil.

No. 12. Any pupil who shall, accidentally or otherwise, injure any school property, as fences, trees, buildings, or
deface furniture, &c., shall be punished in proportion to the nature and extent of the offence, and be liable to the action of the civil law.

No. 13. There shall be a teachers' meeting on Wednesday afternoon, of the second and eighth week of each term, commencing at two o'clock, at the High School building, which all the teachers employed in the schools of the city, are required to attend.

The Classification of the Schools, and the transfer of pupils from one Class to another.

There shall be four classes in the High School, four classes in the Grammar Schools, and three in the Primary Schools.

No pupil shall be admitted to the Primary School, who has not attained the age of four years. No pupil shall be admitted to the Grammar School who has not attained the age of eight years, except by special vote of the School Committee.

No pupil shall be advanced with his class from term to term, unless he shall pass a satisfactory examination in school before the Committee.

Pupils shall be transferred annually from the lower to the higher schools, at the beginning of the school year, (about the first of September) on passing a satisfactory examination by the School Committee, and no transfer shall be made at any other time, except by special vote of the Committee.

Those pupils, however, who become residents of the city after the commencement of the school year, may be admitted to the Grammar and High Schools at any time,
if, upon examination by the School Committee, they are found qualified to enter either one of the classes of the school; and if not thus qualified, they may attend the Primary School.

There shall be only one examination for admission to the High and Grammar Schools, viz: in July, at the close of the third or last term of the school year. The examination of pupils for admission to the Grammar Schools, shall be on the first Monday, and to the High School on the first Tuesday after the close of the spring term, which is the last term in the school year. Examination commences at nine o'clock in the morning, and continues through the day.

Qualifications of Candidates.

Candidates for the fourth or lowest class in the Grammar Schools, are examined in Reading, Spelling, the Multiplication, Addition and Subtraction Tables, Mental Arithmetic as far as Fractions, and the Tables of Abbreviations and Roman Figures.

Candidates for admission to the High School, are examined in Reading, Spelling, Writing, Geography, Grammar and Arithmetic.

Accuracy in Spelling and good Reading, are deemed of great importance.

In Arithmetic, the candidate must be familiar with the whole of Greenlief's Introduction to the National Arithmetic, or some other equivalent work. In English Grammar, he must be able to analyse and parse readily and correctly, sentences in common prose, giving the rules from the Grammar, in such a manner as to show a good
understanding of the principles of the English language. In Geography, he must have an acquaintance with all parts of the subject, so far as made known in the ordinary works on Geography.

All pupils who wish to join any of the advanced classes in either grade of schools, will be allowed to do so, if, upon examination by the Committee, they are found qualified on all the previous studies.
CITY GOVERNMENT

OF

THE CITY OF BATH,

FOR

1861 AND 1862.

BEING THE FOURTEENTH MUNICIPAL YEAR,

TOGETHER WITH A LIST OF THE

JOINT STANDING COMMITTEES.

Published by order of City Council.

Bath:
American Sentinel Press, Front Street.
1861.
CITY OF BATH.

IN COMMON COUNCIL,

APRIL 8th, 1861.

ORDERED;—That the City Clerk prepare and have printed in the usual form, three hundred copies of a list of the Officers and Committees of the City Government, for the use of the City Council.

IN COMMON COUNCIL, April 8th, 1861.

Read and passed. Sent up for concurrence.

CHARLES COBB, Clerk.

IN BOARD OF ALDERMEN, April 8th, 1861.

Passed in concurrence.

E. UPTON, City Clerk.
GOVERNMENT

OF THE

CITY OF BATH FOR 1861-'62.

MAYOR,

ISRAEL PUTNAM.

ALDERMEN,

CALEB S. JENKS, President pro tempore.

ELIJAH UPTON, Clerk.

Ward 1.—ELI COX.

“ 2.—GEORGE DONNELL.

“ 3.—CHAS. T. GREENLEAF.

“ 4.—SAMUEL D. HALEY.

“ 5.—SAMUEL I. ROBINSON.

“ 6.—CALEB S. JENKS.

“ 7.—JAMES T. PATTEN.
CITY GOVERNMENT.

COMMON COUNCIL.

WILLIAM RICE, ....... President.
CHARLES COBB, ....... Clerk.

WARD 1.—HENRY P. POTTER, OBADIAH TRASK, EZRA A. CUNNINGHAM.

WARD 2.—GEORGE MOULTON, WILLIAM RICE, WILLIAM WILLIAMS.

WARD 3.—PELTIAH M. GERRY, AUGUSTUS PALMER, WILLIAM SANFORD, Jr.

WARD 4.—CYRIL H. HARTWELL, JOHN R. HODGKINS, JAMES W. WAKEFIELD.

WARD 5.—WILLIAM CLIFFORD, MICHAEL F. GANNETT, JOHN H. KIMBALL.

WARD 6.—WILLIAM H. MEUCHER, JOHNSON RIDEOUT, JOSHUA WINSLOW.

WARD 7.—JAMES COUILLARD, THOMAS M. CURTIS, WILLIAM HODGKINS.
JOINT STANDING COMMITTEES.

On Accounts.

Highways, Bridges & Sidewalks.

New Streets.
The Mayor. Aldermen Cox and Patten. Councilmen, The President, Winslow, Moulton and Wakefield.

Finance.

Bells and Clocks.
Aldermen Greenleaf and Robinson. Councilmen Gerry, Wm. Hodgkins and Sanford.

Gas and Gas Fixtures.
Aldermen Haley and Jenks. Councilmen Moulton, Trask and Gerry.

Burying Grounds.
Aldermen Patten and Robinson. Councilmen Wakefield, Couillard and Moulton.

Fire Department.
Aldermen Greenleaf and Patten. Councilmen Palmer, Clifford and Melcher.
Schools and School Houses.
The Mayor. Aldermen Haley and Greenleaf. Councilmen, the President, Melcher, Hartwell and Wm. Hodgkins.

Public Buildings.
Aldermen Cox and Haley. Councilmen Hartwell, Potter and Curtis.

Printing.
Aldermen Jenks and Donnell. Councilmen Potter, Cunningham and Williams.

Engrossed Ordinances.
Aldermen Robinson and Cox. Councilmen Williams, Rideout and Palmer.

Ordinances.
Aldermen Donnell and Haley. Councilmen Trask, Winslow and Kimball.

The Park.

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SUBORDINATE CITY OFFICERS.
[ELECTED BY CITY COUNCIL.]

City Clerk,
ELIJAH UPTON.

Treas'r and Coll'r.
AMMI R. MITCHELL.

Assessors.
CHARLES DAVENPORT,
WILLIAM RICE,
MICHAEL F. GANNET.

Commissioner of Streets.
PELEG SPRAGUE,

City Physician.
WM. E. PAYNE.

Oversrs of Poor.
WILLIAM E. PAYNE,
JAMES WAKEFIELD,
CALEB S. JENKS,
CITY GOVERNMENT.

Superintending School Com.
D. N. SHELDON,
E. WHITTLESEY.
SAMUEL F. DIKE,
Superintendent of Burying Grounds.
ABNER P. McFADDEN.
Surveyor of Stone,
SAMUEL EAMES.

City Constable and Messenger.
NATHANIEL LONGLEY.

City Marshal and Health Officer.
ALBION J. POTTER.

Assis't Marshal and Day Policeman.
NELSON HAM.

NATHANIEL LONGLEY.

SCHOOL GUARDIANS.

FENCE VIEWERS.
George Mitchell, Wm. Getchell, Chas. S. Aderton, Horatio N. Parks.
CITY GOVERNMENT.

Measurer of Wood and Bark.
SAMUEL EAMES.

Sealer of Weights and Measures.
AARON DONNELL.

City Weigher.
JOHN HARRIS.

Undertaker.
J. T. MERROW.

Night Watch.
DANIEL FLETCHER, Captain.
Alfred Sprague,
Lewis Totman,
William Aderton.

WARD OFFICERS.

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<th>Wardens</th>
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<td>Peleg Sprague.</td>
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CATALOGUE

OF THE

Government of the City of Bath,

FROM ITS

INSTITUTION, MARCH, 1848, TO MARCH, 1862.
1848.
Mayor,
DAVID C. MAGOUN.
WILLIAM TORREY, City Clerk.

Aldermen.
William Rice,
Davis Hatch,
William M. Rogers,
John Hayden,
William M. Reed,
John Patten,
Charles Davenport.

Councilmen.
BENJAMIN RANDALL, President.
AMMI R. MITCHELL, Clerk.

Ward 1.
Peleg Sprague,
Isaac W. Lynch,
Moses O. Grant.

Ward 2.
Jeremiah Robinson,
William Ledyard,
Thomas C. Jackson.

Ward 3.
William D. Crooker,
Gershom Hyde,
Otis Kimball.

Ward 4.
Scott J. Tallman,
Ebed Lincoln, Jr.,
Thomas L. Farnham.

Ward 5.
Joshua Page,
Charles Russell,
Gilbert C. Trufant.

Ward 6.
Benjamin Randall,
Samuel Eames,
John B. Hudson.

Ward 7.
Elisha Clarke,
Isaac Sylvester,
Lendall C. Litchfield.

1849.
Mayor,
FREEMAN H. MORSE.
WILLIAM TORREY, City Clerk.

Aldermen.
William Rice,
John T. Gilman,
William M. Rogers,
Scott J. Tallman,
George W. Kendall,
Johnson Rideout,
Freeman Clark.

Councilmen.
CHARLES RUSSELL, President.
AMMI R. MITCHELL, Clerk.

Ward 1.
Peleg Sprague,
Samuel Swanton, 2nd.,
George Donnell.

Ward 2.
Jeremiah Robinson,
Thomas C. Jackson,
Denny Kelly.

Ward 3.
Gershom Hyde,
Otis Kimball,
Oliver Moses.

Ward 4.
Thomas L. Farnham,
John Elliot,
James Wakefield.

Ward 5.
Charles Russell,
Edwin S. J. Nealley,
John Weeks.

Ward 6.
Jacob S. Sewall,
Scott Morse,
Isaac Hatch.

Ward 7.
Lendall C. Litchfield,
Joseph Sewall,
Isaac Sylvester.
1850.
Mayor,  
FREEMAN H. MORSE.  
WILLIAM TORREY, City Clerk.

Aldermen,  
Peleg Sprague,  
Jeremiah Robinson,  
Otis Kimball,  
Timothy S. Robinson,  
William M. Reed,  
Johnson Rideout,  
Lendall C. Litchfield.

Councilmen,  
DAVID C. MAGOUN, President.  
AMMI R. MITCHELL, Clerk.

Ward 1.  
David W. Standish,  
Charles Potter,  
George W. Merryman.

Ward 2.  
Horace Wilson,  
Francis Wildes,  
Andrew J. Fuller.

Ward 3.  
John Shaw,  
James W. Frye,  
David P. Low.

Ward 4.  
George W. Kendall,  
John Elliot,  
William Drummond.

Ward 5.  
David C. Magoun,  
John Weeks,  
Hiram Turner.

Ward 6.  
Scott Morse,  
Jacob S. Sewall,  
Amos L. Allen.

Ward 7.  
Hugh Rogers,  
Charles Clapp, Jr.,  
Isaac W. Lynch.

1851.
Mayor,  
JOHN PATTEN.  
WILLIAM TORREY, City Clerk.

Aldermen,  
William Rice,  
Andrew J. Fuller,  
William V. Moses,  
George W. Kendall,  
Levi P. Lemont,  
Jeremiah Ellsworth,  
Lendall C. Litchfield.

Councilmen,  
JOHN HAYDEN, President.  
AMMI R. MITCHELL, Clerk.

Ward 1.  
David W. Standish,  
Samuel Swanton, 2nd.,  
Levi W. Houghton.

Ward 2.  
Thomas C. Jackson,  
James D. Robinson,  
John Deering.

Ward 3.  
Benjamin Pattee,  
James W. Frye,  
Benjamin B. Blasland.

Ward 4.  
William Drummond,  
John Hayden,  
Ebed Lincoln, Jr.

Ward 5.  
Carlton D. Elmes,  
Edward K. Harding,  
Thomas R. Bradford.

Ward 6.  
Scott Morse,  
Jacob S. Sewall,  
Dexter B. Coombs.

Ward 7.  
Samuel Eames,  
James Drummond,  
John Larrabee.
CITY COUNCIL.

1853.
Mayor,
JOHN PATTEN.
WILLIAM TORREY, City Clerk.

Aldermen,
Willard Hall,
Jeremiah Robinson,
Peleg Sprague,
William Drummond,
Edward K. Harding,
Charles Davenport,
Oliver Moses.

Councilmen,
JOHN HAYDEN, President.
AMMI R. MITCHELL, Clerk.

Ward 1.
John C. L. Booker,
Elisha Cox,
Samuel Swanton, 2nd.

Ward 2.
John T. Gilman,
Thomas C. Jackson,
James D. Robinson.

Ward 3.
David Crooker,
Convers L. Owen,
John Shaw.

Ward 4.
Benjamin F. Foote,
John Hayden,
George Ross.

Ward 5.
John C. Jameson,
Charles B. Lemont,
Thomas H. G. Marston.

Ward 6.
Freeman H. Morse,
Johnson Rideout,
Elwell Robinson.

Ward 7.
Josiah D. Haley,
James Couillard,
Stephen Larrabee.

1853.
Mayor,
BERNARD C. BAILEY.
WILLIAM TORREY, City Clerk.

Aldermen,
Willard Hall,
James D. Robinson,
Peleg Sprague,
William Drummond,
Edward K. Harding,
Charles Davenport,
John G. Richardson.

Councilmen,
JOHN HAYDEN, President.
AMMI R. MITCHELL, Clerk.

Ward 1.
Levi W. Houghton,
Elisha Cox,
Zina H. Trufant.

Ward 2.
James M. Lincoln,
James Covel,
Elbridge G. Wilson.

Ward 3.
David Crooker,
Benjamin O. Weeks,
John Shaw.

Ward 4.
Rufus R. Haines,
John Hayden,
George Ross.

Ward 5.
Charles B. Lemont,
Thomas H. G. Marston,
Elijah Upton.

Ward 6.
Samuel Eames,
Freeman H. Morse,
Benjamin S. Quinnam.

Ward 7.
Isaiah Crooker,
John Larrabee,
William H. Smith.
1854.

Mayor,

BERNARD C. BAILEY.

(A) WILLIAM TORREY, City Clerk.

Aldermen,

Joseph O. Hunt,
Jeremiah Robinson,
Peleg Sprague,
Galen Clapp,
Israel Putnam,
James F. Patten,
Oliver Moses.

Councilmen,

CHARLES DAVENPORT, President.
AMMI R. MITCHELL, Clerk.

Ward 1.

Levi W. Houghton,
Alexander Robinson,
Zina H. Trufant.

Ward 2.

Andrew J. Fuller,
Thomas C. Jackson,
Elbridge G. Wilson.

Ward 3.

David Crooker,
James M. Lincoln,
Benjamin O. Weeks.

Ward 4.

Joseph H. Allen,
Rufus R. Haines,
David T. Stinson.

Ward 5.

John T. Gilman,
John H. Hersey,
Elijah Upton.

Ward 6.

James E. Cox,
Charles Davenport,
William B. Taylor.

Ward 7.

William Morse,
James Oliver,
Thomas D. Wilder.

1855.

Mayor,

FREEMAN H. MORSE.

AMMI R. MITCHELL, City Clerk.

Aldermen,

CHARLES RUSSELL, (b) President pro tem.

Joseph O. Hunt,
Thomas C. Jackson,
John Shaw,
John S. Baker,
Charles Russell,
Samuel Eames,
Charles Clapp, Jr.

Councilmen,

JOHN HAYDEN, President.
ANDREW C. HEWEY, Clerk.

Ward 1.

Robert Goddard, [Resigned.]
Willard Hall,
Reed Nichols, [To fill vacancy.]
Ralph T. Jackson.

Ward 2.

John Ballou,
William E. Hodgkins,
William Stacey.

Ward 3.

Joseph T. Donnell,
George Moulton,
David W. Standish.

Ward 4.

John Hayden,
Ebed Lincoln,
John L. Spofford.

Ward 5.

Silas S. Mitchell,
Albert G. Page,
Elijah Upton.

Ward 6.

Isaac Hatch,
Edwin A. Morse,
William B. Taylor.

Ward 7.

Lendall G. Litchfield,
William Morse,
Samuel W. Rogers.
### 1856

**Mayor**

**WILLIAM RICE.**

**Aldermen,**

SAMUEL EAMES, President pro tem.

Franklin B. Kendall,  
John Ballou,  
John Shaw,  
Gershom Hyde,  
William M. Reed,  
Samuel Eames,  
Washington Gilbert.

**Councilmen,**

DAVID C. MAGOUN, President.  
ANDREW C. HEWEY, Clerk.

Willard Hall,  
Reuben S. Hunt,  
Ralph T. Jackson.  
Ward 1.

James Covell,  
Joseph T. Donnell,  
Benjamin Donnell.  
Ward 2.

Henry M. Bovey,  
James C. Ledyard,  
James Rouse.  
Ward 3.

John T. Gilman,  
William Rogers,  
James Wakefield.  
Ward 4.

John S. Baker,  
David C. Magoun,  
John L. Spofford.  
Ward 5.

Isaac Hatch,  
John M. Potter,  
Benjamin R. Woodside.  
Ward 6.

Alvan A. Allen,  
James Morse,  
John W. Shaw.  
Ward 7.

### 1857

**Mayor**

**WILLIAM RICE.**

**Aldermen,**

DAVID C. MAGOUN, President pro tem.

Willard Hall,  
Levi W. Houghton,  
John Shaw,  
James Wakefield,  
David C. Magoun,  
Roland Fisher,  
Washington Gilbert.

**Councilmen,**

WILLIAM M. REED, President.  
JAMES M. LINCOLN, Clerk.

George Cornish,  
Charles Gowell,  
Reuben S. Hunt.  
Ward 1.

George Donnell,  
Solomon Reed,  
Peleg Sprague.  
Ward 2.

Charles T. Greenleaf,  
James C. Ledyard,  
James Rouse.  
Ward 3.

Samuel D. Haley,  
Henry Hyde,  
Anthony C. Raymond.  
Ward 4.

Zenas Hatch,  
William Hogan, 2nd.,  
William M. Reed.  
Ward 5.

William Morse,  
Benjamin L. White,  
Benjamin R. Woodside.  
Ward 6.

Hugh Rogers,  
Thomas Simpson,  
Francis Small.
1858.

**City Council.**

**Mayor, WILLIAM RICE.**

**Aldermen, CHARLES RUSSELL, President pro tem.**

Reuben S. Hunt,
Peleg Sprague,
Charles Russell,
James Wakefield,
Amos Nourse,
Roland Fisher,
Thomas Simpson.

**Councilmen, JOHN HAYDEN, President. JAMES M. LINCOLN, Clerk.**

Ward 1.

William Bibber,
George Cornish,
Rufus Hitchcock.

Ward 2.

George M. Adams,
Joseph M. Hayes,
Solomon Reed.

Ward 3.

Henry M. Bovey,
Charles Cobb,
Charles T. Greenleaf.

Ward 4.

William Ingalls,
George Prince,
Anthony C. Raymond.

Ward 5.

Zenas Hatch,
John Hayden,
George A. Preble.

Ward 6.

Daniel Larrabee,
William Morse,
Benjamin L. White.

Ward 7.

William G. Randall,
Hugh Rogers,
Charles A. Turner.

1859.

**Mayor, ISRAEL PUTNAM.**

**Aldermen, AMOS NOURSE, President pro tem.**

Reuben S. Hunt,
Peleg Sprague,
Howard P. Wiggin,
Anthony C. Raymond,
Amos Nourse,
Roland Fisher,
Samuel Eames.

**Councilmen, JOHN S. BAKER, President. CHARLES COBB, Clerk.**

Ward 1.

William Bibber,
William Gatchell,
Rufus Hitchcock.

Ward 2.

George M. Adams,
Joseph M. Hayes,
Thomas Child.

Ward 3.

David W. Standish,
James A. Winslow,
David Harris.

Ward 4.

William Ingalls,
John Harris,
John Weeks.

Ward 5.

Albion J. Potter,
John S. Baker,
William M. Reed.

Ward 6.

Daniel Larrabee,
John D. Bibber,
Charles Davenport.

Ward 7.

Milton S. Briry,
Joseph F. Dunning,
James R. Larrabee.
1860.

Mayor,
ISRAEL PUTNAM.
ELIJAH UPTON, City Clerk.

Aldermen,
WILLIAM RICE, President pro tem.
Eli Cox,
William Rice,
Howard P. Wiggin,
Anthony C. Raymond,
William M. Reed,
Caleb S. Jenks,
Samuel Eames.

Councilmen,
CHARLES RUSSELL, President.
CHARLES COBB, Clerk.
Ward 1.
Charles Gowell,
Henry P. Potter,
Obadiah Trask.

Ward 2.
Thomas Child,
George Donnell,
George Moulton.

Ward 3.
James C. Ledyard,
Charles Russell,
James A. Winslow.

Ward 4.
John Harris,
Cyril H. Hartwell,
John Weeks.

Ward 5.
John H. Kimball,
Albion J. Potter,
Samuel I. Robinson.

Ward 6.
John D. Bibber,
Charles Davenport,
Joshua Winslow.

Ward 7.
Milton S. Briry,
Samuel Edgecomb,
Merritt Sylvester.

1861.

Mayor,
ISRAEL PUTNAM.
ELIJAH UPTON, City Clerk.

Aldermen,
CALEB S. JENKS, President pro tem.
Eli Cox,
George Donnell,
Charles T. Greenleaf,
Samuel D. Haley,
Samuel I. Robinson,
Caleb S. Jenks,
James T. Patten.

Councilmen.
WILLIAM RICE, President.
CHARLES COBB, Clerk.
Ward 1.
Henry P. Potter,
Obadiah Trask,
Ezra A. Cunningham.

Ward 2.
George Moulton,
William Rice,
William Williams.

Ward 3.
Peltiad M. Gerry,
Augustus Palmer,
William Sanford, Jr.

Ward 4.
Cyril H. Hartwell,
John R. Hodgkins,
James W. Wakefield.

Ward 5.
William Clifford,
Michael F. Gannett,
John H. Kimball.

Ward 6.
William H. Melcher,
Johnson Rideout,
Joshua Winslow.

Ward 7.
James Couillard,
Thomas M. Curtis,
William Hodgkins.
CITY COUNCIL.

1862.
Mayor,
ISRAEL PUTNAM.
ELIJAH UPTON, City Clerk.

Aldermen,
DAVID C. MAGOUN, President pro tem.

Eli Cox, George Donnell, Augustus Palmer, John Harris, David C. Magoun, Daniel C. Weston.

Samuel Rames,

Councilmen,
WILLIAM RICE, President.
CHARLES COBB, Clerk.

Ward 1.
Alexander Robinson, Robert Goddard, Obadiah Trask.
Ward 2.
Ward 3.
William Sanford, Jr., Peltiah M. Gerry, Joseph M. Hayes.
Ward 4.
James W. Wakefield, Benjamin F. Foote, Charles W. Larrabee.
Ward 5.
Michael F. Gannett, David Harris, David Patten.
Ward 6.
John D. Bibber, Jeremiah Ellsworth, Elwell Robinson.
Ward 7.
Gilbert E. R. Patten, Samuel W. Rogers, Elisha Mallett.

NOTES.

(A) Mr. TORREY served until September 13th, when he was seized with paralysis while in the act of affixing his official signature to the Records. ELISHA CLARKE, Esq., was the same evening chosen City Clerk pro tem., and served till December 6th, when JAMES H. WHITMAN, Esq., was chosen, and served the remainder of the year.

(a) The office of President pro tem. was established by an amendment to the City Charter, approved March 3d, 1855.
BOUNDARIES OF THE WARDS.

WARD 1—Shall be bounded by a line from Washington Street, through the middle of the Rope-Walk, and the same course continued to West Bath; thence by West Bath to Winnegance Creek, and by said creek and Kennebec River to a point opposite Federal Street, and through Federal and Washington Streets to the first bounds.

WARD 2—Shall be bounded on the south by Ward 1; on the west by West Bath to the Western Avenue; thence through said Avenue to High Street, by High Street to Granite Street, by the north line of Granite Street to the north line of King Street, and to the Kennebec River; on the east by said river.

WARD 3—Shall be bounded on the south by Ward 2; on the west by West Bath to the Brunswick road, by said road to Lincoln Street, by Lincoln to Academy Street, by Academy to High Street, by High to Centre Street, by Centre to Front Street, thence by north line of Custom House land to Kennebec River; on the east by said river.

WARD 4—Shall be bounded on the south and west by Ward 3; on the north by Chestnut, Winter and Summer Streets to Kennebec River; on the east by said river.

WARD 5—Shall be bounded on the south by Ward 4 from the river to Lincoln Street, and by Lincoln Street and the Brunswick road to the Railroad; by the Railroad to High Street, by High Street to North Street, by North Street to Kennebec River; on the east by said river.
WARD BOUNDARIES, ETC.

Ward 6—Shall be bounded on the south by Ward 5; on the west by Washington Street to Mechanic Street, through Mechanic Street and the same course to High Street, by High Street to Whiskeag Street, by said street to Whiskeag stream, by said stream to Kennebec River; on the north and east by said river.

WARD 7—Shall contain and embrace all the remaining territory of the city of Bath, not included within the limits of either of the preceding Wards.

WARD ROOMS.

WARD 1.—School-house on Weeks Street.
WARD 2.—School-house on South Street.
WARD 3.—School-house on Centre Street.
WARD 4.—City Hall building.
WARD 5.—Basement of Universalist Church.
WARD 6.—Engine-house on Front Street.
WARD 7.—School-house on North Street.